

Global Encounter-Brazil: Making a Difference

Health, Education, and Social Disparities

Individual Written Responses to Questions Related to the Topic

Procedure used to generate this document:

This document represents the summary of responses individuals wrote to questions related to their self-selected area of interest/expertise within six topic areas (Bio-economy and Development; Cultural Hybridizations; Environment, Technology, and People; Global Relations; Health, Education, and Social Disparities; Institutional Planning and Support and Political Economy, Commerce). All responses received are included and are typed verbatim with some explanation of acronyms. There is no significance in the ordering of the topics or comments as presented in this report.

A. What are your *current or future focused areas of teaching, research and/or outreach* related Brazil?

1. ●I am a graduate student in Universidade Estadual Paulista- Botucatu, Sao Paulo in Brazil, at the Veterinary School, and I'm here as a visiting scholar doing my research project.
2. ●Professionals training program, focused on Education/Social Justice
3. ●Social work with a particular focus on distance education, health, mental health, social justice, and poverty issues, as they impact outreach
●The extent of social disparity seems to be at the basis of a focus in Brazil. These are natural collaborations for the School of Social Work.
●Personal long term interest in international education exchange
4. ●Urban school reform
●The impact of globalization in education
●Globalization "from below". I am interested in processes that globalize the interests of the oppressed and subaltern groups (marginalized groups and the lower classes rendered without agency by their social status or outside the established structures of political representation).
5. ●I am a Portuguese native interested in working in a Lusofono country.
●My graduate work is in education with a special interest in comparative, inclusive education.

- I am also interested in teaching Portuguese on campus & taking advantage of research opportunities in Lusophone countries.
6. ●Use of Web meeting/collaboration software to facilitate sustainable, on-going and cost-effective relationships with our Brazilian (and other) partners
 7. ●Acting director, CASID
●CASID is prepared to provide support to multidisciplinary faculty teams for teaching, research, and outreach activities related to Brazil.
 8. ●No activities at this time
●Interested in potential for public health related activities in health, education, and social disparities
●Need to take time to research current health statistics and demographics of region to plan.
 9. ●I have a Doctor in Veterinary Medicine degree, a Master's and Ph.D. from Brazil.
●Currently I am a veterinary clinical pathology resident.
●I have interest in teaching and researching in the veterinary clinical pathology fields in the U.S. and in Brazil.
 10. ●I am a graduate student studying the gendered social, and economic impacts of fair trade coffee production and certification in Minas Gerais.
●The farmers and families I study engage in small-scale agriculture. Fair trade aims to mitigate the negative social and economic impacts of free trade on small-scale producers.
●Additionally, I am analyzing the fair trade network between these coffee farmers, certifying organizations, NGOs, businesses, and consumers in the U.S.

B. What *resources* (existing at MSU or working in collaboration with MSU) should be considered as the University moves forward on any and all work related to Brazil?

1. ****No Response****
2. ●PAN, Pacific-Atlantic Study Center, which links Asia, N. America, & S. America with various topics such as environment, education, social science, & natural sciences areas
3. ●MSU School of Social Work blended MSU Program as a model of offering graduate education internationally
●I am certain that there are many resources about which I am specifically unaware.

4.
 - Lecture series with Brazilian scholars and community leaders
 - Exchange of graduate students
5.
 - MSU should consider all those interested in developing and maintaining long-lasting relationships both at MSU & abroad.
 - MSU should also extend that collaboration to universities in other countries that already have relationships with Brazil & therefore develop multi-country "encounters" (i.e. Portugal.)
6.
 - Sufficient licenses and support for use of Web meeting/collaboration software to facilitate sustainable, on-going, and cost-effective relationships with our international partners
7.
 - Support from relevant international and area centers to support multidisciplinary faculty teams for teaching, research, and outreach activity
8.
 - A great deal of cross-collegiate interest in public health has been identified. An emphasis on multi-disciplinary activities supported by the individuals who are the Brazilian experts could reasonably be expected to succeed.
9.
 - People (knowledge)
 - Technology
 - Contacts that people from MSU have in Brazil and vice-versa
10.
 - Continue ISP funding for graduate student pre-dissertation funding.
 - I also coordinate international internships for students to work on gender, environment, and social justice issues. I'd like to send some students to Brazil through the Gender, Justice, and Environmental Change (GJEC) internship program in the Women and International Development Office.

C. What are the *top three to five things* that MSU should be doing in regards to this theme/area of concern in Brazil over the next five to ten years?

1.
 - About social disparities, MSU should work on some kind of adaptation program for Brazilian people, considering the different weather, social relationship and cultural habits that Brazilian people find here.
 - A discussion group should be created, where Brazilian people could show the Americans and foreign people some cultural and social aspects in Brazil, to exchange cultural information.
 - Create financial support to bring Brazilian undergrad/graduate students or faculty to MSU.

2.
 - Building a strong relationship with universities and government
 - Public relations of MSU to Brazilian students & community in local Brazilian outlets
 - Provide funds as scholarship or fellowship.
 - Regular meeting with Alumni in Brazil
 - Develop projects (research/dual degree/training) in cooperation with Brazilian government.
3. **No Response**
4.
 - Establishing concrete partnerships with Brazilian universities
 - Implementing partnerships that include not only scholars, but also community organizations and practitioners
 - Establish practices that emphasize the belief that not only Brazilians will learn from the interactions, but also MSU (and Michigan) can learn a great deal from what is implemented in Brazil.
5.
 - Develop exchange programs between MSU graduates of the College of Education (teachers) & public schools in Brazil.
 - Support exchange of faculty & public school teachers.
 - Focus on developing exchange partnerships of public school teachers & administrators.
 - Promote/facilitate research (at graduate level) for both MSU & Brazilian students in public schools.
6.
 - I think we need to engage experts in strategic partnering to help us focus on our strengths & the characteristics we need in our partners to forge successful and sustainable alliances.
 - Then we need some strategic hires of people with the language and cultural abilities, as well as expertise or ability to bring people together around the themes that are identified as having the most potential.
7.
 - Seek to initiate/build upon existing strong relationships to promote joint research projects that will lead to joint publications.
 - Seek funding to promote such opportunities.
 - Explore ways to fund and sustain faculty and student exchange.
 - Make use of distance learning technologies:
 - emphasis
 - emphasis on multi-disciplinary approaches.
8.
 - Public health themes* that MSU is poised to address:
 - Water safety
 - Food safety

-Support public health workforce with training (e.g. epidemiology certificate/degree programs)

*I've not researched these so am not (fully) aware if these are issues.

9.
 - Discussion of expectations between both places
 - Identifying areas of major impact (or sub areas)
 - Identifying programs that are working for both places and share knowledge/information training
10.
 - Expand research and study opportunities in these areas (internships, study abroad, grad student research).
 - Locate universities in Brazil to collaborate with.
 - If a Brazilian university is interested in partnership, how do we progress? Who makes those decisions? Who do we take requests to?

D. Looking back in 5-10 years, how would we know that we had been successful? (Are there *measurables/metrics* which might be useful?)

1.
 - Contacting Brazilian people that have been here to know if they felt well adapted and what were the hardest things to handle while being here
2.
 - Several professionals were trained from several enterprises (and government) in Brazil.
 - Find out numbers (alumni/scholars) from Univ. & government in Brazil.
 - Satisfaction/contribution for mutual benefits
3. ****No Response****
4.
 - The number of new partnerships with Brazilian universities
 - The number of graduate students from Brazil
 - The number of professors from Brazil
 - The number of MSU professors with research in Brazil
5.
 - By the number of teacher candidates that have worked/interned in Brazil
 - Documenting exchanges
 - Documenting partnerships
 - Document & act upon research.
6.
 - By our collaborative efforts to improve knowledge and solve problems
 - Metrics should go beyond numbers of students or programs or projects to impact (ex. Millennium Development Goals or international targets for emissions, etc.).

7.
 - Identify priority outcomes with those involved in activities related to teaching, research, outreach (publications, grants, "signature events", joint degrees, etc.).
 - Seek to maintain or increase agreed upon outcomes.
8.
 - Food safety—increase in MSU's online food safety master's program students from Brazil
 - Certificate programs completed by students from Brazil
 - Brazilian students enrolled in epidemiology undergraduate specialization (should it be approved). **Note:** This program was approved effective Fall Semester, 2007.
9.
 - Number of people involved
 - Grants or amount of money raised
10.
 - We will have increased funding for students to do research and study in Brazil.
 - We will have a broader range of study abroad and internship options.
 - We will have several strong and ongoing partnerships with Brazilian institutions.

E. For which items in question C would you be willing to be contacted to continue work as the Brazilian (or Lusophone) agenda progresses?

1.
 - I'd like to help with new Brazilian people adaptation here in Michigan State and share some cultural aspects from Brazil with those who are interested. (From a Brazilian graduate student)
2.
 - Brazil Government/Enterprizes (sic)
3.
 - Collaborations, service orientation and social research projects
4.
 - Establishing concrete partnerships with Brazilian universities
 - Implementing partnerships that include not only scholars, but also community organizations and practitioners
5.
 - Develop exchange programs between MSU graduates of the College of Education (teachers) & public schools in Brazil.
 - Support exchange of faculty & public school teachers.
 - Focus on developing exchange partnerships of public school teachers and administrators.
 - Promote/facilitate research (at graduate level) for both MSU & Brazilian students in public schools.
6.
 - Technology for collaboration/strategy/partnerships

7. ●CASID can facilitate proposal development and submission in support of multi-disciplinary approaches/faculty teams to achieve goals stated in C-7 above.
8. ●Would like to stay involved to some degree for public health related topics
9. ●Any
10. ●Expand research and study opportunities in these areas – internships, study abroad, and graduate research.
●Locate universities in Brazil to collaborate with.

F. Additional comments:

1. **NO RESPONSE**
2. ●Building a relationship with certain institutes→ very important
●Make them feel important, who they are & the philosophy of MSU→ selling the values.
3. **NO RESPONSE**
4. **NO RESPONSE**
5. ●I have targeted Brazil in question C for the ease of discussion. However, please consider my suggestions applicable to all Lusophone countries.
6. ●I agree with the Provost's comments about solving problems together and learning from each other, rather than a paternalistic, uni-directional effort.
7. **NO RESPONSE**
8. **NO RESPONSE**
9. **NO RESPONSE**
10. **NO RESPONSE**

This material was generated from Global Encounter-Brazil
<<http://www.isp.msu.edu/globalencounter/brazil>>, held at Michigan State University on November 7, 2006. This interactive and participatory event was designed to obtain input and to elaborate in a country-specific forum on relevant themes, opportunities, issues, and opportunities affecting MSU's current and future engagement in Brazil (and to some degree Lusophone countries).