

THE HARVARD UNIVERSITY

**LEMANN
BRAZIL
RESEARCH FUND**



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THE HARVARD UNIVERSITY LEMANN BRAZIL RESEARCH FUND

The Lemann Brazil Research Fund is made possible by a generous gift from the Lemann Foundation. The Office of the Vice Provost for Research administers the Fund together with the Office of the Vice Provost for International Affairs, in collaboration with the David Rockefeller Center for Latin American Studies and the Brazil Studies Program.

FUNDING PRIORITIES

The Fund is intended to foster collaboration between scholars and to support research projects focused on current issues facing Brazil. Proposals are sought for research projects that address education management and administration, social science and its applications, public administration and policy, technological advances in education, and evidence-based research. Consideration will also be given to projects that propose collaboration between Harvard faculty and Brazilian academics in the life sciences, physical sciences and engineering, and basic and applied sciences.

ELIGIBILITY AND REVIEW CRITERIA

Proposals will be evaluated on the basis of academic merit, feasibility, and their anticipated advancement of the objectives of the Fund and must meet at least one of the following three criteria:

- 1. Include collaboration with Brazilian academics**
- 2. Be undertaken in Brazil in whole or in part**
- 3. Focus on Brazil**

Applications are invited from individuals who hold a faculty appointment at a Harvard School and who have principal investigator rights at that School. Harvard Medical School faculty must hold a faculty appointment with PI rights in one of HMS's basic or social science departments. Faculty may request support for postdoctoral scholars and graduate students from Brazil and for Harvard postdocs, graduate students, and undergraduates.

AVAILABLE FUNDING

Applicants may request up to \$150,000 payable over one or two years, as specified by the applicant in his or her proposal. Grants are nonrenewable, but there are no limits on the number of times an individual may apply for funding. It is anticipated that 5–10 grants will be awarded each year.



ABOUT JORGE PAULO LEMANN AB '61 AND THE LEMANN FOUNDATION

Global entrepreneur and financier Jorge Paulo Lemann regards education as Brazil's most important challenge. He received a bachelor's degree in economics from Harvard College in 1961. He is the founder and chair of the Lemann Foundation, a not-for-profit family organization founded in 2002. The foundation works to ensure that all Brazilian children have high-quality public education and to create a network of talented people dedicated to solving the main Brazilian social problems.

www.fundacaolemann.org.br



WHAT WE'RE LEARNING



LAURA ALFARO

Warren Alpert Professor of Business Administration,
Harvard Business School

“GLOBALIZATION AND ORGANIZATIONAL CHANGE: EVIDENCE FROM BRAZIL”

CO-INVESTIGATORS: Maggie X. Chen (George Washington University); Andrea Lucchesi (University of São Paulo); Naercio A. Menezes Filho (University of São Paulo; Insper); Monika Schnitzer (University of Munich)

COLLABORATORS: Alison Oliveira (University of São Paulo; Insper); Leandro Justino Pereira Veloso (Universidade Federal do Rio de Janeiro)

With support from the Harvard Lemann Brazil Research Fund, I have been investigating for the past years the effects of globalization on Brazilian firms' innovation and organization choices with colleagues Andrea Lucchesi from the University of São Paulo, Naercio A. Menezes Filho from Insper, Maggie X. Chen from George Washington University, and Monika Schnitzer from the University of Munich. In the project “Outsourcing Productivity and Innovation: The China shock hits Brazil,” we disentangle, using an array of matched confidential firm-level micro datasets, the different channels through which Brazilian firms' increased exposure to imports from China reshaped their choices. While Brazil's trade is relatively diversified across countries, trade with China increased substantially from merely two to 15 percent. Gaining access to foreign markets offers greater revenue potential, but opening home markets for imports presents both challenges and opportunities. The arrival of foreign imports exposes firms to more competition in final goods markets as well as opportunities to globally source inputs, two mechanisms with distinctively different implications for home firms.

The data, matching Brazil's confidential customs trade data with the manufacturing census and unique industrial and innovation surveys, provide rich information on firm operations and organization allowing us to measure firm responses in a variety of dimensions including productivity, product mix, employment and innovation from 1998–2001. We find that a higher share of Chinese imports at the sector level correlates positively with increased productivity of Brazilian firms. After we include firm-level imports, however, the sector competition effect becomes negative while firm-level importing positively affects productivity. Firms that source their imports from China increase product variety, while firms that are more affected by Chinese competition in the product market are more likely to shed products. Importing firms increase their profit margin and employ fewer workers with more competition leading to opposite results. Finally, we find negative effects of firm-level imports on innovation. While outsourcing inputs and innovation seem to increase productivity, there is a risk that this may have negative consequences for innovation in the long run.



ICHIRO KAWACHI

John L. Loeb and Frances Lehman Loeb Professor of Social
Epidemiology, Harvard T.H. Chan School of Public Health

“MACHINE LEARNING TO ESTIMATE LIFE EXPECTANCY BY RACE IN BRAZIL: CHALLENGES FOR A MULTI-RACIAL FUTURE”

CO-INVESTIGATOR: Alexandre Dias Porto Chiavegatto Filho
(University of São Paulo)

Our study was motivated by the unexpected observation that in spite of the widespread socioeconomic disparities between whites and mixed races in Brazilian society, standard life table methods showed that mixed races had higher life expectancy than whites among women, and similar life expectancy among men. Accordingly, with support from the Lemann Foundation grant, we sought to explore whether systematic errors in racial classification on death certificates in Brazil could explain the unexpected paradox found in official statistics. The results from our study allowed us to estimate for the first time the corrected age-adjusted mortality differentials according to the different races in the city of São Paulo. After error correction, we found that black individuals had the highest relative mortality rate (45.85/1,000 population), followed by mixed (42.30/1,000 population) and whites (37.91/1,000 population), contrary to what is reported in official data. Secondary results from the project found

that life expectancy in Brazil is very positively influenced by high investments in primary health care (such as the large interdisciplinary Family Health Strategy and child vaccination) and negatively influenced by high investments in secondary care (as in the case of high Cesarean rates). The project resulted in three academic papers and reports in Brazilian media outlets such as BBC Brasil, *Jornal O Globo* and *Jornal O Estado de São Paulo*.

The Lemann Foundation was instrumental in enabling the international collaboration between myself (PI based in the Harvard T.H. Chan School of Public Health) and Alexandre Chiavegatto Filho from the University of São Paulo. We were able to leverage our findings from the Lemann award to receive new funding to apply machine learning to other health problems in Brazil, using the technical knowledge acquired from the study, and hope to continue this partnership for the next few years.

WHAT WE'RE LEARNING



NICOLAS MENZIES

Assistant Professor of Global Health, Harvard T.H. Chan School of Public Health

“IDENTIFYING APPROACHES TO REDUCE DISPARITIES IN TB DIAGNOSIS AND CARE IN BRAZIL”

CO-INVESTIGATORS: Daniele Maria Pelissari (University of São Paulo), Patricia Bartholomay Oliveira (Ministério da Saúde); Ethel Maciel (Universidade Federal do Espírito Santo); Carolina Maia Martins Sales (Universidade Federal do Espírito Santo); Theodore Cohen (Yale University); Marcia Castro (Harvard T.H. Chan School of Public Health)

COLLABORATORS: Adelmo Bertolde (Universidade Federal do Espírito Santo); Denise Arakaki (Ministério da Saúde); Mauro Sanchez (Federal University of Brasília)

The funding provided by the Harvard Lemann Brazil Research Fund allowed me to establish a U.S.-Brazil tuberculosis (TB) research collaboration between researchers at the Harvard T.H. Chan School of Public Health, academic researchers at the Federal University of Espírito Santo and Federal University of Brasília, and the National Tuberculosis Program (NTP) in the Federal Ministry of Health. Tuberculosis is a disease of poverty that is not yet fully controlled in Brazil. Through this collaboration, we have undertaken several analyses to understand trends in TB epidemiology to identify municipalities with high numbers of undiagnosed TB cases, describe patterns of care and gaps in the TB care

continuum, and identify approaches to improve the coverage and quality of TB care in Brazil. This collaboration provides valuable expert input for the Ministry of Health and allows researchers to work on problems of direct importance for public health in Brazil. This funding also provided the opportunity to mentor both junior researchers and graduate students who will continue to contribute to the next generation of academics and practitioners. The long-term impact of this work is a better understanding of the TB epidemic and disease control options in Brazil, and a better-prepared workforce for answering these questions in the future.



PAOLA UCCELLI

Professor of Education, Harvard Graduate School of Education

“LEARNING FOR ALL PROJECT”

CO-INVESTIGATORS: Felipe Barrera-Osorio (Harvard Graduate School of Education); Sarah Dryden-Peterson (Harvard Graduate School of Education)

COLLABORATOR: Beatriz Cardoso (Laboratório de Educação, Brazil)

With funding from the Lemann Foundation, our *Learning for All* project examines midadolescents' literacy and patterns of educational inequality in São Paulo's public schools. Together with my colleagues Felipe Barrera-Osorio and Sarah Dryden-Peterson and in partnership with Beatriz Cardoso and Nicole Paulet from Laboratório de Educação, this project collected quantitative and qualitative data from 2,461 students (grades 4, 6, 8), 982 parents, and 41 teachers from 10 municipal public schools in low-resource communities and was driven by the following questions:

Why do so many adolescents struggle with literacy?

We developed and validated the *Avaliação da Linguagem Acadêmica*, to our knowledge the first test to assess midadolescents' school-relevant Portuguese skills. After administering a comprehensive literacy assessment battery, results revealed that the school-relevant language, found ubiquitously in texts across content areas (e.g., logical connectives), poses major challenges to large proportions of students. Findings call for research-based pedagogies that promote text discussion to strategically expand midadolescents' language proficiencies.

Why do some low-resource public schools achieve better literacy outcomes?

We sampled five pairs of schools in the same neighborhood: each pair included a high-performing

(HPS) and a low-performing school (LPS). Contrary to official expectations, pairs were found not to serve comparable populations. Instead, evidence suggests considerable selection into schools within neighborhoods: HPS students had more educated mothers, more household assets, and more books at home. Even though we could not address the directionality of relations, we found literacy achievement to be strongly correlated with students' and parents' well-being and sense of community belonging. Results highlight the dynamic processes through which disadvantages accumulate for children in poverty.

What are teachers' perspectives?

Interviews and classroom observations indicate that teachers are aware of the complexity involved in literacy development and of the large numbers of struggling readers in their classes. Yet, teachers are not equipped with relevant instructional practices and would welcome tools to support their students' literacies.

Our now strong relationships across national borders have led to continuous collaborative work focused on testing an educational intervention informed by these findings. I have high hopes for what we can continue to achieve together as we work hard to address urgent problems of practice through multidisciplinary, multisectoral, and transnational research in education.

PERSPECTIVES FROM OUR BRAZILIAN PARTNERS



LUCAS CARVALHO

“ESTIMATION OF THE SOCIAL AND ECONOMIC BURDENS OF DENGUE AND ZIKA VIRUS IN BRAZIL: A PUBLIC POLICY TOOL”

with Marcia Castro

The project financed by LBRF was a turning point in my academic career. ... [T]he topic that I have been developing in my doctoral thesis has many intersections, and it was only possible with the experiences and knowledge gained during the project. The main objective of my doctoral thesis is to evaluate the Aedes aegypti Rapid Index Survey (LIRAA). LIRAA maps the locations with high rates of infestation of Aedes aegypti mosquitoes and warns of possible outbreaks of arboviruses, allowing control actions to focus on the most critical areas.



GABRIELA MORICONI

“TEACHING TEACHERS TO TEACH: INVESTIGATING PEDAGOGIES AND PRACTICES TO IMPROVE TEACHER EDUCATION IN BRAZIL”

with Katherine K. Merseth

As a result of the LBRF-funded project, we will soon release a book sharing nine descriptive cases of 12 teacher educators with high-leverage practices in teacher education programs in Brazil. This book will bring lessons learned from both the cases and the specialized literature to inspire other teacher educators' work in the country. ... We expect that, by launching the book about teacher education practices and the lessons learned from them, we will stimulate debate around teacher education practices across the country. With that, we intend to both inspire other teacher educators and to raise questions about how the institutional contexts in which these teacher educators work support or hinder their good initiatives.



CÍNTIA SALGADO

“EARLY LITERACY PREDICTION AND READING INTERVENTION FOR PRESCHOOLERS FROM LOW-INCOME FAMILIES IN NATAL, RIO GRANDE DO NORTE, BRAZIL”

with Gigi Luk and Meredith Rowe

This project contributed enormously to my professional and academic growth of the researcher and to my group at the Federal University of Rio Grande do Norte, thanks to the possibility of trading experiences and learnings with world-renowned researchers in the area. ... Our results in the first year show that the children improved their capacity to recognize letters and vocabulary, and in the second year they were able to acquire literacy. ... The positive impact of this partnership culminated in the municipal secretary of education asking us to continue and expand the research through the fifth grade. ... The project enabled by this funding completely changed my world view on academic life.



JOÃO TONINI

“PRIORITIZING BIODIVERSITY OF BIRDS AND BUTTERFLIES IN CERRADO HABITATS OF BRAZIL USING GEOGRAPHIC AND PHYLOGENETIC INFORMATION SYSTEMS”

with Scott V. Edwards

The project gave me the opportunity to work in one of the top universities in the world ... to develop interdisciplinary projects using cutting-edge technologies, which has broadened my scientific interests and improved my analytical skillset. ... Our project focuses on using bioinformatic techniques applied to species geographic distribution and evolutionary relationships to prioritize species and areas for conservation across the Brazilian biomes of Cerrado and Caatinga. Since conservation funds are limited, by prioritizing the most imperiled biodiversity in these biomes we hope to be able to safeguard species that are at the brink of extinction.

2016 AWARD WINNERS

LAURA ALFARO

Warren Alpert Professor of Business Administration, Harvard Business School

“GLOBALIZATION AND ORGANIZATIONAL CHANGE: EVIDENCE FROM BRAZIL”

CO-INVESTIGATORS: Maggie X. Chen (George Washington University); Andrea Lucchesi (University of São Paulo); Naercio A. Menezes Filho (University of São Paulo; Insper); Monika Schnitzer (University of Munich)

COLLABORATORS: Alison Oliveira (University of São Paulo; Insper); Leandro Justino Pereira Veloso (Universidade Federal do Rio de Janeiro)

MARCIA CASTRO

Andelot Professor of Demography, Chair of the Department of Global Health and Population, Harvard T.H. Chan School of Public Health

“ESTIMATION OF THE SOCIAL AND ECONOMIC BURDENS OF DENGUE AND ZIKA VIRUS IN BRAZIL: A PUBLIC POLICY TOOL”

CO-INVESTIGATORS: Mary E. Wilson (Harvard T.H. Chan School of Public Health); Monica Viegas Andrade (Federal University of Minas Gerais); Cláudio José Struchiner (State University of Rio de Janeiro; Oswaldo Cruz Foundation)

COLLABORATORS: Sarah F. McGough (Harvard T.H. Chan School of Public Health); Benjamin MacCormack-Gelles (Harvard T.H. Chan School of Public Health); Lucas Resende de Carvalho (Federal University of Minas Gerais); Julia Almeida Calazans (Federal University of Minas Gerais)

SCOTT V. EDWARDS

Alexander Agassiz Professor of Zoology and Curator of Ornithology in the Museum of Comparative Zoology, Faculty of Arts and Sciences

“PRIORITIZING BIODIVERSITY OF BIRDS AND BUTTERFLIES IN CERRADO HABITATS OF BRAZIL USING GEOGRAPHIC AND PHYLOGENETIC INFORMATION SYSTEMS”

CO-INVESTIGATORS: Naomi Pierce (Faculty of Arts and Sciences); Cristina Miyaki (University of São Paulo)

ICHIRO KAWACHI

John L. Loeb and Frances Lehman Loeb Professor of Social Epidemiology, Harvard T.H. Chan School of Public Health

“MACHINE LEARNING TO ESTIMATE LIFE EXPECTANCY BY RACE IN BRAZIL: CHALLENGES FOR A MULTI-RACIAL FUTURE”

CO-INVESTIGATOR: Alexandre Dias Porto Chiavegatto Filho (University of São Paulo)

DANA CHARLES MCCOY

Assistant Professor of Education, Harvard Graduate School of Education

“ASSESSING THE IMPACT OF SOCIO-EMOTIONAL LEARNING PROGRAMMING IN BRAZIL”

CO-INVESTIGATORS: Vladimir Ponczek (Fundação Getúlio Vargas); Cristine Campos de Xavier Pinto (Fundação Getúlio Vargas)

COLLABORATOR: Ana Luiza Raggio Colagrossi (Instituto Vila Educação)

GAUTAM RAO

Assistant Professor of Economics, Faculty of Arts and Sciences

“FROM RESEARCH TO POLICY: IMPROVING MUNICIPAL POLICYMAKING IN BRAZIL”

CO-INVESTIGATORS: Jonas Hjort (Columbia University); Diana Moreira (Faculty of Arts and Sciences)

PAOLA UCCELLI

Professor of Education, Harvard Graduate School of Education

“LEARNING FOR ALL PROJECT”

CO-INVESTIGATORS: Felipe Barrera-Osorio (Harvard Graduate School of Education); Sarah Dryden-Peterson (Harvard Graduate School of Education)

COLLABORATOR: Beatriz Cardoso (Laboratório de Educação, Brazil)

2017 AWARD WINNERS

EMMERICH DAVIES

Assistant Professor of Education, Harvard Graduate School of Education

“TEACHER INCENTIVES AND SOCIALIZATION”

CO-INVESTIGATORS: Fernando Luiz Abrucio (Fundação Getúlio Vargas); Leslie Finger (Faculty of Arts and Sciences)

GIGI LUK*

Associate Professor of Education, Harvard Graduate School of Education

“EARLY LITERACY PREDICTION AND READING INTERVENTION FOR PRESCHOOLERS FROM LOW-INCOME FAMILIES IN NATAL, RIO GRANDE DO NORTE, BRAZIL”

CO-INVESTIGATORS: Cíntia Alves Salgado Azoni (Federal University of Rio Grande do Norte); Nadine Gaab (Boston Children’s Hospital); Charles Haynes (Massachusetts General Hospital)

DANA CHARLES MCCOY

Assistant Professor of Education, Harvard Graduate School of Education

“ASSESSING THE IMPACT OF SOCIO-EMOTIONAL LEARNING PROGRAMMING IN BRAZIL: A FOLLOW-UP STUDY”

CO-INVESTIGATORS: Vladimir Ponczek (Fundação Getúlio Vargas); Cristine Campos de Xavier Pinto (Fundação Getúlio Vargas)

COLLABORATOR: Ana Luiza Raggio Colagrossi (Instituto Vila Educação)

NICOLAS MENZIES

Assistant Professor of Global Health, Harvard T.H. Chan School of Public Health

“IDENTIFYING APPROACHES TO REDUCE DISPARITIES IN TB DIAGNOSIS AND CARE IN BRAZIL”

CO-INVESTIGATORS: Daniele Maria Pelissari (University of São Paulo), Patricia Bartholomay Oliveira (Ministério da Saúde); Ethel Maciel (Universidade Federal do Espírito Santo); Carolina Maia Martins Sales (Universidade Federal do Espírito Santo); Theodore Cohen (Yale University); Marcia Castro (Harvard T.H. Chan School of Public Health)

COLLABORATORS: Adelmo Bertolde (Universidade Federal do Espírito Santo); Denise Arakaki (Ministério da Saúde); Mauro Sanchez (Federal University of Brasília)

KATHERINE K. MERSETH

Adjunct Lecturer on Education, Harvard Graduate School of Education

“TEACHING TEACHERS TO TEACH: INVESTIGATING PEDAGOGIES AND PRACTICES TO IMPROVE TEACHER EDUCATION IN BRAZIL”

CO-INVESTIGATOR: Gabriela Miranda Moriconi (Carlos Chagas Foundation)

GARY URTON

Dumbarton Oaks Professor of Pre-Columbian Studies, Faculty of Arts and Sciences

“THE BLACK EARTH AND RADIAL VILLAGES OF ACRE, BRAZIL: EXPLORATIONS OF A CONTINENT-WIDE LANDSCAPE PARADIGM”

CO-INVESTIGATOR: Eduardo Goes Neves (University of São Paulo)

*Meredith Rowe, Saul Zaentz Professor of Early Learning and Development, assumed the role of PI on this project as of 2018 after Professor Luk assumed a new role at McGill University

2018 AWARD WINNERS

FLAVIO CALMON

Assistant Professor of Electrical Engineering, Harvard John A. Paulson School of Engineering and Applied Sciences

“BRIDGING ELECTRICAL ENGINEERING AND MACHINE LEARNING EDUCATION IN BRAZIL”

COLLABORATOR: José Cândido Silveira Santos Filho (Universidade Estadual de Campinas)

STEPHANIE M. JONES

Gerald S. Lesser Professor in Early Childhood Development, Harvard Graduate School of Education

“SEL KERNELS FOR BRAZIL ECE: A LOW-COST, EVIDENCE-BASED, AND SCALABLE APPROACH TO SOCIAL AND EMOTIONAL LEARNING (SEL) IN BRAZILIAN EARLY CHILDHOOD SETTINGS”

CO-INVESTIGATORS: Dana McCoy (Harvard Graduate School of Education); Alexandra Brentani (Faculdade de Medicina, University of São Paulo)

COLLABORATORS: Ana Luiza Colagrossi (Faculdade de Medicina, University of São Paulo); Rebecca Bailey (Harvard Graduate School of Education); Jennifer Kahn (Harvard Graduate School of Education)

CHARLES NELSON

Professor of Pediatrics and Psychology, Harvard Medical School; Professor of Education, Harvard Graduate School of Education

“EARLY INSTITUTIONALIZATION INTERVENTION IMPACT PROJECT”

CO-INVESTIGATORS: Nathan A. Fox (University of Maryland); Charles H. Zeanah (Tulane University School of Medicine)

COLLABORATOR: Edson Amaro Jr. (PENSI Institute)

GAUTAM RAO

Assistant Professor of Economics, Faculty of Arts and Sciences

“OVERCOMING BARRIERS TO ADOPTION OF EFFECTIVE MUNICIPAL POLICIES”

CO-INVESTIGATORS: Jonas Hjort (Columbia University); Diana Moreira (University of California, Davis); Juan Francisco Santini (Pontifical Catholic University of Rio de Janeiro)

MEREDITH L. ROWE

Saul Zaentz Professor of Early Learning and Development, Harvard Graduate School of Education

“PARENT-CHILD INTERACTION AND CHILD LANGUAGE DEVELOPMENT IN LOW-INCOME FAMILIES IN BRAZIL”

CO-INVESTIGATOR: Guilherme Vanoni Polanczyk (University of São Paulo)

CATHERINE SNOW

Patricia Albjerg Graham Professor of Education, Harvard Graduate School of Education

“IMPROVING LITERACY OUTCOMES IN BRAZIL BY EXPANDING TEACHERS’ INSTRUCTIONAL REPERTOIRES”

CO-INVESTIGATOR: Renan de Almeida Sargiani (University of São Paulo)

ELIZABETH SPELKE

Marshall L. Berkman Professor of Psychology, Faculty of Arts and Sciences

“A PRESCHOOL INTERVENTION IN BRAZIL TO ENHANCE POOR CHILDREN’S SCHOOL READINESS”

CO-INVESTIGATORS: Chrissie Ferreira de Carvalho (Universidade Católica de Salvador); Nara Cortes Andrade (Universidade Católica de Salvador); Jose Neander Silva Abreu (Federal University of Bahia)

2019 AWARD WINNERS

FLAVIO CALMON

Assistant Professor of Electrical Engineering, Harvard John A. Paulson School of Engineering and Applied Sciences

“PREPARING BRAZILIAN ENGINEERING STUDENTS FOR THE DATA-DRIVEN ECONOMY”

COLLABORATOR: José Cândido Silveira Santos Filho (Universidade Estadual de Campinas)

MICHELA CARLANA

Assistant Professor of Public Policy, Harvard Kennedy School

“TACKLING STEREOTYPES TO ENCOURAGE BRAZILIAN MATH TALENT”

CO-INVESTIGATORS: Raissa Fabregas (University of Texas at Austin); Diana Moreira (University of California, Davis)
Collaborator: Felipe C R Lima (University of São Paulo)

ROGER FU

Assistant Professor of Earth and Planetary Sciences, Faculty of Arts and Sciences

“RECORDS OF ANCIENT RAINFALL FROM CAVE DEPOSITS: A COMBINED RESEARCH CAMPAIGN AND FIELD COURSE”

CO-INVESTIGATOR: Ricardo Ivan Trindade (University of São Paulo)

BERNARDO LEMOS

Associate Professor of Environmental Epigenetics, Harvard T.H. Chan School of Public Health

“DOES ZIKA INFECTION ACCELERATE NEURONAL AGING AND DEATH: NOVEL AGING CLOCKS TO MONITOR THE EARLIER ONSET OF PATHOLOGIES OF THE NERVOUS SYSTEMS”

COLLABORATOR: Raquel da Hora Barbosa (Universidade Federal Fluminense)

JUDY LIEBERMAN

Professor of Pediatrics, Harvard Medical School

“IDENTIFYING T CELL EPITOPES IN PLASMODIUM VIVAX”

CO-INVESTIGATOR: Caroline Junqueira (Instituto Rene Rachou/Fundação Oswaldo Cruz)

DANA CHARLES MCCOY

Assistant Professor of Education, Harvard Graduate School of Education

“TESTING THE IMPACT OF A LOW-COST, EVIDENCE-BASED, AND SCALABLE APPROACH TO SOCIAL AND EMOTIONAL LEARNING (SEL) IN BRAZILIAN EARLY CHILDHOOD SETTINGS”

CO-INVESTIGATORS: Stephanie Jones (Harvard Graduate School of Education); Alexandra Brentani (University of São Paulo)

COLLABORATORS: Ana Luiza Raggio Colagrossi (Instituto D’Or de Pesquisa e Ensino); Rebecca Bailey (Harvard Graduate School of Education); Jennifer Kahn (Harvard Graduate School of Education); Sonya Temko (Harvard Graduate School of Education)

PAOLA UCCELLI

Professor of Education, Harvard Graduate School of Education

“APRENDER A ESTUDAR: SUPPORTING FOURTH-GRADE TEACHERS TO PREPARE LIFELONG READERS AND LEARNERS”

CO-INVESTIGATORS: Beatriz Cardoso (Laboratório de Educação); Daniel Domingues dos Santos (University of São Paulo, Ribeirão Preto)

COLLABORATOR: Nicole Paulet (Laboratório de Educação)

2020 AWARD WINNERS

MARCIA CASTRO

Andelot Professor of Demography, Harvard T.H. Chan School of Public Health

“ASSESSMENT OF PUBLIC ACCEPTANCE OF A HYPOTHETICAL DENGUE VACCINE AND THE POTENTIAL IMPACT ON INDIVIDUAL VECTOR-CONTROL BEHAVIOR”

CO-INVESTIGATORS: Marcia Maria Tavares Machado (Federal University of Ceará,); Lucas Chaves Netto (Hospital das Clínicas – FMUSP, Brazil); Antonio Silva Lima Neto (Fortaleza Municipal Health Secretariat)

COLLABORATORS: Alessandra Carvalho (Federal University of Bahia); Luciano de Paula Camilo (University of Brasilia); Juan Pablo Aguilar Ticona (Institute of Collective Health, Federal University of Bahia); Sana Haider (Harvard T.H. Chan School of Public Health); Sun Kim Hi (Harvard T.H. Chan School of Public Health)

JERRY MITROVICA

Frank B. Baird, Jr. Professor of Science, Faculty of Arts and Sciences

“SEA LEVEL CHANGE IN BRAZIL: ANALYZING THE PAST, PROJECTING THE FUTURE, AND TRAINING FUTURE GENERATIONS OF BRAZILIAN SCIENTISTS IN THE USE OF SEA LEVEL MODELING TOOLS”

COLLABORATOR: Rodolfo José Angulo (Universidade Federal do Paraná)

DAVID MORENO MATEOS

Assistant Professor of Landscape Architecture, Harvard University Graduate School of Design

“ESTIMATING THE RECOVERY OF TREES’ EVOLUTIONARY POTENTIAL FROM PRE-COLUMBIAN AGRICULTURE TO IMPROVE TROPICAL FOREST RESTORATION”

CO-INVESTIGATOR: Charles Clement (Instituto Nacional de Pesquisas da Amazônia)

COLLABORATORS: Doriane Picanço-Rodrigues (Universidade Federal do Amazonas); Maria Imaculada Zucchi (Agência Paulista de Tecnologia dos Agronegócios)

STEPHANIE PIERCE

Thomas D. Cabot Associate Professor of Organismic and Evolutionary Biology, Faculty of Arts and Sciences

“UTILIZING BRAZIL’S FOSSIL RECORD TO ILLUMINATE EARTH’S GREATEST MASS EXTINCTION AND ITS LINK TO MODERN CLIMATE CHANGE”

CO-INVESTIGATOR: Felipe L. Pinheiro (Universidade Federal do Pampa)

COLLABORATORS: Tiago R. Simões (Faculty of Arts and Sciences); Paulo M. Nascimento (Canal do Pirulla)

MEREDITH ROWE

Professor of Education, Harvard Graduate School of Education

“THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF AN EARLY LANGUAGE DEVELOPMENT PARENTING PROGRAM FOR SOCIAL ASSISTANCE COMMUNITY CENTERS IN BRAZIL”

CO-INVESTIGATORS: Flávio Cunha (Rice University); Guilherme Irffi (Federal University of Ceará)

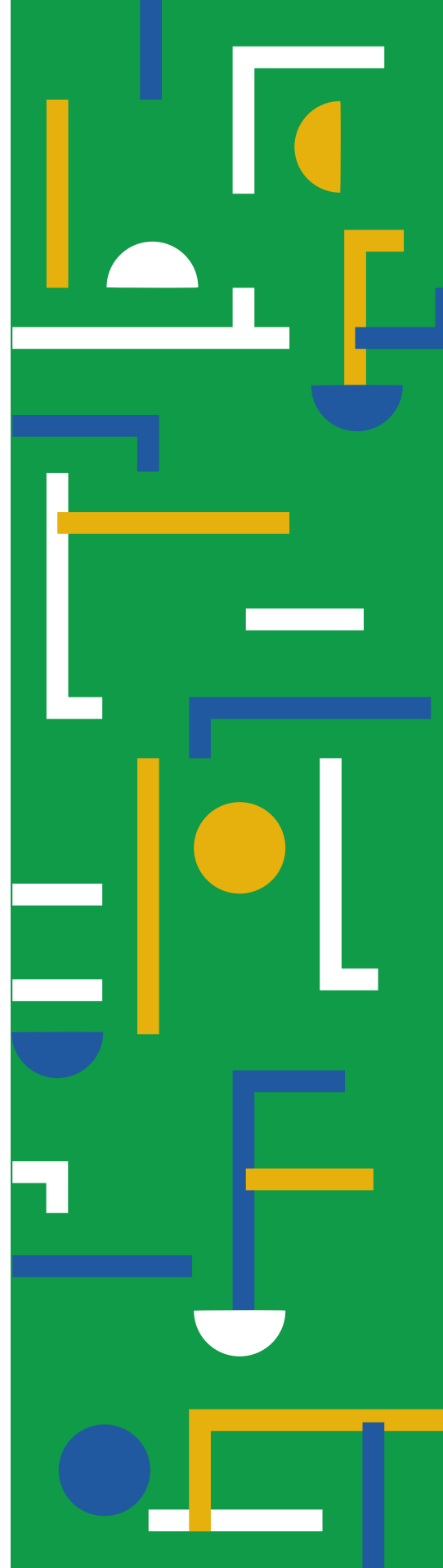
JESSE SNEDEKER

Professor of Psychology, Faculty of Arts and Sciences

“AN EVIDENCE GAME-BASED INTERVENTION TO ENHANCE SOCIAL-EMOTIONAL SKILLS IN CONTEXT OF ADVERSITY IN BRAZIL: A COMPREHENSIVE APPROACH FOR TYPICAL CHILDREN AND CHILDREN WITH AUTISM”

CO-INVESTIGATOR: Elizabeth Spelke (Faculty of Arts and Sciences)

COLLABORATORS: Chrissie Ferreira de Carvalho (Universidade Federal de Santa Catarina); Nara Côrtes Andrade (Universidade Católica do Salvador)





HARVARD

Office of the Vice Provost for Research

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