

UNIFOR - PROPOSAL FOR A COURSE OF GLOBAL HEALTH: SOLUTIONS FOR A HEALTHIER FUTURE

Introduction: Internationalization of UNIFOR:

The internationalization of higher education at the University of Fortaleza (UNIFOR) is already a reality and aims to expand horizons by integrating international aspects of the education of students from different countries into academic life, promoting the exchange of knowledge, experiences and cultures.

In addition to teaching, research and extension, UNIFOR is known for its internationalization policy, understood as one of the most important aspects for the visibility of science and scientific communication through the exchange of faculty and students, research, joint supervision processes, dual degrees, course accreditation, offering courses in English and Spanish and all interfaces of academic mobility. UNIFOR has increased international research networks, promoting mobility between different countries of faculty and students linked to postgraduate programs with international cooperation.

The vision for this internationalization, is to provide interaction with other cultures, improve knowledge, and promote tolerance and inclusion at all levels of education and in the spheres of innovation. UNIFOR also seeks greater technical and scientific qualification and cultural enrichment, in addition to promoting impact and social good at the local level. In this context, The **“Global Health Course: solutions for a healthier future”** will contribute to UNIFORs ambition, by providing a perspective on universal and global aspects of health. Through their lecturers, the course will provide linkages to the World Health Organization, oversees universities and international Non-Governmental Organizations (NGOs).

This second edition will take place at UNIFOR, it is however expected to extend collaboration with overseas universities and institutions, and offer a master in Global Public Health in partnership with these other universities and international institutions.

What is Global Health – the role of the SDGs?

[The 2030 Agenda for Sustainable Development](#), adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

The SDGs build on decades of work by countries and the United Nations (UN), including the [UN Department of Economic and Social Affairs](#)

Global health needs to address a wide range of issues including [vaccinations](#), [antimicrobial resistance](#), pandemics prevention, sexual and reproductive health, [health coverage](#), [tobacco use](#), research methodology, [climate change](#), equity, access to medicine, and media coverage of health research.

This course will provide the basis to understand the essential elements of these global health issues.

Target populations

The Global Health Course will be offered by the Postgraduate Program of Collective Health, the Course of Master Degree in Medical Sciences and Professional Master's Degree in Nursing Technologies under the Postgraduation Office at UNIFOR.

The Global Health Course will target:

- UNIFOR students in the health field enrolled in postgraduate courses in public health, medical sciences, nursing technology, psychology, and dentistry, as well as last year medical students;
- UNIFOR professors of the medical degree, graduate and postgraduate course in the area of health.
- Employees and collaborators of the Department of HIV, AIDS, Tuberculosis, Viral Hepatitis and Sexually Transmitted Infections (Dathi/SVSA/MS).
- It can also be offered as part of continuous education programme for Professional graduates in the area of health, programme managers, etc.

All students should have at least an intermediate level of English, written and spoken.

Objectives

Objectives of the Global Health Course: Solutions for a healthier future

- Understand and sensitize students to the concept of Global Health
- Discuss the main problems and issues that compromise Global Health
- Lead postgraduate students to learn about the main strategies that refer to improving global health, in an equitable way, and protecting against global threats
- Encourage students to elaborate and implement research and publish results in this field

Long term objective: Master Course in Global Health - once the course of Global health is well integrated across the three postgraduation courses, academically and financially, the number of hours will be increased progressively in collaboration with other universities to get to a Master. In addition, some of these classes can be given on-line by other universities and exchange of students can happen to work on their research project for master graduation.

Structure and benefit of the Global Health Course: Solutions for a healthier future

The course will be integrated as a discipline within the master and PhD programme of UNIFOR. The course will have a total workload of **45 hours**, which corresponds to **three optional credits for postgraduate** students from UNIFOR. Students from other universities will receive a certificate from UNIFOR of assiduity to a Global Health Course.

- **The dates** of the course will be **24, 25, 26 September 2026 - 1, 2 and 3 October 2026, 9 October – 15, 16, 17 October 2026**
- **Each session** will include lectures of an hour or more by national or international lecturers followed by questions and answers, and interactive discussion between students and lecturers based on presentation from one or several students on the subject defined by the lecturers.
- **Home work** will represent a total of 7 hours for the entire course
- **The students from Fortaleza will attend the course on site**, at the UNIFOR auditorium for each session, and one or two professors from UNIFOR will be facilitating the onsite discussions between students and lecturer. **Students outside Fortaleza will have the opportunity to attend the course remotely through video conference.**
- There will be **12 sessions which sum up a total of 38 hours of lectures** and will need 7 hours of preparation (homework) by the students - **Total = 45 hours (equivalent to 3 credits).**
- The whole course will be delivered in English.

Homework Requirements

Estimated time: 7 hours for the entire course

1. Independent Preparation (All Students)

- Before each session, read at least one of the recommended papers
- Take notes to support your understanding
- If anything is unclear, you are encouraged to ask questions to the course coordinators or lecturers. Active participation is encouraged.

2. Group Presentation (homework to be submitted)

- In groups of 2–3 students, select one session to present.
- Prepare a 10-minute presentation based on the recommended papers (slides are optional).
- Each student must participate in at least one presentation during the course.

3. Submission Requirements

- Group presentations must be submitted to the course coordinators 2 days before the session.

5. Support

- If you have questions about your preparation or presentation, contact the course coordinators or lecturers in advance. Questions and interaction are strongly encouraged.

Agenda for the Global Health Course

Day	Session #	Time	Thematic area	Lecturer
Thursday 24 Sept	Session 1	14:00-14:30	Introduction to the course	Alix Araujo – UNIFOR Geraldo Bezerra Nathalie Broutet - University of Sydney, Australia
		14:30-17:00	Global and Environmental Health	Mark Jit New York University, USA
		17:00-17:15	Break	
		17:15-18:00	Discussion and preparation of next lecture	Alix Araujo – UNIFOR Geraldo Bezerra Nathalie Broutet - University of Sydney
Friday 25 Sept	Session 2	14:00-16:30	Health System and Health Policy	Dirk Horemans University of Oxford, UK
		16:30-16:45 16:45-18:00	Break Discussion and preparation of next lecture	Alix Araujo - UNIFOR Nathalie Broutet - University of Sydney, Australia
Saturday 26 Sept	Session 3	8:00-10:30	The Rise of Non Communicable Diseases	Silvana Luciani Pan American Health Organization
		10:30-10:45 10:45-12:00	Break Acceleration Plan to Stop Obesity in the Americas	Vanessa Garcia Larsen Pan American Health Organization
Thursday 01 Oct	Session 4	14:00-16:15	Primary Health Care and Community Ownership	Marlou De Rouw The Constellation, Belgium Geraldo Bezerra – UNIFOR
	Session 5c	16:30-18:00	Break National AIDS Control Programme: Challenges and Successes	Draurio Barreira, Ministry of Health Brazil Director of the Department of HIV/AIDS, Tuberculosis, Viral Hepatitis and Sexually Transmitted Infections
Friday 02 Oct	Session 5a	14:00-16:30	Infectious Diseases and Antimicrobial Resistance	Cristina Toscana Federal University of Goias
	Session 5b	16:30-16:45 16:45-18:00	Break Implementation Research in Infectious Diseases	Anna Thorson WHO Tropical Disease Research Programme
Saturday 03 Oct	Session 6	08:00-11:00	Public Health and Humanitarian	Luca Ragazzoni CRIMEDIM Institute University of Piemonte Orientale, Italy

			Crisis	Geraldo Bezerra - UNIFOR
Day	Session #	Time	Thematic area	Lecturer
Friday 09 Oct	Session 7	14:00-16:30	Prevention of Global Pandemic	Alejandro Costa WHO
Thursday 15 Oct	Session 8	14:00-16:00	Violence against women and adolescents	Amin Avni WHO
	Session 9a	16:00-16:15 16:15-18:00	Break Sexual and Reproductive Health and Rights (SRHR)	Eliana Amaral UNICAMP Alix Araújo - UNIFOR
Friday 16 Oct	Session 10	14:00-16:15	Health Economics	Raymond Hutubessy - WHO
	Session 9 b	16:15-16:30 16:30-18:00	Break Implementation Research and SRHR	Petrus Steyn WHO SRHR Programme
Saturday 17 Oct	Session 11	08:00-09:50	Global Health Governance and Policy	Fabrizio Tediosi Director Global Health Programme University of Milan, Italy
	Session 12	09:50-10:10 10:15-12:00	Break A Global Health Approach to the TB Response	Mario Raviglione Global Health University of Milan

DETAILS OF THE SESSIONS:

Thursday 24 September

Introduction to the Course on Global Health - 24 September – Nathalie Broutet and Alix Araujo (30 minutes and 20 minutes discussion)- Will give an overview of the course, and will define Global Health and the main challenges.

Session 1 - GLOBAL AND ENVIRONMENTAL HEALTH - Mark Jit

(50/60 minutes, 20 minutes clarification, 10 mns presentation from student followed by one hour of discussion) - It will include historic overview of global health and environmental health, the creation of WHO in 1948 and highlights like the evolution of international health regulations, smallpox eradication and EPI, Alma-Ata Declaration, Framework on Tobacco Control, PHEICs, and the rise of international aid and cooperation over the last decades. On

the environmental health side, it will include the creation of the IPCCs/COP, COP28 with the declaration on climate and health, Lancet Countdown. It will also address, how global and environmental health is changing with cuts in aid budgets in many countries, the decolonising global health movement and the need of multilateral cooperation because of global health security concerns, and of global public goods protection and that the new era of global health to replace the 1945-2024 era is still unclear.

Proposed subject for presentation by the students follow by debate: Given major changes to the global landscape in recent years (e.g. reductions in overseas development aid, climate change, conflict), what can the world community do to achieve "the highest possible level of health for all the world's people"?

Friday 25 September

Session 2 – INTRODUCTION TO HEALTH SYSTEM AND HEALTH POLICY - Dirk Horemans

(50/60 minutes, 20 minutes clarification, 10 mns presentation from student followed by one hour of discussion) -This session introduces participants to the foundational concepts of health systems, exploring what they are, what they encompass, and how they function across global, national, and local levels. It will clarify the distinction between the health sector and the broader health system, and present terminologies. Participants will be introduced to commonly used health system frameworks and their key components/elements, including the concept of complex adaptive systems, to illustrate system dynamics and change. The session will address how health systems respond to determinants of health and provide both public health services and healthcare services across the continuum of care. It will explore integrated vs vertical approaches of health system strengthening, and examine the relevance of global commitments such as the Sustainable Development Goals (SDGs), Universal Health Coverage (UHC), Primary Health Care (PHC), and the 2018 Astana Declaration.

Proposed subject for presentation by the students follow by debate TBD

Saturday 26 September

Session 3 - NON-COMMUNICABLE DISEASES, THE NEW PANDEMIC

NCD and Global Health, Epidemiology: the rise of NCD – Silvana Luciani

(50/60 minutes, 20 minutes clarification, 10 mns presentation from student followed by one hour of discussion).

Low- and middle-income countries (LMICs) bear the greatest burden of non-communicable diseases (NCDs). This lecture will explore the meaning of the global burden of NCDs, the drivers of their rise, the impact of climate change, and the role of social determinants and the food industry. While we're observing an epidemiological shift from infectious diseases to NCDs, infectious diseases still remain a significant public health issue. The lecture will address this "double burden" and how countries are tackling it. We'll also discuss future strategies: the role of research in LMICs, integrating NCD prevention in primary healthcare, relevant health programmes and technologies, and the impact of global strategies and conventions (e.g. tobacco, sugar).

Proposed subject for presentation by the students follow by debate: Key issues for NCDs (topics TBD): links to the food industry, social determinants, and environmental health, and how these are addressed

Example of global health initiatives for the control of NCD – Acceleration Plan to Stop Obesity in the Americas, PAHO.

Presentation: **Vanessa Garcia Larsen** (40 minutes) + discussion (35/40 minutes).

Thursday 01 October

Session 4 - PRIMARY HEALTH CARE - Marlou de Rouw

Community ownership of health

(60 minutes, 20 minutes clarification, 10 mns presentation from student followed by one hour of discussion)

Though the lecture will focus on community solution for PHC, it will also include what is meant by the broader concept of primary health care that encompasses not only individual care (like primary care) but also community-level public health, prevention, education, and social services. It will be an interactive lecture where students will be introduced to the importance of community-led health solutions through case studies and testimonies from community health workers in India and Thailand. (60 minutes and 20 minutes discussion)

Proposed subject for presentation by the students follow by debate on the role of the community in taking care of their health issues – why is it important? How can it be stimulated? Provide examples from Brazil. (10 minutes)

Debate on the role of primary health care and community involvement to improve health globally, and reflections on papers read and video watched

Session 5 c - NATIONAL AIDS CONTROL PROGRAMME – Draulio Barreira

(50 minutes, 30 minutes discussion)

Presentation by the coordinator of the programme on challenges and success of the programme, and how it became one model for AIDS control in the world

Friday 02 October

Session 5 a - INFECTIOUS DISEASES, GLOBAL THREAT Cristina - Toscana

Global issue Infectious diseases, climate changes and AMR – New tools for control

(50/60 minutes, 20 minutes clarification, 10 mns presentation from student followed by 45 minutes of discussion).

The lecturer will address the global burden of infectious diseases and global spread, the role of social determinants, climate change, travels, the impact of AMR, the solutions with new health technology and the whole aspects of vaccines and vaccination

Proposed subject for presentation by the students follow by debate TBD

Session 5 b – IMPLEMENTATION RESEARCH IN INFECTIOUS DISEASES – Anna Thorson

(45 minutes presentation, 45 minutes of questions discussion).

Implementation research in infectious diseases focuses on how to effectively deliver proven prevention, diagnostic, and treatment strategies in real-world settings. Instead of asking “Does this intervention work?”, it asks “How can we make it work better, at scale, and for everyone?” It examines barriers such as health system limitations, cultural factors, and resource constraints, and tests practical solutions to improve access, uptake, and quality of care. This type of research is essential for closing the gap between scientific evidence and actual impact on diseases like HIV/AIDS, tuberculosis, malaria and neglected tropical diseases.

Saturday 03 October

Session 6 - PUBLIC HEALTH IN HUMANITARIAN CRISIS – Luca Ragazzoni

Beyond the direct impact on health, disaster/humanitarian crisis impact on public health (services, system...) with severe health consequences on population, and increase of morbidity and mortality that could be controlled or on the way to be controlled. The immediate response to crisis, importance of the delay in health system response and the recovery phase will be addressed and discussed with concrete examples.

Session Overview: This exercise explores how humanitarian crises disrupt public health systems and essential services, leading to severe secondary impacts on population health. Through the simulation of a complex emergency scenario, participants will analyse key health indicators, discuss response priorities, and design evidence-based interventions.

Session Flow

1. Opening and introduction – Outline of session objectives and expected outcomes (10 min)
2. Interactive discussion – Students divided into three breakout groups for guided group work (40 min)
3. Student presentations – Each group presents their findings (15 min per group)

4. Plenary debrief – Collective discussion and feedback (20 min)
5. Wrap-up – Summary and take-home messages (5 min)

Video to watch: <https://www.youtube.com/watch?v=vul93e4NEZo&t=2s> and 3

Friday 09 October

Session 7: PREPAREDNESS AND RESPONSE TO HIGH IMPACT EPIDEMICS AND PANDEMICS - FROM RESEARCH TO RESPONSE, ROLE OF WHO - Alejandro Costa

(60 minutes, 20 minutes clarification, 10 mins presentation from student followed by one hour of discussion).

Each section will cover a range of ongoing epidemic preparedness and response activities to prevent or anticipate epidemics and pandemics.

Section A:

- **History of large epidemics/Pandemics and WHO's role:** Black Death pandemic, Smallpox pandemic, Flu pandemic (Spanish 1918, Asian 1957, Hong Kong 1968), HIV pandemic, Polio epidemic
- **Global preparedness and response (lessons learned) and WHO's role:**
 - ✦ Pandemic Flu (H1N1) (vaccine donations),
 - ✦ COVID-19 (COVAX),
 - ✦ High Impact Epidemics (Meningitis, Yellow Fever, Cholera, Ebola, Zika),
- **Students to summarize the major challenges** faced in the previous pandemic
H1N1, Zika and COVID-19, and High Impact Epidemics. (20 minutes)

Section B:

- **WHO Health Emergency Program (WHE)**
 - ✦ Early detection and report, Public Health Emergencies of International Concern (IHR)
 - ✦ Incident Management System (IMS) at the three levels of WHO
 - ✦ Emergency funds
 - ✦ Procurement and supply, ICG stockpiles
 - ✦ Donors agreements (GAVI)
 - ✦ Pandemic agreement
- **Research for vaccines, therapeutics and diagnostics and WHO's role**
 - ✦ WHO Research and Development blue print program
 - ✦ Priority pathogens
 - ✦ Pathogen X
 - ✦ Regulatory approvals in Public Health Emergencies (EUL)
- **Students to prepare** a Country Pandemic Preparedness plans based on [Preparing for the next pandemic: a checklist for respiratory pathogen planning \(including influenza and coronaviruses\)](#) (20 minutes)

Thursday 15 October

Session 8: VIOLENCE AGAINST WOMEN AND GIRLS - Avni Amin

(45/50 minutes, 15 minutes clarification, 10/15 mns presentation from student followed by 45 mns of discussion).

Prevention, support, care and legal, research and action

Learning objectives: By the end of this sessions, learners will:

- i. understands the public health impacts of violence against women and girls
- ii. know about evidence-based tools including WHO guidelines for responding to and preventing VAW
- iii. understand how laws can inhibit or enable access to services for survivors of such violence;
- iv. importance of ethics and safety in conducting research on violence against women and girls

Proposed subject for presentation by the students follow by debate: How laws and policies can help or hinder adolescents' girls subjected to violence?

Session 9a - SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS AND INTERNATIONAL TRENDS – Eliana Amaral

(40/45 minutes, 15 minutes clarification, 10/15 mns presentation from student followed by 30 mns of discussion).

What is SRH? The history of population control and sexual health - How SRH is addressed in global health, more specifically in health programmes and PHC (Maternal and new born health, Family Planning, Abortion, Human Rights, STIs...)

Proposed subject for presentation by the students follow by debate : Health policies and gender equity: policies and implementation challenges, does it have any impact on the burden? What are the key issues in Brazil?

Friday 16 October

Session 10 - HOW HEALTH ECONOMICS CONTRIBUTES TO GLOBAL HEALTH RESEARCH AND PRACTICE – Raymond Hutubessy

(60 minutes, 20 minutes clarification, 10 mns presentation from student followed by one hour of discussion, 30 mns discussion).

Research to improve global health is a multi-disciplinary endeavor. Over the past five decades, health economics has generated ideas and tools that are increasingly being used in countries around the world. This session will showcase how global health economics plays a role in priority setting in health, resource allocation and how it addresses disparities in access to care. Health systems around the world operate under tight budgets and must make difficult

decisions about which services to provide, which populations to prioritize, and how to fund these initiatives. Cost-effectiveness analysis is a common tool used in this field, helping policymakers compare the benefits and costs of different health interventions, such as vaccinations, disease treatments, or health education programs. Implementation research related to economics and financing at global and country level

Proposed subject for presentation by the students follow by debate: The WHO Global Strategy to eliminate cervical cancer as a public health problem, what was the importance of health economics?

Debate on the student's presentation and questions on papers read around WHO's Global Strategy to eliminate cervical cancer as a public health problem launched in 2020 (suggested reading: [https://doi.org/10.1016/s0140-6736\(20\)30157-4](https://doi.org/10.1016/s0140-6736(20)30157-4) (30 minutes)

Session 9b - IMPLEMENTATION RESEARCH: A TOOL SUB-USED - Petrus Steyn

(45 minutes presentation, 45 minutes of questions discussion).

Implementation research in family planning and sexual health focuses on unlocking the full potential of existing, highly effective interventions that remain underused in many settings. Despite strong evidence that modern contraception, comprehensive sexuality education, and integrated reproductive health services reduce unintended pregnancies, maternal mortality, and the spread of infections such as HIV/AIDS, access and uptake remain uneven. This research asks how to better integrate these services into health systems, overcome cultural and structural barriers, and design delivery models that are acceptable, equitable, and scalable. By treating family planning not as a standalone service but as a cross-cutting tool for public health, implementation research can drive more efficient use of resources and significantly improve health outcomes across populations.

Saturday 17 October

Session 11 – GLOBAL HEALTH GOVERNANCE AND POLICY – Fabrizio Tediosi

(45 minutes and 60 minutes questions and discussion based on lecture and papers read)

This lecture examines how globalization has transformed health governance, focusing on the institutions, policies, financing mechanisms, and power dynamics that shape health outcomes across countries. It explores the evolution of global health governance from a state-centered system led by the World Health Organization (WHO) to a complex landscape involving multilateral organizations, development banks, philanthropic foundations, civil society, public-private partnerships, and private-sector actors. The lecture examines the policy instruments used to influence global health and critically discusses contemporary challenges, including market-oriented approaches, the growing influence of private actors, technological solutions, and the fragmentation of development assistance. It then provides an overview of global health financing, including the main sources, channels, and emerging trends in development assistance for health.

Session 12 - A GLOBAL HEALTH APPROACH TO THE TB RESPONSE - Mario Raviglione

(40/50 minutes, 30 minutes questions and discussion).

It will address how WHO develops strategies based on evidence generated by research and

policy research.

The Global TB programme will be presented and discussed as an example of a global response to a global health issue taking into account/illustrating many of the points discussed: global problem, health policy decision, health system, research, implementation, financing. It will also discuss the need of a multisectoral approach in global health to eliminate a disease and how this approach contribute to a large number of the SDGs.