

UCDB

newspaper

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Saberes *em ação*

II CONGRESSO DE ENSINO, PESQUISA E EXTENSÃO DA UCDB

Universidade: Inovação, Sustentabilidade e Compromisso Social

27 E 28
OUTUBRO





UCDB, a Salesian house full of joy, hospitality and respect

I want to express my enthusiasm for being back to this Salesian house, not as a student, a philosophy student, or a continuing education student anymore, but as the Dean of UDCB.

Undoubtedly, many changes have happened over the years, regarding the University's growth and development.

The physical structure has been expanded, the courses have been multiplied, the academic community has grown a great deal. However, walking through the University campus, I was able to notice that the Salesian education identity, initiated by St. John Bosco since the XIX century is still what draws the attention the most: happiness, hospitality and respect. I am very happy and grateful to God for now being part of the UCDB family. Together, we want to remain faithful to the ethical

and Christian principles, providing wellbeing to our academics making it possible to educate their faith, reason and solidarity. After all "education changes people, and people change the world" (Paulo Freire).

October is a special month to our University, because on October 27th we celebrate 22 years of existence. The best gift we can offer is our appreciation and dedication, be it in our jobs or in our studies.

As a bigger expression around this celebration, we will carry out an event called "Saberes em Ação", II Teaching Congress, Research and Continuing Education, opportunity to our students and students coming from different higher education institutions to present their works in various knowledge fields.

On the verge of another

admission exam to our future academics in our university for the year of 2016, we are now offering two new courses: Production Engineering and Biomedicine.

I want, on behalf of our entire academic community, share my most sincere appreciation to Fr. José Marinoni and to br. Altair Monteiro da Silva. Firstly for the reception and fraternity to me, had I just arrived to compose the new team at the University. Secondly, for the work, love and dedication through these years they have been operating the University. God, our father, is the only one who knows how and the only one who is able to compensate them for everything. To you, our most sincere wishes and prays to your new jobs. God bless you!!!

Fr. Ricardo Carlos
Dean for UCDB



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THE UCDB NEWSPAPER

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Applications are being accepted from November 2nd to December 2nd; Exams will be performed on December 6th, at the campus

2016 UCDB's Admission Process is now offering openings for two new majors

Biomedicine and Production Engineering will be offered by the Institution

EDYELK DOS SANTOS

UCDB, considered the best private University in the state, according to data from the Ministry of Education (MEC), has now two new novelties in face-to-face classes: Biomedicine and Production Engineering, both with 70 spots. Applications must be filled in from November 2nd to December 2nd through the website www.vestibular.ucdb.br. Test will be performed on December 6th at 8am, at the Tamararé Campus.

The biomedicine course is oriented towards human diseases researches, its causes and treatments. The biomedical identifies, classifies and studies microorganisms that cause diseases and looks for

medicine and vaccines to fight against them. Runs exams and interpret clinical analysis results, to diagnose diseases and grammatological analysis, to verify food contamination. Works in hospitals, labs and public health departments, performing researches and exams. Acts along with biochemists, biologists, doctors and pharmacists.

Most professionals work at clinical analysis and image diagnosis labs, at clinics or hospitals. Some follow academic career, teaching or researching. The graduate can act in public health departments though and in biotechnological industries, in areas such as food analysis.

The engineer, on the other hand, is a fundamental piece

to industries and companies from almost every sector. The professional manages human, financial and material resources, aiming at increasing its productivity and profitability. Its education combines engineering knowledge to administration techniques and the basics of economy and engineering, being prepared to adopt procedures and methods that rationalize the work, improve production techniques and organize financial, logistics and commercial activities of a company. The professional defines the best way to blend service, equipments and stock, in order to bring progress to quality and increase productivity.

Besides these new majors, UCDB also offers 3.530 spots

in the following courses: Business Administration, Agronomy, Architecture and Urbanism, Biological Sciences, Accounting Sciences, Design, Law, Physical Education, Nursing, Civil Engineering, Computer Engineering, Automation and Control Engineering, Electrical Engineering, Mechanical Engineering, Sanitary and Environmental Engineering, Pharmacy, Physiotherapy, Journalism, Veterinary Medicine, Nutrition, Publicity and Advertising, Social Service, Husbandry; Psychology with Psychologist education, Technology in Analysis and System Development; besides the degrees in Biological Science, Physical Education, Philosophy, History, Linguistics and Pedagogy. VIRTUAL

Additionally, the admission process of the candidates that will take distance education courses is individual and continuous. It may be taken online at <http://www.virtual.ucdb.br/cursos/graduacao>.

3.600 spots are available at UCDB Virtual through distance education. They are: Pedagogy, Linguistics, History, and, now also, Philosophy all at undergraduate level. Traditionally also the bachelor degrees in Business Management, Accounting Sciences and Theology and another eleven technological courses – Technology in Foreign Trade, Environmental Management, Cooperatives Management, Human Resources, Financial Management, Public Management, Logistics, Marketing, Real Estate Business, Management Processes and Secretariat.

For more info on the admission process may be achieved through the phones: (67)3312-3300/0800-647-7003.

Electrical Engineering

UCDB Newspaper: To which professional abilities is the graduation in Electrical Engineering oriented?

UENDER DA COSTA FARIA: The education received enables the electrical engineer to activities of conception, implementation, operation and automated production unit maintenance or to be automated, electricity generation, transmission and distribution, telecommunication, microprocessed systems, closed television circuit for monitoring, electric fence, sound system, electrical projects and installation, lighting and other similar areas.

Thereby, the major offered by UCDB aims at a comprehensive education to a professional able to act in many areas, which implicates in implementing automation in general, including robotics, industry, agricultural, sanitation and precision livestock automation; system integration control and automation, involving instrumentation, sensors and actuators, PLC, software, supervisory systems, computers in general and radio frequency systems; Retrofit – machine and equipment automation; microprocessed systems project and maintenance in general, including equipment development to other areas, such as physical therapy, speech therapy; network infrastructure (structured wiring and electrical installation); lightning; specific software and hardware development; research project elaboration and development; energy management, among many other abilities in the area.

UCDB Newspaper: What stands out in this major at UCDB ?

UENDER: This major is comprehensive, involving topics of Automated Control (using classical techniques and analog electronic compounds), Digital Control (using computers), Analog Electronic, Digital Electronic, Power Electronic, Electric Machines, Instrumentation, Industry Automation, Industry and Computers Data Network, Programming, Telecommunication, Generation, Energy Transmission and Distribution, Electric Installation, such as in the Microprocessed Systems Project and with reconfigured logic. Besides the excellent lab structure for practical classes, the te-



aching staff is composed by master and doctor degree holders.

JORNAL UCDB: How is the course at UCDB?

UENDER : The curricular structure of the Electric Engineering course at UCDB spreads the content through 10 semesters, with a total workload total in 3 groups: basic formation, professional formation and specific formation, considering the participation in internships, of an unique importance to a professional experiencing

JORNAL UCDB: How is the labor market for electrical engineers? What are the most promising practice areas in the profession?

UENDER: The labor market is very promising, and the professional graduated in Electric Engineering acts in many company sectors that develop automation system projects and development in energy provider, and industries in general, hydroelectric and ethanol power plants, in sector autarchy, consulting, technical training and systems development. Therefore, opening up a wide range in the labor market in which it's possible to be a team leader of maintenance or projects; industry, commercial, livestock, automation and control system integrator designer, electronic or mechanical designer; programmer; technical consultant; researcher. It is important for a professional development to always keep up with the new technologies, learn from periodic, annals, conferences, interacting with professionals and researchers in the area, magnify the education with continuing education courses and postgraduate.

Uender da Costa Faria is the Electric Engineering coordinator at UCDB. Graduated in Electric Engineering at Universidade do Estado de Minas Gerais (1997), holds a masters and doctors degree in Electric Engineering from Unesp.

Uender da Costa Faria*

JORNAL UCDB: To which professional abilities is the graduation in Civil Engineering oriented?

ROCHELI CARNAVAL CAVALCANTI: The Civil

Engineering course is oriented towards the construction industry, because of the engineering market in our state and, therefore, the job opportunities.

JORNAL UCDB: What stands out in this major at UCDB?

ROCHELI: Our curricular structure is considerably solid considering the course workload, with 4.680 hours, far above the limit required by MEC. Our teaching staff is composed by 90% of masters and doctors degree holders.

A complete lab structure involving Physics, Chemistry, hydraulics, Building Material and Soil Mechanics, besides the Sanitation and Environmental Science labs. The students can also take part in two continuing education projects happening at the present moment: “Clube de Ciências” and “Construindo

Saberes de Engenharías”, multidisciplinary among other Engineerings. There are also the Pibic projects (scientific initiation) on integration of solid residues in soil-cement brick.

JORNAL UCDB: How is the course at UCDB?

ROCHELI: The course at UCDB, during the morning and at night, in addition to the theoretical knowledge much needed, it also relies on practical classes, taught throughout the available labs, which allows the formation of interdisciplinary activity groups related to sustainable constructions, as well as it allows continuing education and researching activities.

JORNAL UCDB: How is the labor market for civil engineers? What are the most promising areas in the profession?

ROCHELI: The labor market for engineers remains lively in general throughout the country, offering opportunities to act in planning and projecting companies, consultancy and counselling, in which the most promising area is the building construction, not less important the Urban Engineering, that appeals to urgent needs.

Rocheli Carnaval Cavalcanti is the Civil Engineering coordinator at UCDB. Graduated in Civil Engineering through the Universidade Federal de Mato Grosso do Sul (1989) and holds a masters degree in Civil Engineering through the Universidade Federal de Santa Catarina (2002).

Rocheli Carnaval Cavalcanti*





Fr. José Marinoni has officially transferred the position to Fr. Ricardo Carlos



The new format of UCDB Rectory

Fr. Ricardo accepts rectory and reaffirms commitment to the quality of education

Research, innovation and internationalization will be the focus of the institutional actions

EDYELK DOS SANTOS

Fr. Ricardo Carlos accepted the position as the University rector on October 8th, during a ceremony marked by emotion. The administration prorector Br. Herivelton Breitenbach, the Institutional Development prorector Br. Gillianno Mazzetto and the Pastoral prorector, Dea. João Vitor Ortiz have also been named on the occasion. The other prorectories remain with professors Conceição Butera (Graduation), Hemerson Pistori (Research and Postgraduation) and Luciane Pinho (Continuing Education and Communal Affairs).

“I return to UCDB no longer as an academic or a master’s candidate, but as the occupier of this challenging role as the Rector. I know it is a big challenge, possible due to my love for education, that has initiated at

Dom Bosco School, where I worked for ten years”, said Fr. Ricardo. “I want to offer my unconditional support to research, even though the Institution has taken a huge step, we can develop more and more, giving emphasis to graduation, masters and doctors programs, in addition to the publications. We must not forget about innovation, because it is a flag we want to follow, as well as we can make increasing progress in our institutionalization work, so we can be prepared to receive students from different institutions.”

Acknowledgement

Fr. José Marinoni, when saying goodbye to the academic community, led by him for over 22 years, touched the people present: “This is to me a very special moment. For the last time I speak as the Rector of this beloved University. Even though I

know we are only closing a cycle, I also know that a new one begins. I leave the rectory assured that we have fought, I leave the position with gratitude to everyone. I thank everyone, especially to the dear students, concerned in graduating as good Christians and honest citizens”.

“Fr. Ricardo, I will not give you an advice, but I say this with serenity that the future of this Institution, that I love so, could not be in better hands. Finally, I thank God for allowing me the years I spent here, for my health, persistence and wisdom when conducting this work. I will always carry in my heart each one of you. May God and the Blessed Virgin always protect us”, were Fr. Marinoni’s wishes, who left to the final moments the memory of his late parents, and his sisters who attended to the ceremony.

The Chancellor, Fr. Gildásio

Mendes dos Santos said: “In this special day to UCDB, and even the region, when Fr. Ricardo accepts the rectory, we can highlight two feelings. The feeling of gratitude for the years that Fr. Marinoni spent here, working for our University, and also to Master Altair, as the Administration prorector who has always taken good care of this role, and the hope for what we see. Now with a new rector, willing to do for us what Fr. Marinoni has always done, develop this institution with love and education”;

To finish, Fr. Gildásio wished success to the Institution. “Welcome, Fr. Ricardo, as our new rector. I want to tell you that to be a rector is to be a leader, is to be creative, innovative, father of the academic community, it is to know how to say a firm yes or no. It is to be an active presence for us, and together we are a UCDB family, where everything invites us to live a moment of joy and work. You start today, with our support, a new era at UCDB, and may everything to us be like a hopeful sight to the future. Therefore, we must walk together with hope, union and much work”.

PIBIC assists academic formation

In the 2015 – 2016 cycle there are over 370 undergraduate students attending to researches at UCDB

ANDRESSA MOREIRA

The Institutional Program of Scientific Initiation Scholarship (PIBIC) from UCDB is a program that aims at stimulating the research development since the graduation period. Currently there are 378 students involved in researches in the institution and 141 professors. This is related to the cooperation to the academic formation, given that the student will be in touch with the field of interest, under the supervision of a mentor, who will properly instruct the student into research with scientific character.

The Scientific Initiation concept was formed inside Brazilian education universities as an activity performed during graduation; the student was inserted in the scientific environment and, therefore, was able to go through experiences connected to a research project elaborated with the supervision and orientation of a professor.

In 1994, UCDB initiated at PIBIC from the National Council of Scientific and Technological Development (CNPq), achieving an important recognition for its contributions towards applied research and the development of new technologies. Two years later, in 1996, UCDB already offered 20 scholarships in the project, this fact brought the recognition and the importance of the scientific initiation to the academic community.

Little by little, students, researchers and professors started to develop interest for the scientific initiation project and, in 1994,



Activities of introduction to scientific research happen at UCDB since 1994

UCDB had only 10 research plans and 2 titleholder professors, and in the current cycle in the project, 2015 – 2016, PIBIC has 378 working plans approved and scholarship distribution, with 141 titleholder professors.

According to the professors that take part in PIBIC, the project helps educating the professional. According to professor Josemar de Campos Maciel, professor in Local Development Master's program and Philosophy, the project is a strategy to connect to the topic studied in class, in a practical manner. "PIBIC helps students in the consolidation of the writing process, of the material they get in touch with in class, the data production. In the undergraduate courses, the student really absorbs the content and, at PIBIC, starts writing his own text, originated from his research, from his own experiences with science" said the professor.

According to the coordinator of PIBIC, Marco Hiroshi Naka, professor in Mechanical

and Control and Automation Engineering, the project helps the professional life as much as the personal life. "PIBIC not only contributes to a scientific formation but also forming the student as a whole, for he intends to have a more proactive posture towards the research and, therefore, he takes this to the tuition, extension and to every area in his life".

Professor in Law and Local Development Master's program, Arlinda Canteiro Dorsa says that the scientific initiation opens doors to the academic. "The scientific initiation is actually the open door to research and to the professional future to most students. Something important to most academics who start researching is that they continue studying after graduating, with a master's and doctor's program. So it is a scientific initiation because it opens doors to knowledge, and many are stimulated to extend research and studies".

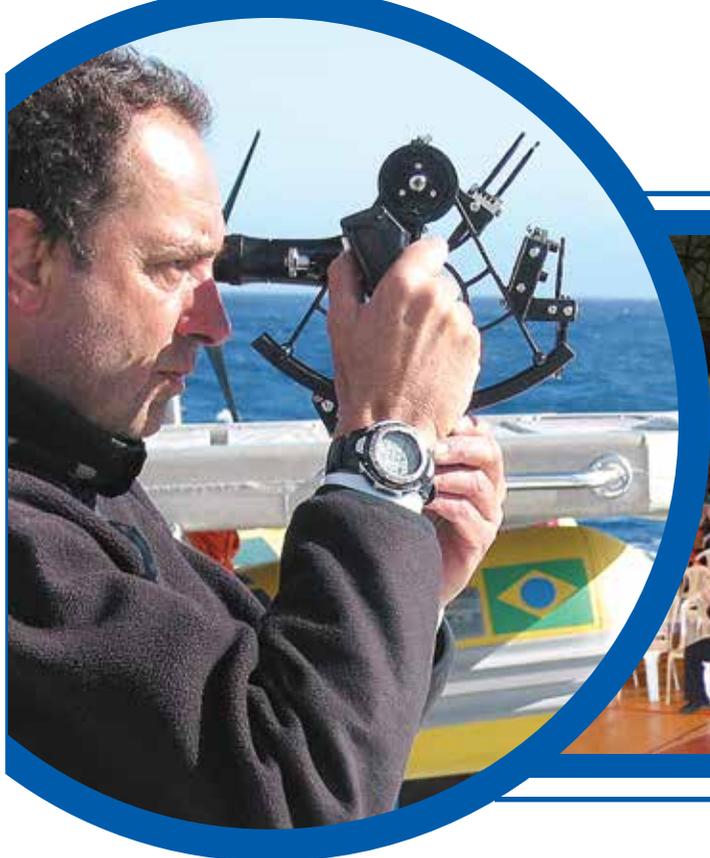
The project influences personally in the academic's lives,

as much as in the professional as in the personal aspects. Kamila Barboza Carrer, 8th semester Law student, says PIBIC has a great and vivid positive influence in her life. "I have started my first PIBIC cycle under the orientation of professor José Manfroí. I am now on my third cycle, under the orientation of professor Rejane

Alves de Arruda. In almost three years in PIBIC, taking part in projects has opened me a door to participate in the Top China 2015 program, and the scientific initiation has a vivid positive influence in the academic and professional life", said the academic.

For the 8th semester Mechanical Engineering academic Mariane Dutra Turaça, PIBIC helps students achieve their goals. "I was invited by a friend to participate in PIBIC, and today he is also my project partner. The interest really appeared when we discovered the advantages related, for example: complementary hours for academic formation, the scholarship linked to the project and especially the fact that it is a score bonus for postgraduation selection".

To participate in the program, the student must get in touch with a professor from the University, who will help structure a work plan that must be sent to PIBIC for evaluation purposes. In case the work plan is selected and the student complies with every requirement to apply in the program, he will then be a UCDB scientific initiation student having the possibility to receive scholarship (financial aid) from CNPq and a scholarship from UCDB.



“Saberes em Ação” is an opportunity to show UCDB academic production

Event will be held on October 27th and 28th, with a lecture with navigator Amyr Klink

SILVIA TADA

Sharing experiences, learning and teaching, seeing and listening. On October 27th and 28th, UCDB will be open so its own members – academics, professors and employees – and guests experience and discuss the graduation, postgraduation, research and extension production, in the second edition of “Saberes em Ação”.

“Last year, the experience was very fertile. We had a massive participation from the whole academic community, and the University can only benefit from this opportunity to socialize knowledge it produces itself”, claimed the Continuing Education and Communal Affairs prorector, Luciane Pinho de Almeida.

The event is an

accomplishment from the Institution’s Rectory Council. This year, over 830 works have been selected and the expectation is that around 3.000 people will take part in it during the two days. There will be a five-month debate, 55 workshops, extension and undergraduation Products exhibition with 37 attractions, cultural activities, work presentation and lectures.

The activities start on Tuesday (27) with book releases, at the administrative sector lobby, starting at 5pm. On the upper floor of Block A, there will be held performances of over 280 academic works, connected to PIBIC, starting at 5.45pm. At 7pm, there will be held the official opening

ceremony, with a lecture with the navigator Amyr Klink, who will speak about the event main theme: “University: Innovation, Sustainability and Social Commitment”.

On the 28th, there will be thematic tables during the morning and at night. In the morning, starting at 7.30, the debates cover the topics “Water and Sustainability: Right to Water, Climate Changes and Environment Education”, on Block A amphitheatre, “Right to Health: Reality and Perspective to Brazilian Health Politics”, on Block B, “Innovation, Exploring Ideas to Impact the World”, on Block C. Starting at 7pm on Block A, there will be debates about “Human Rights and Education: University and Social

Commitment” and, on Block C, about “Media and Human Rights: Social Commitment”.

Hundreds of works will be presented throughout the whole Wednesday (28), in the classrooms and Block lobbies and in the space Tendas, that will hold Education Product exhibitions, Research and Continuing Education. During the afternoon, the focus is in workshops, that will have many different themes, such as urbanization, traffic, cyber affair, field education, personal finances, pedagogical games, circular dances, personal marketing, livestock, orthopaedics in small animals, human trafficking, among many others.

Regarding the cultural aspect, movie exhibitions are programmed, at the library amphitheatre, cultural labyrinth, on Block B, Museu das Culturas Dom Bosco’s Itinerant Exhibition, Internship Fair, Cultural Tent, University Sport Space, UCDB Press Space and Dom Boscos’s Bicentennial Anniversary Tent.

The applications to participate are still open until October 23rd, through the website www.ucdb.br/saberemacao.

continuing education

Cedoc Project conserves indigenous documents

There are over ten thousand publications regarding many different ethnicities; that can be consulted

MARIANA OSTEMBERG

Around 10.000 labelled documents and ready to be used as research tools can be found at UCDB's Teko Arandu Indigenous Documentation Center (Cedoc)

It has one of the biggest acquires on indigenous documents in the country and it is part of the Indigenous Population Study and Research Center (Neppi). The Center aims at safeguarding and making the material on the history of the indigenous people available for researches and consultation.

With a wide range of images, maps, official documents, periodics and magazines related to the indigenous issues, besides newspaper stories of great circulation in the state (such as *Correio do Estado* and *O Progresso*, among others), the Documentation Center also comprises interview recordings with older indigenous, DVDs and CDs, in addition to a great bibliographical acquire.

Cedoc started in 1997, with documents related to the Guarani people. As time went by, the acquire has increased with documents from different ethnicities, which allows to make this documents about indigenous living in Mato Grosso do Sul available (Guarani, Kaiowá, Terena, Kadiwéu, Kamba, Ofayé, Kinikinao, Guató, Atikum), besides some material on indigenous people from other states in the country and even from different countries in Latin America.

The oldest documents in this acquire refer to the Captaincy of Mato Grosso (which comprehended the current territory of Mato Grosso do Sul, occupied by several indigenous groups), and date back to the XVIII century. These documents are digital copies made available through the Ultramarine Historical Archive, from Portugal. The most recent are pieces of newspapers and magazines from 2015.

It has been developed at this Center the continuing education project called "Cedoc: historical and cultural heritage preservation in MS". The extension project is coordinated by professor and master degree holder Lenir Gomes Ximenes, assisted by professors and masters degree holders Leandro Skowronski, Eva Maria Luiz Ferreira and doctor degree holder José Francisco Sarmento Nogueira.

Cedoc's intention is to preserve these people's historical and cultural heritage, to contribute to researches on this theme, allowing the access to this material to society in general and, especially, to the communities themselves and to indigenous academics from UCDB and from other institutions", said Lenir Gomes.

The labelling and description process of each document, according to the professor, takes about 20 minutes, depending on the type of document, and 25 documents are labelled daily. The labelling and the description of the material intends to

facilitate the consultation to the acquire. The process comprehends the following steps: the author's name is considered, the name of the Institution where it was produced, the year of production, the conservation status (if its readable, erased, aged), a content abstract and the creation of a code to locate the document in the acquire. Provided that the process has been done, the documents are ready for researching "The researches can be done online through the Neppi website or in person at Cedoc. Researchers from many different places in Brazil, academics from several courses and universities search for the materials" said the coordinator.

The Continuing Education Project is being developed at Cedoc since the second half of 2014 and the academics involved are Vitória Catharina Gomes Morais, Kauê Reuel Alves Acosta e Daniele Gonçalves Colman, all students from the History major. They are responsible for labelling the materials, under the professors' supervision. "Participating in this project is very important, for it helps us to get to know more about the indigenous culture and to acquire more experience related to our profession", said

Some UCDB academics are part of continuing education project



Vitória. Kauê Reuel also voiced his opinion highlighting the fact that participating at Cedoc has helped his academic life: "Being involved in the project has been helping me considerably, especially in classes, I have been acquiring a bigger load of knowledge, with the readings and in contact with the professors. Since I first started in the project, I have deconstructed a few prejudices I had".

Cedoc is located at NEPPI, in the Fr. Félix Zavattaro library building, and it is open to all researchers, academics from this and other institutions and to people in general who may be interested.

Consultations may be done online at NEPPI's website www.neppi.org. Visitations, on the other hand, must be scheduled through the email ctekoarandu@gmail.com.



Representatives of universities and public organizations have periodic meetings for viabling the project

UCDB and Tuiuiú Foundation discuss technological platform for MS

Entities sign partnership to encourage industry technological development

GABRIEL BITTAR

UCDB and Tuiuiú Foundation participate in the Technological Platform, a proposal from the Industry Federation of Mato Grosso do Sul (Fiems), through Senai to generate industrial technology. According to Neila Farias Lopes, Tuiuiú Foundation Superintendent

and also representing UCDB, “The project, at the same time as it promotes technological development, also envisions a sustainable development; the platform will be completely aligned to the Science and Technology Forum, which defends bioeconomic and sustainable technologies development”.

Other Institutes are also involved in the Instituto Federal do Mato Grosso do Sul (IFMS) activities, such as Universidade Estadual de Mato Grosso do Sul (UEMS), Universidade Federal de Mato Grosso do Sul (UFMS), Fundação de Apoio ao Desenvolvimento do Ensino, Ciência e Tecnologia de Mato

Grosso do Sul (Fundect), Superintendência da Ciência, Tecnologia e Inovação do Governo do Estado (Sucitec), e Sebrae/MS.

The group meetings are held at Casa da Indústria once a month. On October 21st, at 9am, the cooperation agreement between all participating entities will be signed.

“Fiems has proposed the participation in an initiative in constructing an innovative habitat in Mato Grosso do Sul, considering the initiatives from UCDB regarding the technology park. The platform will be the relationship environment among all technology entity in the state”, explained Neila. The I.T project coordinator from UCDB Nadson Soares de Oliveira and the Biotechnology Postgraduation Program coordinator doctor professor Cristiano Marcelo Espindola Carvalho also take part in the activity. “We will take part as technology promoters, working directly with the industry, and Tuiuiú Foundation will catalyse contracts and partnerships and will also contribute to the education in the intellectual property area of the State” said Neila.

Further information can be obtained through the phone 3312-3300.

Biomedicina

NOVOS CURSOS UCDB

Engenharia de Produção

67 3312-3300 www.ucdb.br

Educators, where shall they be? In which grave shall they have hidden?
(Rubem Alves)

What is the difference between an education that communicates life and an education in which the only purpose is to inform and domesticate people? The answer can be found in the centrality or not from a person who is able to communicate and form through communicative actions.

If we observe, communication, as much as education, find a horizon of common possibilities, the intersubjective relations. It is due to the fact that we are people marked by the inherent need of relating and eternalize ourselves in time and space, that we produce communicative processes as much as educative ones. It is in the person that we should seek for an answer to answer the question that interrogates for an education that communicates life or an education whose result is aridity and social segregation.

Facing this, we must inquire: what are we communicating through our relations and our educative processes? If we observe what Pope Francis writes in the letter addressed to the dean and to the salesian family, we will be able to notice that the biggest request to the whole salesian family is that we should rediscover Dom Bosco's education legacy. An education that promotes life and that enables the formation of fulsome people, to the measurements of Christ, as Pope John Paul II.

Considering this we could ask: what are the criteria that guide our educative practices? Values or meritocracy of a society that values the spectacularization of life? What comes first: financial health, ranking position or the quality of people formation?

Another important factor enunciated by Francis in his letter is the participation of the families in the education construction process. We know that the family, as the first social cell, has a fundamental role in the formation process as much as in communication as in education, for it is in the family core that they can be established or not, with quality, the intersubjective bonds. The school, as an extension of that core, should not and cannot replace it, but collaborate so the process of family life be accompanied, optimized and, if necessary, corrected or instructed.

Thinking of that, the questions cry to us: how come schools, as education places,

are allowing the rise of spaces that communicate life from a specific modality known as family spirit? And how has the partnership been built between family and school in the educative modalities implemented? Our schools are opening space to juvenile prominence? To families? To the construction of values? To a full formation of people? Following the path of article 49 of the Salesian Constitutions, our schools are enrolling as essence the legacy of being a house that receives, school that educates, parish that evangelizes and patio where everyone meet as friends?

The Holy Father and the congregation (CG27, QRPJ, SSCS) invite us to transform our structures into integrated educative

experiences which criteria and model is the prevention that leads people to a happiness experience solidly founded through a gradual and continuous process. Looking at our educative realities we ask: which experiences are our youngsters being lead to?

Before these questions, appears in our reflection scenery the role of the school as somewhere that allows horizons. (The space spatiality). However this implicates in two movements, the first that supposes that every space is born as a passage from an indefinite reality to an inhabited one, there is not a place that has not gone through a conversion process from what had been an ex-tranús, to what is now a residence and, therefore, house.

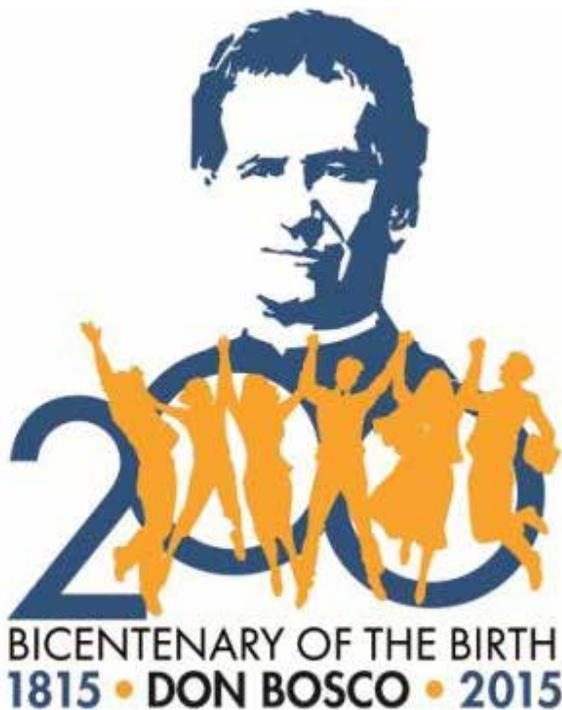
The second movement implicated is related to the expected man model. We learn, accordingly to the Salesian tradition that the finality of our educative practices is to form the good Christian and the honest citizen, that is, the man accomplished as a person. Observing our structures, didactic material, teaching material and educative practices, is it possible to notice that in them is being considered this fundamental question? Is it possible to notice this intention? Our education or strategy to communicate education, is it helping to form integrated and happy people, open to others capable of giving themselves and also to receive what others may have to offer, seeing in others as neighbours and having a community experience? Or is it collaborating to the logic of a society that is gradually draining from values and principles through a immediate and individualist logic?

The biggest communicative challenge of our days, I believe, is to help educators to give an adequate answer to the questions imposed by the affective and existential grammatical of our youngsters, we talk much in cyber world, virtual reality, entertaining culture, Christian culture, but we ask ourselves little about the human life reason, the ultimate reason of education and the finality of promoting processes of a communication able to open horizons so that an evangelic life can be born. Maybe here is the big horizon of events in which the communication might help education to build a culture where there is space for everyone and life is possible.

An education focused only in models and a conceived communication only as means cannot help to build solid processes of value formation. Through the rediscovery of the fundamental reason of the communicative and educative act, that is, the necessity of relating and of establishing bridges, is that we can rediscover education and communication as horizons that allow life.

The Salesian education present itself as a great Cariniana, noble tree, old and that takes a long time to grow and that allows that around itself many and different species be born, opening space to a grove. This tree refuses constantly to become en eucalypt, a tree that grows fast and notably, destined to die and to comply to commercial purposes, leaving behind a poor and meaningless soil.

Brother Gilliano Jose Mazzetto de Castro
Dean for Institutional Development



Students and teachers visit China and Spain

MYLENA ENSINAS

To add experience to the curriculum while academic is something valuable. When this opportunity is accompanied by new cultures and knowledge, it is even better. These sensations were felt by the academics and teachers of Dom Bosco Catholic University (UCDB) when they participate the Top China and the Top Spain, during three weeks, on July vacations this year.

The project is carried out by Santander Banc, which funded the trip, in partnership with the Catholic.

The Top Spain was carried out from June 24th to July 23rd, in Salamanca. The academics Luíza

Fernandez Tavares Ferreira, Sthefania Félix Guimarães and the teacher Maria Cristina Paniago were the UCDB representatives in the occasion.

This year, 180 brazilian people attended the Top Spain, academics, teachers, armed forces members and the Afro Reggae ONG. “This programme allows students the great opportunity to go abroad, but, if not for the project, they would not have had that chance,” said Professor Maria Cristina

The academic Laís Albuquerque, Kamila Carrer and the teacher Marney Pascoli Cereda took part the Top China, that happened from June 29th to July 23rd. The event was carried



Academics and teachers attended a meeting with the UCDB International Relationships Sector

out in Shanghai and had the participation of teachers and brazilian and chinese students.

The union of different cultures in the same project, made possible an enrichment culture, both Brazilians,

as Chinese. Teachers of both nationalities were teaching for students, making use of the English language, the common means of communication to anyone.

THE “ONE” Organizational climate

Ana Maria Sal Moreira
Gestão com Pessoas - PRODI

In times of great challenges in the corporate world, the companies face undesirable moments in everyday life. Financial problems resulting from an unstable economy, customers are increasingly demanding, employees living with strong pressure are already part of the business current scene. The company, under the reality, has the obligation to know how to deal with the good administration of the organizational climate. There was a time when it limited only to numerical results. The quality in relationships, behaviors and attitudes that generate effective results are key activities that need

to be continuously sought to provide the company's survival.

A business organization becomes, essentially, by people who work there. Like human beings, their employees are subject to various influences of the environment and different ways to react emotionally to these influences.

The way the work environment is realized, the quality that is experienced every day by employees in relationships with their colleagues, bosses and subordinates, all the various feelings experienced by employees and the consequences in the workplace as well as the way the

company conducts the routine work, are some aspects that contribute to the organizational climate.

As from the achievement of a positive organizational climate, that a company establishes the fundamental basis to undertake a sustained growth path that can enable it to face the challenges that arise in day to day business.

For that the organization's environment provides comfort, safety and all the necessary requirements for the good development of the activities, the managers must constantly worry about maintaining the organizational climate of the company.

The workplace is directly linked to higher productivity and creativity, and also to better results. And among the factors that make up the organizational climate, we must consider the motivation and discouragement, political perception of people management, flexibility to innovate, transparency and leadership .

Due to the great importance of the organizational environment for the company's performance, managers should be aware of variations that indicate poor maintenance of the organizational climate, such as increased turnover, constant complaints from employees, need for reworking, partners and uncommitted employees with the company, decrease in productivity, attendance and motivation of employees.

Thus, the more they managers take too long to adapt the organizational climate, the worse the situation can be, since it is fed as in a cycle: the behavior will be replicated in everyday life of the company, that means, if there is the incidence of harmful behaviors to productivity, and they are not abolished, will be repeated incessantly until they become part of the organizational culture of the company, which represents financial losses and more efforts to eliminate such behaviors.



JOSÉ CAFASSO

1811 - 1860

José Cafasso was born in Castelnuovo d'Asti, Italy, on January 15th, 1811. His parents were small landowners, he was the third of four children. The youngest Mariana,

will be the mother of Beato José Allamano, founder of Consolate Missionaries.

Since he was a child, his family and the people considered him a little saint. He completed his theological studies at the Seminary of Chieri and in 1833 he was ordained a priest. Four months later, he entered the Ecclesiastical College in order to improve his priestly and pastoral formation. There he would be for all his life, and later became the Rector.

In that school they breathed the spirituality of Saint Inácio and the theological and pastoral orientations of Saint Afonso Maria de Ligório.

The education received great attention and was aimed at forming good confessors and skilled preachers.

José studied and deeper the spirituality of St. Francisco de Sales, that later would transmit especially to a student: João Bosco. That way, Fr. Cafasso, his spiritual director from 1841 to 1860, helped to form and guide Dom Bosco's personality and spirituality. Also he supported him materially, and did the same with the Salesian Congregation, since its origins.

Typical of his teaching is the appreciation for the daily duty as a way of sanctification. Dom Bosco testified: "The extraordinary virtue

of Fr Cafasso was to practice constantly and with spectacular fidelity common virtues".

Always aware to the needs of the last, he visited and supported, including economically, the poorest, bringing them the consolation that sprouted from the priestly ministry. Also he was part of his apostolate follow spiritually the prisoners and those condemned to death to the point of being called "Father of the prisoners."

Prudent, reserved, spirit master, he was the spiritual director of priests, laypeople, politicians, founders. Pius XI called him "the pearl of the Italian clergy." After his fast disease, he

died in Turin on June 23rd, 1860, in his 49 years old. Pius XIII appointed him as a "model of priestly life, father of the poor, consoling sick people, comfort of the prisoners, salvation of those sentenced to the gallows." In the encyclical *Menti Nostrae*, on September 23, 1950, proposed him as a model for priests.

Pio XI beatified him on May 3rd, 1925 and Pio XII canonized him on June 22nd, 1947.

The texts of Salesians Holiness, published at the UCDB newspaper since the edition 268 (October, 2012), were published, originally, in the book *Saints of Salesian Family*, written by Enrico Dal Covolo and Giorgio Mocci.



MARIA DOMINGAS MAZZARELLO

1837 - 1881

Maria Domingas was born in Mornese, in the province of Alessandria, Italy, on May 9th, 1837, in the heart of a large family of peasants. Endowed with an unusual physical strength, since

a child she worked in the fields with his father José. She used to say. "For God did not let us miss the bread, we must pray and work". Thanks to the deep Christian education received in his family, Maria did great sacrifices to meet day after day with Jesus in the Eucharist: "Without Him I could not live".

In 1860, typhus arrived in Mornese. The confessor, Fr. José Pestarino, asked her to take care of some relatives of Mazzarello family. Maria accepted. Shortly after she became ill. Suddenly, however, he was cured. Although his physical strength was gone, her faith remained strong. One day, walking along the road, she had a mysterious vision: she saw a huge building with many girls who ran through the courtyards and heard a

voice saying to her: "I entrust them to you." No longer able to be a peasant, according to her friend Petronila she decided to become a seamstress to teach poor girls to sew. The Holy Spirit formed a maternal heart into her. Prudent and wise, educated girls with preventive love. Opened a small workshop - as also happened with Dom Bosco - God sent her the first orphans, who took shelter there. Also arrived the first collaborators. Fr. Pestarino gave them the name Daughters of the Immaculate.

In 1864 Dom Bosco went to Mornese with his youth group in order to open a school for the boys who lived there. Maria looked at him and exclaimed: "Dom Bosco is a saint, I feel it." Dom Bosco visited the sewing workshop of the Daughters

of the Immaculate and he was very impressed. Pio IX asked Dom Bosco to found a female Institute. After talking to Fr. Pestarino, he chose the Daughters of the Immaculate and sent them to the school which in this meantime would be ready. There, Maria and her colleagues were hungry, also because of the initial hostility of compatriots (who saw her school for boys to be intended for girls), but they were always happy and his faith never faltered. In 1872, the first 15 Daughters of the Immaculate became Daughters of Maria Auxiliadora. Maria was designated to Superior, but she wanted to be called "Road", because she said that "the true Superior is the Blessed Virgin."

The Institute grew up and spread itself. The first

houses were opened and also the first missions in America. Maria was called "Mother". After all, she was simple and dedicated, and always gave some examples, even in the most humble jobs. With her wisdom she guided the spirituality of the Institute, embodying the Daughters of the Immaculate the charisma she received of Dom Bosco. She died in Nizza Monferrato, on May 14th, 1881, in her 44 years old. To her death, the Institute already had 165 sisters and 65 novices in 28 houses (19 in Italy, three in France and six in America).

Pio XI beatified her on November 20th, 1938 and Pio XII canonized her on June 24th, 1951.