

Global/Local: a definition and a preliminary list of global/local program elements



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GLOBAL ↔ LOCAL ↔ GLOBAL ↔ LOCAL ↔ GLOBAL ↔ LOCAL ↔ GLOBAL

UMB HOSTED TWO NATIONAL SYMPOSIA:

MARCH 15, 2015

“Global/Local: What does it mean for global health educators and how do we do it?”

FEBRUARY 12, 2016

“Bridging the Global-Local Divide in Academia: Best Practices and Models”



OUTCOMES



Definition of global/local:

“Global/local engages communities, especially vulnerable communities, in the identification of health needs and in the application of a global, interdisciplinary perspective and understanding of transnational health issues, determinants and solutions.”

Proposed list of global/local program elements :

1. Community Engagement
2. Global Frameworks/Local Solutions and Transferable Skills
3. Focus on Social Justice and Health Care Disparities
4. Bi-Directional Learning
5. Experiential/Clinical Learning
6. Interprofessional Approach
7. Reflective Component



Rowthorn, Olsen, *Global/Local: What Does It Mean for Global Health Educators and How Do We Do It?*, 81 Annals of Global Health 593 (2016).

GLOBAL/LOCAL BACKGROUND

There has been a recent growth in initiatives at the university and NGO level that are linking global health programs with campus community engagement and community public health efforts. Most are calling themselves “global/local” or “global to local” or “glocal” programs.

These programs acknowledge the value of bidirectional learning and focus on social justice and community-based strategies that are applicable both domestically and internationally.

However, global/local education is undertheorized and universities struggle to make the global/local link without a conceptual framework to guide them in this pursuit.

METHODS

- At 2015 meeting, participants were asked to develop a definition of global/local and a proposed list of global/local program elements.
- The meeting consisted of plenary lectures, lightning presentations, and structured small group discussions with note takers.
- Comments were distilled and categorized by the meeting organizers to reach a preliminary set of elements that are critical for a successful global/local program.



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Global/local, glocal, global health education should be:

- ↓ Addressing challenges that transcend national boundaries (e.g. Zika, Ebola)
- ↓ Understanding global root causes and impacts of a health condition or risk factor (e.g. malnutrition)
- ↓ Focusing on interdependent communities and the promise of scale up or diffusion of innovation (e.g. remote diabetes management via cell phone)
- ↓ Teaching ability to identify and adjust to different contexts (e.g. cross-cultural effectiveness)
- ↓ Learning comparatively across local and international sites that share similar culture, health challenges, or program strategies (e.g. immigrant health)

Adapted from: Lori DiPrete Brown, University of Wisconsin Madison Global Health Institute