

Role and social responsibility of the University in promoting international cooperation for global health

Acceleration of the process of globalization, understood as interconnectedness and interdependence.

The process of cultural homogenization, the prevalence of Western and neo-liberal development model (based on the dogma of economic growth dogma and maximization of profits, thus consumption and waste : "I consume, thus I am" (Bauman) .

Social and environmental determinants of health ---> epidemiological change in the profile of risk factors (prevalence of chronic degenerative diseases)

Medicalization of society, privatization, increasing health care costs ...

Increase in inequality.

The mushrooming of actors of international health cooperation and the modified Aid architecture. The influence on global policy and on national health and social systems.

Aid fragmentation, lack of coordination, imposed models and procedures, increased transaction and operation costs (issues of effectiveness: ownership, alignment, harmonization, results, accountability)

Impoverishment of national health systems in poor countries. Growing shortage of health personnel ... quantitative and qualitative deficiencies of the local academic institutions for the training of health workers, migration (push and pull factors : from rural to urban, to international migration)

These issues challenge education and research in the field of health in the perspective of international cooperation.

The emerging of "Global health" (as opposed to "Tropical medicine", International health etc.):

"Global Health is an emerging area for interdisciplinary studies, research and practice that considers the effects of globalization on health -understood in the comprehensive meaning of a complete state of physical, mental and social well-being- and the achievement of equity in health for all people worldwide, emphasizing transnational health issues, determinants and solutions, and their interactions with national and local systems."

The education of the Medical doctors and other health care professionals, including professionals trained in other disciplines (economic, social, political ...) that will operate in health-related fields , can no longer leave out the understanding of the interrelationships between the local and global context.

The importance of including the intercultural experience and the local experience (in Dcs) in training programs of future professionals from Europe and northern parts of the world, but the need to build those programs with a view to awareness and ethical reflection, thus inserted in a broader training program in global health .

The importance of training of local health workers on site. Review the curriculum toward

interaction with the community, supporting the education of mid-level health workers, according to a cross-sectoral approach .

Universities in the North may play a constructive role if: balanced partnership; understanding of the cultural context and socio-economic local priorities and local needs . . .

New opportunities offered by distance learning; promote the careers of research, quality control and accreditation of courses (Castelli and collaborators) .

Remember the experience already presented at the CUCS congress in Padua CUCS: transcultural course of collaboration between Latin American universities and Bicocca , with models of interdisciplinary integration .

Teaching Experiences

The first course in Global Health structured in a degree program was introduced in 2002 at the Faculty of Sociology of the University Milano-Bicocca.

In Italy, the Italian Observatory on Global Health promoted the focus on the issues of Global Health since 2002.

OISG in collaboration with the SISM(Italian Secretariat of Medical Students) , the Italian Society of Medicine of Migration, the NGO CUAMM for Africa, and several other associations and scholars, established in 2010 to the Italian Global Health Education Network (RIISG). Among the activities of RIISG there are: the training of trainers; mapping, promotion and organization of Global health courses (and issues related to it) in a growing number of schools of medicine and health sciences (mainly as electives) and in other institutions (eg., regional , and local hospitals , etc. . ; standardization of the curriculum :

- health and its determinants ;
- the origins and development of health systems ;
- health as a human right ;
- globalization and health;
- inequalities in health and health care ;
- immigration and health;
- international health cooperation .

Research

The previous debate in CUCS - on the occasion of the Forum on Cooperation - on research :

- for development (technologies, drugs , methodologies, development policies , etc.).
- on Development Cooperation (policies and practices of cooperation , ...)
- in Development Cooperation (action research , research-based cooperation projects)

Panels

Two panels dedicated to global health.

In the first " Global governance of health systems, health and development cooperation " we focus first on the role of the university for overall health in general and in particular within the guidelines established by the MAE- DGCS initiatives for development cooperation in global health.

We will focus on the possible answers that can come from the inter-university cooperation for the training of local health workers (University of Brescia)

The panel will also discuss some specific experiences of training and action-research

- SDA Bocconi - MIHMEP - Specialization in Global Health and Development
- Center for Global Health of the Region of Tuscany (in collaboration with the University of Florence) with projects in Bolivia , Burkina Faso and Albania.
- The cooperation between the Faculty of Pharmacy of the University of Turin and the pharmacies of hospitals in several African countries and Haiti .

The second panel dedicated to the training of medical residents abroad and therefore also in countries in the developing world. With the presentation of experiences all centered on surgical training. This raises some concern.

The need to continue to reflect not only on "what is taught " (content), but on " how to teach ", inserting the training of future professionals in a values context that will prepare them to act as citizens of the world, for a world capable of future (sustainable and equitable) . Therefore, without losing sight of the importance of supporting our students in "learning to be " in the ethical dimension - that should inspire more than anything else international cooperation. A support that every educator should be able to provide and which should be link to the social role and responsibility of the University.