Empowering students and the profession through global citizenship

Tuesday | 9 JULY

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Global Mindset & Citizenship

David Steeb
Building the case

- Rational use of medications is a $500 billion problem worldwide\(^1\)
- Up to 38% of individuals in sub Saharan Africa self-diagnose and treat themselves which contributes to antimicrobial resistance.\(^2\)
- Thirty percent of the World Health Organization (WHO) Africa region lacks access to essential medications.\(^3\)
- One in ten medications worldwide is now considered substandard or falsified.\(^4\)
- By 2035, there will be a shortage of 13 million global health care workers.\(^5\)

*Opportunity to help develop and train our students to be global leaders in pharmacy who have the capacity to think big about how our profession can impact the world*
Activity

In three words, what does it mean to be a global citizen to you?

Respond at PollEv.com/andreia
Sustainable Development Goals (SDG)$^2$
Good health & wellbeing for all

3.4: Reduce premature mortality from noncommunicable diseases (NCDs) by one third

3.5: Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol

3.8: Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all
Global Citizenship Education

**Domains of Learning**

**Cognitive**
- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations
- Learners develop skills for critical thinking and analysis

**Socio-Emotional**
- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity

**Behavioural**
- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
- Learners develop motivation and willingness to take necessary actions

UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000232993
Global to local

• Many global challenges and issues have local implications
  – Noncommunicable diseases (NCDs)
  – Universal health coverage (UHC)
  – Primary health care

• Opportunity to think global, act local (“Glocal”)

• Curiosity about the impact health issues can have in other parts of the world

https://tlgcconnections.wordpress.com/2014/09/19/glocal-gathering-in-our-synod/
Educator & Practitioner Opportunities

- Reinforce “Think Global, Act Local” mentality

- Incorporate material into existing case studies, journal club topics, lectures, etc.

- Link education and practice based activities/exercises to the WDGs and the SDGs to reinforce applicability/utility
Global Mindset
Monica L. Miller
Global Mindset

Definition:
ability to influence individuals, groups, organizations, and systems that have different intellectual, social, and psychological knowledge or intelligence from your own

Action at a Distance

Think and Act Locally AND Globally
Global Citizen

Definition:

Individuals are members of multiple diverse, local and non-local communities rather than individual societies

https://academicimpact.un.org/content/global-citizenship
Strategies to Employ

- Understanding cultures
- Changing contexts
- Being open to diversity and cultural differences
- Be curious and willingness to challenge yourself
- Effective communication across cultures
- Building trust across cultures
- Value others
THANK YOU
Global Leadership

Kari Franson
Defining leadership

“Collaborating with, inspiring and enabling others to achieve goals rooted in a shared mission and vision”
Or “The capacity to mobilize and engage others towards common actions”

How to take something from here?

Make it relevant here
Leadership: Needed competencies

- Emotional & social intelligence
  » Being a force for positive change
- Teamwork
  » Rewarding/encouraging trust and vulnerability
- Communication
- Technical knowledge in the field
- Learning ability

Moreau P, AACP Leadership webinar, June 2019
Leadership: Developing mindset competencies
Leadership: Developing knowledge & skills

Global Leaders learn and translate knowledge and skills like: translational scientists
Interprofessional education & practice
In summary: Learn and translate

- Stay up-to-date on current trends
- Critically think about new ideas from others
  - Context
  - Intervention
  - Outcome
- Be adaptable and communicate missteps
- Remain committed and positive

Moreau P, AACP Leadership webinar, June 2019
GROUP WORK
Identify opportunities for educators to think global, act local

- Introduce yourself – name, where you are from, favourite animal

- What is your “why” for the 3 global concepts?

- What are the resources do you think we could or should use?
Group Feedback

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**Key Learning Outcomes**

**Key Learner Attributes**

- Informed and critically literate
  - Know about local, national and global issues, governance systems and structures
  - Understand the interdependence and connections of global and local concerns
  - Develop skills for critical inquiry and analysis

- Socially connected and respectful of diversity
  - Cultivate and manage identities, relationships and feeling of belongingness
  - Share values and responsibilities based on human rights
  - Develop attitudes to appreciate and respect differences and diversity

- Ethically responsible and engaged
  - Enact appropriate skills, values, beliefs and attitudes
  - Demonstrate personal and social responsibility for a peaceful and sustainable world
  - Develop motivation and willingness to care for the common good

**TOPICS**

1. Local, national and global systems and structures
2. Issues affecting interaction and connectedness of communities at local, national and global levels
3. Underlying assumptions and power dynamics
4. Different levels of identity
5. Different communities people belong to and how these are connected
6. Difference and respect for diversity
7. Actions that can be taken individually and collectively
8. Ethically responsible behaviour
9. Getting engaged and taking action

**Learning Objectives by Age/Level of Education**

- Pre-primary/ lower primary (3-7 years)
- Upper primary (9-12 years)
- Lower secondary (12-15 years)
- Upper secondary (15-18+ years)
Commitment to empower others through the development of a global mindset and leadership skills

Dear <<insert your name>>,

I will develop my students as global citizens and leaders by:
<< Insert one thing you will do once you are back home >>

Love from Prato,
<<insert your name>>
…take two!

Take a picture of your postcard with your commitment and the WDG sticker on it

Tweet it with the #PharmEd19 & #GlobalLeader
Take home message

Connect your work with the WDGs

Empower your students, increase their networks

Think and Act Locally AND Globally

It is all about education...

*Ancora Imparo... I(we) am(are) still learning!*

Use your networks, seek a mentor and support your peers...

#BetterTogether #collaborationisthenewblack #GlobalLeader
References from Global citizenship


References from Global Leadership