Preface: Global Health, Global Health Education, and Infectious Disease: The New Millennium, Part I
Anvar Velji

Global Health: The Twenty-First Century Global Health Priority Agenda
George A.O. Alleyne

Growth in global health interest in the past 20 years has been overwhelming and many universities throughout the world have created departments or institutes of global health. The essence of global health has to be promoting health equity globally. The global health agenda must embrace design of mixed health systems, involving both private and public components to address the emerging threat of noncommunicable diseases and existing communicable diseases as well as to reduce health inequity. The priority agenda for the twenty-first century is challenging but the improvements of the past give hope that the barriers to improving global health are surmountable.

Global Health: Evolving Meanings
Anvar Velji and John H. Bryant

Approaches to health, health care, and the terminology to describe global health have evolved over the past 70 years since the introduction of the Constitution of the World Health Organization and definition of health in broader terms. The early focus on individual care gradually shifted to community, population, and global approaches, with associated changes in the site of medical care, the personnel who provide it, and the education and training of those personnel. Concomitantly, goals changed from purely curative care to disease prevention and health promotion. Health was better understood to exist within the larger political, social, cultural, and ethical settings.

Global Health and the Role of Universities in the Twenty-First Century
John H. Bryant and Anvar Velji

A vast gap exists between knowledge, generation of knowledge, and the application of knowledge to the needs and benefit of the global population. In middle-income and lower-income countries, universities are becoming more engaged with the communities in which they are located to try to solve the difficult problems of poverty and poor health. Global collaborations and reform of medical education in the twenty-first century will help move universities out of cloistered academic settings and into the community to bring the changes needed to equitably meet the health needs of all.

Global Health Education Consortium: 20 Years of Leadership in Global Health and Global Health Education
Anvar Velji

The Global Health Education Consortium (GHEC) is a group of universities and institutions committed to improving the health and human rights of
underserved populations worldwide through improved education and training of the global health workforce. In the early 1990s, GHEC brought together many of the global health programs in North America to improve competencies and curricula in global health as well as to involve member institutions in health policy, development issues, and delivery of care in the inner cities, marginalized areas, and abroad.

Global Health: Networking Innovative Academic Institutions

Björg Pálsdóttir and André-Jacques Neusy

Medically underserved communities suffer a high burden of morbidity and mortality, increasing with remoteness where access to health services is limited. Major challenges are the overall shortage and maldistribution of the health workforce. There is a lack of understanding of how academic institutions can best contribute to addressing these health inequities. A new international collaborative of health professions schools, Training for Health Equity Network, is developing and disseminating evidence, challenging assumptions, and developing tools that support health profession institutions striving to meet the health and health workforce needs of underserved communities.

Teaching the Basics: Core Competencies in Global Health

Megan A.M. Arthur, Robert Battat, and Timothy F. Brewer

Compelling moral, ethical, professional, pedagogical, and economic imperatives support the integration of global health topics within medical school curriculum. Although the process of integrating global health into medical education is well underway at some medical schools, there remain substantial challenges to initiating global health training in others. As global health is a new field, faculties and schools may benefit from resources and guidance to develop global health modules and teaching materials. This article describes the Core Competencies project undertaken by the Global Health Education Consortium and the Association of Faculties of Medicine of Canada’s Global Health Resource Group.

Global Health Capacity and Workforce Development: Turning the World Upside Down

Lord Nigel Crisp

This article explores global health and the way in which the whole world is increasingly interdependent in terms of health. High-income countries need to help redress the balance of power and resources around the world, for self interest and self preservation if for no other reason. These countries have a particular responsibility to help support the training of more health workers and to strengthen health systems in low-income and middle-income countries. In this interdependent world, high-income countries can learn a great deal from poorer ones as well as vice versa, and concepts of mutuality and codevelopment will become increasingly important.

The Infectious Diseases Institute at Makerere University, Kampala, Uganda

Allan Ronald, Moses Kamya, Elly Katabira, W. Michael Scheld, and Nelson Sewankambo

The Infectious Diseases Institute (IDI) at Makerere University, Kampala, Uganda, was created in 2001. This article outlines its origins, principles,
Building a Global Health Education Network for Clinical Care and Research. The Benefits and Challenges of Distance Learning Tools. Lessons Learned from the Hopkins Center for Clinical Global Health Education

Robert C. Bollinger, Jane McKenzie-White, and Amita Gupta

Expanding the capacity for clinical care and health research is a global priority and a global challenge. The Johns Hopkins Center for Clinical Global Health Education (CCGHE) was established in 2005 to provide access to high-quality training to health care providers in resource-limited settings. The CCGHE made a strategic decision to develop, use, and evaluate distance learning platforms to achieve its mission. In the initial years of this new program, several lessons have been learned that may be helpful to other programs considering the use of distance learning programs to expand global health clinical and research capacity.

The Afya Bora Consortium: An Africa-US Partnership to Train Leaders in Global Health

Carey Farquhar, Neal Nathanson, and Consortium Working Group

The Afya Bora Consortium is a partnership of 8 academic health institutions, 4 in Africa and 4 in the United States. The Consortium is developing a Global Health Leadership Fellowship for medical, nursing, and public health professionals, largely drawn from the 4 African partner countries. The fellowship provides trainees with practical skills to prepare them for future positions leading the design, implementation, and evaluation of large, high-impact programs in governmental agencies, nongovernmental organizations, and academic health institutions in their own countries. This article describes a Pilot of the proposed program.

Medical Education: Meeting the Challenge of Implementing Primary Health Care in Sub-Saharan Africa

Mushtaq Ahmed, Camer W. Vellani, and Alex O. Awiti

Medical education in sub-Saharan Africa must be defined by its health needs and the health care services required. The sociodemographic milieu that determines the disease pattern makes a compelling case for primary health care in the context of community participation and multisector community development as the driver of a plan for medical education, in tandem with clinicians’ role in continuity of care. Such ideas have been derived from the experience of planning for undergraduate medical education at the Aga Khan University Medical College, Nairobi, whose curriculum incorporates broad-based general education and liberal arts principles.

Health of Migrants: Working Towards a Better Future

Xochitl Castañeda, Magdalena Ruiz Ruelas, Emily Felt, and Marc Schenker

For international migrants, in particular for those who cross without the required documentation, there are a number of health threats and
problems that may begin during transit and a number that occur as a result of migrants’ socio-economic status in the receiving country. This article discusses the health status of Mexican immigrants in the United States including their access to health care, health disparities, and the social determinants of health among this population, with a focus on the health of women and children.

Global Health: Governance and Policy Development 435
Patrick W. Kelley

Global health policy is now being influenced by an ever-increasing number of nonstate and non-intergovernmental actors to include influential foundations, multinational corporations, multi-sectoral partnerships, and civil society organizations. This article reviews how globalization is a key driver for the ongoing evolution of global health governance. It describes the massive increases in bilateral and multilateral investments in global health and it highlights the current global and US architecture for performing global health programs. The article closes describing some of the challenges and prospects that characterize global health governance today.

The Role of Treaties, Agreements, Conventions, and Other International Instruments in Global Health 455
Jennifer Kates and Rebecca Katz

As nations become more reliant on each other for cohesive development of global health policies and practice, and globalization increasingly makes health challenges in one part of the world concerns for all nations, the importance and use of international agreements in framing policy and national commitments have increased. This article reviews international agreements, looking specifically at multilateral instruments or partnerships, to identify those that either directly focus on or encompass health. It defines the different types of agreements, describes the process through which governments enter into these agreements, evaluates the legality of agreements under international law, and assesses participation by member states.

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