



### Agenda

Speaker Introductions

Background

**Case Presentations** 



# Speaker Introductions: Eve Swirski,

Committee on Gobal and Public Health

Lisa Le,

Committee on Bioethics and Humanities



#### Show of hands:

How many of you have:

- ...volunteered/worked for underserved populations?
- ...volunteered/worked in a low-resource setting?
- ...volunteered/worked abroad?
- ...paid to volunteer abroad as part of a global health trip?
- ...volunteered abroad to practice procedures/skills you wouldn't be able to do here in the U.S.?

Increasing uncertainty and ethical concerns





# What is "Voluntourism?"

Definition: A form of <u>tourism</u> in which travelers participate in voluntary work, typically for a charity.



#### Distinguishing Characteristics of "Voluntourism"

- Short Term
- Group Oriented
- No or limited expertise required
- Company leads paying participants
- Emphasis on participant experience





#### Issues with "Voluntourism"

- Short Term lack of sustainability precludes meaningful change/continuity
- Group Oriented limited buy-in from community, lack of cultural competency
- No or limited expertise required unequipped to capably identify & address issues
- Company leads paying participants primary motive is profit, not global health
- Emphasis on participant experience ignores reality of health disparities



https://www.gooverseas.com/blog/what-is-the-difference-between-voluntourism-and-volunteering



# The ethics associated with "voluntouring" abroad are questionable.

No Good Deed Goes Unrewarded: The Values/Virtues of Transnational Volunteerism in Neoliberal Capital

WANDA VRASTI and JEAN MICHEL MONTSION

This article focuses on the value of volunteering in producing, sustaining and legitimising forms of subjectivity and social relations congruent with the ethos of neoliberal capital. Rather than treat it as a spontaneous act of virtue, we insist that volunteerism is a carefully designed technology of government the purpose of which is to align individual conduct with neoliberal capital's double injunction of market rationality and social responsibility. To this end we investigate two complementary case studies of transnational volunteerism, one dealing with Chinese international students volunteering in Vancouver seeking to obtain Canadian citizenship, the other looking at Western university students and graduates volunteering in Ghana to gather relevant professional skills and experience. In both cases we find that transnational volunteerism helps participating individuals assume cultural skills, affective competencies and citizenship prerogatives they could otherwise not have claimed through nationality or employment.



#### The Four Pillars - ANew Framework for Gobal Health Work

- 1. Sustainability
  - Aim for economic and environmental sustainability
- 1. Community Focus
  - o Involve administrators, providers, beneficiaries to achieve buy-in
- 1. Cultural Competency
  - Understand cultural norms and practices to best implement solutions
- 1. Education
  - Empower local leaders to <u>teach others</u> and <u>promote learning</u>

Pillars of Global Health Outreach	Unaddressed (0)	Partially Addressed (1)	Fully Addressed (2)
Sustainability - Economic	Funding has not been secured and the project has little to no impact on the local economy	The project has secured funding and identifies potential positive impacts on the local economy	The project has a reliable source of continuous funding and contributes to the local economy
Sustainability - Environmental	The effect of this project on the environment is negative, harming the community and wasting resources	The project has considered environmental factors and will have neutral or minimally positive effects on the community	The project actively promotes the environmental health of the community it works with, conserving resources for future generations
Community Focus	The project has not effectively identified the needs of the local community	The project aims to partner with local organizations and will engage with the community in ways specific to its needs	The project has a strong partnership with local organizations and has developed population-specific interventions

Pillars of Global Health Outreach	Unaddressed (0)	Partially Addressed (1)	Fully Addressed (2)
Cultural Competency	The project is unaware of the target population's cultural practices	The project has made efforts to understand local traditions and practices	There is a solid foundation of knowledge about the cultural practices of the population that has been incorporated into the project design
Education	There is minimal training of members participating and lack of educational outreach	Training of participants is available and the project incorporates educational outreach	Evidence-based educational training is incorporated in both preparation of participants and outreach in the community

Score of 0-4: Reassess the project design and make appropriate changes

Score of 5-8: Consider opportunities to maximize impact in lacking fields

Score of 9-10: Ensure success with detailed methodology and clearly defined goals

# Case W orkshop

Link: bit.ly/Voluntourism I19

#### Takeaways from Session - Case Review

- 1. What were some of the considerations or questions that you came up with as you planned this hypothetical service trip?
- 1. Did your perceptions of global health work change after learning more about voluntourism and sustainability?
- 1. Reflect on your past experiences that you may have had working or volunteering abroad in the context of today's lecture and workshop.



#### Takeaways from Session - Defining Voluntourism

- Short Term
- Group Oriented
- No or limited expertise required
- Company leads paying participants
- Emphasis on participant experience

Definition: A form of **tourism** in which travelers participate in voluntary work, typically for a charity.



#### Takeaways from Session - 'Four Pillars'

- 1. Sustainability
  - Aim for **economic** and **environmental** sustainability
- 1. Community Focus
  - o Involve administrators, providers, beneficiaries to achieve buy-in
- 1. Cultural Competency
  - Understand <u>cultural norms</u> and <u>practices</u> to best implement solutions
- 1. Education
  - Empower local leaders to <u>teach others</u> and <u>promote learning</u>





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