

THE TERRIBLE

"C word"

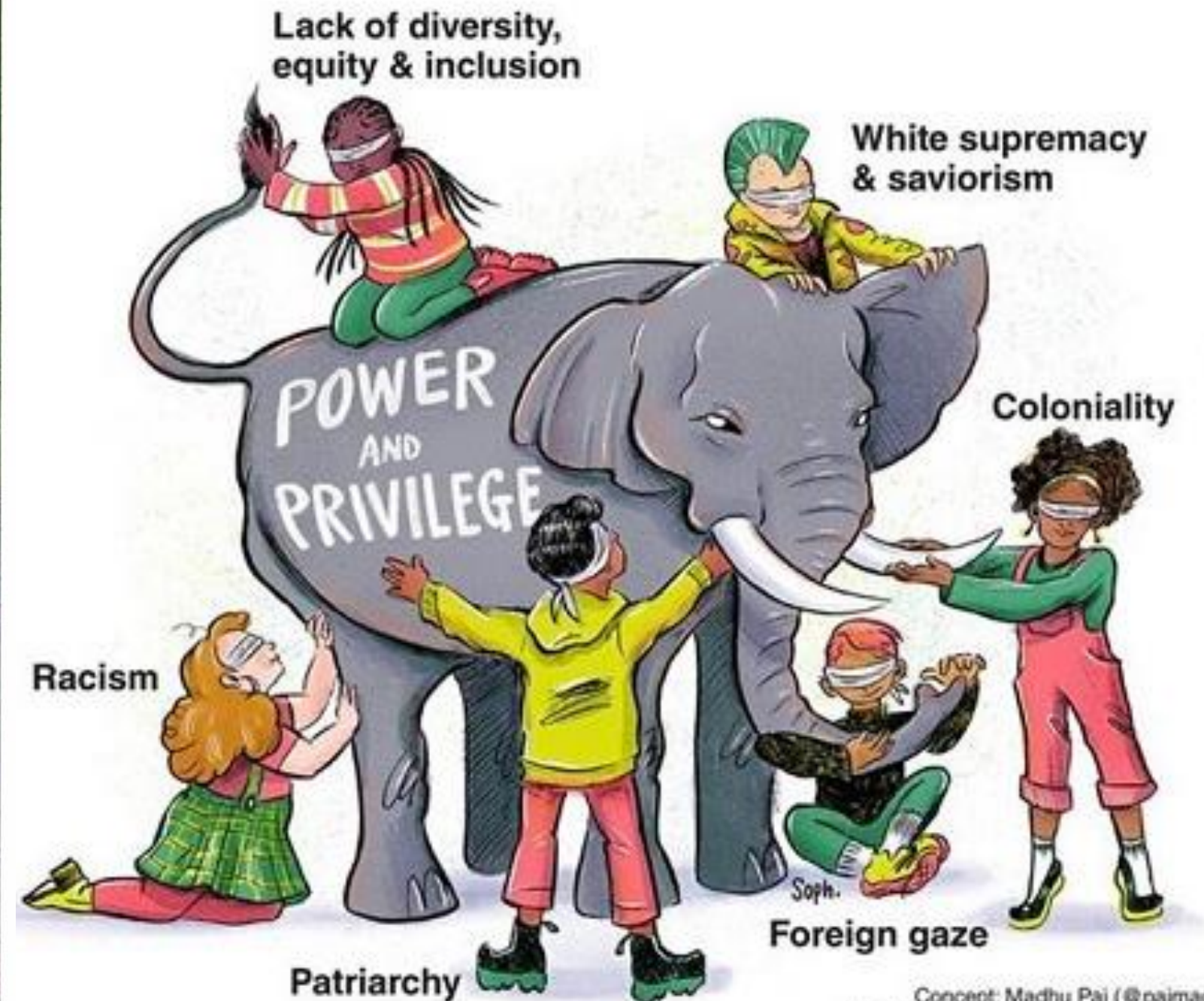
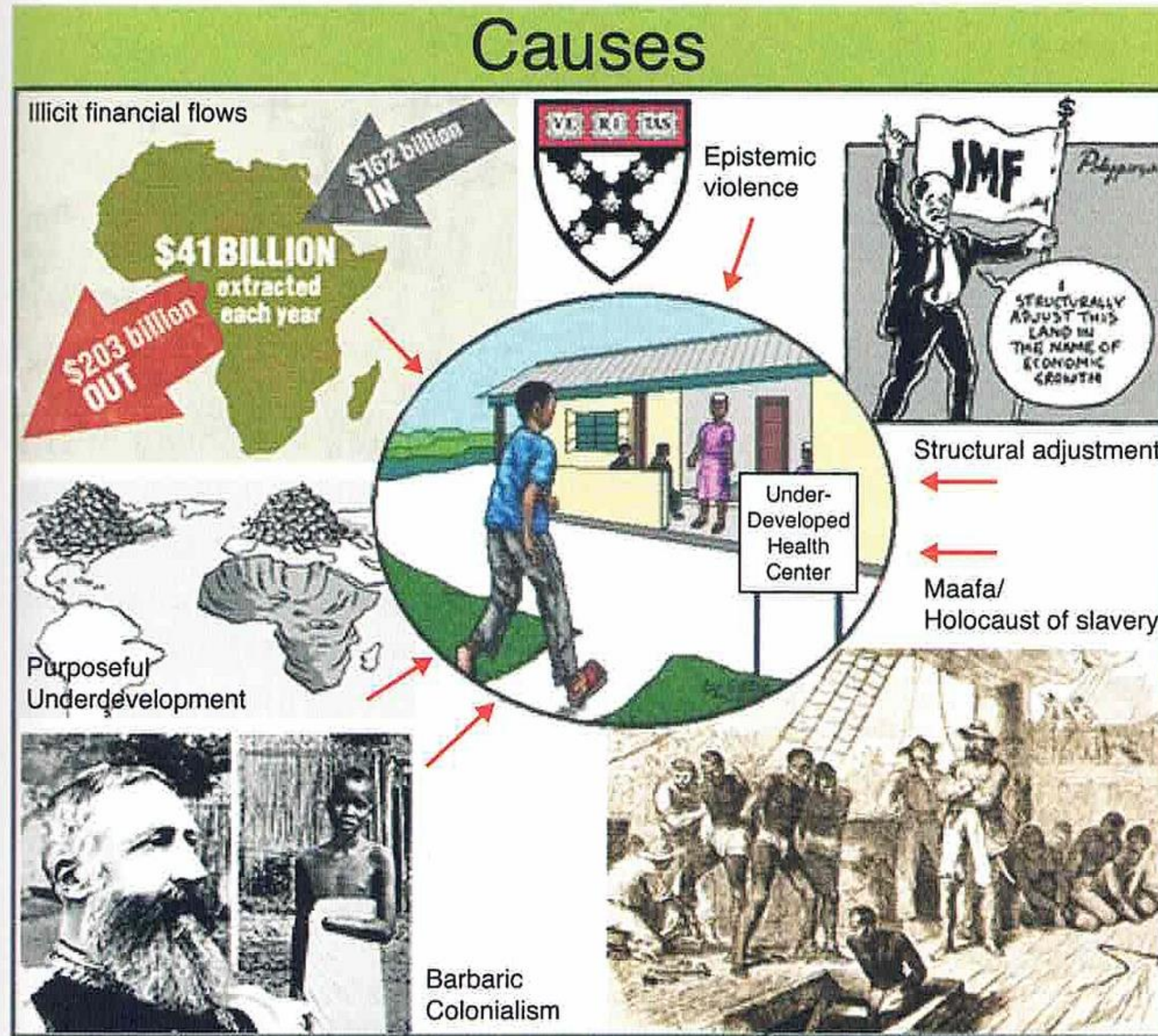
ADDRESSING COLONIALITY IN GLOBAL HEALTH EDUCATION

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with support from Global Health Masters Program (UGent),
Ban-ki Moon Center for Global Citizens, VLIR-UOS

EBOLA

About this Work



Source: Eugene Richardson. Epidemic Illusions. On the Coloniality of Global Public Health. MIT Press, 2020

Concept: Madhu Pai (@paimadh)
Art: Sophie Lane (ScEYenceStudios.co)

About this Work



How does 'coloniality' manifest in global health education?



What steps can we take to address these power structures?

A participatory action-based approach

The Strategy



Desk review of university policies & programs




Series of interviews and group discussions with students and faculty



Co-creation workshops with university faculty

Addressing the Elephant in the room



Promoting equity in health academia

THE MASTER'S TOOL

“Parachute research.. taking ownership without giving credit”

Coloniality in Global Health Education



Who teaches?



What is taught?



How is it used?

Coloniality in Global Health Education



Who teaches?

- **Diversity** in teaching staff
- Diversity in students
- Is GH education representative and accessible?



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How is it used?

Coloniality in Global Health Education



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What is taught?

- What forms of knowledge are considered valid?
- Does the **curriculum** acknowledge power imbalances in global health?



How is it used?

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How is it used?

- Power imbalances in **North-South collaborations**
- Who sets the agenda?
- Who benefits?

Addressing Coloniality in Global Health Education



= DIVERSITY

- **Diversity** in teaching staff
- Diversity in students
- Is GH education representative and accessible?



= SENSITISATION

- What forms of knowledge are considered valid?
- Does the **curriculum** acknowledge power imbalances in global health?



= NORTH-SOUTH PARTNERSHIPS

- Power imbalances in **North-South collaborations**
- Who sets the agenda?
- Who benefits?

Through clear career trajectories for foreign researchers

- Start at the early-career stage (PhD/ Post-doc) and continue through the career trajectory
- Provide language courses/ other support
- Expand inter-cultural competencies (bilateral)
- Address implicit hiring biases

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Examine what barriers exist in your context!

By engaging guest lecturers

- Invite guest lecturers from foreign universities

Check if your university has specific grants for this!

- Use online lectures to engage foreign researchers

Remember that these efforts shouldn't be unpaid!

Through courses on Power & Equity

- Separate courses for Lecturers and Students

Lecturers need sensitisation about coloniality and training to include decolonisation in their curriculum

Students need sensitisation about coloniality and training to apply a decolonial lens to their course

Through Applied Learning

- Students apply decolonial methodologies in student internships or theses

Students can analyse power imbalances & structures, describe how to address it-
through research methods, collaboration techniques, project planning

- Enforcable through integration in the evaluation criteria

By preparing students going abroad

- Workshops and sensitisation training for students going abroad
- Should include cross-cultural competencies, sensitisation about power dynamics in north-south collaborations, and awareness about local pedagogies.

Through buddy programs

- Connect students with a peer from a foreign university for knowledge exchange
- Integrate this in the coursework through shared assignments

Addressing Coloniality in Global Health Education



= DIVERSITY

- through **career trajectories** for foreign researchers
- **inviting guest lecturers**- in person or online



= SENSITISATION

- through **courses** with separate pathways for students and lecturers
- through **applying decoloniality** in student internships/ theses



= NORTH-SOUTH PARTNERSHIPS

- Through **preparatory courses** for students going abroad
- Through **buddy programs**

THANK YOU

LET'S DISCUSS