Decolonizing international Collaboration in higher education; Can innovative education tools help?

Anja Krumeich, May 2020

Decolonizing Higher Education in Medicine and Public Health

- Alignment with needs across the globe
- Alignment with contexts around the globe
  - Culture
  - Institutions
  - Health Care systems
  - Infrastructure (material and financial)

At odds with standardization....

- Protocols
- Guidelines
- Standardized lists or definitions of competencies and skills
- Standards are not value free, but represent the norms from the place were they were invented.

Standards mostly rooted in "west"

- "Global curricula" developers mostly from EU/NA
- Standards too
- "Capacity building" programs

Hence:

- Neo-colonial endeavour
- Without awareness of Local needs/context

Is neo-colonialism a problem?

- Principally (ethical, political)
- Practically (implementation gap)
- **Strength in difference**

Innovative approach to higher education:

- Global consortia

- Based on assumption that all have equally valuable expertise and experience

- Each their own approach, aligned to local context

- Ex. SDHs versus social determination of health in LA

Example: GH consortium Thammasat U, Thailand/AUW, Sudan/Rosario U, Colombia/Maastricht U, NL/MAHE, India/McM, Canada

- S1: Each teaches own introduction into GH, based on local needs, history,..

- Online course (developed and taught collaboratively) -> mixed student groups, reflecting on different notions on GH

- S2: Exchange in ALL directions
- Get-together in India

Made possible by

- Allowing for dialogue and exchange in classroom (not lecture based)
- Blended learning approaches
- Advisory Board with members suggested by each partner..

- Thank you!