

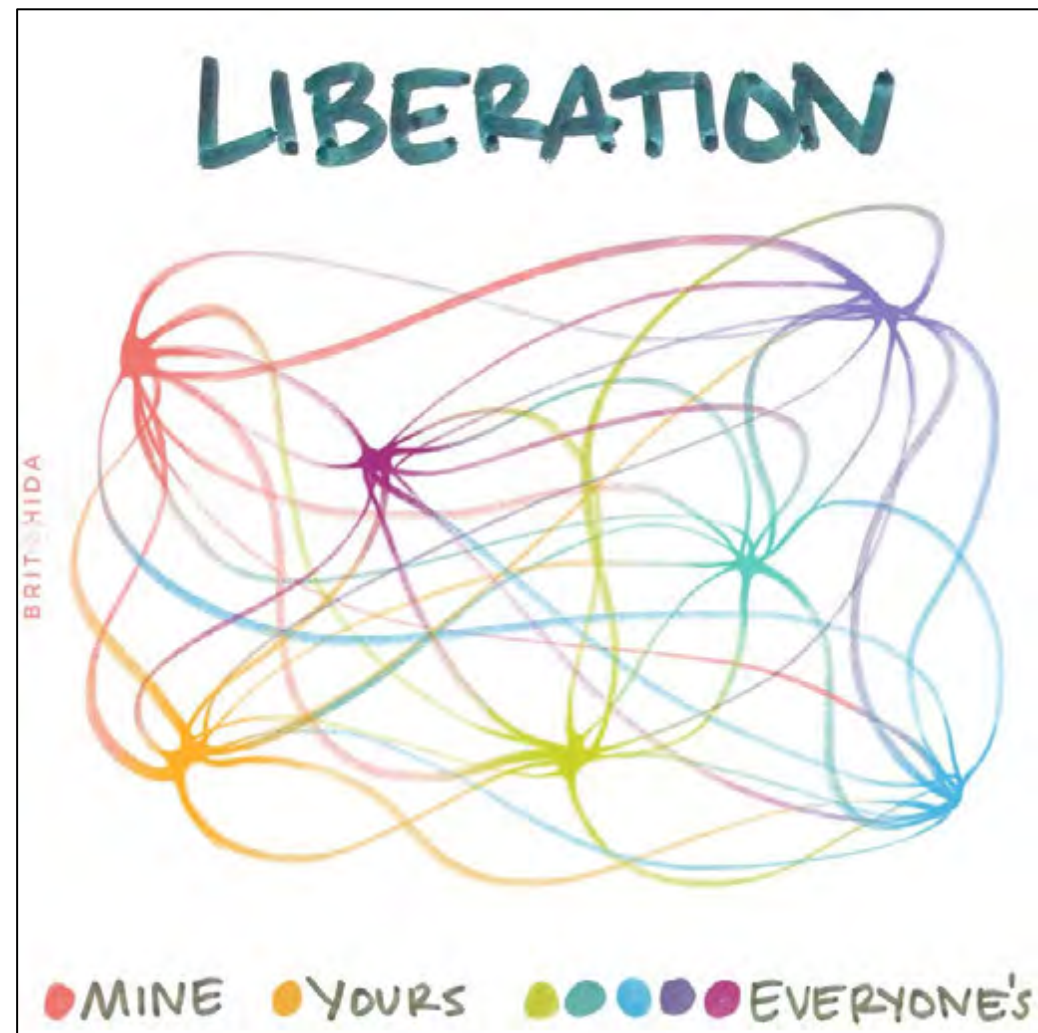
Reimagining Global Health Education

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School of
Population and
Global Health

École de
santé des populations et de
santé mondiale



source: <https://britchida.com/>

A misty forest scene with a large white feather graphic on the left side. The feather is stylized with many fine lines radiating from the base to the tip. The background shows tall, thin trees and a large, moss-covered log in the foreground.

We acknowledge and thank the
diverse Indigenous peoples
whose presence marks this
territory on which peoples of the
world now gather.

Nous saluons et remercions les
divers peuples autochtones qui ont
enrichi de leur présence ce territoire
accueillant aujourd'hui des gens de
partout dans le monde.

BEYOND LAND ACKNOWLEDGMENT: A GUIDE

SEPTEMBER 21, 2021



NATIVE GOVERNANCE
CENTER

WHAT DOES IT MEAN TO GO BEYOND LAND ACKNOWLEDGMENT?

Instead of spending time on a land acknowledgment statement, we recommend creating an **action plan** highlighting the concrete steps you plan to take to support Indigenous communities into the future. Similar to a land acknowledgment, your plan will include information and research on the land you occupy, but it will primarily focus on action. Is it wrong to write a land acknowledgment statement? No. But if you do, your statement should highlight a strong call to action and action steps; it should encourage your audience to create their own steps, too.

When writing your action plan, it's still important to look into the Indigenous past, present, and future of the land you occupy. Writing an action plan instead of a land acknowledgment statement does not mean you're off the hook for doing your own research. In fact, you'll likely conduct just as much or more research to create an action plan that's **specific, accurate, and impactful**.

What informs my positionality?



Being a 'double agent' in global health

What informs my positionality?



Let's dive in!



Why do we need to reimagine global health education?



1. Education is the foundational pillar for change-making.

THE LANCET

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COMMENT · [Volume 404, Issue 10464, P1711-1713, November 02, 2024](#)

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Shifting power in global health will require leadership by the Global South and allyship by the Global North

[Madhukar Pai](#)^{a,b} [✉](#) · [Shashika Bandara](#)^a · [Catherine Kyobutungi](#)^c

THE LANCET
Voice



JAN 9 · S6, E1 · 48 MIN

Power and allyship in the Global North and Global South
[The Lancet Voice](#)

[▶ Play](#)



4 FEB · EPISODIO 77 · 28 MIN

Shifting Power in Global Health: Equity, Leadership and Change
[Connecting Citizens to Science](#)

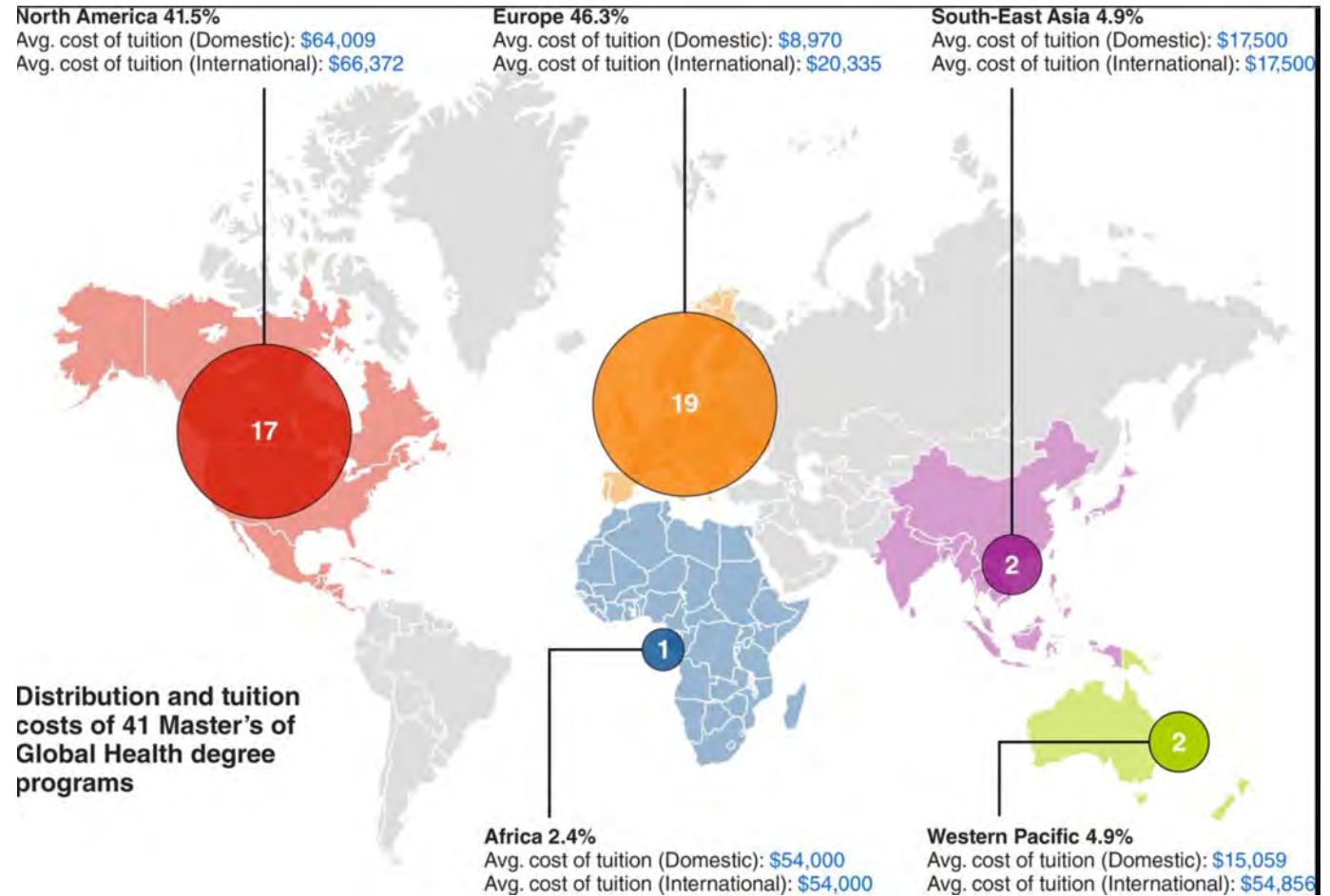
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2. Global Health Education opportunities are skewed.



Asymmetry in Global Health Education

- Dominated by the Global North/High income countries
- Often unaffordable to many low and middle income country students
- HIC students are oriented to 'solve' problems in LMICs
- No strong ethical components addressing sustainability/power dynamics
- Historical and current systemic challenges are often overlooked



3. Structural barriers kill bi-directional knowledge exchange.

INNOVATION & HEALTHCARE

Passport And Visa Privileges In Global Health

By [Madhukar Pal](#), Contributor. © I write about global health, infectious diseases...


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Published Jun 06, 2022, 12:11pm EDT, Updated Jun 07, 2022, 01:22pm EDT

 OPEN ACCESS

OPINION

Imagining a future in global health without visa and passport inequities

Shashika Bandara , Zahra Zeinali, (Dian) Maria Blandina, Omid V, Ebrahimi, Mohammad Yasir Essar, Joyeuse Senga, Mehr Muhammad Adeel Riaz, Iwatutu Joyce Adewole, Marie-Claire Wangari

Published: August 23, 2023 • <https://doi.org/10.1371/journal.pgph.0002310>

The weight of my passport and my place in global health

May 18, 2023 / [PLOS Global Public Health](#) / [Global Health](#)

NEWS FEATURE | 29 December 2024

How visa rejections are stalling Africa's health research

Experts call for visa equity to boost participation of scientists from the global south.

By [Gilbert Nakweya](#)

4. Intentional exclusion of voices and opportunities.

Who international students

are

Humans, with the same rights as you

Students & scholars

Tuition payers (often higher than local)

Tax-payers

Teaching assistants

Research assistants

Mentors

Productive workers

Future professors

Positive change makers

are not

Aliens

Illegals

Criminals

Burden on host nations

Burden on communities

Instigators of violence

Economic drain

Cause of housing crises

Cause of unemployment

People to be deported without due process




What we all feel: “Enough! and let’s unplug!”

We offer a red pill version of global health education!

 OPEN ACCESS

OPINION

Can we unplug global health education from The Matrix?

Shashika Bandara , Ananya Tina Banerjee, Madhukar Pai

Published: February 25, 2025 • <https://doi.org/10.1371/journal.pgph.0004307>



Blue: we accept the status quo of global health

Red: we critically examine the roots of global health and their impact

Pause.



The Matrix (1999)

1

Blue pill version	Red pill version
<p>Reinforces ‘White savior industrial complex’</p> <p>Global Health: charity exercise and providing aid to save the poor and disadvantaged without accountability or transparency</p>	<p>Combats the “white savior industrial complex,”</p> <p>Global health: collective goal of improving equity and dismantling structural discrimination via genuine partnerships, mutual trust and respect.</p>

What is “White Savior Industrial Complex”?



TEJU COLE

- This phenomenon can be dangerous, feeding into what writer Teju Cole described as the [White Savior Industrial Complex \(WSIC\)](#). Teju Cole notes that WSIC is “not about justice.” Rather, “it is about a big emotional experience that validates privilege.”
- **The term “white savior,” can refer to any person or group — regardless of race — possessing an imbalance of power or privilege.**

PERSPECTIVES | The art of medicine · Volume 402, Issue 10401, P520-521, August 12, 2023

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Are we training our students to be white saviours in global health?

[Ananya Tina Banerjee](#)  · [Shashika Bandara](#) · [Joyeuse Senga](#) · [Nadia González-Domínguez](#) · [Madhukar Pai](#)

[Affiliations & Notes](#)  [Article Info](#) 

2

Blue pill version	Red pill version
<p>Focuses mainly on technical and bio-medical issues about diseases, <u>without</u> connecting political, social, commercial and historical contexts</p>	<p>Actively includes the complex historical, geo-political, social and commercial aspects <u>in contextualizing</u> current challenges, solution building, policy making and delivery of care in global health.</p>

Editorials

The political determinants of health—10 years on

BMJ 2015 ; 350 doi: <https://doi.org/10.1136/bmj.h81> (Published 08 January 2015)

Cite this as: *BMJ* 2015;350:h81

[Article](#)[Related content](#)[Metrics](#)[Responses](#)

Ilona Kickbusch, director

[Author affiliations](#) ▾

3

Blue pill version

Emphasizes on the health and social inequities in LMICs, without much consideration of inequities within HICs.

Leads to showcasing LMICs in a deficit lens without highlighting strengths or expertise in LMICs.


Red pill version

Provides a deep understanding of inequities and injustices in all contexts among equity-denied communities that can be in parallel and cross-cutting.

Discusses **strengths and weaknesses** of all systems.

Highlights **best practices** from **LMICS** and encourages bi-directional knowledge flow.

COMMENT | VOLUME 11, ISSUE 11, E1686-E1687, NOVEMBER 2023

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PDF

Glocal is global: reimagining the training of global health students in high-income countries

[Sonia S Anand](#)  • [Madhukar Pai](#)

4

Blue pill version

Minimizes discussion on the dynamics of power flow and the elite capture within the field of global health or the **need to decolonize** the field.

Red pill version


Engages with political determinants and unequal power distribution in global health.

Pushes academic institutes to commit to decentralizing global health operations, by co-owning and transferring ownership to Global South institutes, when necessary.

 OPEN ACCESS

COLLECTION REVIEW

Addressing power asymmetries in global health: Imperatives in the wake of the COVID-19 pandemic

Seye Abimbola, Sumegha Asthana, Cristian Montenegro, Renzo R. Guinto, Desmond Tanko Jumbam, Lance Louskieter, Kenneth Munge Kabubei, Shehnaz Munshi, Kui Muraya, Fredros Okumu, Senjuti Saha, Deepika Saluja, Madhukar Pai 

5

Blue pill version

Dismisses power and privilege introspection, anti-racism and anti-oppression concepts and practices.

Red pill version

Engages critical consciousness of one's own power and positionality to disrupt oppressive structures often grounded in colonialism and white supremacy.

Editorial • 31 March 2021  •  Open access

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Using the COVID-19 pandemic to reimagine global health teaching in high-income countries

[Author affiliations](#) • [Salla Atkins](#)^{1,2}, [Ananya Tina Banerjee](#)³, [Kathleen Bachynski](#)⁴, [Amrita Daftary](#)^{5,6} , [Gauri Desai](#)⁷, [Aeyal Gross](#)⁸, [Bethany Hedt-Gauthier](#)⁹, [Emily Mendenhall](#)¹⁰, [Benjamin Mason Meier](#)^{11,12}, [Stephanie A Nixon](#)¹³, [Ann Nolan](#)¹⁴, [Tia M Palermo](#)⁷, [Alexandra Phelan](#)¹⁵, [Oksana Pyzik](#)¹⁶, [Pamela Roach](#)¹⁷, [Thurka Sangaramoorthy](#)¹⁸, [Claire J. Standley](#)¹⁵, [Gavin Yamey](#)¹⁹ , [Seye Abimbola](#)²⁰ , [Madhukar Pai](#)²¹   [Hide authors](#) 

Blue pill version

Red pill version

6

Offers student practicum or field work that is rooted in extractive practice, such as parachute research and short term medical missions.

Ensures sustainability and long-term partnerships with co-supervision of students from relevant country sites.

Actively, aim to minimize harmful parachute research while promoting practices that benefits the local communities.

August 20, 2021

Short Term Experiences in Global Health (STEGHs): The mistakes we made, the lessons we learned and how we are moving forward

By *Zoe Atsaidis and Lily Yang with the CCGHR Executive Team (Claire Norman, Sonya Madan, Alice Nam, Sara Marier, Aidan Cruickshank)*

7

Blue pill version


Perpetuate epistemic injustice by ignoring or not paying attention to knowledge produced in the **Global South** and **knowledge holders from the Global South**, while favouring white, Euro or Global North centric voices.

Red pill version

Prioritises the visibility of knowledge from the Global South and diverse ways of knowing.

Centres the **voices of experts in LMIC countries, racialized expertise Indigenous experts, youth and those from affected communities.** Prioritises epistemic justice.

VIEWPOINT · Volume 9, Issue 10, E1465-E1470, October 2021 · *Open Access*

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Epistemic injustice in academic global health

[Himani Bhakuni, PhD](#)  ^{a,b,†}  · [Seye Abimbola, PhD](#)  ^{a,c,†} 

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8

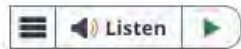
Blue pill version

Promotes the 'HIC gaze' to a student audience that is mostly Global North students.

Voices of international students from the Global South or Indigenous students or racialized students often ignored.

Red pill version

Encourages students to unlearn and re-imagine global health that reflects cultural humility, allyship and solidarity



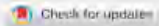
Research Article

Dismantling and reimagining global health education

Margaret W. Gichane & Deshira D. Wallace

Article: 2131967 | Received 15 Jul 2022, Accepted 29 Sep 2022, Published online: 26 Oct 2022

Cite this article <https://doi.org/10.1080/16549716.2022.2131967>



**THE FOREIGN
GAZE**
Essays on Global Health

Seye Abimbola



You first have to put your house in order.

1. Listening is necessary but not sufficient
2. **Avoid the ‘defensive crouch’ when facing criticism**
3. Equity building: More than a collage of diverse faces
4. **Care for those who care for your community**
5. Put money behind pledges
6. **Communicate your wins, your losses, and your timelines**

Institutions be like....



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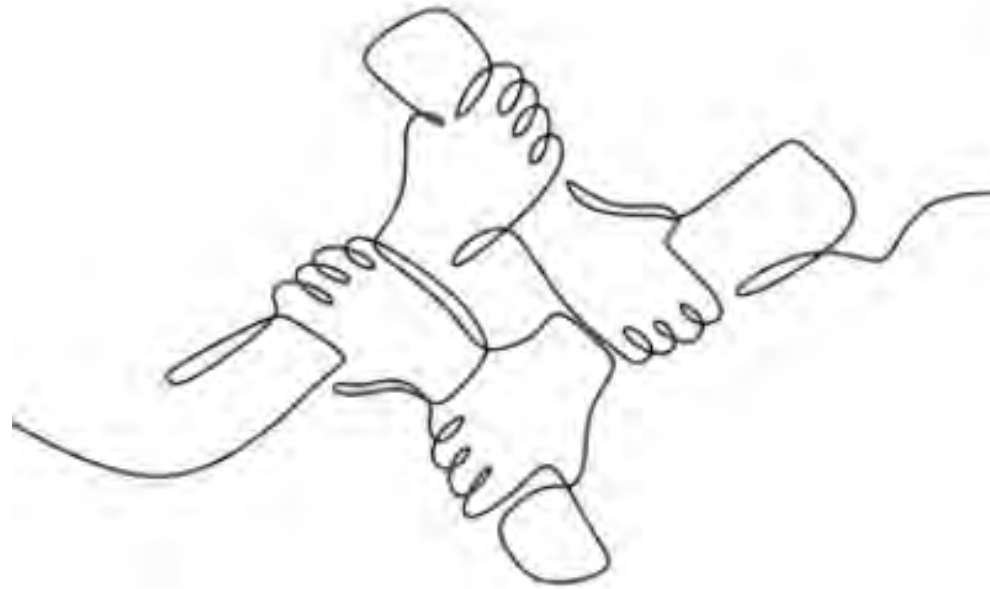
OPINION

How to prevent equity efforts from losing steam in global health academia

Shashika Bandara  Ananya Tina Banerjee

Published: March 8, 2023 • <https://doi.org/10.1371/journal.pgph.0001656>

It takes a community to reimagine!





“Freedom is not something that anybody can be given. Freedom is something people take, and people are as free as they want to be.”

– James Baldwin - *Nobody Knows My Name* (1961)

Prejudice is a burden that confuses the past, threatens the future and renders the present inaccessible.

- Maya Angelou, *writer, poet, US civil rights activist*

Questions, comments, hopes and dreams!

