

DECOLONISING GLOBAL HEALTH & DEVELOPMENT

A toolkit

V.1.0

MISSION

The IGH Decolonise Global Health Working Group seeks to address and prevent neocolonialism at UCL and in the field of global health and development by facilitating and promoting the use of justice driven, anti-racist approaches

ACCESSIBILITY

Ask yourself...	Content	Praxis
<p>How do you ensure your lecture/classroom is a safe learning environment, open to critique and enquiry?</p>	<ol style="list-style-type: none"> 1. Early on, encourage students to ask questions and contribute criticisms and perspectives in ways that best suit them. Also ensure that you have provided different mediums for collecting these enquiries such as over Moodle anonymously, or using a live online forum. 2. Explain why and how enquiry and critique is important in the classroom. 3. Ensure that tutorial leads are properly trained to open the floor to questions, addressing them, and encouraging/facilitating discussion. 	<ul style="list-style-type: none"> • Students come from diverse learning environments where the culture of asking questions or challenging concepts and ideas are not always permissive. Consider this when planning for your lectures and intentionally open the floor for questions, comments and concerns.

<p>Examples</p>	<p>Students in the past have hesitated to engage in the classroom due to:</p> <ul style="list-style-type: none"> - Preconceptions about classroom etiquette from previous educational experiences. - Discomfort from being misunderstood by tutorial leads and/or lecturer. - Uncertainty, nervousness, and pressure to perform. - Concern over ownership over ideas: students fear their ideas will be plagiarised by classmates. 	<p>Start the first lecture by explaining why enquiry is important in a global health classroom and why questions and comments are welcomed. Continuously provide and open spaces for discussions and questions throughout the course. Collaboratively establish ground rules and expectations for student engagement on the module.</p> <p>This will help unify your curriculum under common values and will help students understand how to learn in your classroom.</p> <p>Provide a number of access points for questions and enquiry—including anonymous methods such as online question and forum platforms either through Moodle or another method.</p> <p>This will provide non-confrontational opportunities for students to enquire if needed.</p>
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What steps have you taken to ensure students feel comfortable bringing their concerns to you, or

Examples

Behaviours such as using condescending tones with non-English speaking students or generalising terminology has been shared by students in feedback. In the past this has deterred students from engaging with lecturers, and generated feelings of being unsafe and/or discomfort in the classroom.

These behaviours can be identified through listening, personal thinking and education, and reading about student narratives at UCL and in IGH. Additionally, creating specific avenues and opportunities for feedback on microaggressions and safety in the classroom can help encourage all students to think about microaggressions in global health.

For more information on microaggressions and the related concept of implicit bias, see our Additional Resources section below for a link to an implicit bias test.

EVALUATING FOR ACCESSIBILITY:

- Be specific in your student evaluations:

- Ask students if they felt comfortable asking questions in class, if they felt heard and understood when asking questions and/or commenting on material, or if there are methods of engagement they would prefer seeing.

- Observe how students respond to you:

- Consider the profiles of students that engage during lecture, and those who don't. Assessing these patterns for might help you assess how well you have created a safe learning environment, and identify opportunities where you could improve.
- Be conscious of microaggressions, your language discussing topics such as race and colonialism, and how you respond to criticism.

EVALUATING FOR MISREPRESENTATION:

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LANGUAGE

Ask yourself...	Content...	Praxis...
To what extent has your module included generalising and othering language that asserts broad characteristics to diverse regions and peoples?	<ol style="list-style-type: none">1. Be as specific as you can to the country and ethnicities being discussed. If examples and papers use these terms, address it and provide opportunities for discussion that help academia move away from such generalising terms.2. Explain why a change in terminology is important: touch on and/or open the classroom/tutorial session to discussion on terminology vs. semantics, and the role language plays in neo-colonialism.	<ul style="list-style-type: none">• Don't use these terms, and each time you do, explain why. If you can't explain why, don't use the term.• Empower students how to think about why these terms are othering and problematic, and how to critically think about alternatives. This way, when confronted with these terms during their reading and practice in the field, they can still listen and learn, yet make and suggest their own replacements with informed background.• Create opportunities in your module to think about what is gained/loss in the use

EVALUATING FOR LANGUAGE:

- Be specifi