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Using Study Abroad as a Tool for Decolonizing Global Health: A Qualitative Case Study

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Abstract

Decolonization address inequities in global settings that persist from colonial era practices. This pilot study gathers data from participants (student participants, $n = 8$; program facilitators, $n = 3$; local partners, $n = 3$) involved in a study abroad program to India and analyzes post-program perceptions related to select aims of decolonizing global health: a) valuing local knowledge, b) building lasting partnerships, c) transforming communities, and d) transformative learning for students. Data was collected through interviews and analyzed in Dedoose. Findings indicate that students, facilitators, and partners value experiential learning. Moreover, data found that all groups recognized that knowledge can be experiential and practical, creating lasting and sustainable partnerships is vital, but not all study abroad impacts are positive. Other key findings varied between groups. While students had a general understanding of decolonization, they struggled to articulate in-depth meanings. Data indicates that short-term, faculty-led study abroad experiences may be effective in promoting some aims of decolonization.

Keywords

Decolonization of global health; study abroad programs; experiential learning; transformational learning

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1. Introduction

The concept of decolonization is trending in the global health conversation, covered in special issues, discussed in conferences, and spanning across disciplines (Bainazarov et al., 2022; CUGH, 2023; Faerron Guzmán, 2022). In general, decolonization efforts seek to remedy inequities created by the historical, political, and social forces of the colonial period that perpetuate in today's global institutions (Khan et al., 2021; Ratner et al., 2022; Ventres & Wilson, 2020).

1.1. The Decolonization of Global Health

In global health, decolonization is increasingly promoted as an essential process for promoting social justice, achieving health equity, and addressing structural violence as a determinant of health (Kwete et al., 2022). Global health as a field is subject to legacies of colonialism in the form of persistent power imbalances that drastically favor former colonizers over those who were colonized (Clarke De-Reza et al., 2022; Khan et al., 2021; Kulesa & Brantuo, 2021). Ongoing inequities are manifest in numerous ways including access to resources and education, representation in decision-making processes, equity in partnership dynamics, the establishment of research and philanthropic agendas, the creation of global health goals and strategies, and dialogues over the very meaning of global health (Decolonizing Global Health Working Group, 2021; Eichbaum et al., 2021; Kwete et al., 2022). Based on a desire to embrace a more equitable, decolonized approach to global health, the Decolonizing Global Health Working Group (2021) at the University of Washington's International Clinical Research Center has proposed four primary aims for guiding global health practice that include (1) achieve equitable collaborations, (2) center projects around local priorities, (3) diversify leadership, and (4) promote respectful, collaborative interactions and language/tone in all communications.

Short-term, field-based experiential education activities in global settings, often occurring in the global south, are common features of global health and public health programs across the United States and other high income countries (HICs) (Vorstermans & MacDonald, 2022). Innovative curricular design for these study abroad experiences represents an important opportunity for bringing about the types of change promoted by the movement to decolonize global health (Clarke De-Reza et al., 2022; Eichbaum et al., 2021; Erbstein et al., 2022; Habashy & Webster, 2022; Hawks et al., 2023; Murray-García & Tervalon, 2017).

1.2. Federated Search of Relevant Pedagogical Literature

To identify theories, frameworks, models, best practices, and assessment tools for guiding ‘decolonization oriented’ short-term study abroad-type programs the investigators conducted a federated search of relevant literature (Hawks et al., 2023). This search revealed several common themes that ideally inform the planning, execution, and evaluation of global experiential education programs as they relate to the aims of decolonizing global health. First, global education experiences and study abroad programs can contribute to decolonization by conscientiously seeking the interests of host communities (Clarke De-Reza et al., 2022), rather than primarily focusing on the needs of participants (Eichbaum et al., 2021; Erbstein et al., 2022; Habashy & Webster, 2022; Myers & Fredrick, 2017; Prasad et al., 2022). Additionally, the aims of decolonization are furthered as student participants become aware of and are inspired to dismantle colonial attitudes and practices (Ratner et al., 2022; Ventres & Wilson, 2020).

Articles covered in the federated search found that these outcomes, which mesh well with the aims of decolonization identified by the Decolonizing Global Health Working Group (2021), may be achieved by incorporating transformational learning principles into study abroad programs that do at least three things (among others): engage students with diverse communities and local knowledge; maximize participation with local populations and community partners; and immerse students in critical thinking and self-reflection activities that enhance intercultural humility (Clarke De-Reza et al., 2022; Erbstein et al., 2022; Habashy & Webster, 2022; Hawks, 2021; Hawks et al., 2023; Murray-García & Tervalon, 2017; Vorstermans & MacDonald, 2022; Wood & Jobe, 2020). Articles in the federated search argue that through such activities, study abroad leaders, facilitators and students can develop a heightened awareness of colonial and hierarchical historical practices and their impact on current power differences, while at the same time re-examining personal paradigms and frames of reference (Hawks et al., 2023; Ratner et al., 2022).

2. Gaps in Knowledge

While the federated search produced several articles that propose theories, frameworks, best practices, and assessments for global health study abroad experiences, there is limited research that evaluates program impacts, particularly in relation to short-term experiential learning programs abroad (Hawks et al., 2023). This pilot study was designed to help fill that gap through a

qualitative case study using a faculty-led study abroad program focusing on global health and global community leadership (GCL) in India. Findings are based on qualitative data gathered from student participants, faculty and facilitators, and international partners. Results are analyzed to assess whether and to what extent the theoretical approaches to decolonization were successfully applied, and whether impacts were meaningful in relation to the aims of decolonization.

2.1. Research Context and Objectives

One of the primary aims of decolonizing global health is to achieve equitable partnerships, especially in situations where faculty-led study abroad programs from high-income countries (HICs) interact with or rely on host country partners from low- and middle-income countries (LMICs) (Clarke De-Reza et al., 2022; Eichbaum et al., 2021; Erbstein et al., 2022; Kulesa & Brantuo, 2021; Lawrence & Hirsch, 2020; Prasad et al., 2022). The lead institution for this study often partners with a non-profit based in the U.S. to design study abroad programs that create academic learning experiences for participating students while also supporting the non-profit's mission to deepen students' understanding of what it means to be a "humanitarian." In addition, host country partners, typically in LMIC countries, help facilitate service learning and academic experiences for students in a variety of low resource settings.

The lead academic institution and U.S. non-profit have never conducted research to determine perceptions of participating students and host country partners in relation to these types of study abroad programs and activities. The objective of the proposed research is to understand the dynamics and perspectives of participating students and host-country partners and facilitators as they relate to equity, power sharing, and other key aims of the movement to decolonize global health (Clarke De-Reza et al., 2022; Khan et al., 2021; Kulesa & Brantuo, 2021).

The host-country partners for this study abroad program included Insight Himalaya, the on-the-ground partner managing travel logistics and the design of day to day academic and service-learning experiences related to the discipline of global public health; and Waves for Water, an India-based non-profit that focuses on developing safe drinking water options for Indian households in low resource settings. Other host-country partners and facilitators work under the direction of these organizations. This is a new study abroad program between the lead academic institution, the U.S. based non-

profit, Insight Himalaya and Waves for Water, and as such represents a unique opportunity to analyze partnership dynamics and student perceptions for this type of study abroad program at the outset.

2.2. Research Question

This study addresses the following key research question: To what extent did this program incorporate select aims of decolonization? Specific areas of focus included: (a) valuing local knowledge; (b) building lasting partnerships; (c) transforming communities; and (d) transformational learning for students. These areas of focus are based on the Aims of Decolonization presented above (Decolonizing Global Health Working Group, 2021), as well as pedagogical priorities identified in the federated search related to study abroad best practices (Hawks et al., 2023).

3. Program Setting and Description

3.1. Research Setting: 2023 Global Community Leadership (GCL) Study Abroad in India

The faculty-led GCL study abroad program occurred May 22, 2023 to June 5, 2023. Undergraduate and graduate students from a variety of disciplines participated in the program. Student participants obtained university credit by enrolling in either a practicum course, a capstone course, or a service-learning course, choosing the one that best suited their academic needs and interests (see Table 2 below for participant characteristics). The program was co-led by a faculty member from the lead academic institution, and director of the Global Community Leadership (GCL) program from the U.S. non-profit organization. This program focused on topics of global health education and promotion, human rights, the environment, the non-profit sector, global community leadership, and service-learning.

3.2. Program Structure and Organization

A predeparture orientation was developed to help prepare student participants for the program. The orientation included five meetings, one to two hours each, held once per month via video conferencing. In addition to covering relevant safety, logistical, cultural, historical, and social topics, orientation activities addressed key aspects of the colonial legacy and prepared student participants to immerse themselves in host communities, engage equitably with partners, and explore ethical dilemmas through reflection activities built into

the program. In part, the intent of the orientation was to initiate transformational learning that might lead to attitudes and behaviors consistent with decolonization practices and policies (Decolonizing Global Health Working Group, 2021; Strange & Gibson, 2017).

As outlined in Table (1) on the following page, the in-country program commenced in Delhi, India where participants toured historical and cultural sites within the National Capital Territory. Program participants learned historical context for visits through lectures while traveling and on guided tours. Participants visited with faculty and medical/allied health students from the University College of Medical Sciences (UCMS) in Delhi who provided an overview of their international research collaborations, curriculum, and facilities. Participants had brief opportunities to network individually and in small groups with both students and faculty at UCMS. Further, program participants learned about intergovernmental organizations by meeting with representatives from UNICEF, and about service oriented, non-governmental organizations by participating in a water filter distribution activity with Waves for Water (W4W). In the latter activity, participants were able to interact with local communities by conducting monitoring and evaluation home visits led by local W4W staff members.

After leaving Delhi, the bulk of the study abroad program took place in Chisang, a village near Kalimpong in West Bengal, India. In Chisang, undergraduate students created presentations to supplement English education in two local schools, while graduate students presented about health topics (identified as priorities by the local community) to the upper grade levels and the local women's Self-Help Group (SHG). Local health practitioners, (a village medicine man, a physician at a nearby clinic, and a nurse who had practiced in the area for 47 years) shared expertise and experiences with the students. Participants visited homes with community leaders and local program facilitators to learn about local health challenges and solutions, while also distributing filters and conducting monitoring and evaluation home visits with W4W. Local partners and facilitators taught program participants about local customs including dance and cuisine, and students from local schools performed cultural dances and songs.

Finally, participants traveled by vehicle and by train from Chisang to Kolkata. In Kolkata participants visited Christian, Jain, and Hindu religious sites, historical government sites, a humanitarian organization, and local markets. Participants departed from Kolkata to return home.

TABLE (1)

INDIA STUDY ABROAD PROGRAM ITINERARY

Day	Activity	Day	Activity
Day 1	Students arrive in Delhi. Tour of Old Delhi with Partner 1 Visit to Gurudwara Sri Bangla Sahib, Sikh Temple	Day 8	Home visits Water filter distribution Present lessons in schools
Day 2	Visit to cultural site (Humayun's Tomb) Meeting with UNICEF	Day 9	Home visits Water filter distribution Present lessons in schools
Day 3	Tour and networking with University College of Medical Sciences, Delhi Waves for Water filter distribution and Monitor and Evaluation visits	Day 10	Visit traditional Lepcha medicine man in his home Handicraft Cooking class
Day 4	Visit to cultural sites (Agra Fort, Taj Mahal), Agra	Day 11	Visit home of community nurse/social worker, Paren Talk with Ayer Vedic physician and visit Primary Health Centre, Paren Presentation by Bethel English School, Jaldhka
Day 5	Visit Fatehpur Sikri Return to Delhi	Day 12	Farewell Program and cultural program at school Travel to Kolkata via car and train
Day 6	Travel to Chisang, by way of Siliguri	Day 13	Arrive in Kolkata Visit Howrah Market Visit Jain Temple Visit Mother Teresa Center
Day 7	Visit to Tangta Monastery Visit Haat Market, Chisang. Health lessons with Women's Self-Help Group Learn cultural dance	Day 14	Bus tour of Naukaghat Visit flower market Walk through Potter's Place Visit Kalighat temple Visit Missionaries of Charity Home for the Destitute and Dying

3.3. Incorporation of Decolonization Best Practices

This program represented the first time the lead academic institution had brought a global health study abroad program to India, and it was also the U.S. partner's first Global Community Leadership (GCL) program in India. As decolonization is gaining importance as a topic in global health, this program sought to incorporate best practices and align key principles of decolonization

into its program development and implementation. To identify best practices for short-term study abroad programs, a federated search was conducted using EBSCOhost on select databases (i.e., Academic Search Ultimate, Medline, CINAHL, and ERIC) (Hawks et al., 2023). The review revealed several common themes and recommended actions including engaging students with diverse communities and local knowledge, maximizing participation with local populations and community partners, and engaging in critical thinking and self-reflection culminating in intercultural competence (Hawks et al., 2023). These principles and best practices for short-term study abroad programs are consistently recommended in the literature (Clarke De-Reza et al., 2022; Erbstein et al., 2022; Habashy & Webster, 2022; Khan et al., 2021; Kwete et al., 2022; Murray-García & Tervalon, 2017; Prasad et al., 2022; Ventres & Wilson, 2020; Vorstermans & MacDonald, 2022). To achieve these aims, program leaders and planners sought to include local stakeholders in the planning process and support needs assessment efforts by local communities (Erbstein et al., 2022; Habashy & Webster, 2022; Ventres & Wilson, 2020).

4. Methodology

4.1. Study Participants

Research participants were categorized into three groups (see Table 2). The first was student participants: (n=8), including graduate students and undergraduate students participating in the global health GCL program in India (Students 1-8). The second group was facilitators (n=3) including program leadership from the United States (Facilitator 3), and in-country facilitators (Facilitators 1 and 2). The final group was local partners (n=3) who taught and interacted with students and facilitators under the direction of in-country organizations including an history and culture guide (Partner 1), guide/dance instructor (Partner 2), and guide/translator (Partner 3).

TABLE (2)
STUDY PARTICIPANTS' CHARACTERISTICS

Students (n = 8)		Coding Identification
Undergraduate students Service-Learning	• International studies, health promotion, etc.	Students 1-8
Graduate students Capstone or Practicum	• Master of Social Work • Master of Public Health	
Facilitators (n = 3)		

In-country facilitators	• Insight Himalaya and Waves for Water directors	Facilitators 1-2
US program leadership	• university adjunct faculty and lead institution employee	Facilitators 3
Local partners (n = 3)		I.D.
History and culture guide	• In-country guides	Partner 1
Guide and dance instructor	• Taught and interacted with students and facilitators	Partner 2
Guide and translator	• Under direction of in-country organizations	Partner 3

4.2. Interview Format

In-depth interviews with program stakeholders were conducted regarding the aims of decolonization with questions designed to probe the themes of a) valuing local knowledge, b) building lasting partnerships, c) transforming communities, and d) transformational learning for students. Interview guides were differentiated based on the distinct goals and roles associated with each group (see Appendix A for interview guides.) For example, student participant interviews focused on the degree to which they came to value local knowledge, their perceptions of the balance and equity between partnerships, their observations of how community transformation is achieved, and transformations in their personal worldview. Facilitator questions focused on the extent principles of decolonization informed their planning, and perceived program impacts on local communities and participating students. Partner interviews were shorter and focused primarily on bidirectional partnerships, knowledge sharing, and perspectives related to teaching, observing, and interacting with students in the partners' home environment.

Interviews were conducted during the final days of the program for those who resided in or near India. Student participants and US-based facilitator interviews were conducted using Zoom during the two weeks following the program.

4.3. Qualitative Analysis

Following completion, interviews were transcribed, checked for accuracy, and uploaded to Dedoose, a qualitative analysis software program. Data coding and analysis was conducted in accordance with the methods for qualitative data analysis set forth in *Qualitative Methods in Public Health: A Field Guide for Applied Research* (Tolley et al., 2016). Two researchers acted as coders

in this project. During the precoding phase, each coder read the interviews to become familiar with the data and to identify patterns. Next, coders read the interviews to identify emerging themes, looking specifically for data that aligned with the themes identified in the previous federated review. Following this reading, the coders met to discuss emerging patterns and develop a codebook. The codebook was organized around primary themes, and sub-themes were identified based on the patterns that emerged from the data when two or more interviewees shared a concurring point of view or a diverging point of view on a similar experience.

Both coders independently applied the codebook to the interviews within Dedoose by applying central themes first and moving to sub-themes. Following the second reading with the codebook, coders met to resolve discrepancies in coding through discussion and comparison to themes established in the literature (Hawks et al., 2023), though most were minor. The primary author made final determinations on coding decisions.

Analysis involved looking at the data by central themes and then sub-themes to see convergent and divergent perspectives. Those themes with greatest commonality are included in the results. Not all participant interviews contained all coded themes, but effort was made to ensure that diverging perspectives were included in the results. Some perspectives and experiences beyond the codebook were included in the results to give context.

5. Results

Key findings and important themes are reported in Table (3), organized by select aims to decolonizing global health as reported by student participants and by program facilitators and partner organizations. In the following narratives (5.1. through 5.4.), each aim is given subheadings that differentiate between student participant responses, program facilitator and partner responses, and responses that appeared to achieve consensus views.

TABLE (3)

STUDENT AND PARTNER PERCEPTIONS IN RELATION TO THE AIMS OF DECOLONIZATION

Aims to decolonizing global health	Student participant findings	Program facilitators & partner organizations findings
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<p>1. Valuing local knowledge</p>	<p>Acknowledgement of communities' experiential knowledge compared to academic knowledge</p> <p>Experience preferable to classroom learning</p> <p>Check personal dualistic/hierarchical thinking towards knowledge sharing</p> <p>Witnessed cultural knowledge, community knowledge, and relational knowledge</p>	<p>Knowledge sharing most important benefit for visiting students</p> <p>Knowledge topics: cultural appropriateness, health & safety, shared humanity</p> <p>Experience global health issues in larger context</p> <p>Experience preferable to classroom sources</p>
<p>2. Building lasting partnerships</p>	<p>Pre-existing awareness of personal privileges</p> <p>Discomfort towards the level of generosity and hospitality shown</p> <p>Partners eager to collaborate from position of equality and authority</p> <p>Create lasting, sustainable partnerships</p>	<p>Communication, transparency, and accountability important for collaboration</p> <p>Benefits of collaboration: networking and relationship building</p> <p>Create lasting, sustainable partnerships</p>
<p>3. Transforming communities</p>	<p>Saw need to let communities adapt, adjust, or throw out ideas/models from other cultures</p> <p>Recognized that not all change study abroad groups are positive</p>	<p>Choose partner groups and student groups whose goal is to learn and collaborate</p> <p>Early and ongoing conversations are important</p> <p>Student led classes helped validate and reinforce lessons that they had been trying to instill</p> <p>Recognized that not all change study abroad groups are positive</p>
<p>4. Transformational learning for students</p>	<p>Had a general idea on the meaning of decolonization</p> <p>Awareness of decolonization</p> <p>Cautious of perpetuating colonizing mindsets/attitudes</p> <p>Descriptions portrayed of India in media/anecdotes insufficient</p> <p>Daily debriefs assist in processing observations and experiences</p>	<p>Students need support to process experiences and biases through daily debriefs</p> <p>Priorities to: help participants get a sense of shared humanity, encourage conversations/relationships, and give students experience/appreciation for India culture & stories</p>

New perceptions towards
global engagement and life
in India

Wrestle with dissonance on
concepts of preserving
heritage vs. modernization,
and respecting cultural
beliefs/practices vs. pushing
against practices they found
harmful

5.1. Valuing Local Knowledge

Student Participant Perceptions

Of note was students' acknowledgement of the communities' experiential knowledge, and how that is of equal or greater weight than academic knowledge that students or foreign professionals may bring. Both student participants and partners emphasized that experiencing the context firsthand was preferable to learning from classroom sources, and immersion in culture helped students understand not just the choices people make, but also the solutions they come to. Student 4 recognized that every person had something to teach, not just the experts or those writing textbooks. "It's not us going in and, and imposing what we think needs to be done, but rather working in partnerships and understanding that... they're there, they're living it. They understand [the problems and the solutions]," Student 5 shared. The need to hear, respect, and learn from local community members is a consistent theme in the decolonization literature (Erbstein et al., 2022; Habashy & Webster, 2022).

Student participants also talked about how their study abroad experience caused them to check some of their dualistic or hierarchical thinking about what knowledge is valued. Challenging one's personal views about the value of local knowledge is a key step in the learning process related to the decolonization of global health (Khan et al., 2021; Ratner et al., 2022; Ventres & Wilson, 2020). In addition to valuing scientific or academic knowledge, students pointed out the contributions that they witnessed to cultural knowledge, community knowledge, and relational knowledge.

I feel like other knowledge that is also important, but not what we deem as important, gets lost... I don't think there's a right or wrong way. And so, just because it's not what I was taught to value growing up... that doesn't mean it's less important. (Student 3)

Language was a significant barrier as most interactions either needed to be filtered through an interpreter or were inhibited by non-fluent English. There were also practical and logistical concerns as students and facilitators had to be mindful of health, security, extreme weather, and time needed to acclimate to a new area that inhibited knowledge sharing as students were not able to fully immerse. One student participant, as well as a partner, also observed that knowledge is a form of power and therefore people will hold onto knowledge to maintain their livelihood or power in the community.

Partner and Facilitator Perceptions

When it comes to the value of short-term experiential learning experience, local partners and facilitators listed knowledge sharing as the most important benefit of having students visit their country. The topics of knowledge shared ranged from practical things, such as cultural appropriateness and health and safety to big picture views of shared humanity, “building relationships and connections” (Partner 3). The benefit of receiving knowledge for students largely comes from experiencing the larger context of the global health issues that students and professionals seek to address in their work. Partner 2 emphasized the difference between studying in one’s own country versus experiencing the challenges in another. Facilitator 1 spoke to the knowledge found in stories and how they inform how people live, and the role of a local facilitator in “guiding [students] through the various steps as how they can be sensitive to the whole thing,” and he emphasized the importance of this type of perspective for those who may go on to be leaders in foreign aid and development.

An intentional element of this study abroad program was the co-planning of activities with all stakeholders with the specific goal of creating opportunities for local participants to share knowledge and identify essential needs from their standpoint. Other authors and researchers have emphasized the need for study abroad planning and design that gives an equitable voice to local stakeholders (Behari-Leak et al., 2021; Clarke De-Reza et al., 2022; Ratner et al., 2022).

Partner 1 pointed out that knowing about “about history, geography, politics, cultural traditions, rituals, festivals, and in general about life, of people of India, or from regions which differ... community and diversity” is crucial regardless of a person’s field of study. Facilitator 1 and Partner 1 likewise pointed out that opportunities and knowledge sharing helps the greater world

to benefit from the innovations and strengths that come from India, and collaboration creates even greater innovation.

Western health systems, that sort of knowledge will benefit here, but I do not believe that it's like, maybe Western health system is the best for all countries, because maybe that will work best for the West. But that sort of knowledge can always be useful in the other settings. And similarly, what we saw today, Ayurvedic, that sort of medicine should not only be limited to India, but it should be available to the entire world. (Facilitator 1)

Student participants had opportunities to learn from many different sources and in different formats ranging from formal institutional settings to informal conversational settings. Facilitator 2 highlighted faculty at UCMS who shared about the Indian medical system and educational system, the medicine man who gave insight on the problems and solutions facing his rural hill community, the Ayurvedic-trained physician who is incorporating traditional and allopathic forms of medicine both in the social welfare system and in a rural setting, and the social worker/nurse whose 47 years of experience gave her insight into relationship building in a healthcare setting.

5.2. Building Lasting Partnerships

Student Participant Perceptions

Ideally partnerships created by an academic institution and international partners would be equal and reciprocal, however, it is important to acknowledge that, both formally and informally, colonial and hierarchical structures still linger, and in many cases are still strong (Eichbaum et al., 2021; Kulesa & Brantuo, 2021; Prasad et al., 2022). Most student participants came into the experience aware that they carried some privilege, whether it be from economic class, nationality, gender, or just their position as guests, and expressed some hesitation on how to navigate that position of power.

They really respected [our professor] a lot just because of his title and even just, you know, with our presence as well. And it's just that natural power that comes perceived, I should say that natural power that's perceived as an outsider, as a westerner. (Student 6)

Many student participants also expressed some discomfort with the level of generosity and hospitality shown to them as foreigners and guests, and uncertain about how to reciprocate.

In some of those areas we were treated like royalty, both at the University, where they just they really rolled out the red carpet, they have all their main faculty there, and then in Chisang, just the way the schools treated us. (Student 5)

Despite feeling like they were treated with unnecessary deference, student participants also noted that partners were eager to collaborate, and they felt that partners had indicated that they desired to collaborate from a position of equality and authority in the matters closest to them. Approaching partnership relationships from a position of humility and vulnerability creates an environment where partnerships can thrive (Behari-Leak et al., 2021; Ventres & Wilson, 2020).

Facilitator and Partner Perceptions

It has been shown that mutually beneficial collaborations demand communication, transparency, and accountability (Clarke De-Reza et al., 2022; Erbstein et al., 2022; Prasad et al., 2022). Facilitators were clear that these are all necessary for collaboration to be effective. Some methods that they utilized were site visits before beginning any program, follow up meetings with community members and in-country coordinators on a yearly basis, and checking in with multiple people to get accurate information and a full perspective. Conversations should be guided to focus on community needs and allow for community members to ask questions of the program planners. Facilitators can serve as vital links between the communities that students will visit and the academic institution.

Facilitator 3 described the process in the following terms:

For the GCL program... We [U.S. based non-profit] usually look at like, here's the curriculum that the faculty has, and this is, we call it, a wish list, right. Like this is what they're hoping to get out of the program. and then we take that to our in-country coordinators and say, like, what are your thoughts here? What's possible, but also not just what's possible, but what's mutually beneficial. We are lucky that [our organization] has the values that they have in their service year program so that they've learned a lot through, whether it's data and feedback from their coordinators, and from community leaders. It's easy, for you know the coordinators to say, oh, we want your presence here, and we want, you know, this to work out. So we're going to either butter you up or not going to be honest about it. And so I think [our organization] does its due

diligence, and like checking with multiple people to see if this is mutually beneficial.

Networking and relationship building was an often-mentioned benefit of collaboration in interviews. This finding is similar to other reports and recommendations in the literature. (Clarke De-Reza et al., 2022; Prasad et al., 2022). Facilitator 2 shared how he used networking to create opportunities for students in three diverse regions of India, and how he hoped to model that for students participants, stating, "It's all about collaboration, and if you want to have any success... you have to have the right connection, the right collaboration." Collaborations allow community partners, as well as [U.S based non-profit], to expand their networks and therefore their opportunities for greater collaboration. Facilitator 1 shared an example of how this played out as the Women's Self-Help Group was discussing some of their goals and priorities. Facilitator 3 knew of a self-help group in another region who was having success in those areas and was able to connect the two groups to collaborate.

Consensus Views

Striving for the development of equitable and sustainable partnerships is one of the most consistent recommendations in the global health decolonization literature (Clarke De-Reza et al., 2022; Eichbaum et al., 2021; Kulesa & Brantuo, 2021; Prasad et al., 2022). In this study it was found that a strong value for lasting, sustainable partnerships was shared by student participants, partners, and facilitators alike. Students saw some opportunities to continue involvement after the program. Student 1 stated that to fail follow up would "be a huge loss... even if it's just as mentoring the next group, or just helping like guide some curriculum or guiding something that has to do with any of those elements... I feel like, if we don't, we're missing a huge opportunity." MPH students were able to contribute to the continuity of the program by creating lesson plans to be shared with future participants based on their experiences and feedback from teaching at the two local schools in Chisang.

In this project, continuity will be achieved as the [U.S based partner] returns to Chisang each year with GCL or with another program they offer called "Service Year." Students cited this commitment to continuity as an important reason for their wanting to be involved in this program. "[Our U.S. based non-profit] in particular... [wants] to make a lasting impact. We don't want to just go in and get people stuff and then leave never return, like they want to return... and actually make lasting changes," said Student 2.

5.3. Transforming Communities

Student Participant Perceptions

Student participants talked about the need they saw to let communities adapt, adjust, or throw out ideas and models brought from other cultures. Student 1 said, “Our policies, our curriculum, our way of doing them, we should be completely and absolutely okay with some other group, taking it and making it their own.” Student 2 recognized that what she had learned in health promotion in the United States might not work for everyone, and she learned increased flexibility and humility in looking at problems and potential solutions. Other research has also found that a participant mindset that appreciates local understandings is essential in achieving maximal beneficial impacts in communities (Keikelame & Swartz, 2019).

Facilitator and Partner Perceptions

Transforming communities is difficult to define because the standard can be subjective. From a decolonizing mindset transformation must put the priorities of local communities over the priorities of outsiders, no matter how well-intentioned those outsider priorities may be (Habashy & Webster, 2022). Partners can transform communities by empowering them to create and maintain their own solutions rather than imposing solutions (Vorstermans & MacDonald, 2022). One of the ways facilitators felt this could be accomplished is by choosing partner groups and ensuring visiting student groups did not represent a particular agenda, such as religious, political, or other social mission, but came with the goal to learn and collaborate.

As recommended in the literature, facilitators emphasized the importance of early conversations and ongoing conversations to ensure that solutions or programs are community led. These discussions consider what programs are already going on in the community, and how the visiting group can support or enhance these efforts (Naidu, 2021; Pentecost et al., 2018). Distance, time zone, language, and lack of internet is often a barrier to these ongoing conversations, which is why conversations began early and involved in-country coordinators in this case. Additionally, communities must be invested in any project supported by foreign groups. Without community initiative and buy-in programs fail.

... Sometimes we've had partners who unfortunately don't work out because their perspective is more of like. No, we expected you to come

and do. And so, unfortunately, we've probably closed a couple of sites because of that mindset, as much as we tried to mitigate and try to empower the communities. (Facilitator 3)

In this pilot program, MPH students came with a loose outline for health-centered lesson plans based on priorities that in-country coordinators had discussed when meeting with local community leaders. Student participants spent time refining their lesson plans after arriving in Chisang and having discussions with teachers and other community members. Finally, after the lessons had been taught, students made more adjustments based on their teaching experience and with more feedback from the community, and these lesson plans will be shared with future program participants. Feedback from educators and community leaders highlighted how much they appreciated the novelty and excitement the foreign student participants injected into their students' school experience. Lessons showed educators a fresh perspective and innovative ways of interacting with young students.

Community partners and facilitators felt that student participant lessons helped validate and reinforce the lessons they had been trying to instill in the population. For example, student lessons often reinforced what the community already knew and were seeking to practice around hand hygiene, mental health, and attitudes around menstruation. Partners also highlighted new information that students taught in the schools, homes, and to the Women's Self-Help Group, particularly about diabetes.

Consensus Views

All interview participants recognized that some changes study abroad groups bring may not be positive. Some of the potential harms student participants may inflict include bringing in outsider values, transmitting illnesses, being unknowledgeable or insensitive in relation to cultural norms, exploiting experiences for personal gain or prestige, exposing communities to legal risk, draining local resources, threatening safety, or being too tourism focused. Facilitators actively attempted to mitigate these risks thorough pre-planning and communication with local community leaders, direct supervision and education, mediation as needed in the event of an incident, and policies that remove participants who cause harm or risk to themselves or others (Clarke De-Reza et al., 2022; Naidu, 2021; Pentecost et al., 2018).

5.4. Transformational Learning for Students

Student Participant Perceptions

Short term study abroad programs often involve experiences that confront student participants with disorienting dilemmas that challenge their frames of reference and promote academic and personal growth (Mezirow, 1997). It is hoped that students who understand the complexities of the historical, political, and social context as well as the values of decolonization will go on to influence their field and by extension the world order (Hawks, 2021). Despite discussing decolonization in pre-program orientation meetings and during team debriefs, at the end of the program most student participants had a general idea about what decolonization meant but could not articulate what it was in depth. “I keep hearing the term and context. I kind of like understand it, but to define it, I have no idea,” one student admitted. Having a general understanding created at least an awareness, and students were cautious of perpetuating colonizing mindsets or attitudes, particularly mentioning “white savior” thinking. Helping students understand decolonization, experience aspects of it firsthand, and develop new mindsets is an essential process in transformational learning (Peter H. Kahn et al., 2009; Ratner et al., 2022; Strange & Gibson, 2017; Ventres & Wilson, 2020).

Student participants were asked about the frames of reference they brought into the experience, what moments triggered a change, and how they expect those changes to affect their future work. Media portrayals and anecdotes from friends or colleagues shaped many students’ perceptions of what they would find in India. Most found the descriptions were insufficient to describe the nuance and complexity they witnessed first-hand. Other students shared that they were disturbed by personally witnessing things that they had only heard or read about, such as extreme poverty, over-crowdedness, and unfamiliar cultural practices.

Over the two-week period student participants developed new perspectives on global engagement and life in India. Several student participants were impressed by the religious, ethnic, and cultural diversity found in the four cities they stayed in, and that changed their expectation for the diversity throughout the country and throughout the world. Students gained a greater understanding for socioeconomic positioning and the structures that make it difficult to move out of economic categories. The visit to UCMS had student participants reevaluating the cosmetic priorities of both educational

and medical institutions in the US, as the medical school operated and innovated on a budget dwarfed by American counterparts. Working in India inspired students to consider the needs they could address in their own country. The generosity and hospitality students received may have been the most mentioned take-away as participants committed to adopt those habits when they returned home.

So I came back, and I was like, how can I bring this home, and how can I incorporate that into my life like? How can I be a more welcoming person to like anyone who wanders into my house. (Student 3)

Student participants also had to wrestle with dissonance as they considered competing concepts such as preserving heritage versus modernization. Experiencing such dissonance is a necessary step in transformational learning (Hawks et al., 2023; Mezirow, 1997; Naidu, 2021; Strange & Gibson, 2017). Many discussions centered around local educated people leaving their communities to seek greater opportunities versus staying to build up their communities. They considered the importance of systems for accountability when offering aid or investment versus allowing communities to direct resources. Student participants also found conflict between respecting cultural beliefs and practices or pushing back against practices they found harmful. Students generally did not have answers for these conflicts.

Facilitator and Partner Perceptions

For transformational learning to occur, student participants need an opportunity to reflect and process new ideas and feelings (Ratner et al., 2022; Ventres & Wilson, 2020). To help student participants process their experiences faculty guided the students in daily debriefs. Partners and coordinators listened and gave insight as well. Student 3 appreciated debriefs as a time to evaluate her own observations and add what other students were experiencing and noticing. Facilitator 3 mentioned that some students need additional support to process their experiences and their biases even after the program, and students had to work through these things on their own time. A challenge with these short-term experiences is that they lack time and structure to continue transformation.

It's hard because when [students] have emotions coming in, and I want [them] to move forward with this, but again it's on their time... But how

do you continue these conversations later, you know? It has to be an ongoing process of like, really like breaking and developing those down.

The student demographic backgrounds added nuance to the perspective implied by some decolonization literature of high-income students coming to work in low-resources settings (Eichbaum et al., 2021). Facilitator 3 pushed back against the idea that this was the case with this group, citing the flexible criteria and the fundraising efforts that she engages in with student participants that ensures people from all backgrounds have opportunities for international engagement. Demographics included first generation college students, first generation US citizens, non-traditional students, multidisciplinary educational and work backgrounds, and various challenging family situations. This variation defied binary social definitions, provided a breadth of perspectives, and influenced the interactions with host communities.

Facilitators and partners all expressed that their priority was helping participants get a sense of their shared humanity, to encourage conversations and relationships, and give students experience with and appreciation for Indian culture and stories (Behari-Leak et al., 2021; Murray-García & Tervalon, 2017). They each felt that student participants were open and receptive to these concepts, even if they were coming to the program from different backgrounds and perspectives. However, the time it took to adjust to both time and a new culture, short exposure times in the various regions, and lack of time to develop deep relationships hindered these goals.

Consensus Views

The consensus among student participants, facilitators, and partners is that there is value in experiential learning. “It fuels empathy, and it fuels compassion for [the] other side, and the expectation changes,” said Student 8. Facilitator 2 spoke of such exchanges as essential at this moment in time when nationalism is growing in countries around the world. Students also felt like they increased in resiliency and self-awareness. Partner 2 proffered that “students should come more often... travel educates you; it makes you wiser.” Experiential learning in global settings, when combined with a transformational learning approach, has been shown to be a powerful strategy for helping participants develop attitudes consistent with the aims for decolonizing global health (Strange & Gibson, 2017).

6. Discussion

Short term experiential learning programs have their shortfalls, particularly because they do not provide enough time for students to fully integrate with the culture, which inhibits their ability to make a meaningful impacts in the locality they visit (Kulesa & Brantuo, 2021; Strange & Gibson, 2017). However, short-term experiences are often more practical because they make international experience feasible for a broader segment of students by mitigating cost, commitment, and fear (Wood & Jobe, 2020). Data from this case study indicates that short-term, faculty-led study abroad experiences may be effective in promoting some goals of decolonization including 1) valuing local knowledge, 2) building lasting partnerships, 3) transforming local communities, and 4) bringing about transformational learning for students (Decolonizing Global Health Working Group, 2021; Hawks et al., 2023; Strange & Gibson, 2017).

This experience gave students exposure to various types of knowledge, especially as they engaged with practitioners, teachers, and community leaders and members from a position of humility and vulnerability (Behari-Leak et al., 2021; Murray-García & Tervalon, 2017; Prasad et al., 2022; Vorstermans & MacDonald, 2022). Partners and local facilitators were generous in their assessment of student participant attitudes and openness to learning from various sources. Student participants were able to advance their knowledge base by receiving instruction from local people including local health practitioners (Clarke De-Reza et al., 2022; Eni et al., 2021). Students were also able to incorporate alternative disciplines and ways of knowing by engaging with a multiplicity of disciplines and perspectives such as religious leaders, historic and cultural experiences, and various regions within India (Erbstein et al., 2022; Naidu, 2021). Each of these aspects, integrated with the conceptual values of the health sciences, helps to challenge knowledge hierarchies and promote decolonization (Erbstein et al., 2022; Habashy & Webster, 2022; Pentecost et al., 2018).

6.1. Recommendations and Considerations

The study abroad program analyzed for this research covered three different university courses that culminated in individual projects, which made it difficult for students to continue to learn from each other and process collectively. Because short-term experiences do not allow adequate time for student participants to fully process and apply the knowledge they gain during the program, this program could be improved by incorporating a more robust

post-program follow-up including debriefing sessions and other strategies for keeping students engaged (Strange & Gibson, 2017). This may be helpful as participants work through the dichotomies they observed as they tried to reconcile their values with indigenous values and systems (Ratner et al., 2022). It would also be ideal to create mechanisms for connecting past program participants with those who are preparing to join an upcoming program.

Another difficulty inherent in short term programs is a lack of understanding and regard for existing systems prior to the study and a lack of follow up and continuity afterward (Murray-García & Tervalon, 2017; Myers & Fredrick, 2017). The lead academic institution's partnership with a U.S. based non-profit through the GCL program increases the commitment to continuity and integration within the community (Lawrence & Hirsch, 2020). The U.S. based non-profit has incentive to maintain relationships and build sustainable programs because it is consistent with their mission and plan, whereas university priorities and commitments may vary with faculty and are subject to educational priorities. Going forward, the sustainability, equity, and integrity of partnership arrangements needs to be further formalized, maintained, and valued as one of the highest program priorities (Eichbaum et al., 2021; Kulesa & Brantuo, 2021; Prasad et al., 2022).

As the India Study Abroad program is a new endeavor, true transformation within the partner communities is not yet realized. Facilitators both locally in India and from the United States expressed excitement about the dialogue between partners that sparked creativity and collaborative solutions to locally-identified concerns (Eichbaum et al., 2021; Naidu, 2021). Discussions also led to brainstorming on how to maximize community assets and focus on indigenous strengths (Clarke De-Reza et al., 2022; Keikelame & Swartz, 2019). The U.S non-profit representatives emphasized community participation and control in their programs to be in line with decolonization values and practices. Future program refinements should focus on achieving higher levels of community engagement, with opportunities for student participants to learn from host partners and community members (Eni et al., 2021; Habashy & Webster, 2022; Myers & Fredrick, 2017).

Behari-Leak et al. (2021, p. 561) posit that “vulnerability is a necessary catalyst in achieving the goal of ‘de-linking’ from colonial practices that continue to be exclusionary and elitist in the current context.” Study abroad puts students in a vulnerable position to break down their preconceived and potentially distorted views of foreign communities and cultures (Behari-Leak et

al., 2021; Murray-García & Tervalon, 2017). The interview data points to the program's effectiveness at creating disorienting dilemmas and vulnerability in students to impel greater learning and growth (Behari-Leak et al., 2021; Eichbaum et al., 2021; Hawks & Judd, 2020; Mezirow, 1997; Strange & Gibson, 2017). That said, there is an opportunity to strengthen predeparture orientation activities that instill a deeper understanding of decolonization principles and aims, and to help students analyze preconceived and potentially distorted views while preparing them for program disruptions that will create new opportunities for experiential and transformational learning (Strange & Gibson, 2017).

While most student participants felt they had progressed in their understanding of the four areas this study measured, they admitted to having a weak understanding of the greater scope of decolonization. A greater predeparture emphasis on power dynamics, development narratives, cultural humility, and other dimensions of decolonization during pre-program preparation may help with this gap (Eichbaum et al., 2021; Murray-García & Tervalon, 2017).

6.2. Study Limitations

The study abroad program used in this case-study research involved a small number of student participants, partner organizations, local facilitators, and community settings which makes generalizability of findings difficult. Further, due to its limited scope this study failed to evaluate a broader array of relevant decolonization variables in any depth (power dynamics, decision-making processes, resource allocation, community beneficiaries, perspectives of local community members, etc.). An additional drawback of this study was a lack of a more robust strategy for tracking students' progress toward a decolonization mindset (both in the short- and long-term).

Future Research

Future research would benefit from a more robust array of longitudinal pre- and post-assessments that more closely and clearly track a broader array of variables related to the decolonization of global health (Clarke De-Reza et al., 2022; Khan et al., 2021; Kulesa & Brantuo, 2021). A mixed methods study utilizing both qualitative and quantitative measures may be most insightful. While decolonization is difficult to objectively measure (Ratner et al., 2022; Ventres & Wilson, 2020), multiple researchers have developed assessment tools that could be useful in future research of this type (Myers & Fredrick, 2017; Ratner et al., 2022; Wood & Jobe, 2020).

7. Conclusion

Decolonization is a lofty goal and, in many ways, difficult to define and measure (Decolonizing Global Health Working Group, 2021; Kwete et al., 2022). The researchers of this study acknowledge their inherent bias as members of the institutions and structures that arose through colonialism (Ratner et al., 2022). The road to greater global equity, collaboration, and justice is long and will require constant evaluation, correction, and humility (Murray-García & Tervalon, 2017; Ventres & Wilson, 2020). It is in this spirit that this study was undertaken.

International experience and competence are necessary for today's global world (Naidu, 2021). Students and professionals will need to develop global cultural competence whether they work in a foreign environment or engage with growing diversity within their own countries. And not only competence, but critical consciousness and humility are necessary, as culture is in a constant state of change (Keikelame & Swartz, 2019; Kulesa & Brantuo, 2021; Murray-García & Tervalon, 2017; Ventres & Wilson, 2020). Short-term study abroad programs may be too limited to create systematic change, but given the numbers of students who engage in study abroad programs it seems plausible that they can be effective in promoting some aims of decolonization among participants at a meaningful level (Prasad et al., 2022; Strange & Gibson, 2017). No group is going to do it perfectly. Continual engagement with partners, self- and formal evaluation, and awareness will always be key to ongoing progress (Eichbaum et al., 2021; Ratner et al., 2022; Ventres & Wilson, 2020).

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Ethical Approval

The research protocol for this study was approved by the Institutional Review Board (IRB) at the lead academic institution.

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Appendix A: Interview Guides

Table A.1: Student Interview Questions

General: Defining terms	
	<p>Do you have a sense for the meaning of decolonization and what it has to do with global health education?</p> <ul style="list-style-type: none"> • If yes, please explain • If no, please explain: (With colonial expansion many locals were exploited. Health for the exploited became investments to colonial power: 1) Savior Thinking; 2) Colonialized perception(s) and assumptions affecting beliefs and practices, sometimes unconsciously; 3) Health practices were built in favor of the colonizers; 4) Unequal global health authority – contributing to LMICs marginalization and HICs gain (Hawks and Hawks, 2022)
Valuing Local Knowledge	
	<p>How does knowledge (what knowledge is valued and how knowledge is shared) affect the power differentials between your country and the local country we are visiting?</p> <ul style="list-style-type: none"> • Have you observed any ways in which knowledge is monopolized by existing power structures? (Possibly HICs, International Orgs (WHO, UN, Charitable organizations, academic organizations, etc.)
	<p>In what ways did you experience knowledge sharing being bidirectional?</p> <ul style="list-style-type: none"> • How would you weigh the balance between what you've brought and what you've learned? • How do you come to that number?
	<p>How would you compare learning western/HIC/Institutional sources versus hearing from the community members themselves?</p>
	<p>What it comes to evidence-based knowledge, do you see opportunities for indigenous knowledge to be integrated with the academic evidence base?</p>
Building Lasting Partnerships	

Transforming Communities	How have you benefited from your global health education? More specifically how have you benefitted from this trip? How will it benefit you in the future?
	What benefits do our partner agencies and the populations we work with receive?
	In what ways might partner agencies and local populations be harmed by our group being here?
	Acknowledging that every situation is going to have both benefits and risks/harms, how would you weigh the harms v benefits? (ie 60% good, 40% bad) <ul style="list-style-type: none"> • How did you come to that number?
Transforming Learning for students	How do social structures create and maintain global inequities?
	How do structural inequalities happen naturally in global health?
	How do structures affect the practice of global health?
	How can structures address global health inequities?
	What might structural humility mean in the context of global health?
	What problematic frames of reference, if any, did you bring into this experience? <ul style="list-style-type: none"> • To what extent were you aware of this problematic frame of reference before coming on this trip? • What experiences, if any, challenged your frame of reference, or made you aware that your frame of reference is problematic in any way?
	What affect do you expect this experience will have on your long-term goals and behavior?

Table A.2: Facilitators Interview Questions

Background Information	
	Please tell me a little about yourself and your role in the organization.
	How long have you been working in this field?

	How much work have you done with study abroad groups/service-learning trips?
	Briefly what have been your personal and professional experiences that have contributed to your opinion on the value of global health/humanitarian/service trips?
General: Defining terms	
	Are you familiar with the term decolonization? <ul style="list-style-type: none"> • If yes, please explain. • If no, explain: (with colonial expansion many locals were exploited. Health for the exploited became investments to colonial power: 1) Savior Thinking; 2) Colonized perception(s) and assumptions affecting beliefs and practices, sometimes unconsciously; 3) Health practices were built in favor of the colonizers; 4) Unequal global health and authority - contributing to LMICs marginalization and HICs gain (Hawks and Hawks, 2022)
Valuing local knowledge	
Knowledge sharing	Have local/international partners contributed to the curricula of this study abroad program? <ul style="list-style-type: none"> • In what ways?
	What opportunities do you think are most effective in helping students develop cultural humility?
Building Lasting partnerships	
General: Partnership development	What factors go into determining what organizations you partner with?
	What are some the common purposes you share with partner agencies?
	To what extent do you incorporate the following values into the program? <ul style="list-style-type: none"> • [Help students] become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences • seek to understand how their actions affect both local and global communities, and • address the world's most pressing and enduring issues collaboratively and equitably
Accountability	What structures or resources are in place for accountability should international partners feel they have been harmed or if students perpetuate harm in the course of their service, if any?

Benefits	From your perspective, how do local communities benefit from working with this organization and our students?
	What benefits do you feel students gain from this trip and working with partner organizations?
	<p>What risks and burden do local organizations/communities assume by having international students visit and participate with them?</p> <ul style="list-style-type: none"> • Acknowledging that every situation is going to have both benefits and risks/harms, how would you weigh the harms v benefits? (ie 60% good, 40% bad) • How do you come to that number?
General: Partnership with students	Who determines the projects that students participate in?
	<p>How do you balance ensuring that the priorities of the community are met along with the needs of the students you have responsibility for?</p> <ul style="list-style-type: none"> • To your knowledge, did having our group here divert any resources from community needs?
Transforming Communities	<p>Do you feel that having visiting students from HIC such as the US is a sustainable model?</p> <ul style="list-style-type: none"> • In what ways does having visiting students contribute to your sustainability plan?
	What do you feel is the effect of this trip and trips like it in creating just and equitable global societies?
	Humanitarian, service-learning trips, and study abroad experiences are growing in popularity. Do you have any concerns about this trend?
	<p>What broader goals for GH are you trying to achieve with these kinds of trips? How do these trips fit into the broader GH picture?</p> <ul style="list-style-type: none"> • How does the mission of your organization fit into this purpose?
Transforming learning for students	How do you help students see "behind the scenes" of what they are witnessing, such as the structural and historical context that creates challenges they are seeing?
	What do you take into consideration to ensure student volunteers are competent in the work that they provide to the community?
	Voiced intent v actual practice

	<ul style="list-style-type: none"> • What are the barriers to achieving the aims of decolonization from a practical standpoint on a trip like this from your perspective?
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Table A.3: Local Partners Interview Questions

Valuing Local Knowledge	
Knowledge sharing	<p>Do you feel like you have had an adequate opportunity to share your knowledge with visiting students?</p> <ul style="list-style-type: none"> • Is there any difference in opportunities based on different groups you might have visited? • How is knowledge received?
	<p>Have you ever felt that western students or their faculty consider their modes of knowledge superior to what you offer?</p> <ul style="list-style-type: none"> • In what ways have you tried to or been able to counter those assumptions?
Building Lasting Partnerships	
	How have you benefited from having students in your community from other countries?
	What benefits do you feel students gained from the trip?
	In what ways may you have been harmed from our being here?
	<p>Acknowledging that every situation is going to have beneficial and harmful consequences, how would you weigh the harms v benefits? (ie 60% good, 40% bad)</p> <ul style="list-style-type: none"> • How do you come to that number?