

TORONTO ADDIS ABABA ACADEMIC COLLABORATION (TAAAC): A RELATIONAL PARTNERSHIP MODEL FOR BUILDING EDUCATIONAL CAPACITY BETWEEN A HIGH- AND LOW-INCOME UNIVERSITY: LESSONS LEARNED

Clare Pain, MD, FRCPC

University of Toronto

Toronto, Ontario

Background: Enabling high quality health professions education is key to ensuring high quality healthcare globally. Partnerships between academic health sciences centres in high resource and low resource settings are often formed as attempts to address healthcare disparities.

Objectives: As we enter these collaborative relationships, it is impossible to ignore the colonial legacies that created the inequities everyone is trying to overcome. Consideration of key issues such as ownership, control, expertise and resources that influence the nature of international educational partnerships is essential.

Methods/Proposition: We describe the Toronto Addis Ababa Academic Collaboration (TAAAC), an educational partnership between the University of Toronto (UofT) and Addis Ababa University (AAU), designed to help address an urgent need for current and increased university faculty to teach in the massive expansion of universities in Ethiopia.

Results/Outcomes: As TAAAC has developed and expanded, faculty at both institutions have recognized the need for clarity about the assumptions that underpin this shared work. Thus addressing implicit issues of curriculum ownership, decision-making, control, expertise and funding.

Discussion/Implications: TAAAC has attempted to move towards egalitarian forms of knowledge exchange and partnership, and we will draw out lessons we have learned from our years of work across our two institutions.

Author List

Clare Pain, Barkot Milkias, Marci Rose, Dawit Wondimagegn

Learning Objectives

At the conclusion of this presentation, participants will be able to:

1. Attendees will be able to describe the kinds of challenges presented by an educational partnership between a high income university and a low income university.
2. Attendees will be able to name 3 of the lessons learned over the course of the TAAPP/TAAAC partnership.

References

1. Berhan Y. Medical doctors profile in Ethiopia: Production, attrition and retention. In memory of 100-years Ethiopian modern medicine & the new Ethiopian millennium. *Ethiop Med J.* 2008;46(1 suppl):1-77.
2. Woldegiyorgis AA. Transformation of higher education must defeat the quality trap. *University World News*, 2017; 465.