

KNUST RANKS NO.1 GLOBALLY FOR THE
PROVISION OF QUALITY EDUCATION (SDG 4)



Promoting research integrity in the era of decoloniality and epistemic freedom towards locally relevant policies

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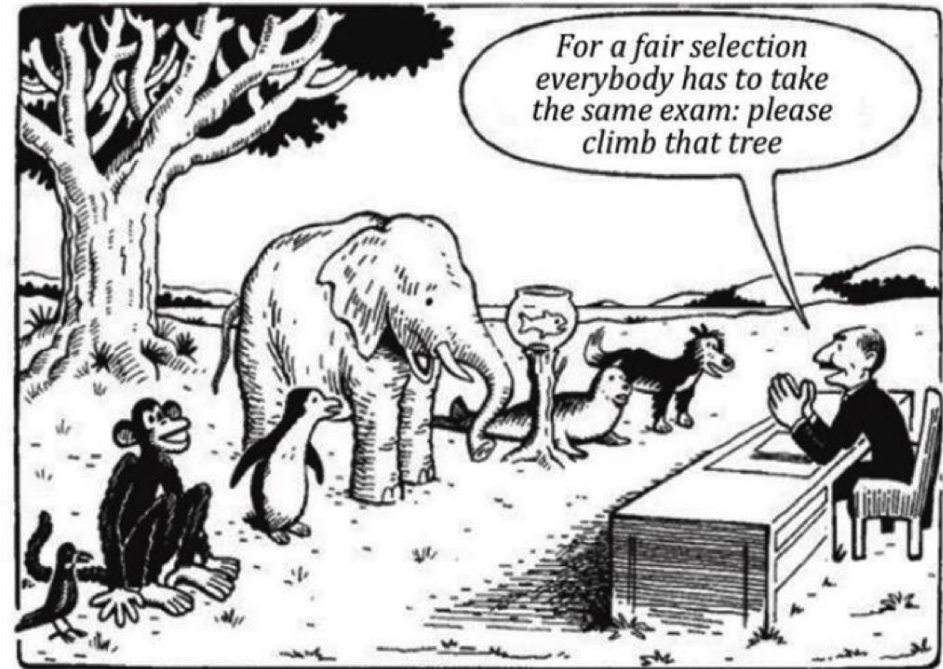
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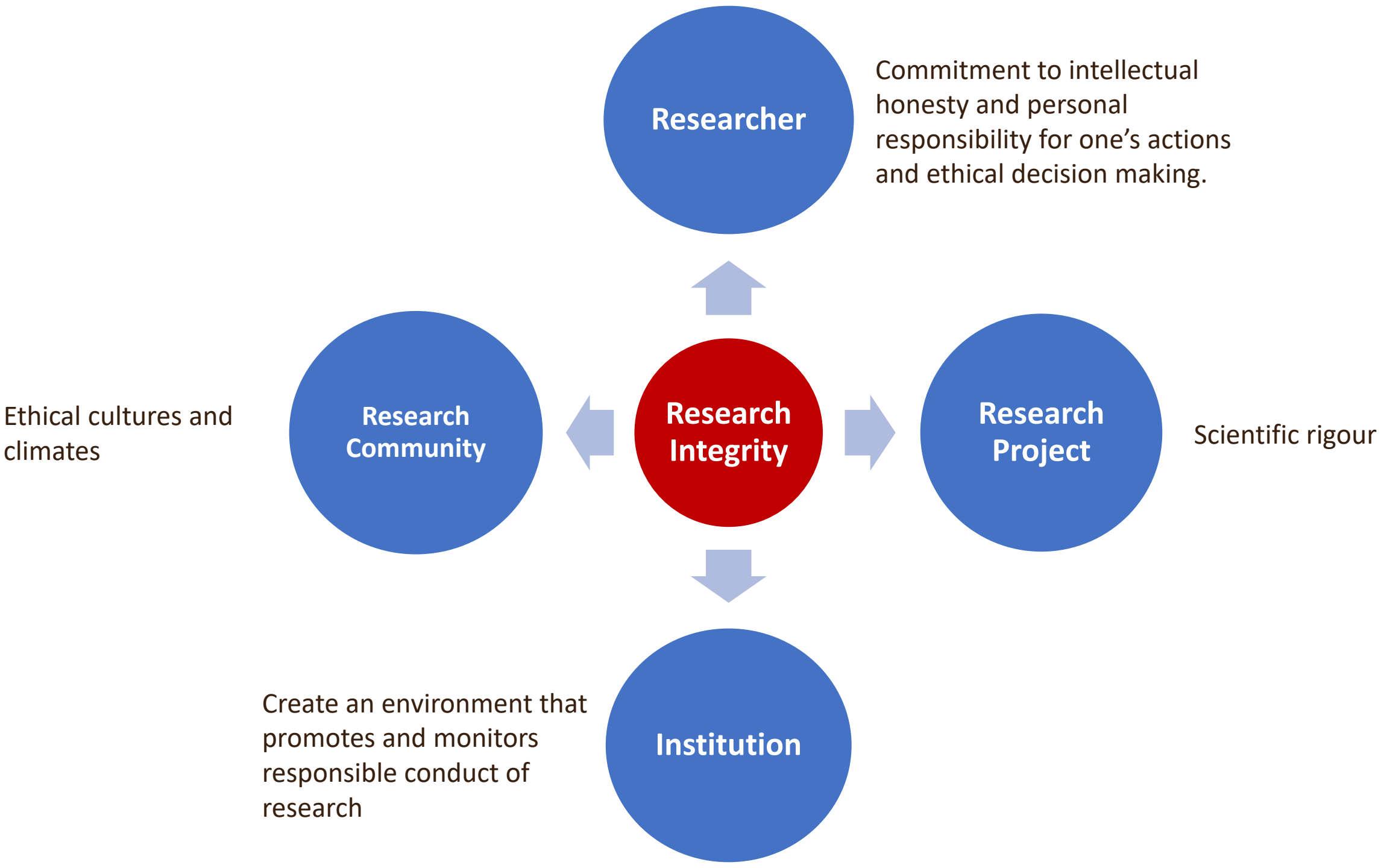
Entrusting the cat with a fish

Korean proverb
Ghanaian proverb



"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein

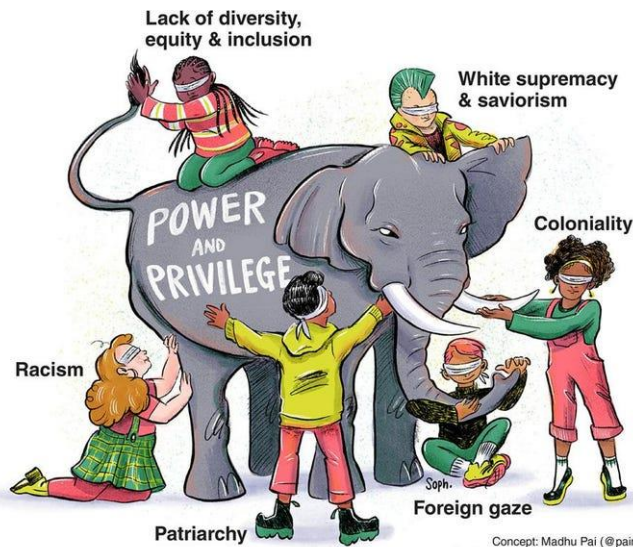


HEALTHCARE

Decolonizing Global Health: A Moment To Reflect On A Movement

Madhukar Pai Contributor

I write about global health, infectious diseases, and equity



Concept: Madhu Pai (@paimadhu)
Art: Sophie Lane (ScEYenceStudios.com)

GLOBAL HEALTH ACTION
2019, VOL. 12, 1561175
<https://doi.org/10.1080/16549716.2018.1561175>

Taylor & Francis
Taylor & Francis Group

ORIGINAL ARTICLE

OPEN ACCESS [Check for updates](#)

Decolonising research methodologies: lessons from a qualitative research project, Cape Town, South Africa

Mpoe Johannah Keikelame and Leslie Swartz

Department of Psychology, Stellenbosch University, Cape Town, South Africa

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Naming the elephant in the room

innovative online training offer on

ignoring a decolonial lens in the global health research context



STEPS centre PATHWAYS TO SUSTAINABILITY
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HOW DO WE 'DECOLONISE' RESEARCH METHODOLOGIES?



February 8 2019
Harvard T.H. Chan School of Public Health

THE LANCET

Submit Article

PERSPECTIVES | THE ART OF MEDICINE | VOLUME 396, ISSUE 10263, P1627-1628,
NOVEMBER 21, 2020

Will global health survive its decolonisation?

Seye Abimbola • Madhukar Pai

Published: November 21, 2020 • DOI: [https://doi.org/10.1016/S0140-6736\(20\)32417-X](https://doi.org/10.1016/S0140-6736(20)32417-X)

EMORY | [Emerge Global Health Institute](#) | [Africa Center](#) | [EMORY UNIVERSITY](#) | [Office of Global Health and Initiatives](#) | [Black, Equity, & Inclusion](#)

Decolonizing Global Health Series

April 20, 2021
10:30 AM - 12:00 PM EST

Session 5: "Disrupting and Rebuilding Global Healthcare Systems"

Kelly Calahan, MPH
Director, Trauma Control Program
The Carter Center

Eugene Richardson, MD, PhD
Assistant Professor of Global Health and Social Medicine
Harvard University

Oreana Tanous, MD
Infectious Disease Fellow
Rollins School of Public Health
Emory University

Jennie Ward-Robinson, PhD
Director of Operations & Research
College of Arts & Sciences
Georgia State University

Assistant Professor of Medicine, Division of Global Health Equity, Brigham and Women's Hospital

Shifting power in global health
Decolonising discourses — Dialogue 1

Convened by

What is decolonisation/decoloniality?

The process of revealing and dismantling colonialist **power** in all its forms.
This includes dismantling ***the hidden aspects*** of those institutional and cultural forces that had maintained the colonialist power and that remain ***even after political independence*** is achieved

Mambrol 2017

Identifying and challenging the **systems, structures, beliefs and narratives** that perpetuate colonial relationships

The responsibility of all





The Decolonisation and Global Health Research Exchange Network

We are a multidisciplinary network of academics, practitioners, and activists with a shared interest in unpacking and analysing decolonisation debates in global health research. Our overall interest is in identifying our responsibilities as individuals and institutions for positive transformation in the conduct of health research conducted in Africa. We hope to contribute to a research and action agenda that supports ethical practice in the region.

CALL FOR FUNDING

[Promoting Decolonisation Using Innovative Knowledge Practices](#)

- A series of interactions between academics from **health systems, feminist studies and empirical ethics** backgrounds
- Mapping, analyzing and critically unpacking decolonization debates in global health research



Dorcas Kamuya
KEMRI Wellcome Trust, Kenya



Seye Abimbola
University of Sydney, Australia



Caesar Atuire
University of Ghana, Ghana



Kui Muraya
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London School of Economics and Political Science, UK



Lucy Gilson
University of Cape Town, South Africa



Ayesha Ragnathan
Clinton Health Access Initiative, Nigeria



Decolonising health research and knowledge practices



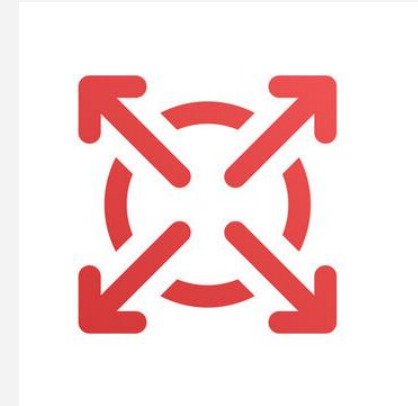
Epistemic decolonization

Knowledge itself has been colonized and needs to be decolonized including by removing imposition of one's ways of doing



Self-determination

Users of the desired knowledge should be the determiners of the 'what' (agenda) and 'how' (method)



Decentring

No one group has the power to determine what qualifies as knowledge, which knowers should be heard, which methods for seeking knowledge are valid



Decolonising health research and knowledge practices



Pluriversality

Acknowledges multiple ways of being, thinking and doing that allows multiple knowledge production practices to coexist



Desilencing

Creating space and empowering and voices and knowledge that have hitherto been suppressed



Calls for transformation

- Need to transform different components of research including agenda setting, funding mechanisms, leadership, methods, participants, and impact.

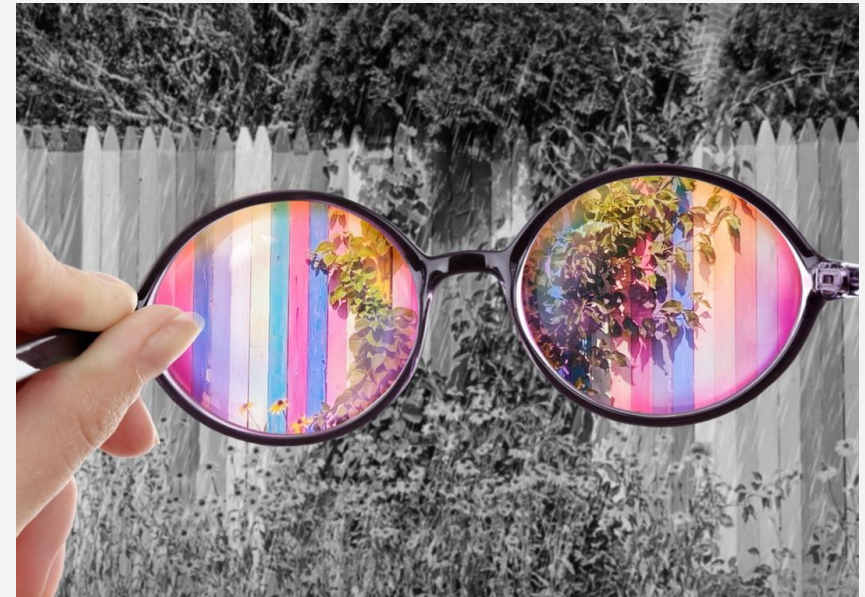
WCRI Cape Town Statement

Unfair and inequitable research practices at all stages of research from proposal development to funding application, **data collection, analysis, sharing and access, reporting and translation can impact the integrity of research in many ways**, including skewing research priorities and agendas with research questions that are irrelevant for local needs, **power imbalances that undermine fair recognition of knowledge contributions...**, **lack of diversity and inclusivity**, and unfair data management practices that disadvantage researchers in low resource environments.



Perceiving research integrity in new ways

- Integrity is to reach truth... and maximize one's surplus of truth over error (Scherkoske 2012)
- Knowledge that is true to the source and all that is present in that context... that promotes relevance
- Essential not to use the lens from one system to determine or assess the knowledge of others... it compromises more than it maintains research integrity



Promoting epistemic integrity

- Recognise the value of indigenous knowledge
- Respect and legitimize indigenous knowledge and avoid stigmatization of such knowledge
- Co-creation of knowledge through equitable and mutually respectful collaborations and sharing
- Start with principles to underpin practices





Principles that will underpin epistemic integrity



Trust and responsibility

(Epistemic freedom engenders sense of responsibility)



Accountability to the community



Honesty and transparency inspired by ownership



Recognition of individual and community assets

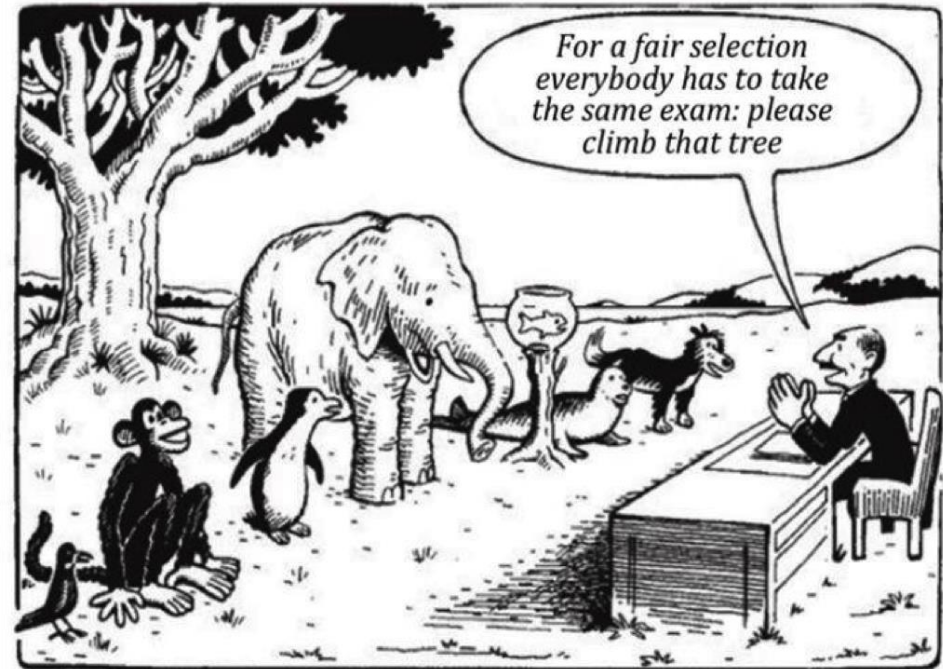
Practices to foster research

- Ensure **self-determination** from cradle to grave
- Practices are determined, standardised and assessed from within; **inside out not outside in** (e.g. not culturally appropriate but stemming from culture)
- Beliefs (**values, practices, norms**) and their interpretation of research processes should not be considered as inhibitors but integral determinants (Keikelame 2019)
- **Emic** and etic perspectives in their true sense
- Importance of **cultural competence**
- Need for **reflexivity** – deliberate and continuous awareness



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- Albert Einstein

THANK YOU Medaase!

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