

Advancing a decolonial lens for global health research contexts:

Facilitators' manual for organising a training



Produced by

 **UNIVERSITÄT
BIELEFELD**
School of Public Health

Supported by



●
i *The illustration on the cover page transfers the message that everybody has the ability to enact positive change by planting a seed wherever they are and thereby helping to make the world a more diverse and colourful place. Change can start at individual level, from where knowledge gained on decolonisation blossoms to the interpersonal level. Exchange and collaboration coalesce into collective efforts capable of altering the institutional level. The illustration visualises that small steps can lead to something meaningful. It can be employed to emphasise the transformative power of incremental action and to encourage researchers to embrace their agency and actively participate within their spheres of influence.*



Authorship

This manual is based on the materials developed for an online training conducted in 2022 and 2023. This manual was produced and edited by Hannah Eger, Dr. Hanna Luetke Lanfer, Monica-Diana Podar and Victoria Saint (in alphabetical order).

Suggested citation: Eger, H.; Luetke Lanfer, H.; Podar, M. D.; Saint, V. (2024). Advancing a decolonial lens for global health research contexts: Facilitators' manual for organising a training. Bielefeld University

Acknowledgements

We would like to express our deep gratitude to the following individuals and organisations for their invaluable contributions to our training:

We are grateful for the financial support provided by the German Federal Ministry of Education and Research (BMBF) as part of the German Alliance for Global Health Research (GLOHRA), in particular the support from Dr. Esther Evang and Nora Anton.

We warmly thank the other members of organising committee for the training (in alphabetical order), Stella Duwendag, Dr. Nora Gottlieb, Dr. Stefanie Harsch-Oria, Assist. Prof. Dr. Yudit Namer and Dr. Lisa Wandschneider.

We would like to extend our sincere thanks to our moderator, Katri Betram, for her excellent professional and sensitive facilitation of the training.

We deeply appreciate the expertise and insights provided by our esteemed guest speakers: Prof. Dr. Agnes Binagwaho, Themrise Khan, Dr. Sabine Kleinert, Dr. Catherine Kyobutungi, Ceporah Mearns, Dr. Caroline Mtaita, Shehnaz Munshi, Muneera A. Rasheed, Dr. Emma Rhule, Dr. Angela Schuster, Dr. Hannah Strohmeier, and Poornima Thapa (whos inspirational quotes you will find throughout this document).

We acknowledge Huzeifa Bodal, Prof. Dr. Melanie Böckmann, Prof. Dr. Walter Bruchhausen, Anne Jurema and Dr. Hans-Friedemann Kinkel for participating in our final symposium and enriching the discussion.

We highly appreciate the work and dedication by the mentors of the small groups: Prof. Dr. Robel Afeworki Abay, Dr. Bornice Biomndo, Dr. Sayan Dey, Fatim Selina Diaby, Florian Drueke, and Maria Weickardt Soares.

We thank Jô Osbórnía from KUIR Poetry for providing an artistic perspective to anti-colonial work as well as Zeynep Alpay (Zey) for creatively capturing the training in illustrations.

We wish to thank all training participants for their active engagement, thoughtful contributions, and commitment to learning and collaboration. Finally, we are grateful to Vikki Touzel for editorial and practical support, and Daniel Lütke Lanfer and Birte Stiebing for design and layout support, in the development of this facilitator's manual.

Copyright

"Advancing a decolonial lens for global health research contexts: Facilitators' manual for organising a training" by Eger et al. is licensed under CC BY SA 4.0, with the exception of works by third parties that are otherwise labelled and protected by copyright (e.g. direct quotations, graphics/illustrations and trademarks).

The authors welcome feedback on the manual and exchange or updates on how it is being used and adapted in other contexts. Please contact Victoria Saint via email: victoria.saint@uni-bielefeld.de.



Abstract

The facilitators' manual "Advancing a decolonial lens for global health research contexts" has been developed to serve as a resource for planning and implementing a training initiative or programme focused on decolonisation in the context of global health research. Through this manual, the authors intend to contribute to the burgeoning efforts to decolonise global health and inspire fellow researchers, especially at early- to mid-career level, to actively engage in this critical endeavour.

Building on an online training on the topic in the German research context, the authors offer their training materials, adapted based on feedback and reflections, in the spirit of shared learning. The manual is designed to provide a framework, materials and detailed session information to organise similar trainings. It serves as a practical guide that can be drawn from and customised to meet the specific goals, resources and context of organisers and intended recipients.

The manual is structured into two main sections. Part I provides background information on the manual's purpose and use, as well as an overview of the training itself, in terms of objectives, format, preparatory considerations, and workshop concept notes and agendas. Part II provides detailed, annotated agendas to support organisers and moderators with the concrete planning and running of workshops and sessions.



Table of contents

Foreword: background and authors of this manual	2
PART I: GETTING STARTED	4
1. How to use this manual	5
2. Definition of key terms	5
3. Overview of the training	6
Goals and objectives of the training	6
Structure and format of the training	7
4. Who organises and supports the training	8
5. Planning your own training	8
6. Concept notes and agendas for the three workshops	10
Concept note for Workshop 1	11
Introduction to decolonising global health research	11
Agenda for Workshop 1	12
Concept note for Workshop 2	13
Applying a decolonisation approach in global health research	13
Agenda for Workshop 2	14
Concept note for Workshop 3	15
Taking stock, consolidating networks and alliances and translating knowledge to action	15
Agenda for Workshop 3	16
7. Taking initiatives forward after the training	17
PART II: GETTING DOWN TO THE DETAILS	18
1. Annotated agenda for Workshop 1	19
Day 1	19
Day 2	24
Day 3	28
2. Annotated agenda for Workshop 2	32
Day 1	32
Day 2	37
3. Annotated agenda for Workshop 3	41
Day 1	41
Day 2	45
Annexes	50





”

Don't let the scale of change required or the slowness of change being achieved discourage you or make you despondent. Work within your own spaces, make networks and connections and collaborations with people that inspire you.

Dr Emma Rhule

i

The illustration aims to inspire young researchers who think they lack the power or legitimacy to change how things are done in the global health realm. The speaker portraits and inspirational quotes, presented throughout the manual, derive from the training to highlight the importance of working from where they are, taking small steps towards positive change, and collectively contributing to a more equitable and inclusive global health landscape.



Foreword: background and authors of this manual

In recent years, there have been growing calls and an increasingly diverse range of initiatives in academic communities worldwide, aiming to reflect on the needs, approaches, and responsibilities for decolonising global health. These initiatives have created dynamic and contested spaces for difficult discussions, and outlined reforms needed to achieve decolonisation (1).

While this growing attention is welcome, decolonising efforts – especially in institutions in high income countries (or the “Global North”) – have been confused and often bundled together with other social justice initiatives (such as diversity, equity, and inclusion). Furthermore, they have been criticised for diluting and appropriating Indigenous, „Global South“, and “Majority world” (see section **Definition of key terms**) movements by omitting critical analyses of power, oppression, and epistemic exploitation (2,3). In other words, these initiatives run the risk of bringing coloniality into attempts to decolonise (2). Another major criticism has been accusations of lip-service, with decolonial and decolonising discourse not translating over into meaningful action. Recent acknowledgement of these issues has come from prestigious outlets, such as The Lancet’s “[What is wrong with global health?](#)” series, and the establishment of new publications like [PLOS Global Public Health](#), explicitly committed to tackling such issues in both its operations and content.

Many researchers and professionals connected to the field of global health have been following or engaging in this evolving discourse. But as the old adage goes, “actions speak louder than words”, and the question for many remains “What can I do?”. There is often the sense, especially among early career researchers, that one simply does not have sufficient knowledge, resources, or power, to really do anything meaningful. There is also often the concern that wading into this discourse is professionally or personally risky. This is particularly relevant in this age of social media, increasingly politicised academic spaces, and the polarisations seen in society more broadly – especially in relation to issues of social identity and justice.

We are those types of people: a group of early career researchers at Bielefeld University, individually and collectively grappling with how we can not only learn and engage more in issues around decolonising global health, but also do something. What resonated most with us were indications that global health researchers from high-income countries **require spaces to come together and reflect** on the role that they and their institutions play in (re)producing and benefiting from the colonial matrix of power. Such work is needed to find ways to avoid co-opting and bending multifaceted and intersectional discourses and initiatives to fit reductionist Eurocentric frameworks (4,5). We did not see many such spaces in the German context and, as is often the case in academia, a rather serendipitous set of circumstances led us to take a leap of faith and set one up.

Our online training, in collaboration with a colleague from the University of Education Freiburg, was entitled “Naming the elephant in the room: Developing a decolonial lens in the German global health research context”. We were grateful to receive financial support from the Federal Ministry of Education and Research (BMBF) as part of the German Alliance for Global Health Research ([GLOHRA](#)). Training participants included 50 researchers from diverse disciplines and institutions in the field of global health in Germany and beyond. Running from November 2022 to March 2023, the training consisted of three connected workshops. Valuable and diverse inputs and perspectives were provided by the nearly 20 guest speakers who participated, from countries including Canada, Germany, India, Malaysia, Pakistan, Rwanda, South Africa, and Uganda, and from academic, governmental, non-governmental, and multilateral institutions in the global health and development fields. Between the workshops, small group exchanges took place facilitated by six mentors to support deeper reflection on, and engagement with, concepts and issues.

We decided to make our training materials publicly available in this consolidated facilitator’s manual, adjusted based on our lessons learned. We hope that it will inspire and support other researchers, especially at the early career stage, to take action and create their own spaces for coming together and reflection about decolonising global health in their own work, institutions, and contexts. We release this facilitator’s manual as a “living document”, just one imperfect example upon which we warmly welcome feedback. Best wishes and in solidarity!



About the authors

Authors of this manual and organising committee of the training (alphabetical order)



Hannah Eger
([profile](#))



Dr. Hanna Lütke Lanfer
([profile](#))



Diana Podar
([profile](#))



Victoria Saint
([profile](#))

Other members of the training Organising Committee

- Stella Duwendag ([profile](#))
- Dr. Nora Gottlieb ([profile](#))
- Dr Stefanie Harsch-Oria ([profile](#))
- Assist. Prof. Dr Yudit Namer ([profile](#))
- Dr Lisa Wandschneider ([profile](#))

References

- (1) Abimbola S, Asthana S, Montenegro C, Guinto RR, Jumbam DT, et al. (2021) Addressing power asymmetries in global health: Imperatives in the wake of the COVID-19 pandemic. PLOS Medicine 18(4): e1003604. <https://doi.org/10.1371/journal.pmed.1003604>
- (2) Opara, I. (2021). It's Time to Decolonize the Decolonization Movement – Speaking of Medicine and Health. Plos. <https://speakingofmedicine.plos.org/2021/07/29/its-time-to-decolonize-the-decolonization-movement/>
- (3) Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. Decolonization: Indigeneity, Education & Society, 1, 1–40.
- (4) Mignolo, W. D. (2007). Introduction. Coloniality of power and de-colonial thinking. Cultural Studies, 21(2-3), 155–167. <https://doi.org/10.1080/09502380601162498>
- (5) Quijano, A. (2000). Coloniality of Power, Eurocentrism and Latin America. Nepantla, vol. 1, no. 3, pp. 533–580.



PART I: GETTING STARTED

– OVERVIEW OF THE TRAINING AND WORKSHOPS

Coloniality continues today in **society and science** through ideas of the norm



i The illustration presents the Vitruvian Man to symbolise the prevailing „normative“ standard in global health. The colonial and patriarchal patterns within global health continue to convey the understanding of a dominant shape that is considered the norm against which everyone else is categorised and compared. This narrow perspective, neglecting diversity and intersectionality, leads to problems of bias and marginalisation. When a dominant norm, typically embodied by the White male, is upheld, it results in reinforcing systemic inequalities and hindering equitable healthcare access and outcomes. The figures surrounding the Vitruvian man symbolise progress towards diversity and greater representation and inclusion of different people. This illustration can be used to transfer the importance of challenging prevailing norms and to embrace decolonial perspectives for genuine inclusion and diversity in global health.

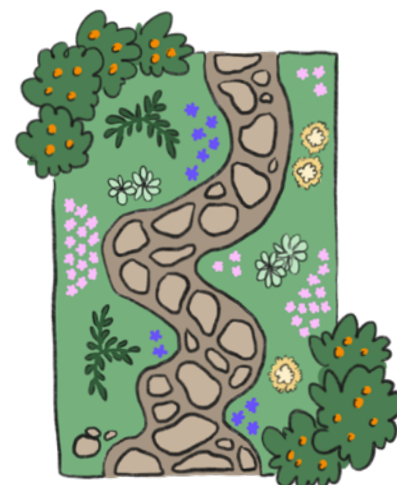


1. How to use this manual

This training manual serves as a comprehensive guide to planning and executing a training programme focused on decolonisation in the context of global health research. It is designed to provide a framework, practical tools, and materials to organise similar training programmes efficiently and effectively. This manual is a hands-on guide that can be drawn from and adapted to meet the specific goals, needs, available resources, and unique context of the organisers and the target group of researchers.

The training manual is designed with the following structure to allow easy navigation and use:

- **Foreword: background and authors of this manual:** This section provides a brief overview of the original training upon which this manual is based, the motivation behind the work, and information about the authors.
- **Overview of the training:** This part provides a summary of the goals and objectives, structure, and format of the training, and abridged agendas for the three workshops.
- **Who organises and supports the training:** This section contains brief descriptions of key individuals and groups essential for running the training.
- **Workshops 1 – 3:** A concept note for each workshop articulates its purpose and key themes. The annotated agenda contains comprehensive descriptions of each session of the workshop, serving as a roadmap for organisers and moderators. The organisers can develop less detailed agendas for participants that provide an overview of the workshop schedule.
- **Taking initiatives forward after the training:** The workshop aims to inspire and support participants to collaborate and take action during and hopefully beyond the workshop. This final section provides suggestions on how to maintain momentum, to continue implementing the lessons and initiatives learned during the training in the research and institutional settings.



2. Definition of key terms

A **brave space** has been defined as an environment in which acceptance of different opinions, acknowledgement of affective impact of conversations, choice of entering and leaving conversations, respect, and commitment to not intentionally harm are emphasised (1).

Colonisation describes the historical processes of suppressing Indigenous peoples' bodies and minds, appropriating land, labour, and resources, and enforcing colonisers' languages, knowledge, and educational systems on them (2,3).

Coloniality denotes the lasting patterns of hegemony and power that emerged from the era of colonialism, but continue to define culture, labour, relationships, and knowledge production beyond the limits and existence of colonial administrations. Coloniality outlives colonialism, and is preserved in books, the criteria for academic performance, cultural patterns, "common sense," self-image, aspirations of self, and other aspects of modern experience (3).

Coloniality of power refers to structures of power and control which have emerged in the era of colonialism and includes assigning some people and groups to the zone of subhumanity (4,5). **The colonial matrix of power is composed** of four interrelated domains (i.e., sexism/patriarchy, the capitalist market, racism, authority) that represent the extensions of Western domination and keep modern societies in a conflictual state (5).



Decoloniality is a method and paradigm to explore delinking from the overall structure of knowledge to reconstitute an array of modes of thinking, languages, ways of life, and being in the world. Decoloniality foregrounds reclaiming, re-framing, revalidating, and re-centring of Indigenous knowledge systems, methods, and languages, and correcting deficits of modernity (2).

The **Global South** had been increasingly used in the social sciences to contrast poorer and richer countries in the world. The term alludes to the history of imperialism and colonisation. It simplifies and reduces the world to binary categories and has therefore been deemed outdated (see Majority world as an alternative terminology) (6,7).

Indigenous is a term used “to refer to, or relating to, the people/plants/animals who originally lived in a place, rather than people who moved there from somewhere else” (8). Several alternative terms are preferred to Indigenous, to describe a group of people who have inhabited a country for thousands of years, which often contrast with those of other groups of people who reside in the same country for a few hundred years. For example, in Australia, Aboriginal and Torres Strait Islander is appropriate and acceptable. In North America, the term First Nations is used to describe the Indian, Métis, and Inuit populations, whereas in Hawaii, native Hawaiian is favoured (9).

Majority world refers to countries where most of the population resides. The term is used in preference to the largely inaccurate, out-of-date and/or non-descriptive terms developing countries, third world, and the “Global South”. In contrast, the Minority World refers to the nations more commonly considered “developed” where a small percentage of the earth’s population lives (10,11).

3. Overview of the training

Goals and objectives of the training

The overarching goal of the training is to generate an environment conducive to discussion, reflection, and the honing of knowledge and skills pertaining to coloniality and decolonisation. The focus of this training is primarily directed towards researchers and teaching staff working in the field of global health, mainly based in institutions in the “Global North”.



The **key objectives** of this training include:

1. *Building a foundational understanding* of coloniality and decolonisation in global health research, from an interdisciplinary and transnational perspective, and with a focus on a specific global health research context; and
2. *Building the relational capacity* of participants to develop a decolonial lens and allyship practice in their research and/or institutional setting, through a process of identifying and initiating concrete activities within and beyond the innovative training period, facilitated by experts and peer-to-peer exchange.

The aim of the training is to facilitate a “**brave space**” where difficult conversations and emotions related to privilege and the impact of coloniality on research-related work can occur in an open, respectful, and non-judgemental environment. The training structure, designed to span six months, enables the development of strong relationships between researchers from various disciplines, institutions, and countries. This time frame also promotes the emergence of new collaborations.

In addition to fostering peer networks, the facilitator’s manual encourages organisers to expose researchers throughout the training period to experts in the field through keynote addresses, interactive sessions, and mentorship opportunities. The manual also advises incorporating individual and group tasks, as well as peer and mentor exchanges between the workshops.

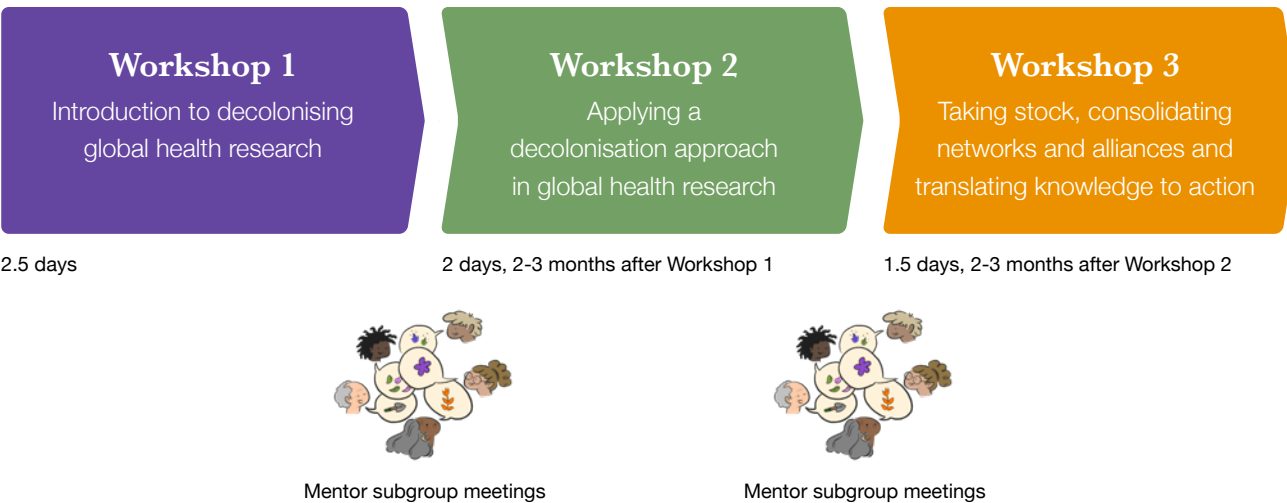


The training focuses on the promotion of lasting alliances among participating individuals and across institutions. It serves as a guide for participants to weave the learnings from the training into their research and teaching duties. In these roles, they carry the responsibility of integrating decolonisation practices into their respective institutional settings, thereby advancing broader decolonial initiatives.

Structure and format of the training

The training consists of three workshops over the course of approximately six months, as shown in the figure below. Between the workshops, individual and group work as well as exchange with mentors and among participants takes place.

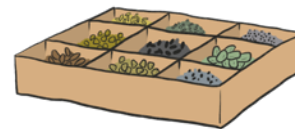
Participants will be empowered to incorporate new insights into their research and teaching activities, and to build meaningful relationships with peers. Acting as multipliers, participants will be supported to bring decolonisation into their own work and institutional settings, thus contributing to furthering decolonial initiatives in their contexts.



Key Themes <ul style="list-style-type: none">• Inherent colonial continuities in academic institutions and global health• Developing decolonial lenses and research practices• Challenges and opportunities for decolonising global health research	Key Themes <ul style="list-style-type: none">• Addressing and applying decolonial approaches in research practices• Research funding, academic publishing, and related barriers• Partnerships in global projects: reflection on power, privileges, discrimination and identity	Key Themes <ul style="list-style-type: none">• Moving from rhetoric to action in academia• Recognising and reflecting on (individual and collective) power and positionality• Using art and creative work to explore and express anti-colonial thoughts and ideas• Final symposium
--	---	--



4. Who organises and supports the training



The successful execution of the training relies on the concerted efforts of several key groups: the organising committee; a moderator; mentors; and invited guest speakers. Each of these groups plays a distinct and crucial role in the planning, implementation, and success of the training workshops.

- **Organising Committee:** The organising committee leads the design, development, organisation, and implementation of the whole training and each workshop. As an example, the committee could be made up of early- and mid-career researchers, potentially with additional support by one or more senior researcher, administrative assistants, or student research assistants. Diversity of educational and cultural backgrounds as well as experience or reflective work in decolonising practices within the organising committee can help ensure a comprehensive approach. The committee's responsibilities primarily include: (i) setting the workshop agendas; (ii) identifying and inviting keynote speakers and mentors; (iii) selecting and communicating with participants; (iv) coordinating with the moderator; and (v) mobilising and managing the required logistics, finances, and other resources for the training.
- **Moderator:** The role of the moderator is to guide everyone through the workshop agenda and sessions, and to moderate discussions. The moderator should be familiar with the subject matter of decolonisation in global health research, though they do not necessarily need to be an expert in the topic, nor a researcher. This role involves maintaining the flow of the workshops, ensuring active participation, managing time effectively, and ensuring a respectful and open environment for discussion.
- **Mentors:** Mentors lead one of the subgroups to which a group of participants will be allocated, and their role is to guide discussions and facilitate group work in their subgroup. Mentors should be familiar with the subject matter of decolonisation in global health research and have moderation skills. Ideally, the mentors selected will reflect diverse ethnic and research backgrounds and include people from both Majority and Minority worlds. Their role is to schedule and encourage open dialogue, provide constructive feedback, and assist in identifying actionable steps based on the topics discussed.
- **Speakers:** Speakers are variously invited for keynotes, panels, and roundtable discussions to offer their expertise, insights and experiences related to the themes of the workshops. Diversity is key: speakers should come from a range of disciplines and professional backgrounds, including research, policy making, activism, health care, and more, as outlined in the descriptions for each workshop. Cultural and historical diversity (e.g. different countries and contexts, including people from Indigenous and Majority world backgrounds) among speakers is crucial to provide diverse perspectives and enrich the discourse. The selection of speakers invited by the organising committee will depend on the exact context, aims, and target audience for their training. In the annotated workshop agendas we provide suggestions for the types of stakeholders that could be relevant in and for the global health academic context.

5. Planning your own training



Adapting the workshop format, schedules, and timing

This manual is based on training workshops in an [online format](#) with the following structure:

- **Workshop 1:** 2.5 days
7.5 hours (9:00 to 16:30) on Day 1 and Day 2, and 4.25 hours (09:00 to 13:15) on Day 3.
- **Workshop 2:** 2 days, held approximately 2.5 months after Workshop 1.
6.5 hours (9:30 to 16:00) on Day 1 and 4.25 hours (09:00 to 13:15) on Day 2.
- **Workshop 3:** 1.5 days, held approximately 2 months after Workshop 2.
7 hours (9:30 to 16:00) on Day 1 and 4 hours (10:00 to 14:00) on Day 2.
- **Mentorship subgroup meetings:** 2 x 1 hour between the workshop blocks.



The workshop agendas in the manual indicate the amount of time for each session overall, and break that down into minutes for each part of each session. Organisers using this manual can choose to use a similar structure and timing or can adapt to have a training schedule and timing that would better suit the needs of them and their participants. For example, adjustments could be made to have more workshops of a shorter duration (e.g. 6 workshops of 1 day each) or only two workshops of a longer duration (e.g. 3 days each), or to provide more time for specific topics, sessions, or activities. Similarly, adaptations can be made to offer an online, in-person, or hybrid training format. For in-person formats, additional considerations related to logistics and timing need to be considered (e.g. the space and time taken to move participants in and out of group discussions or work).

Online, hybrid and in-person logistics

This training was run using a solely online format, to enable wider participation and use resources most efficiently. We believe that when adapting this training, at least some content will benefit from digital or hybrid formats. For instance, featuring multiple international speakers, especially from the Majority world, can be managed well using digital tools, which may not be possible in person due to issues with travel costs, time, and prohibitive visa systems. Similarly for the subgroup work and ongoing activities, ensuring that at least a digital capture of in-person activities is available ensures wider access, and can be used as a 'living' resource for participants after the training.#



For future organisers who look to offer this training solely online, both the technology for the workshops and the ongoing activities should be considered, including how these can best support interaction. From this perspective, the organising team chose to offer the training via Zoom as a broadly familiar video conferencing software for the workshops, with Miro used as an online software for activities and co-working. This should not be seen as prescriptive: depending on your context, we would advise selecting software based on usability, familiarity, and (of course) associated costs. Following references in the annotated agendas to Zoom or Miro should be understood as examples of possible software options to support the training.

When working in online or hybrid (e.g. most content delivery via video conferencing), the ability to split the participants into breakout groups is essential for activities and subgroup discussion. Other features may also be beneficial to support interaction (e.g. raising hand function, sticker or pen features, in-call surveys). Where possible, individual members of the organising team should be named contact people for software support for small issues – this is most likely to occur in the first workshop.

Regardless of your format choices, the following “boards” may well be useful to you to support the training. These can be built or prepared in advance of the training and shared (if solely online) by link in advance. Our approach was to treat these as living documents through the training, with active updates made for key remarks, resources, or other agreements for the training group:

- *Participant profiles board*, including organisers and key contact details for individual topics participants are asked in advance of the first workshop to fill out a template indicating some background information (e.g., name, affiliation, background, experience, personal note); to facilitate introduction and help the organisers in preparing for the training;
- *Resources board* where participants and organisers can record content mentioned during the workshops (this can be separated into categories such as books, articles, social media, videos and documentary, culture etc.);
- Separate *activity boards* for Workshop 1 (including the co-created brave space rules, see below); Workshop 2; and Workshop 3;
- Summary board for all keynote lectures and panel presentations, including links to online profiles, areas of work or active projects and slides where provided.



6. Concept notes and agendas for the three workshops

In this section, a concept note and an outline of the agenda is provided for each of the three workshops during the training. The agenda shows suggestions for how sessions can progressively build on one another through each workshop and, taken together, over the training as a whole. The timing of each session are suggestions only, and breaks should be integrated between sessions (i.e. generally corresponding to a morning and afternoon coffee and tea break and a lunch break).



The illustration depicts how Black, Indigenous and People of Color (BIPOC) often feel in a White majority society and in academia.



Concept note for Workshop 1

Introduction to decolonising global health research



Overview

The first workshop aims to establish the conceptual and relational foundations for both understanding and interactive exchange. Many sessions include guest speakers to spark discussion and debate. Time is also dedicated for participants to co-create a brave space and the culture for discussion.



Objectives

- (1) Building a foundational understanding of coloniality and decolonisation in global health research: Introducing key concepts, and interdisciplinary and transnational perspectives; and relating discussions to the specific global health research context.
- (2) Building the relational capacity of participants to develop a decolonial lens and allyship practice in their research and/or institutional setting: Establishing discussion dynamics and participant co-creation of training culture; and identifying known problems in the participants' fields of expertise.



Content

- Introduction to decolonisation, how coloniality shapes global health research, and tools for developing a decolonial lens and practice in global health research;
- Reflecting on and mapping needs, challenges, and opportunities for decolonising global health research in the context under study at an individual, institutional and disciplinary level; and
- Goal setting and prioritising action for this training and in the next 3/6/12 months.



Methods

Some sessions support participants to get to know each other and agree on the working rules and culture for the training. Keynote lectures and panel presentations with external speakers deliver key content, and are followed by time for questions, reflection, and discussion with participants.



Materials and Resources

Most online boards (Miro) used throughout the training are introduced and needed for Workshop 1, including: (1) Participant profile board; (2) Resources board; (3) separate boards for each mentoring subgroup; and (4) Workshop 1 board.



Expected outcomes

- Understanding of key concepts and themes, and relevancy for own research and/or institutions;
- Introduction to and initial discussions within mentorship subgroups;
- Establishing participant dynamics for the brave space, and the role of the training as a tool towards decolonial understandings and allyship practice.



Information for participants

Immediately following recruitment: Welcome e-mail with overview of training programme structure, announcement of workshop dates, and any first tasks. This can also include an invitation to the software platforms (e.g. Miro) and relevant information (e.g. initial user guide) and/or logistical and orientation information for on-site trainings (e.g. arrival instructions, venue details, WiFi details).

One or more weeks before Workshop 1: Reminder invitation to Workshop 1, including about any preparatory activities (e.g. creating a profile page in software platform). Provide the full training programme, optional software guide, optional orientation information.



Agenda for Workshop 1

DAY 1	
90 minutes	Welcome, introductions and overview of the training Welcome and introductions, overview of training and workshop, and setting the ground rules.
90 minutes	Decolonising global health research: Why? What? Who? A keynote lecture and plenary reflection to set the scene and unpack key concepts (e.g. colonialism and the practice of decolonising, historical and societal context).
130 minutes	How coloniality still shapes global health research Exploring the pervasiveness of the colonial matrix of power and implications for global health research and practice through dialogue with diverse researchers and practitioners.
10-15 minutes	Overnight individual activity to facilitate self-reflection

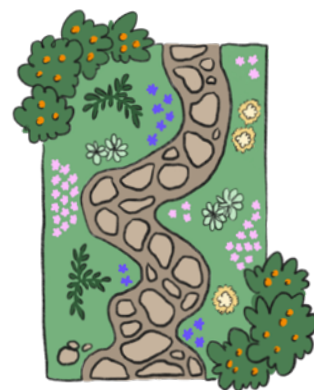
DAY 2	
90 minutes	Tools for developing a decolonial lens and practice global health research Preliminary insights into some entry points and ways to advance decolonising approaches in global health research and available tools and resources.
75 minutes	Reflecting on decolonisation in your research, institutions, and disciplines Fostering a safe space for sharing, reflection, and exchange among participants on their knowledge, experiences, questions, and aspirations regarding decolonisation.
75 minutes	Mapping needs, challenges, and opportunities for decolonising global health research in Germany at an individual and institutional level Collectively systematising emerging issues, needs and priorities of training participants, with a focus on cross-country global health research collaborations.
90 minutes	Social activity Enhancing networking and alliance to build the brave space.

DAY 3	
2 sessions of 90 minutes	Looking forward: Goal setting and prioritising action for this training and in the next 3/6/12 months? Planning and identifying opportunities for action to decolonise global health research in Germany, including introductions to mentors and mentorship subgroups.



Concept note for Workshop 2

Applying a decolonisation approach in global health research



Overview

The second workshop intends to dive into practical approaches to decolonising global health research. In interactive sessions guest speakers share their practical experiences and case studies. Participants reflect on their individual and institutional agency.



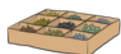
Objectives

- (1) Familiarising participants with alternative research approaches and engagement mechanisms and related challenges within the context of decolonising global health research.
- (2) Advancing the relational capacity of participants to reflect on power and privileges, and to identify actionable pathways to advance decolonisation within individual spheres.



Content

- Considering and applying a decolonisation approach in global health research practices; and academic publishing of global health research, related challenges and ways to move forward;
- Social activity: Aesthetic practices and decolonising; and
- Planning the next steps and activities, including subgroup work and participants' initiatives



Methods

Interactive sessions with guest speakers and mentors, including a world café and panel discussions, provide space for sharing information, experiences, and questions. Group sessions allow time for reflections and discussions among participants.



Materials and Resources

Online boards (Miro) are used throughout the training and continuously populated with resources and guest speakers' slides.



Expected outcomes

- Understanding of alternative approach in global health research;
- Knowledge of pervasive barriers as well as incremental steps to overcome these at individual and institutional levels;
- Increased awareness of positionality and the importance of allyship.



Information for participants

One or more weeks before Workshop 2: Reminder invitation to Workshop 2, including about any preparatory activities (e.g. reflection of Workshop 1). Provide the full training programme.



Agenda for Workshop 2

DAY 1	
90 minutes	Applying decolonisation approaches in German global health research practices Discussing and reflecting on how to implement change in global health research practices from the country perspective, with examples / case studies.
60 minutes	Considering decolonisation in global health research: Subgroup report back Updates within subgroups regarding progressing individual and group actions, including symposium planning, to be presented in wrap up.
60 minutes	Wrap up of Day 1 & proposal for symposium and participant initiatives Presentation and wider group agreement on proposal for symposium and which mentorship groups wish to pitch/present their projects.
60 minutes	Social activity (optional): Aesthetic practices and decolonising Discussing how aesthetic practices as a form of “epistemic disobedience” can contribute to new forms of knowledge production, learning and unlearning.

DAY 2	
90 minutes	Academic publishing of global health research – challenges and ways to move forward Presentations and panel discussion on decolonising approaches and increasing diversity, equity, and inclusion in academic publishing, especially in health field.
30 minutes	Collection of ideas for symposium Review and discussion of notes from overnight activity.
75 minutes	Planning for the next steps and activities: Subgroup working session Revising goals and activities, planning next steps, timeline, metrics of success within each subgroup, including preparation of symposium activity (if applicable).



Concept note for Workshop 3

Taking stock, consolidating networks and alliances

and translating knowledge to action



Overview

The final workshop aims to consolidate the information and reflections from the previous sessions. The focus is on translating these insights into tangible actions. A symposium is held to share the lessons learned, reflections, and participants' initiatives with a broader audience. studies. Participants reflect on their individual and institutional agency.



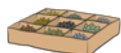
Objectives

- (1) Supporting participants in compiling the knowledge gained and transforming it into actionable outputs.
- (2) Providing a peer-to-peer space for continuous networking and collaboration among participants.



Content

- How to move from contemplation and rhetoric to action in academia; reflection and discussion on the journey during the training and as researcher; and consolidating ideas and taking forward initiatives from the training;
- Anti-colonial thought in creations from migrant/trans*/racialised artists and writers;
- Symposium; and
- Wrap up of training.



Methods

A keynote lecture and artistic session provide input for the participants. To allow for enough room for reflection and discussion, small group sessions are held. The session with artists aim to facilitate a different kind of engagement with the issues and concepts and the emotions and reactions they create (i.e. to go beyond intellectual understanding/(un)learning). The workshop ends with a symposium including external guests and speakers. A final evaluation offers participants the opportunity to provide feedback, recommendations, and reflections.



Materials and Resources

Online boards (Miro) are used throughout the training and continuously populated with resources and guest speakers' slides.



Expected outcomes

- Knowledge on how to advance the decolonial agenda in global health research;
- Awareness of challenges and institutional barriers, but also one's own agency;
- Development of participants' initiatives that last beyond the scope of the training.



Information for participants

One or more weeks before Workshop 3: Reminder invitation to Workshop 3, including about any preparatory activities (e.g. symposium presentation). Provide the full training programme. Comprehensive evaluation via online tool provided to participants at the end of the training.



Agenda for Workshop 3

DAY 1	
75 minutes	Academic activism to advance social justice in global health: How to move from contemplation and rhetoric to action in academia Keynote lecture with subsequent discussion on academic activism.
45 minutes	Reflecting on and discussing your journey during the training and as a researcher Activity delivered in breakout groups with subsequent discussion in plenary.
60 minutes	Consolidating ideas and taking forward initiatives from the training: Marketplace activity Activity delivered in “Marketplace” style breakout groups with subsequent discussion in plenary, aiming to identify initiatives to take forward after the training.
60 minutes	Considering decolonisation in global health research: Subgroup report back Brief presentations from each subgroup and panel discussion with group mentors.
90 minutes	Anti-colonial thought in creations from migrant/trans*/racialised artists and writers Investigate the anti-colonial thoughts embedded in the creative works of diverse artists as a collective praxis.

DAY 2	
120 minutes	Symposium (optional) Share training process and outputs with a wider invited audience by presenting and reflecting on the workshops, lessons learned, and the initiatives and projects being taken forward by participants. Brief overview by the organising committee, pitch presentations by participants, and a roundtable discussion with external speakers committed to decolonising global health. Foster sharing, exchange, and strategic thinking.
75 minutes	Wrap-up of workshop Debrief, plans for moving forward and staying connected, and farewell.

* Note that this session can aim to promote the participation and engagement of other groups relevant to the workshop context, in addition to or rather than migrant/trans*/racialised artists and writers.



7. Taking initiatives forward after the training

To maintain motivation and carry the momentum of the training into future endeavours, it is essential to provide time and space to connect participants with similar interests. The training's structure, which involved participants forming subgroups to work with mentors, served as a foundation to develop initiatives beyond the training.

In our case, each of the subgroups discussed tangible issues they'd like to explore or act upon. They ranged from 1) discussing entry points for introducing more decolonial content/perspectives in their teaching, 2) developing a poster to serve as a conversation starter on the coloniality of public/global health in their research institutions, 3) engaging the other symposium participants to develop a bottom-up „Suggestion Box“ with entry points for addressing structural and systematic challenges with decolonisation at the institutional level, 4) analysing how two major German global health research funders operationalise equitable partnerships with Global South institutions in their guidelines, and 5) a (self) reflection guide for German global health researchers.

To facilitate the progress, discussion and uptake of these initiatives, consider using a marketplace activity (Workshop 2) for participants of different subgroups to get to know and connect with the proposed initiatives and enable exchange over platforms to take these initiatives forward. To maximize knowledge translation and identify potential multiplication or implementation opportunities, these initiatives can also be presented in a broader context (e.g., symposium or webinar). If resources allow, it could be beneficial to provide opportunities (e.g., via online groups, social media, regular meet-ups, etc.) for the groups/participants to catch up and discuss the initiatives.

References

- (1) Arao, B., & Clemens, K. (2013). From Safe Spaces to Brave Spaces: a new way to frame dialogue around diversity and social justice. In Landreman, L. (Ed.), *The Art of Effective Facilitation: Reflections from Social Justice Educators* (pp. 135-150). Sterling, VA: Stylus Publishing.
- (2) Mignolo W. D. (2011) *The Darker Side of Western Modernity: Global Futures and Decolonial Options*. Durham, NC: Duke University Press.
- (3) Naidu, T. (2021). Modern Medicine Is a Colonial Artifact: Introducing Decoloniality to Medical Education Research. *Academic Medicine: Journal of the Association of American Medical Colleges*, 96(11S), S9-S12. <https://doi.org/10.1097/ACM.0000000000004339>
- (4) Maldonado-Torres, N. (2017). On the Coloniality of Human Rights. *Revista Crítica De Ciências Sociais*(114), 117–136. <https://doi.org/10.4000/rccs.6793>
- (5) Quijano, A. (2000b). Colonialidad del poder y clasificación social. *Journal of World Systems Research* 6 (2): 342-386.
- (6) Ballestrin, L. (2020). The Global South as a Political Project. *E-International relations*. <https://www.e-ir.info/2020/07/03/the-global-south-as-a-political-project/>
- (7) Eslava, L., & Pahuja, S. (2020). The State and International Law: A Reading from the Global South. *Humanity: An International Journal of Human Rights, Humanitarianism, and Development*, 11(1), 118–138. <https://doi.org/10.1353/hum.2020.0001>
- (8) Cambridge dictionary: <https://dictionary.cambridge.org/dictionary/english/indigenous>
- (9) Cunningham, C., & Stanley, F. (2003). Indigenous by definition, experience, or world view. *BMJ (Clinical research ed.)*, 327(7412), 403–404. <https://doi.org/10.1136/bmj.327.7412.403>
- (10) Alam, S. (2008). Majority World: Challenging the West's Rhetoric of Democracy, *Amerasia Journal*, 34:1, 88-98, <https://doi.org/10.17953/amer.34.1.13176027k4q614v5>
- (11) Appropedia: https://www.appropedia.org/Developing_countries



PART II: GETTING DOWN TO THE DETAILS

– ANNOTATED WORKSHOP AGENDAS FOR ORGANISERS AND MODERATORS



i This illustration visually depicts the idea of “Moving towards pluriversality and decoloniality”, i.e. a departure from Eurocentric research methods and ideas towards incorporating nuance, pattern, shade, and colour to our understandings of culture, health, and research. The illustration shows diverse people doing different research-related activities that contribute to human knowledge and understanding. It focuses on Indigenous research traditions as they are often overlooked or undervalued in other (Western, positivist) framings. With the focus on pluriversality, a concept that emphasizes the coexistence of multiple worlds, perspectives, and realities, the illustration can contribute to challenge the idea of a single, universal narrative or truth, advocating instead for the recognition and validation of diverse knowledge systems, cultures, and ways of being.



1. Annotated agenda for Workshop 1

Day 1



Session 1: Welcome and introductions



Before session

Run final technical checks (e.g., breakout rooms, Miro boards, or other online tools).

Session objectives:



- To present, discuss, and clarify the objectives and schedule for the training overall and the first workshop.
- To discuss expectations about group dynamics and relational aspects and co-create with participants the rules of engagement for the training. To facilitate opportunities for participants to get to know each other, relax, and have fun, to better support learning and engagement throughout the training.



90 min	Welcome and introductions <ul style="list-style-type: none">• Overview of training and workshop, setting the ground rules and ways of working together
30 min	Break

Time	Activity	Who? What?
25 min	Welcome and introduction of organising team and workshop schedule <ul style="list-style-type: none">• Welcome and introductions• Overview and schedule of training and Workshop 1• Clarify any questions	Who: Moderator, Organising team What: Programme provided to participants before workshop via email Core slide deck & Miro (with space for parking emerging issues and questions)
10 min	Who is embarking on this collective journey? Overview of participants based on analysis of registrations (e.g. locations, disciplines, motivations, experience, expectations)	Who: Organising team What: Core slide deck & link to Miro board for profiles Profile template provided to participants in advance to facilitate getting to know each other (e.g., name, affiliation, background, experience, personal note)
20 min	Icebreaker activity Approx. 4 questions asking participants to choose 1 of 2 options and have a few participants explain their choice (e. g., “Would you rather spend your holidays by the sea or in the mountains?”). Other icebreaker exercises are available online.	Who: Organising team What: Zoom (survey)



 	<p>35 min</p> <p>How are we going to work together?</p> <p>Discussion and agreement on ground rules; introducing the concept of “brave spaces”. See Annex 1 “Activity: Creating a safe and brave space” as an example. (10 min)</p> <p>Interactive session:</p> <ul style="list-style-type: none"> • Individual reflection (5 min) • Introduction to Miro (5 min) • Breakout group discussion (10 min) • Plenary discussion to reach consensus (10 min) 	<p>Who: Organising team (at least 1 per breakout room)</p> <p>What: Zoom breakout rooms + Miro</p>
<p>30 min</p>	<p>Break</p>	


Session 2: Decolonising global health research: Why? What? Who?

Session objectives:



- To introduce the fundamental concepts and issues related to the discourse on decolonisation, and its implications in science and research and specifically in the field of global health (i.e. the core training focus).
- To facilitate participants to make connections to their own work and context to set the scene for the subsequent case study and group work sessions in Workshop 1.



<p>90 min</p>	<p>Decolonising global health research: Why? What? Who?</p> <ul style="list-style-type: none"> • Keynote lecture by actor from a Majority world country with experience in international collaborations in global health (e.g. professor, policy-maker, government official, practitioner) Focus: Colonialism and challenges in the practice of decolonising; historical and societal contexts; agency and role of global health within these contexts • Unpacking key concepts on coloniality in global health and own work
<p>60 min</p>	<p>Lunch</p>

Time	Activity	Who? What?
<p>45 min</p> 	<p>Decolonising global health research: Why? What? Who?</p> <ul style="list-style-type: none"> • Introduction of keynote speaker (5 min) • Keynote by guest speaker (40 min) 	<p>Who: Moderator</p>
<p>15 min</p>	<p>Q&A with keynote speaker</p> <p>The moderator can provide questions or prompts for key issues if participants don't raise them (e.g.: Who is responsible for what in decolonising global health? What should be the role of higher education institutions and of academics/scholars?</p>	<p>Who: Moderator, Organising team</p> <p>What: Speaker and/or Moderator takes question</p> <p>Organising team takes notes and monitors Zoom chat and</p>



	When and how did the speaker become aware of coloniality in global health? How has their journey with decolonising practices developed/ evolved?	
 30 min	Unpacking key concepts on coloniality in global health and your own work Interactive session in breakout groups (15-20 min) then plenary discussion (10 min): <ul style="list-style-type: none"> When did you first become aware of issues of coloniality in your own work? What concepts or ideas have been particularly relevant for your work? 	<i>Who:</i> Organising team <i>What:</i> Zoom breakout rooms , randomly allocated and moderated by Organising team + Miro
 60 min	Lunch	

Session 3: How coloniality still shapes global health research

Session objectives:

- To explore the pervasiveness of the colonial matrix of power and its implications for global health research and practice, through dialogue with diverse researchers and practitioners.



90 min	How coloniality still shapes global health research Short presentations and world café discussions with three panellists, ideally including researchers and other professionals, from different countries and settings, e.g.: <ul style="list-style-type: none"> Researcher from university/institute in a high-income setting working in global health. Potential focus: community health, transformative research approaches Leader, practitioner or other representative from and/or working with Indigenous communities or communities in situations of structural marginalisation. Potential focus: <ul style="list-style-type: none"> community self-determination, transformative spaces and action, participation and democratisation of research, strength-based approaches Researcher, policy analyst or other professional working on global health in government, multi-lateral or other non-academic sector. Potential focus: international development, equitable partnerships, participative approaches
20 min	Break
40 min	How coloniality still shapes global health research (cont.) <ul style="list-style-type: none"> Debrief in plenary: Reflections on key take-aways from the world café discussions

Time	Activity	Who? What?
5 min	Overview and aims of the session: <ul style="list-style-type: none"> 3 speakers providing presentations with examples on how coloniality still shapes global health research from their perspective and experience 	<i>Who:</i> Moderator





	<ul style="list-style-type: none"> World Café, i.e. opportunity to discuss an example more in detail in smaller group with the speaker Panel discussion 	
10 min	Speaker 1	<i>Who:</i> Organising team <i>What:</i> Use slides of speakers if provided Monitor Zoom chat, including questions for final discussion
10 min	Speaker 2	<i>Who:</i> Organising team <i>What:</i> Use slides of speakers if provided Monitor Zoom chat, including questions for final discussion
10 min	Speaker 3	<i>Who:</i> Organising team <i>What:</i> Use slides of speakers if provided Monitor Zoom chat, including questions for final discussion
45 min	World Café in 3 breakout groups <ul style="list-style-type: none"> Moderator explains World Café approach (5 min) Participants in breakout rooms rotate to two of three speakers. <p>[Tip: If more time is available in the schedule, this session could be extended by approximately 20-25 minutes, so that participants can rotate and speak with all 3 speakers.]</p>	<i>Who:</i> Moderator, Organising team <i>What:</i> <ul style="list-style-type: none"> One speaker and one rapporteur from the organising team per room (n=3) Participants randomly assigned to 3 breakout rooms by organising team First World Café discussion (20 min) (announce when 5 min to go) Speaker and rapporteur pairs are rotated to new rooms; participants stay in same room Second World Café discussion (20 min) (announce when 5 min to go) Everyone returns to plenary room
10 min	Speaker reflections and concluding remarks (If speakers are unable to stay for panel discussion; otherwise go straight to 20 min break and their reflections can be included in the panel discussion afterwards)	<i>Who:</i> Moderator
20 min	Break	
40 min	Panel discussion: <ul style="list-style-type: none"> What are the takeaways, insights and lessons learnt from this session? What commonalities/similarities did we see across different contexts? 	<i>Who:</i> Moderator, Organising team <i>What:</i> Rapporteurs to report back from the breakout sessions (ideally speakers are still present)



	<ul style="list-style-type: none"> • What differences and idiosyncrasies were there? 	
	Concluding questions and discussion in plenary	

Wrap up of Day 1

15 min	Wrap up of Day 1
--------	------------------

Time	Activity	Who? What?
15 min	Wrap-up & summary of Day 1 <ul style="list-style-type: none"> • Summary of the first workshop day and inputs • Highlight emerging themes • Logistics for the next day 	Who: Moderator



Overnight activity/task!

Spend about 10-15 minutes doing some individual reflection and writing to answer the following guiding questions:

- Where, when and in what sense has (de)colonisation/coloniality been relevant to your global health research and work?
- What kinds of changes would genuine decolonisation require from global health research, researchers and research-related institutions?

Come ready with your notes for the discussion on Day 2, and have a good sleep!



Session 1: Tools for developing a decolonial lens and practice global health research



Before session

Run final technical checks (e.g., breakout rooms, Miro boards, or other online tools).

Session objectives:

- To provide preliminary insights into some entry points and ways to advance a decolonising approach in global health research, and an overview of available tools and resources.

This session builds on the foundational sessions on Day 1 about the need for and principles of decolonisation, aiming to get down to a more practical level about the how. In this context, "tools" is meant in the broadest sense – lenses and approaches and/or specific guides, tools, or other resources/materials.



90 min	Tools for developing a decolonial lens and practice global health research Short presentations and moderated discussion with two panellists: <ul style="list-style-type: none"> Researcher or practitioner from policy, funding organisations or an NGO (e.g. WHO, UN). Potential focus: gender, global health and policy design, research/working with marginalised and vulnerable communities Practitioner, health thought leader or policy maker working in Majority world setting(s). Potential focus: behavioural change, marginalised community settings, systemic change and policy integration, international exchange, or collaboration
30 min	Break



Time	Activity	Who? What?
10 min	Overview and aims of the session: <ul style="list-style-type: none"> 2 speakers from different contexts introducing an approach or tool to support development of a decolonial lens and practice in global health research Short introduction by moderator 	<i>Who:</i> Moderator
25 min	Speaker 1 (20 mins) Urgent questions only (3-5 min)	<i>Who:</i> Organising team <i>What:</i> Slides of speaker, take notes and monitor Zoom chat
25 min	Speaker 2 (20 mins) Urgent questions only (3-5 mins)	<i>Who:</i> Organising team <i>What:</i> Slides of speaker, take notes and monitor Zoom chats
25 min	Moderated discussion between two speakers and with participants (e.g. explore similarities/differences of tools, etc)	<i>Who:</i> Moderator
5 min	Wrap up	
30 min	Break	





Session objectives:

- To provide an open space for sharing, reflection, and exchange among participants on their knowledge, experiences, questions, and aspirations regarding decolonisation.
- To foster a safe, bold space, and a collective sense of purpose for the training, building on the previous input-oriented sessions.

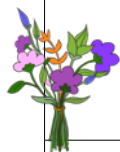


75 min	Reflecting on decolonisation in your research, institutions, and disciplines <ul style="list-style-type: none"> • Breakout group discussion on issues and required changes at individual, institutional, and broader global health landscape level • Plenary discussion on main themes and issues from group discussions
45 min	Lunch

Time	Activity	Who? What?
5-10 min	Overview and aims of the session: <ul style="list-style-type: none"> • Moderator explains aims and approach of session. • Participants discuss in breakout groups first and then in plenary. 	<i>Who:</i> Moderator
20 min	 Breakout group discussions Participants split into 6 groups (randomly) according to the 3 subtopics (each subtopic will be discussed by 2 groups): <ol style="list-style-type: none"> 1. Individual research (projects); 2. Research institutions; 3. The global health research landscape (e. g., research funding, publication, research funded/conducted by researchers from a certain country). Guiding questions: <ul style="list-style-type: none"> • Where, when, and how has (de)colonisation/coloniality been relevant to your global health research? • What changes would genuine decolonisation require from global health research(ers) and institutions? • Who should/could bring about these changes? 	<i>Who:</i> Organising team <i>What:</i> Breakout rooms need to be named according to the 3 levels (individual research; research institutions; research landscape) Groups collect their ideas on Miro board
20 min	 Plenary report back from groups <ul style="list-style-type: none"> • Report back from each group in plenary (3 min per group x 6 groups) 	<i>Who:</i> Moderator



20 min	Plenary discussion <ul style="list-style-type: none"> What do you think about the results of the other groups, especially the other levels? Do you have anything to add? Where do you see synergies between the different levels? <p>Where does work need to be done across different levels to achieve genuine change?</p>	<i>Who:</i> Moderator, Organising team <i>What:</i> Notes on Miro
5-10 min	Wrap-up & summary of key points	<i>Who:</i> Moderator
45 min	Lunch	



Session 3: Mapping needs, challenges and opportunities for decolonising global health research at an individual and institutional level

Session objectives:

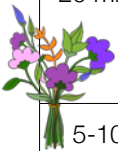

- To collectively systematise emerging issues, needs, and priorities of training participants, including with a specific focus on global health research in the setting in which the training takes place.



75 min	Mapping needs, challenges, and opportunities for decolonising global health research at an individual and institutional level in [country of training] <ul style="list-style-type: none"> Breakout group discussion on issues, challenges, and opportunities for decolonising global health in a specific context Plenary discussion on group results
--------	--



Time	Activity	Who? What?
10 min	Overview and aims of the session: <ul style="list-style-type: none"> More structured approach to systematise, synthesise, and analyse the issues, needs, and priorities voiced by training participants. Take a look at Miro board, populated in previous sessions, and highlight core elements before starting group activity (refresh ideas) 	<i>Who:</i> Moderator <i>What:</i> Miro
40 min	Group activity <ul style="list-style-type: none"> In general, what are specific issues, challenges and/or opportunities for decolonisation in this country context? List them on the left. Choose 3 to 5 issues/needs specifically relevant for this country context and think about the following question: 	<i>Who:</i> Organising team <i>What:</i> 6 breakout rooms, random allocation Miro board for each group Each group can work on a copy of Miro 1.



	<ol style="list-style-type: none"> 1. What are your observations about this in global health research or by researchers in this country? How does this become visible in this country? (please describe in as much detail as possible) 2. Who is responsible for it? What people or institutions created and reproduce these inequities/power imbalances? 3. What opportunities exist to change these issues and address these needs specifically? 4. What seems to be very difficult or even impossible to change? <ul style="list-style-type: none"> • Write a short profile to describe one of these issues/needs and who could address it. 	
 20 min	Plenary discussion <ul style="list-style-type: none"> • Report back from each group in plenary (3 min per group x 6 groups) 	Who: Moderator
 5-10 min	Wrap-up & summary of key points	Who: Moderator

Wrap up of Day 2 and social activity

15 min	Wrap up of Day 1
	Break
90 min	Social activity <ul style="list-style-type: none"> • To enhance networking and alliance to build the brave space

Time	Activity	Who? What?
 15 min	Wrap-up & summary of Day 2 <ul style="list-style-type: none"> • Highlight key themes related to needs, challenges, and opportunities • Logistics for the next day 	Who: Moderator
	Break	
 90 min	Social activity <p>In this training, one optional social activity was held each workshop. For the first workshop, the aim was to enable the organising team and participants to get to know each other and talk in an open and unstructured way.</p>	Who: Organising team What: Breakout sessions



	<ul style="list-style-type: none"> • This could be simple and low-cost, e.g., create small breakout groups with a member of the organising team in each group and some guiding questions or an ice breaker activity to allow participants to get to know each other. • If budget is available, this could include a more elaborate activity. 	
--	--	--

Day 3

Session 1: Bringing it all together: Recap and reflections on previous days and the mapping for decolonising global health research in the country context



Before session

Run final technical checks (e.g., breakout rooms, Miro boards, or other online tools).

Session objectives:

- To review key learnings from previous sessions and allow participants to share insights and future aspirations in decolonising global health research.

30 min

Bringing it all together: Recap and reflections on previous days and the mapping for decolonising global health research in the country context

- Moderated discussion among participants, organising team and mentor



Time	Activity	Who? What?
30 min	Recap and reflections <ul style="list-style-type: none"> • Moderated discussion to collectively recap key points and lessons from the last days, and offer participants and the organising team an opportunity to share thoughts and reflections. 	<i>Who:</i> Moderator, Organising team





Sessions 2 & 3: Looking forward: Goal setting and prioritising action for this training and in the next 3/6/12 months?

Session objectives:

- To look ahead and identify opportunities for action to decolonise global health research in the settings of the participants.
- To introduce the mentorship groups for the remaining training.



60 min	Looking forward: Goal setting and prioritising action for this training and in the next 3/6/12 months? <ul style="list-style-type: none"> Participants introduced to their allocated peer/mentorship group for the rest of the training Group discussion on challenges the group wants to explore and address, their underlying causes, and subsequent actions required
30 min	Break
90 min	Looking forward: Goal setting and prioritising action for this training and in the next 3/6/12 months? (continued) <ul style="list-style-type: none"> Group discussion on goals and activities that group members want to take in order to achieve these actions and changes (who? when? how?) Plenary report-back by the mentors: 1) one or more “low-hanging fruit” actions identified by the group; 2) the more ambitious and challenging group action or goal
15 min	Break

Time	Activity	Who? What?
 5-10 min	Overview and aims of the session: <ul style="list-style-type: none"> Participants break into the groups with their mentors (groups should be allocated in advance and participants should know at this point which group to join) <p>To be considered:</p> <ul style="list-style-type: none"> Integrate the feedback from the previous session and form subgroups, incl. coordination of objectives, activities, and next steps. Reserve time for questions and open discussion, both in smaller subgroups and in the plenary. Allow for potentially sensitive and emotionally charged questions and concerns to be brought forward. 	<i>Who:</i> Moderator
 50 min	Breakout group discussions <ul style="list-style-type: none"> Participants in breakout groups with their mentors moderating the discussion Short round of introductions if necessary Group discussion on challenges the group wants to address, their causes and subsequent actions required. Moderator could go through the breakout rooms towards the break to check progress in the groups. Participants can stay in the breakout groups and continue the work until end of session, but the suggestion is to take a break at the indicated time. 	<i>Who:</i> Mentors, Organising team <i>What:</i> 6 breakout rooms, previously set up according to mentorship groups Results noted on Miro (concrete structure of session and results to be adapted by mentors)



30 min	Break	
60 min	Continuation of the activity with a focus on concrete planning <ul style="list-style-type: none"> Group discussion on goals for the next 3/6/12 months and activities that group members want to take to achieve these goals (who? when? how?) 	<i>Who:</i> Mentors
30 min	Plenary report back from groups <ul style="list-style-type: none"> Plenary report back from each group by mentors (= 6 x 5 min, using Miro) focusing on the following questions: <ol style="list-style-type: none"> What is one of the “low-hanging fruit” actions that the group wants to take? What is the most ambitious and challenging action or goal that the group wants to achieve? 	<i>Who:</i> Moderator, Mentors <i>What:</i> Miro
15 min	Break	

Wrap-up of training Workshop 1

30 min	Wrap-up of Day 3 and training Workshop 1
--------	---

Time	Activity	Who? What?
30 min	Wrap-up of Day 3 and training Workshop 1 <ul style="list-style-type: none"> Summarising main themes and take-home messages of Workshop 1, identifying next steps, and gathering feedback in a facilitated feedback session 	<i>Who:</i> Moderator <i>Option:</i> Provide a short evaluation tool after each workshop, in addition to the final evaluation after Workshop 3.



”

We have to accept that we don't always need to be dependent on external or international funding. There are many avenues, opportunities and resources at the local and national levels that can provide alternatives to countries. We have to support and encourage those.

Themrise Khan



2. Annotated agenda for Workshop 2

Day 1

Session 1: Welcome and introductions



Before session

Run final technical checks (e.g., breakout rooms, Miro boards, or other online tools).



Session objectives:

- To present, discuss, and clarify the objectives and schedule for Workshop 2.
- To remind of rules of engagement for the upcoming collaboration.
- To facilitate opportunities for participants to get to know each other, relax and have fun, and promote learning and engagement in upcoming sessions and peer-work groups.






60 min

Welcome and introductions

- Overview of training workshop
- Activity in breakout groups to warm up

15 min

Break

Time	Activity	Who? What?
20 min	 Welcome and introduction of workshop schedule <ul style="list-style-type: none"> • Overview and schedule of workshop 2 • Reminder to use the Miro boards and to follow the rules for communication in this context • Clarify any questions 	<p><i>Who:</i> Moderator</p> <p><i>What:</i> Programme with preparatory task provided to participants before workshop via email</p> <p>Core slide deck & Miro</p>
20 min	 Activating activity in break out groups <p>Participants are invited to reflect on the preparatory questions:</p> <ul style="list-style-type: none"> • one thing you have learned for yourself personally; • one thing you have learned for your academic work; • one open question you have. 	<p><i>Who:</i> Moderator, Organising team</p> <p><i>What:</i> Core slide deck</p> <p>Random Zoom breakout rooms (4 people each)</p> <p>Miro to collect open questions</p>
20 min	 Reflect on the learnings together in plenary <p>Briefly talk about open questions (option for participants to explain by writing their names next to the question)</p>	<p><i>Who:</i> Moderator, Organising team</p> <p><i>What:</i> Miro</p>
15 min	Break	



Session 2: Applying a decolonising approach in German global health

research practice

Session objectives:

- To learn about and reflect on how to implement change in global health research practices in the training country/context through dialogue with researchers and practitioners.



90 min	Applying a decolonisation approach in global health research practices in this country Short presentations and world café discussions with two panellists active in the chosen country/context, e.g.: <ul style="list-style-type: none"> Global health researcher from a national research institute/academic institutions with experience in research on topics related to decolonisation, possibly native of the country under study. Potential focus: racism and health, anti-racism, colonial continuities, alternative research methods Global health practitioner active at a national funding or project implementing institution committed to decolonial approaches, possibly not native of the country under study. Potential focus: decolonial efforts in global contexts, own experiences and implemented approaches
60 min	Lunch

Time	Activity	Who? What?
5 min	Overview and aims of the session: <ul style="list-style-type: none"> 2 speakers from different contexts, active in global health (research) in given context, share their experience with a presentation World Café i.e. opportunity to discuss an example more in detail in smaller group with the speaker Plenary discussion <i>Notes for moderator:</i> <ul style="list-style-type: none"> If the speakers don't discuss it, you may like to prompt them to talk about the „who“: Who is responsible for what in decolonising global health? What should be the role of higher education institutions, or of scholars? Could also ask speakers when and where they became aware of coloniality in global health, and how they reacted to it? How did their journey and engagement with decolonialising practices develop? 	<i>Who:</i> Moderator
20 min	Speaker 1	<i>Who:</i> Organising team, Moderator <i>What:</i> Use slides of speakers if provided Take notes and monitor Zoom chat



20 min	Speaker 2	<i>Who:</i> Organising team, Moderator <i>What:</i> Use slides of speakers if provided Take notes and monitor Zoom chat
45 min	World café discussion: Unpacking key elements of decolonial work in global health research in this country context <ul style="list-style-type: none"> • Moderator explains World Café • Participants interact with speakers in breakout rooms (15 min each per case study) • Plenary discussion (15 min) Questions: <ul style="list-style-type: none"> • What challenges did you experience in your work that you identified as specific for this country context? How did you cope with them? What kind of strategies have you used/developed to address these? • What concepts/ideas you found particularly relevant for your work? 	<i>Who:</i> Moderator, Organising team <i>What:</i> Organising team randomly assigns participants to two breakout rooms (one per case study), speakers change rooms after 15 mins. Organising team takes notes Speakers moderate own breakout room discussions Miro
60 min	Lunch	



Session 3: Considering decolonisation in global health research:

Report back from groups

Session objectives:

- To take stock of the group work so far and discuss learnings, challenges, reflections.



60 min	Considering decolonisation in global health research: Report back from subgroups <ul style="list-style-type: none"> • Brief presentations and panel discussion with group mentors on the work and journey in the small groups
--------	---





Time	Activity	Who? What?
5 min	Overview and aims of the session: <ul style="list-style-type: none"> • Insights into the discussions and projects from the different subgroups • Brief and concise presentations by mentors • Panel discussion with mentors 	<i>Who:</i> Moderator, Organising team <i>What:</i> Take notes and monitor Zoom chat
55 min	Presentations and panel discussion For the discussion, mentors are asked to focus on the 2 following aspects (5 min each):	<i>Who:</i> Moderator, Organising team <i>What:</i> Take notes and monitor Zoom chat



	<ul style="list-style-type: none"> • The work of the mentors and how they apply a decolonial lens, and if time allows • What topics, best practices, etc came up in mentorship/group work 	
--	---	--

Wrap up of Day 1 & presentation of proposal for symposium

30 min	Wrap up of Day 1 & presentation of proposal for symposium
15 min	Break
60 min	Social activity (optional): Aesthetic practices and decolonising

Time	Activity	Who? What?
15 min	 Wrap up of Day 1 <ul style="list-style-type: none"> • Reflect on inputs from case studies & mentors: What are the key messages that we learned today? • What were major discussion points that we can continue to work on until Workshop 3? 	<i>Who:</i> Moderator, Organising team <i>What:</i> Take notes and monitor Zoom chat
15 min	 Presentation of proposal for symposium <ul style="list-style-type: none"> • Organising team shares ideas on the symposium in Workshop 3 – how, who, what and why? • Communicate the timeline and possibilities to participate actively • Ask for input from participants (also create a space in Miro to continue the exchange and highlight overnight activity) 	<i>Who:</i> Organising team <i>What:</i> Slides & Miro
15 min	Break	
60 min	Social activity (optional): Aesthetic practices and decolonising The aim of the social activities is to enable the organising team and participants to get to know each other and talk in an open and unstructured way. For the second workshop, the aim was also to bring in elements that are often less visible in the academic context (especially natural sciences), such as art, creative expression, embodiment and emotions. For this workshop, we therefore invited two artists – one from a queer performance art group (KUIR Poetry) and one an illustrator (Zeynep Alpay), to discuss how aesthetic practices as a form of “epistemic disobedience” can contribute to new forms of knowledge production, learning and unlearning.	<i>Who:</i> Organising team



Workshop organisers can choose other types of social activities and aims, and this may particularly be influenced by whether the training is online or in-person (e.g. if in-person, a visit to a gallery, museum or library collection might be suitable).

Overnight activity/task!

Spend about 10-15 min to reflect on the preparation for the symposium:

- Which of the presented option do you prefer?
- Who (e.g., experts, organisations, collectives, colleagues) should be included in the target group and who should be invited?
- What would you/your subgroup like to contribute (e.g., focus on outputs on decolonising your curricula, research methodologies, research collaborations, publishing and funding, raising awareness with institutions, etc.)?

Please note your ideas on the Miro board.



Session 1: Academic publishing of global health research – challenges and ways

to move forward



Before session



Run final technical checks (e.g., breakout rooms, Miro boards, or other online tools).

15 min	Reflections from Day 1 and overview of Day 2
Session objectives: <ul style="list-style-type: none"> To gain insights on academic publishing from within the publishing system by editors. To get down to a more practical level about the how by exploring what initiatives and tools are used to integrate decoloniality in practices in academic publishing, what kind of challenges arise, and what kind of gaps there might be. 	
90 min	Academic publishing of global health research – challenges and ways to move forward Short presentations and panel discussion with two representatives from a funding organisation and an academic journal, e.g.: <ul style="list-style-type: none"> (Guest) Editor from an academic journal, ideally originating from a Majority world country Representative from a governmental or non-governmental funding organisation
30 min	Break



Time	Activity	Who? What?
15 min	Reflections from Day 1 and overview of Day 2 <ul style="list-style-type: none"> Welcome back Moderator to ask a few participants for their reflections on Day 1, and provide own reflections Recap of the schedule for Day 2 	<i>Who:</i> Moderator
10 min	Academic publishing of global health research – challenges and ways to move forward Overview and aims of the session: <ul style="list-style-type: none"> 2 speakers from two key global health journals that show ambition and leadership in explicitly, pro-actively, and systematically engaging with issues related to ethical publishing, and decolonising global health. Each will provide a short presentation on what their journals/organisations are doing and aspiring to do; some of the successes, challenges, and lessons learned; 	<i>Who:</i> Moderator, Organising team



		<p>and what they see as the important next steps for their organisations and the academic publishing landscape more broadly.</p> <ul style="list-style-type: none"> • Additionally, if they have specific experience in the country context, this could be another area where they might be able to provide valuable insights. • Short introduction by moderator 	
	15 min	Speaker 1	<p><i>Who:</i> Organising team</p> <p><i>What:</i> Slides of speakers</p>
	15 min	Speaker 2	<p><i>Who:</i> Organising team</p> <p><i>What:</i> Slides of speakers</p>
	40 min	Moderated discussion between two speakers and with participants <ul style="list-style-type: none"> • Exploring similarities, differences, challenges, etc. • Bringing together ideas for strategies about how to move forward, as well as what individual (early/mid-career) researchers can do. 	<p><i>Who:</i> Moderator, Organising team</p> <p><i>What:</i> Take notes and monitor Zoom chat</p>
	10 min	Wrap up	<i>Who:</i> Moderator
	30 min	Break	



Session 2: Collection of ideas for symposium

Session objectives:

- To synthesise and review the ideas from the participants to create a consistent and attractive symposium together.



30 min	Collection of ideas for symposium <ul style="list-style-type: none"> • Review and discussion of notes from the Miro board (overnight activity)
30 min	Break

Time	Activity	Who? What?
25 min	<p>Overview and aims of the session:</p> <p>Review and recap of Miro board inputs (10 min)</p> <ul style="list-style-type: none"> • Can some of the ideas be grouped? Are there any contradictory or incompatible suggestions? <p>Discussion with participants (15 min), e.g. guided by:</p> <ul style="list-style-type: none"> • Aspects to organise the ideas: audience, inputs & speakers, length, dissemination strategy 	<p><i>Who:</i> Moderator, Organising team</p> <p><i>What:</i> Take notes and monitor Zoom chat</p>



5 min	Wrap-up & summary of status quo	<i>Who:</i> Moderator
30 min	Break	



Session 3: Planning for the next step and activities:

Subgroup working session & Wrap up

Session objectives:

- To revise goals and activities, planning next steps, timeline, metrics of success within each subgroup.
- *Option:* To prepare symposium activity in subgroup.



75 min	Planning for the next steps and activities: Subgroup working session <ul style="list-style-type: none"> • Breakout sessions in subgroups to plan the next steps and activities
15 min	Wrap up of Day 2

Time	Activity	Who? What?
5 min	Overview and aims of the session: <ul style="list-style-type: none"> • Revising goals and activities, planning next steps in breakout sessions • Preparation of symposium activity (if applicable) 	<i>Who:</i> Moderator
70 min	Group activity Content is to be determined by the group, but including a focus on if and what the group/ subgroup would present in the symposium.	<i>Who:</i> Organising team, Mentors <i>What:</i> Organising team creates 6 breakout rooms (one per subgroup) Moderated by mentors/participants themselves Miro board for each group
15 min	Wrap-up of Workshop 2 <ul style="list-style-type: none"> • Recap of inputs from speakers, group activities, and symposium discussion and outlook on Workshop 3 	<i>Who:</i> Moderator <i>Option:</i> Provide a short evaluation tool after each workshop, in addition to the final evaluation after Workshop 3.





”

There is an urgent need for deeper understanding and acceptance of indigenous ways of knowing - moving towards pluriversality and away from Euro-centric „universality“. Good ways of doing this include inviting majority-world scholars into minority-world spaces, and using both academic methods and traditional approaches like storytelling in a complementary way.

Ceporah Mearns



3. Annotated agenda for Workshop 3

Preparation before Workshop 3



Preparatory exercises

- Groups presenting in the Symposium on Friday should adjust and finalise their presentations and pitches, as needed and in coordination with the organising team.
- All participants are asked to develop a description in 1-3 sentences of their journey during the training and with regards to contemplating and engaging with decolonial thinking and approaches. This could describe, for example, your reflection on where you started and where you are now, your highlights, the key lessons or “take home messages”, your future plans and perspective or whatever else feels very present for you right now. Use the Miro board with the box “individual reflection”.

Day 1

Session 1: Welcome and introductions



Before session

Run final technical checks (e.g., breakout rooms, Miro boards, or other online tools).

Session objectives:

- To present, discuss, and clarify the objectives and schedule for Workshop 3.
- To remind of rules of engagement for the upcoming collaboration.
- To facilitate opportunities for participants to get to know each other, relax and have fun, also with regard to facilitate learning and engagement in upcoming sessions and peer-work groups.



15 min

Welcome and introductions

- Overview of training workshop

Time	Activity	Who? What?
20 min	Welcome and introduction of workshop schedule <ul style="list-style-type: none">• Overview and schedule of workshop 3• Reminder to use the Miro boards and to follow the rules for communication in this context• Clarify any questions	<i>Who:</i> Moderator <i>What:</i> Programme with preparatory task provided to participants before workshop via email Core slide deck & Miro



Session 2: Academic activism to advance social justice in global health

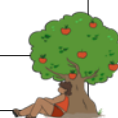
Session objectives:

- To provide mechanisms, approaches, and examples for researchers to actively engage in and support decolonial movements, to close the rhetoric-to-action gap.



75 min	Academic activism to advance social justice in global health: How to move from contemplation and rhetoric to action in academia <ul style="list-style-type: none"> Keynote lecture by actor, ideally from a Majority world country, with experience in both, academia and activism in global health and decolonial approaches Providing concrete examples at the intersection of research and activism
15 min	Break

Time	Activity	Who? What?
35 min	Academic activism to advance social justice in global health: How to move from contemplation and rhetoric to action in academia <ul style="list-style-type: none"> Introduction of keynote speaker (5 min) Keynote by guest speaker (30 min) 	<i>Who:</i> Moderator, Organising team <i>What:</i> Use slides of speakers if provided Take notes and monitor Zoom chat
40 min	Q&A with keynote speaker <ul style="list-style-type: none"> Participants engage with keynote speaker, ask questions, discuss, and reflect on their learning during the training 	<i>Who:</i> Moderator, Organising team <i>What:</i> Speaker and/or Moderator takes question Organising team monitors Zoom chat
15 min	Break	



Session 3: Progress, emerging ideas and initiatives and ways forward




Session objectives:

- To provide a space for participants to share with each other their thoughts, experiences, and (interest in or planned) activities and to identify commonalities and differences, achievements and challenges, support needs, metrics of success.
- To provide participants the opportunity to present their ideas and initiatives that have evolved from the training and are planned to be taken forward.






45 min	Reflecting and discussing on your journey during the training and as a researcher <ul style="list-style-type: none"> Breakout group discussion to reflect on journey during this training and exchange with others Plenary discussion on main aspects and reflections from group discussions
60 min	Consolidating ideas and taking forward initiatives from the training: Marketplace activity <ul style="list-style-type: none"> "Marketplace" breakout groups with leads of the respective "stands" presenting their ideas and discussion with audience Report back to plenary from marketplace activity
60 min	Lunch



Time	Activity	Who? What?
 5 min	Reflecting and discussing on your journey during the training and as a researcher Overview and aims of the session: <ul style="list-style-type: none"> • Moderator explains aims and approach of session. • Participants reflect and discuss in breakout groups first and then in plenary. 	<i>Who:</i> Moderator
 25 min	Breakout group discussions Participants share with each other their thoughts, experiences, and (interest in or planned) activities, guided by the questions: <ul style="list-style-type: none"> • What are your reflections on the session with the previous speaker and your journey as part of this training? • Any reflections on previous workshops/sub-group meetings? • Which aspects of “academic activism” or areas for personal action have resonated with you? • What do you feel inspired to take with you from the training moving forward? 	<i>Who:</i> Organising team
 15 min	Plenary discussion <ul style="list-style-type: none"> • Invitation for some breakout groups or individuals to report back about discussions and key reflections, and for some mentors to report about subgroups discussions (5 mins) • Open moderated discussion to identify commonalities and differences, achievements and challenges, support needs, metrics of success (10 mins) 	<i>Who:</i> Moderator, Organising team <i>What:</i> Take notes and monitors Zoom chat
5 min	Consolidating ideas and taking forward initiatives from the training: Marketplace activity Overview and aims of the session Moderator explains aims and approach of session: <ul style="list-style-type: none"> • The “Marketplace” activity has different stands that participants can visit. • Over the training, groups of participants (sub-groups or other collectives of participants) have started developing ideas and initiatives. They lead a virtual stand to offer participants the chance to hear more about, and potentially make a contribution to, or join the work of some of these initiatives. 	<i>Who:</i> Moderator



	<ul style="list-style-type: none"> The leads at each stand will make a short presentation (5 mins) about their activity and there will then be 15 mins for discussion. There will be one rotation after 20 mins, so each participant can choose two stands (i.e. breakout groups) to join. 	
 25 min	Marketplace rotation 1 (+5 mins for people to move rooms)	<i>Who:</i> Organising team <i>What:</i> Breakout rooms with titles for stands and allocate leads, set up to allow participants to choose which breakout room to join Request to rotate to a different room 3-5 min before end time One person from Organising team per Marketplace stand for note taking and logistics
20 min	Marketplace rotation 2	<i>Who:</i> Organising team <i>What:</i> Same as above
 10 min	Wrap up <ul style="list-style-type: none"> Invitation to a few marketplace stand leads to report back Wrap up of session 	<i>Who:</i> Moderator, Organising team <i>What:</i> Take notes and monitor Zoom chat
60 min	Lunch	

Session 4: Social activity & Wrap up of Day 1

Session objectives:


- To investigate on a collective praxis the anti-colonial thoughts embedded in the creative works of different artists.



90 min	Anti-colonial thought in creations from migrant/trans*/racialised artists and writers <ul style="list-style-type: none"> Creative approach to decolonial thinking by engaging with artists and the intertwined receptions and interpretations of their works, starting from each participant's own positionalities
30 min	Wrap up of Day 1

Time	Activity	Who? What?
 90 min	Anti-colonial thought in creations from migrant/trans*/racialised artists and writers <ul style="list-style-type: none"> The session involves an introductory presentation, followed by a plenary discussion on anti-colonial thought. Participants then review selected works in smaller groups, dissecting their anti-colonial elements. The session concludes with a collective discussion, where insights from the group activities are shared and deliberated upon. 	<i>Who:</i> Speaker/artist



 30 min	Wrap up & summary of Day 1 <ul style="list-style-type: none"> • Reflect on input on keynote and following activity related to the intersection of research and activism • Key takeaways from the personal and collective reflections on the training • Preparation and logistics for the symposium, including reflections on marketplace activity as exercise for presenting the participants' initiatives 	<i>Who:</i> Moderator
--	--	-----------------------

Day 2

Session 1: Symposium



Before session

Run final technical checks (e.g., breakout rooms, Miro boards, or other online tools).
Organising team, moderator, and presenters arrive 15 min earlier.






Session objectives:

- To share training process and outputs with a wider invited audience by presenting and reflecting on the workshops, lessons learned, and the initiatives and projects being taken forward by participants.
- To foster sharing, exchange, and strategic thinking.


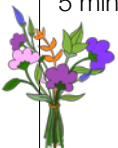



15 min	Getting started and setting up for the symposium <ul style="list-style-type: none"> • Reflection on previous day, briefing, and technical check before the symposium to ensure smooth running
75 min	Symposium Part 1: Approaches to decolonising global health in practice <ul style="list-style-type: none"> • Welcome and introduction by moderator • Brief overview on decolonising global health in chosen context by two of the mentors • Overview of the training by two members of the organising team • Pitch presentations by participants, followed by discussion and questions on the projects/initiatives taken forward
45 min	Symposium Part 2: Roundtable discussion <ul style="list-style-type: none"> • Roundtable discussion with external speakers with experience in decolonial approaches in global health in chosen context, e.g.: <ul style="list-style-type: none"> • global health researcher / actor from academia • representative of project-implementing organisation • actor from global health funding organisation • NGO representative active in global health and decolonisation • global health practitioner working in a global health related field, e.g., public health, medicine, humanitarian assistance, social or political sciences
45 min	Lunch



Time	Activity	Who? What?
15 min 	Getting started and setting up for the symposium <ul style="list-style-type: none"> • Short welcome for training participants • <i>Optional:</i> Reflections and question from the previous day • <i>Optional:</i> showing a slide(s) of pictures, statements of participants, statements of presenters (to get in the mood) 	<i>Who:</i> Moderator, Organising team <i>What:</i> Set Zoom settings for symposium: <ul style="list-style-type: none"> • Participants can join automatically • Enabled chat for everyone
10 min 	Symposium Part 1: Approaches to decolonising global health in practice Welcome and introduction of symposium <ul style="list-style-type: none"> • Goals and structure of symposium • Introduction of presenters and roundtable speakers • Instructions for participation (post questions in the chat) 	<i>Who:</i> Moderator
10 min	Decolonising German global health – What? Why? How? Who? <ul style="list-style-type: none"> • A short overview to set scene for symposium on the status quo, need for change and promising steps/initiatives related to the coloniality of global health in chosen context 	<i>Who:</i> Two of the mentors <i>What:</i> Slides
10 min 	Presentation of the training: Rational, structure and overview <ul style="list-style-type: none"> • Short presentation on rationale behind training, goals, structure, issues that came up, lessons learned 	<i>Who:</i> Two members of the Organising team <i>What:</i> Slides
25 min	Pitch presentations of projects and ideas <ul style="list-style-type: none"> • Training participants present projects and ideas that have emerged from the subgroups or own initiatives during the training. • One (max. 2) presenter for each project. Approx 4-5 groups with 3-5 min pitch each. 	<i>Who:</i> Moderator <i>What:</i> Slides (1-2) or developed document/output
15 min 	Discussion and questions on projects Goals: <ul style="list-style-type: none"> • Get input on presented ideas • Identify opportunities for potential collaboration or alliances with existing organisations/initiatives 	<i>Who:</i> Moderator, Organising team <i>What:</i> Take notes and monitor Zoom chat
5 min	Short break	



 <p>40 min</p>	<p>Symposium Part 2: Roundtable discussion</p> <p>Roundtable guests will be invited to provide some reflections on what they have heard, and (if they want) to talk about what they and their institutions are or would like to be doing in relation to decolonisation approaches.</p> <p>Possible questions:</p> <ul style="list-style-type: none"> • What are your reflections after listening to the presentations? • What is your organisation doing to advance decolonisation efforts (in global health)? • What role does alliance/allyship play in your work? • What changes would you like to see in the chosen context? • For long-term impact: How can initiatives in this context collaborate to move decolonising GH from a niche topic to the centre of the discussion? 	<p><i>Who:</i> Moderator, Organising team</p> <p><i>What:</i> Take notes and monitor Zoom chat</p>
 <p>5 min</p>	<p>Closing remarks</p> <p>Final remarks from roundtable guests and wrap up of discussion and symposium</p> <p>- - - END SYMPOSIUM - - -</p>	<p><i>Who:</i> Moderator</p>
<p>45 min</p>	<p>Lunch</p>	

Session 2: Staying connected, moving forward and wrapping-up




Session objectives:

- To reflect on the symposium, Workshop 3, and the whole training, including challenges, lessons learned, personal take-aways, and feedback to organising team.
- To agree on a way/format to stay in touch beyond the training.

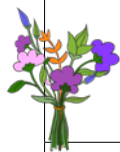


<p>45 min</p>	<p>Reaction to symposium and moving forward and staying in touch beyond the training</p> <ul style="list-style-type: none"> • Facilitated discussion on reflections from symposium by participants • Group activity to look back and plan the continuation of activities after the training among the participants and organising team
<p>25 min</p>	<p>Wrap up of Workshop 3 and training as a whole</p> <ul style="list-style-type: none"> • Wrap up of the whole training and first feedback by participants with online poll



Time	Activity	Who? What?
5 min 	Overview and aims of the session <ul style="list-style-type: none"> Moderator welcomes back participants and explains approach of the session. Discussion in plenary on reaction to symposium Group activity on how to move forward 	<i>Who:</i> Moderator
20 min	Initial reaction to the symposia Facilitated discussion on reflections from Symposium by participants (especially those who presented) <ul style="list-style-type: none"> E.g. what thought or action did inspire you? 	<i>Who:</i> Moderator
20 min 	Moving forward and staying in touch Group activity supported by moderator, aimed at looking back and planning the continuation of activities after the training among the participants and organising team <ul style="list-style-type: none"> Participants reflect individually for a few minutes on their own journey, key take away messages, and highlights of the training (use annotations in Whiteboard), followed by a moderated group discussion Group discussion about how to stay connected (drawing on market place activity) and “handing over” to participants 	<i>Who:</i> Moderator, Organising team <i>What:</i> Take notes and monitor Zoom chat
15 min 	Wrap-up of Workshop 3 & training as a whole <ul style="list-style-type: none"> Reflect on key takeaways, lessons learned, challenges and journeys. Thank everyone involved. Highlight the chosen format to stay in touch. Give participants the opportunity to add to wrap-up. 	<i>Who:</i> Moderator, Organising team
5 min	Brief Feedback in Zoom <ul style="list-style-type: none"> Mention that more comprehensive evaluation will be sent out and copy link into chat 5 feedback questions to be answered in this session: <ul style="list-style-type: none"> How did you like the training offer (overall)? (Rating 1-5) How much did you improve your knowledge/ skills about decolonising GH? (Rating 1-5) How motivated are you to apply what you have learned in your work? (Rating 1-5) 	<i>Who:</i> Moderator, Organising team <i>What:</i> Zoom poll Comprehensive evaluation prepared, link posted in chat and send via e-mail after the training





- How motivated are you to stay connected to other activists in decolonising GH and collaborate?
- Do you have a final short message you want to share with all workshop participants? (open-ended)

5 min

Wrap up and good-bye

Who: Moderator



”

We are more privileged than we might realise, so let's use that for good. Change doesn't happen from people who fly in. It happens when you look around you, looking for leadership on things you care about - perhaps it needs to be you! It might not be big change but if all of us drive little changes in our own spheres then perhaps it will coalesce into big changes. We have to be the change we want to see.

Dr Catherine Kyobutungi



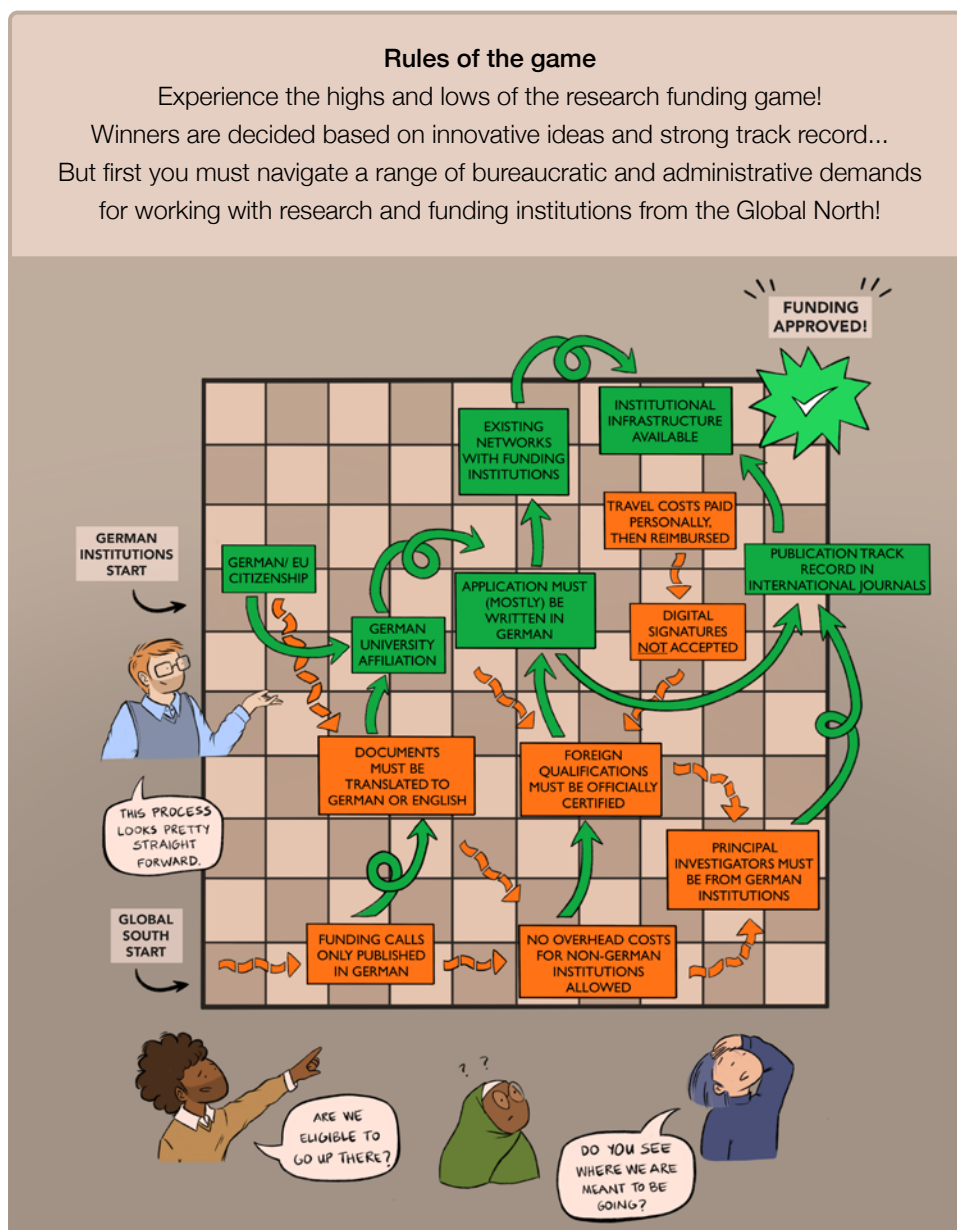
Annexes

Rules of the game

Experience the highs and lows of the research funding game!

Winners are decided based on innovative ideas and strong track record...

But first you must navigate a range of bureaucratic and administrative demands for working with research and funding institutions from the Global North!



i This illustration derives from the game “Snakes and Ladders” to depict colonial continuities upheld by bureaucracy in research and funding institutions. It showcases differing experiences between researchers from Majority and Minority Worlds, with the former facing bureaucratic hurdles that resemble a complex game with unpredictable rules. Researchers owning a passport from a Minority World country or being affiliated with well-funded institutions may not understand their privileges as well as how heavy this burden of administration and bureaucracy is. This illustration may be used to highlight the structural hurdles and inequities encountered by Majority World researchers in global health. Even if allies strive for more equitable partnerships, they may be unable to remove the barriers. The allegory of the board game reveals the arbitrariness, unpredictability, and unfairness of the current structures.



Annex 1 – Activity: Creating a safe and brave space – Script

Introduction (10 minutes)

Moderator

I'm excited that we can now move on to our first activity. It is an activity that will fundamentally influence how we relate to and engage with one another. We would like to talk about behaviour and communication during our workshop, similar to a netiquette' that exists in some organisations and provides a framework for digital co-working and communication. In this training, we address very sensitive topics, and we might learn something about ourselves that makes us uncomfortable and challenges our view of ourselves and our work. We deeply believe that these are necessary and transformative learning experiences. Yet we also know it takes humility, courage, and strength to face such realities. It is therefore critical to facilitate a learning and sharing environment that allows us to engage with all these questions in a positive way. We can create a safe and brave space. Let's think together about how such a **safe and brave space** can be created for and by us.

Beth Strano wrote a wonderful poem that reflects on what a safe space is.

→ *Read the poem, and display it on a slide*

There is no such thing as a “safe space” —
We exist in the real world.
We all carry scars and have caused wounds.
This space
seeks to turn down the volume of the world outside,
and amplify voices that have to fight to be heard elsewhere,
This space will not be perfect.
It will not always be what we wish it to be
But
It will be our space together,
and we will work on it side by side (1)

Safe spaces are often referred to as a place or environment in which a person or group can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm (2). Strano indicated that there is no safe space where we can guarantee that we won't be challenged.

In line with that thinking, people working to cultivate cultures of anti-racism have started using the terminology of a 'brave space' instead, one where “acceptance of different opinions, acknowledgement of affective impact of conversations, choice of entering and leaving conversations, respect, and commitment to not intentionally harm are highlighted.” (3). They invite us to create a 'brave space' where we accept the likelihood that we will be uncomfortable when investigating issues of race, privilege, and oppression, and our roles within them (4).

Strano emphasises in her last sentence that “It will be our space together and we will work on it side by side.”. In the next activity we want to think about how to create this brave space for this time together, and what is important to us.

1. Individual reflection on my safe and brave space (5 min)

How a safe and brave space looks in terms of behaviour or communication might be slightly different for each of us here. What is essential for one person might not be so important for the other. To include all these different ideas and make this space as safe and brave as possible, we'll start by becoming aware of what is important to us individually, and then think of the important aspects for us as a collective.



We want to invite you to think about other meetings that you have attended before and think of some behaviour and communication styles that allowed you to feel safe, welcomed, seen, and appreciated. What worked for you? Which behaviours didn't you like? Please reflect upon it and write it down for yourself.

Group work- Creating a mutual understanding of our safe and brave space (10 min)

→ Breakout groups of 3 needed + Miro board

On the Miro board, we have added some ideas* on how other trainings have created a safe and brave space.

We invite you to compare your own ideas with the proposed ones and interact with (3 minutes/ group):

- Smiling emojis for approval;
- Comments for ideas to change;
- Signs to indicate whether this is negotiable or non-negotiable in your view.

Discuss the ideas, adapt if needed, and create consensus around welcomed behaviours in the safe and brave space.

***Ideas note:** the organising committee should develop the set of suggestions/guidelines for a brave space based on their own assessment of the training context and participants. Below are some potential guidelines that could be suggested in the above activity, which were developed by the authors based on the indicated references and their own experiences and perspectives.

- **Welcome multiple viewpoints:**
speak from your own experience by using "I statements" (e.g., „I think“, „I need“, „I want“, or „I would like“). Ask questions to understand the sources of disagreements.
- **Own your intentions and your impacts:**
respect each other's experiences and feelings by taking responsibility for the effects of your words. On the other hand, if you have a strong reaction to something, let the group know. Be open to dialogue.
- **Work to recognise your privileges:**
use this space to recognise and investigate your privileges. Honour the different experiences we all bring to this space.
- **Take risks, lean into discomfort:**
we are all in process. Challenge yourself to contribute even if you feel uncomfortable.
- **Step back:**
share speaking time and try to speak after others who have not spoken.
- **Notice and name group dynamics in the moment:**
we are all responsible for this space. Be aware of how others are responding or not responding. Ask for a "time out" or dialogue if needed.
- **Actively listen:**
use your energy to listen to what is said before thinking about how to respond. Notice when defensiveness and denial arise.
- **Challenging with care:**
find ways to respectfully challenge others and be open to challenges of your own views. Think about how to question ideas without personal attacks.
- **Confidentiality:**
share the message, not the messenger.
- **Break it down:**
use simple language and background information when necessary. Ask for clarification if needed.
- **Take turns:**
using the raise hand button when wanting to speak.



- **Show appreciation:**
use Zoom reactions when agreeing with someone's comment.
- **Engagement:**
participate actively in group activities and plenary discussions.
- **Value time:**
arriving on time to the meeting.
- **Privacy:**
do not allow other people in your room/vicinity/location to hear personal discussions.
- **Transparency** about when, how, and why comments from people might be used anonymously?
- Act with **kindness**.
- **Have fun.**

References

- (1) Facing history & ourselves. Untitled poem by Beth Strano: <https://www.facinghistory.org/resource-library/untitled-poem-beth-strano>
- (2) Education & Training Foundation. Creating a safe space online for teaching and learning: https://www.et-foundation.co.uk/wp-content/uploads/2021/06/ETF001_SafeSpace_2021.pdf
- (3) Arao, B., & Clemens, K. (2013). From Safe Spaces to Brave Spaces: a new way to frame dialogue around diversity and social justice. In Landreman, L. (Ed.), *The Art of Effective Facilitation: Reflections from Social Justice Educators* (pp. 135-150). Sterling, VA: Stylus Publishing.
- (4) AWARE-LA. Communication Guidelines for a Brave Space: <https://static1.squarespace.com/static/581e9e06ff7c509a5ca2fe32/t/58f25fa937c58130853337df/1492279209799/04+AWARE-LA+Brave+Space+Guidelines+and+History.pdf>



Annex 2 – Terms of reference for the organising committee

Background:

In recent years, there have been growing calls and an increasingly diverse range of initiatives in academic communities worldwide, aiming to reflect on the needs, approaches, and responsibilities for decolonising global health. An [ONLINE/IN-PERSON/HYBRID] training is being organised to contribute to this dynamic global agenda and advance a decolonial lens. The training is being targeted to [INSERT SPECIFIC TRAINING INFORMATION, e.g. researchers and teaching staff working in the field of global health in country/institution/context]. The training consists of three workshops of 2-3 days each, spanning a period of approx. six months. Between the workshops, individual and group work as well as exchange with mentors and among XX participants takes place. The training aims to impart foundational knowledge on coloniality in global health research, while fostering participants' ability to develop a decolonial lens and allyship practice in their institutional settings. The organising committee conceptualises and conducts the training and facilitates a brave space for participants and speakers.



Objective:

- Organise and implement the training, including preparatory, training- and post-training periods.

Scope of work:

Training content:

- Conceptualise and prepare the workshop blocks and sessions, i.e. content and speakers, tools and technic, social activities.
- Develop relevant materials and documents for the workshop, e.g., agenda, session plans, resources.
- Develop, evaluate, and disseminate outputs from the training.

Communication:

- Recruit and reach out to potential participants and create promotional material.
- Facilitate networking and exchange among the participants and create a brave space by supporting an inclusive, safe environment.
- Communicate regularly with participants to provide updates, reminders, and support as needed.
- Collect feedback from participants at the end of the [ENTIRE TRAINING OR WORKSHOP BLOCKS] to assess impact and identify areas for improvement.
- Identify and coordinate with speakers to ensure a smooth running of the training.
- Identify and coordinate with mentors for meaningful group work.
- Liaise with funders to fulfil the requirements and expectations, clarify questions and inform.

Logistics:

- Process financial and contractual issues, i.e. setting up contracts, writing and forwarding invoices.
- Coordinate logistical arrangements, i.e. select and provide digital tools and technical set-up [IF EVENT IS IN PERSON, ADD DETAILS HERE ON VENUE AND EQUIPMENT].
- Document all workshop sessions.

Expected deliverables:

- Prepare and attend all internal team meetings and workshop blocks [DATE AND TIME OF ALL WORKSHOP BLOCKS].
- Develop all relevant documents for the preparation and documentation of the training (as requested by the funder), e.g., agenda, session plans, summary of the training, evaluation report.

Technical requirements:

- Ensure stable internet connection and appropriate audio-visual equipment for seamless workshops.



- Log-in in advance for technical setup and briefing before each workshop and internal meeting.

Remuneration and contracting:

- The organising committee will be compensated with a predetermined honorarium of [INSERT AMOUNT].
- An official contract will be drawn up and signed by both parties, referring to these terms of references and detailing the responsibilities, duration of contract, payment terms, and other necessary clauses to ensure clarity and mutual understanding.
- [IF EVENT IS IN PERSON, ADD DETAILS HERE OF REMUNERATION FOR TRAVEL EXPENSES.]

Contact information:

- For inquiries or further assistance, please contact [NAME] at [CONTACT DETAILS].



Annex 3 – Terms of reference for the student research assistant

Background:

In recent years, there have been growing calls and an increasingly diverse range of initiatives in academic communities worldwide, aiming to reflect on the needs, approaches, and responsibilities for decolonising global health. An [ONLINE/IN-PERSON/HYBRID] training is being organised to contribute to this dynamic global agenda and advance a decolonial lens. The training is being targeted to [INSERT SPECIFIC TRAINING INFORMATION, e.g. researchers and teaching staff working in the field of global health in country/institution/context]. The training consists of three workshops of 2-3 days each, spanning a period of approx. six months. Between the workshops, individual and group work as well as exchange with mentors and among XX participants takes place. The training aims to impart foundational knowledge on coloniality in global health research, while fostering participants' ability to develop a decolonial lens and allyship practice in their institutional settings. The organising committee is supported by a student research assistant to ensure a smooth running of the training.



Objective:

- Assist the organising committee to support all aspects of the organisation of the training, including during the preparatory, training- and post-training periods.

Scope of work:

- Support the internal organisation and coordination, e.g. scheduling, setting agendas, taking minutes, and allocating tasks for team meetings.
- Conceptual and programmatic development and organisation of the training and sessions, including preparation of training materials and resources.
- Outreach and promotion of the training, and selection of participants.
- Identification of and coordination with speakers.
- Correspondence with training participants, speakers, and funders as main contact person.
- Technical support for the training, e.g. identification, selection and organisation of digital tools and technical set-up.
- Support with financial and contractual issues, i.e. setting up contracts, writing and forwarding invoices.
- Development, evaluation, and dissemination of outputs from the training

Expected deliverables:

- Attend all internal team meetings and workshop blocks [DATE AND TIME OF ALL WORKSHOP BLOCKS].
- Develop and monitor documents relevant for the organisation and running of the training.
- Provide technical support during the workshop blocks.

Technical requirements:

- Ensure stable internet connection and appropriate audio-visual equipment for seamless workshops.
- Log-in in advance for technical setup and briefing before each workshop and internal meeting.

Remuneration and contracting:

- The student research assistant will be compensated with a predetermined honorarium of [INSERT AMOUNT].
- An official contract will be drawn up and signed by both parties, referring to these terms of references and detailing the responsibilities, duration of contract, payment terms, and other necessary clauses to ensure clarity and mutual understanding.
- [IF EVENT IS IN PERSON, ADD DETAILS HERE OF REMUNERATION FOR TRAVEL EXPENSES.]

Contact information:

- For inquiries or further assistance, please contact [NAME] at [CONTACT DETAILS].



Annex 4 – Terms of reference for the moderator

Background:

In recent years, there have been growing calls and an increasingly diverse range of initiatives in academic communities worldwide, aiming to reflect on the needs, approaches, and responsibilities for decolonising global health. An [ONLINE/IN-PERSON/HYBRID] training is being organised to contribute to this dynamic global agenda and advance a decolonial lens. The training is being targeted to [INSERT SPECIFIC TRAINING INFORMATION, e.g. researchers and teaching staff working in the field of global health in country/institution/context]. The training consists of three workshops of 2-3 days each, spanning a period of approx. six months. Between the workshops, individual and group work as well as exchange with mentors and among XX participants takes place. The training aims to impart foundational knowledge on coloniality in global health research, while fostering participants' ability to develop a decolonial lens and allyship practice in their institutional settings. This workshop is facilitated by a moderator with strong moderation and interpersonal skills to create a brave space for participants and speakers.



Objective:

- Moderate the entire training [DATE AND TIME OF ALL WORKSHOP BLOCKS] and facilitate a brave space where difficult conversations and emotions related to privilege and the impact of coloniality on research-related work can occur in an open, respectful, and non-judgemental environment.

Scope of work:

- Facilitate and moderate sessions, discussions, and activities throughout the training.
- Introduce the training agenda, participants and guest speakers and ensure adherence to the agenda, objectives, and timeline.
- Facilitate a brave space by creating a safe and inclusive environment conducive to open dialogue, reflection, and learning.
- Provide guidance, support, and encouragement to participants as they navigate challenging subject matter and foster respectful and constructive interactions among them.
- Adapt communication style and approach to accommodate diverse perspectives and experiences.
- Liaise with the organising team in advance and during the training.

Expected deliverables:

- Moderate and attend all workshop blocks [DATE AND TIME OF ALL WORKSHOP BLOCKS].
- Collaborate with the organising team to develop the workshop slides and exchange regularly to ensure a smooth process.
- After the training, participate in a follow-up meeting and provide feedback to the organising team.

Technical requirements:

- Ensure stable internet connection and appropriate audio-visual equipment for seamless moderation.
- Log-in 15 min. in advance for technical setup and briefing before each workshop day.

Remuneration and contracting:

- The moderator will be compensated with a predetermined honorarium of [INSERT AMOUNT].
- An official contract will be drawn up and signed by both parties, referring to these terms of references and detailing the responsibilities, duration of contract, payment terms, and other necessary clauses to ensure clarity and mutual understanding.
- [IF EVENT IS IN PERSON, ADD DETAILS HERE OF REMUNERATION FOR TRAVEL EXPENSES.]

Contact information:

- For inquiries or further assistance, please contact [NAME] at [CONTACT DETAILS].



Annex 5 – Terms of reference for the mentors

Background:

In recent years, there have been growing calls and an increasingly diverse range of initiatives in academic communities worldwide, aiming to reflect on the needs, approaches, and responsibilities for decolonising global health. An [ONLINE/IN-PERSON/HYBRID] training is being organised to contribute to this dynamic global agenda and advance a decolonial lens. The training is being targeted to [INSERT SPECIFIC TRAINING INFORMATION, e.g. researchers and teaching staff working in the field of global health in country/institution/context]. The training consists of three workshops of 2-3 days each, spanning a period of approx. six months. Between the workshops, individual and group work as well as exchange with mentors and among XX participants takes place. The training aims to impart foundational knowledge on coloniality in global health research, while fostering participants' ability to develop a decolonial lens and allyship practice in their institutional settings. The peer-to-peer exchange facilitated by mentors is designed to support this process.



Objective:

- To accompany and facilitate the peer-to-peer exchange and participants' reflection and learning processes with small group meetings between the workshops.

Scope of work:

- Organise four online meetings in a small group (NUMBER OF PARTICIPANTS, DURATION, ONLINE/HYBRID) in between the workshops (two times between blocks).
- Prepare, implement and follow-up the small group meetings.
- Facilitate peer-to-peer exchange among the small group assigned.
- Support the group's reflection and learning processes on the topics discussed in the workshop sessions and small group meetings.
- Support a constructive discussion of the group's topics and questions, mediate potential conflicts, and offer further input, materials, and resources.
- Document the small group's discussions.
- Participate within the framework of a panel during the [WORKSHOP BLOCK AND SESSION] to share the group's experiences and insights as a mentor.

Expected deliverables:

- Participate in at least XX of the [TOTAL WORKSHOP DAYS] to be able to support the group in reflecting on contents and discussions raised during the sessions.
- Document discussions, learning/working processes and insights within the small group in order to feed back to and share the experiences and insights from the group.
- Participate in a panel discussion with all mentors to reflect on the small group work [WORKSHOP BLOCK AND SESSION].

Technical requirements:

- Ensure stable internet connection and appropriate audio-visual equipment for seamless group work.

Remuneration and contracting:

- The mentor will be compensated with a predetermined honorarium of [INSERT AMOUNT].
- An official contract will be drawn up and signed by both parties, referring to these terms of references and detailing the responsibilities, duration of contract, payment terms, and other necessary clauses to ensure clarity and mutual understanding.
- [IF EVENT IS IN PERSON, ADD DETAILS HERE OF REMUNERATION FOR TRAVEL EXPENSES.]

Contact information:

- For inquiries or further assistance, please contact [NAME] at [CONTACT DETAILS].



Annex 6 – Terms of reference for the speakers

Background:

In recent years, there have been growing calls and an increasingly diverse range of initiatives in academic communities worldwide, aiming to reflect on the needs, approaches, and responsibilities for decolonising global health. An [ONLINE/IN-PERSON/HYBRID] training is being organised to contribute to this dynamic global agenda and advance a decolonial lens. The training is being targeted to [INSERT SPECIFIC TRAINING INFORMATION, e.g. researchers and teaching staff working in the field of global health in country/institution/context]. The training consists of three workshops of 2-3 days each, spanning a period of approx. six months. Between the workshops, individual and group work as well as exchange with mentors and among XX participants takes place. The training aims to impart foundational knowledge on coloniality in global health research, while fostering participants' ability to develop a decolonial lens and allyship practice in their institutional settings. For this workshop, a diverse range of guest speakers are being invited to provide valuable inputs and perspectives.



Objective:

- Deliver a contribution [KEYNOTE LECTURE/CASE STUDY/PARTICIPATION IN PANEL] with a focus on [TOPIC], as part of the session [TITLE, WORKSHOP BLOCK, DATE, TIME] and engage in discussion with the participants.
- The aim of the contribution is to [ADD 1-2 SENTENCES DESCRIBING SESSION DETAILS]

Scope of work:

- Engage with workshop organisers in advance to prepare your contribution for the session and ensure coherence with other speakers and sessions.
- Prepare contribution (e.g. presentation slides) tailored to session topic and format.
- Coordinate with the organising team for any technical and organisational requirements.
- Deliver a [XX min. KEYNOTE/CASE STUDY/PARTICIPATION IN PANEL] on [TOPIC] and engage in a [XX min.] Q&A session.

Expected deliverables:

- Submit presentation slides and any supplementary materials at least two days before the session.
- Delivery of contribution at the agreed date and time.

Technical requirements:

- Ensure stable internet connection and appropriate audio-visual equipment for seamless presentation delivery.
- Log-in 15 min. in advance for technical setup and briefing before the session.

Remuneration and contracting:

- The speaker will be compensated with a predetermined honorarium of [INSERT AMOUNT].
- An official contract will be drawn up and signed by both parties, referring to these terms of references and detailing the responsibilities, duration of contract, payment terms, and other necessary clauses to ensure clarity and mutual understanding.
- [IF EVENT IS IN PERSON, ADD DETAILS HERE OF REMUNERATION FOR TRAVEL EXPENSES.]

Contact information:

- For inquiries or further assistance, please contact [NAME] at [CONTACT DETAILS].





Never underestimate the power of an individual standing their ground.

Muneera Rasheed

Suggested citation: Eger, H.; Luetke Lanfer, H.; Podar, M. D.; Saint, V. (2024). Advancing a decolonial lens for global health research contexts: Facilitators' manual for organising a training. Bielefeld University.

Licensed under CC BY SA 4.0, with the exception of works by third parties that are otherwise labelled and protected by copyright.

