



A Call for a Dialogue Between Knowledges¹

We call for science to be a dialogue between knowledges rather than a knowledge that exists only insofar as it silences or eliminates other knowledges. We call for science that is based on values of co-operation, sharing, friendship, compassion, understanding and refusal to separate personal life and values from research. Science can support cognitive justice and situations where everyone contributes knowledge, regardless of their country, social class, gender and language. We call for science as a pluriversal and plurilingual open space—a science that is with and for communities and where knowledge is open and empowering.

We strongly suggest that UNESCO's future Recommendation on Open Science include all three dimensions. The 13 considerations belowⁱ would nurture such a move.

Consideration 1

Governments, universities and research funders should support strategies and systems for the co-creation and sharing of knowledge that are co-designed for and with the communities they serve—especially communities that have been historically marginalized or excluded from determining their own knowledge needs and provision. The goal is to regain knowledge autonomy and self-governance.

Consideration 2

To encourage fairer, more diverse open access practices worldwide, governments, research funders and UNESCO should financially and institutionally support a wide range of actors—including non-anglophone, small, local and endogenous publishing initiatives that can build local communication capacities, or university libraries that decide to become publishers—rather than giving precedence and fiscal advantage to international, for-profit, unilingual publishing industries.

Consideration 3

Universities and researchers should provide opportunities for all students and community members to understand the multiple dimensions of open access, including the perils of a homogenized science and the advantages of bibliodiversity and ecology of knowledges.

Consideration 4

Research funders and related bodies should provide targeted funding for translation and open-access sharing of scientific works from Indigenous knowledge holders and Global South

¹ Excerpt from Chan et al (2019) *Open Science Beyond Open Access-For and With Communities: A Step Towards the Decolonization of Knowledge* UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education and the Canadian Commission for UNESCO. <https://zenodo.org/record/3946773#.YISoi2cbNY>

researchers, especially from non–English-speaking countries. This would support the creation of a truly plurilingual scientific commons.

Consideration 5

Research funders and related bodies should demand that publicly funded journals diversify their boards to include more women, Indigenous scholars and scholars from the Global South, and diversify their language practices by providing at least abstracts in many languages.

Consideration 6

Research funders and related bodies should provide targeted funding for research collaboration between communities and universities as exemplified by Canada’s many programs on partnership research.

Consideration 7

Higher education institutions should create courses and engaged learning spaces so all scholars-to-be can learn the principles of Open Science for and with communities, including community-based participatory action research, citizen-science approaches, and open-access–related issues. This would lead them to care about who can read their work.

Consideration 8

Universities should provide administrative infrastructure and resources to support community-university research partnerships that empower people of *all abilities* to make and use accessible, open-source technologies.

Consideration 9

All higher education institutions should teach works from the Global South and scientific approaches drawn from Indigenous ways of knowing. This would support the decolonization of knowledge.

Consideration 10

Higher education institutions should appoint scholars and knowledge-keepers from Indigenous or excluded groups, such as immigrants from the Global South.

Consideration 11

Higher education institutions should ask their professors to teach and cite scholars from Indigenous and other sidelined bodies of knowledge and to encourage students and researchers to quote works from women, the Global South and non-English works, using digital translation tools where available.

Consideration 12

UNESCO should help universities from the Global South offer better internet access and shared, community-governed digital infrastructure for their researchers and students.

Consideration 13

Higher education institutions and governments should abolish university rankings and evaluation based on criteria established by powerful institutions in the Global North and rethink the incentive and reward structure of research funding and evaluation so that it is more based on local relevance and participation.

¹ Some of these considerations are inspired by the work of the [Open and Collaborative Science in Development Network](#), which undertook a three-year study to better understand the promises and limitations of Open Science in the Global South. Collectively, the 12 research teams that comprised the network came to a set of shared principles and values. See Chan et. al.

(2019); Chan, L., Okune, A., Hillyer, R., Albornoz, D., & Posada, A. (Eds.). (2019). *Contextualizing Openness: Situating Open Science*. University of Ottawa Press. <https://press.uottawa.ca/contextualizing-openness.html>