



Volume 3 No. 5 Issue 5 - Special Issue:
Decolonial Scholarship

In recent years, scholarship across the social sciences has increasingly engaged with the themes of decoloniality through conferences, journal publications, and edited volumes. This issue of the journal builds upon that momentum. We aim to encourage scholars to reflect on the persistent influence of colonial power dynamics in their pedagogy, research, and praxis. This issue, and those that follow, seek to contribute to a broader, transformative dialogue within the social sciences, one that challenges inherited epistemologies and opens space for more equitable and pluralistic forms of knowledge production. Dr. Mvikeli Ncube (Guest Editor – Decolonial Scholarship).

Executive Editors

Dr. Jesse Omoregie
University of Greater Manchester,
Bolton, UK.

Dr. Kennedy Oberhiri Obohjemu
PENKUP Research Institute,
Birmingham, UK.

Dr. Gordon Mabengban Yakpir
Oxford Brookes University, GBS
Birmingham Campus.

Dr. Reginald Ugochukwu Amanze
University of Greater Manchester,
Bolton, UK.

Guest Editor

Dr Mvikeli Ncube
University of Derby, Derby, UK.

Editorial



Decolonial Scholarship: A collective intervention for epistemic justice

Jesse Omoregie, Ph.D.

Executive Editor, JORMA Journals.

<https://orcid.org/0000-0003-0749-419X>

Pages: i-iii

DOI: <https://doi.org/10.64074/avexfy20>

Background

In recent years, the call to decolonise psychological and educational research has grown louder, driven by the recognition that dominant paradigms often perpetuate exclusion, marginalisation, and epistemic violence. This special issue, Decolonial Scholarship, collates six groundbreaking articles that challenge the colonial foundations of psychological and educational research. Individually, they probe dominant paradigms, focuses on historically marginalised voices, and proposes transformative frameworks rooted in decolonial thought, indigenous epistemologies, and radical inclusivity. Collectively, these papers form a shared intervention aimed at dismantling epistemic violence and advancing epistemic justice.

Featured papers

The issue opens with “*Non-Binary Trajectories as Epistemic Insurgency: On Decolonial Disobedience in Developmental Psychology*” by Isabella Alves Alencar de Araujo and Maria Claudia Santos Lopes de Oliveira engaging critically with developmental psychology through the lens of gender dissidence.

The paper examines how non-binary individuals in Brazil generate meaning through ambivalent processes that both negotiate with and disrupt modern-colonial logics. Using qualitative methods and thematic analysis, the authors reveal how dissident ways of living destabilise binary frameworks and activate new ways of knowing (Alves Alencar de Araujo & Santos Lopes de Oliveira, 2025). Their work advocates for an epistemic reorientation grounded in political accountability and situated onto-epistemologies, challenging psychology to respond to the plural complexities of lived experience.

This call for epistemic reorientation is echoed in “*Exploring Ubuntu Values through Appreciative Inquiry: A Workshop-based Engagement with Health Care Professionals at a South African Higher Education Institution*”, a collaborative study led by Thifhelimbilu Irene Ramavhoya and colleagues. Through a workshop with healthcare professionals in South Africa, the authors explore the transformative potential of “Ubuntu”, a philosophy of interconnectedness, care, and community. Using Appreciative Inquiry, the study reveals how Ubuntu values can rehumanise education and healthcare, offering a counter-narrative to neoliberal and colonial systems (Ramavhoya et al., 2025). The findings advocate for integrating indigenous philosophies into curricula and educator training, highlighting the importance of culturally responsive pedagogy and systemic reform in higher education.

Further advocating indigenous knowledge, Mvikeli Ncube’s “*Epistemic Violence in Psychological Research: Unveiling bias in methodology, methods, and the peer review process*”, sets the tone by exposing how mainstream psychological science perpetuates exclusion through methodological bias and disciplinary gatekeeping. Drawing on postcolonial theory, feminist epistemology, and critical psychology, Ncube critiques the privileging of Western positivist paradigms and the marginalisation of indigenous and experiential knowledge systems. Ncube (2025) presents strategies for fostering epistemic justice in academic culture: embracing methodological pluralism, adopting reflexive research approaches, and reforming peer review processes. These recommendations offer a roadmap for transforming academic culture and promoting inclusive knowledge production.

Focusing on the influence of colonial narratives, Ahlam Rahal and Khalid Arar’s “*The Epistemology and Ontology of School Counselling in a Colonial Ethnocentric Education System*” offers a Foucauldian genealogical analysis of Israeli school counselling. The paper reveals how the profession has been shaped by settler-colonial and Zionist ideologies, functioning as a tool of state power that reinforces colonial narratives through mental health interventions (Rahal and Arar, 2025). The authors urge scholars to critically examine the political-economic agendas embedded in educational and mental health institutions, highlighting the need for decolonial leadership and policy reform.

Expanding the scope of decolonial critique, Sheena Mason, Shayla Dube, and Christian Ortiz’s “*Decolonising Antiracism: A Collective Intervention in Race, Resistance, & Identity*” takes the critique of colonial epistemologies further by interrogating the very concept of race. Drawing on African and Africana philosophies, the HARMONY model, and the togetherness Wayfinder framework, the authors argue that antiracist initiatives that uphold the fiction of human “races” inadvertently reproduce Eurocolonial domination (Mason et al., 2025). Their paper offers a fourfold contribution: a genealogy of racelessness, a critique of epistemicide and white-comfort engineering, an exposition of racelessness as the logical endpoint of antiracism, and a roadmap for reclaiming identity through land, language, and lineage. This paradigm shift invites us to imagine a future without racism, one that honours culture and collective struggle without reifying race.

Finally, in “*Since the Beginning of the World: Decolonial Knowledge and Healing Practices among Pitaguary Elders in Brazil*”, Larissa Pellicer and James Ferreira Moura Jr. present a participatory action research project with the Pitaguary Indigenous community in Brazil. This paper foregrounds ancestral knowledge and traditional healing practices as acts of resistance and resilience. Through storytelling, artistic production, and community workshops, the authors co-create a space for revitalising indigenous epistemologies (Larissa Pellicer and Ferreira Moura Jr., 2025). Their work affirms health as a relational, aesthetic, and spiritual process, challenging Western biomedical models and contributing to the defence of cultural sovereignty. By privileging indigenous epistemologies, the paper advances a vision of psychosocial care rooted in territory, ancestry, and collective memory.

Shared Interventions

Across these diverse contexts and methodologies, a shared commitment emerges: to decolonise knowledge production and reimagine psychology and education as inclusive, relational, and justice-oriented disciplines. The papers collectively advocate for: (a) Methodological pluralism that honours diverse ways of knowing; (b) Indigenous and community-rooted epistemologies that resist colonial erasure; (c) Critical engagement with institutional power and its role in shaping mental health and educational practices; (d) Philosophical redefinitions of identity and race that challenge epistemic and cognitive imperialism; and (e) Embodied and situated knowledge that foregrounds lived experience and cultural specificity. These interventions do not merely critique, they offer concrete alternatives rooted in care, culture, and collective resistance.

Conclusion

Across these six papers, a shared commitment emerges: to decolonise knowledge production, challenge epistemic hierarchies, and reimagine psychology and education as inclusive, relational, and justice-oriented disciplines. These scholars do not merely critique, they offer concrete alternatives, rooted in community, culture, and care.

This special issue is a testament to the power of collective and collaborative scholarship to illuminate paths toward a more equitable academic future. It invites readers to reflect on their own roles in perpetuating or dismantling epistemic violence and to join in the work of building institutions that honour plurality, reflexivity, and relationality.

References

- Alves Alencar de Araujo, I., & Santos Lopes de Oliveira, M. C. (2025). Non-Binary trajectories as epistemic insurgency: On decolonial disobedience in developmental psychology. *JORMA International Journal of Health and Social Sciences*, 3(5), 1-7. <https://doi.org/10.64074/hj36yg18>
- Mason, S., Dube, S., & Ortiz, C. (2025). Decolonising antiracism: A collective intervention in race, resistance, & identity. *JORMA International Journal of Health and Social Sciences*, 3(5), 35-43. <https://doi.org/10.64074/z39rse12>
- Ncube, M. (2025). Epistemic violence in psychological research: Unveiling bias in methodology, methods, and the peer review process. *JORMA International Journal of Health and Social Sciences*, 3(5), 20-24. <https://doi.org/10.64074/qwtkrn56>
- Niemann Pellicer, L., & Ferreira Moura Jr., J. (2025). Since the beginning of the world: Decolonial knowledge and healing practices among Pitaguary elders in Brazil. *JORMA International Journal of Health and Social Sciences*, 3(5), 44-49. <https://doi.org/10.64074/3z3cyr62>
- Rahal, A., & Arar, K. (2025). The epistemology and ontology of school counselling in a colonial ethnocentric education system. *JORMA International Journal of Health and Social Sciences*, 3(5), 25-34. <https://doi.org/10.64074/0s3d7r64>
- Ramavhoya, T. I., Shirindza, K., Moasa, P., Mulungwa, J., Kgatla, M. N., Masutha, T. C., Nyandeni, S., Lavhelani, N. R., Lebeso, R. T., & Mulaudzi, F. M. (2025). Exploring Ubuntu values through appreciative inquiry: A workshop-based engagement with health care professionals at a South African higher education institution. *JORMA International Journal of Health and Social Sciences*, 3(5), 8-19. <https://doi.org/10.64074/p47xct40>

This is an open access article under the terms of the Creative Commons Attribution (CC BY) License, which permits use and distribution in any medium or format, provided the authors and journal are properly cited.

© 2025 The Authors. JORMA International Journal of Health and Social Sciences | Publisher: JORMA Journals.