Whose Knowledge Counts: Bridging Knowlege Cultures

Budd Hall

RETHINKING RADICAL APPROACHES TO COMMUNITY EDUCATION
UNIVERSITY OF NOTTINGHAM
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University of Victoria
UNESCO Chair in Community Based Research and Social Responsibility in Higher Education
Knowledge. Voice. Democracy.
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Canada

Co-Chairs Rajesh Tandon and Budd Hall

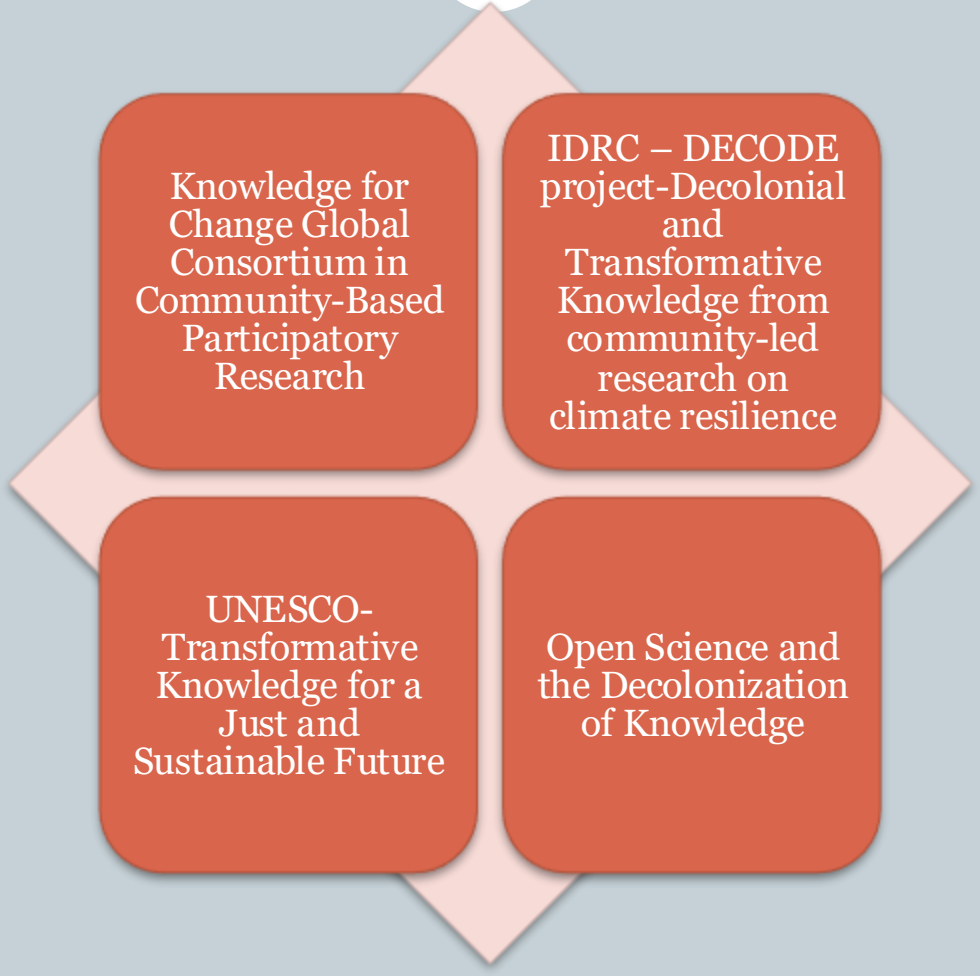
Mandate

UN SDGs

UNESCO Chair in Community Based Research and Social Responsibility in Higher Education

- To build research capacity in the field of community-based participatory research in the Global South and the Excluded North
- Contribute to international policy making in the field of CBPR and Social Responsibility in Higher Education
- Support the attainment of the UN SDGs

Current initiatives



Principles of Knowledge Democracy

Decolonisation through recognition of multiple epistemologies

Respect for the co-construction of knowledge

Broadening our approaches to knowledge generation (Methods)

Sharing research findings beyond the academy (KMb)

Knowledge at the heart of transformative action

Recognising the rights of Indigenous communities and others to own, control, access and possess their own knowledge (OCAP)

Free and open access to most research findings.

Knowledge Cultures-a concept

A knowledge culture is the way in which knowledge is curated, gathered or created, the way that it is validated and represented and the way that it is shared or acted upon

Knowledge cultures differ within academia, between academia and communities and within diverse communities outside of academia

Why explore the concept of knowledge cultures?

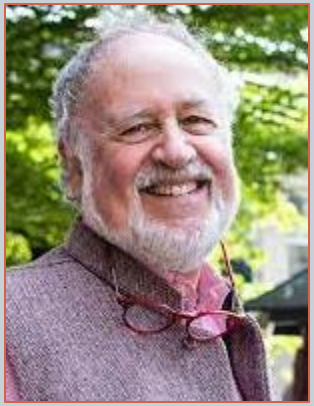
- There is an assumption that academic knowledge cultures are universal
- Partnership and co-constructed knowledge discourses have become common
- Power differences between community and academic knowledge workers persist
- Less is known about community knowledge cultures
- Building respectful and egalitarian relationships between communities and the academy require recognizing community knowledge cultures as equal

Some questions

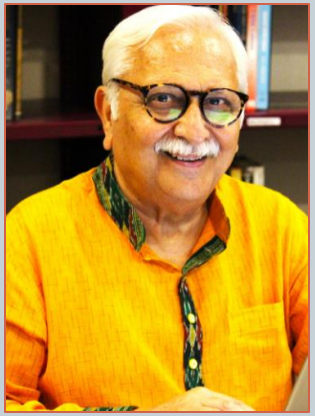
- Can you share examples of community knowledge cultures that you are familiar with?
- How do communities you work with curate, share, validate and act upon knowledge?
- How best to deal with power imbalances when working across knowledge cultures?

BKC Research Team

Walter Lepore



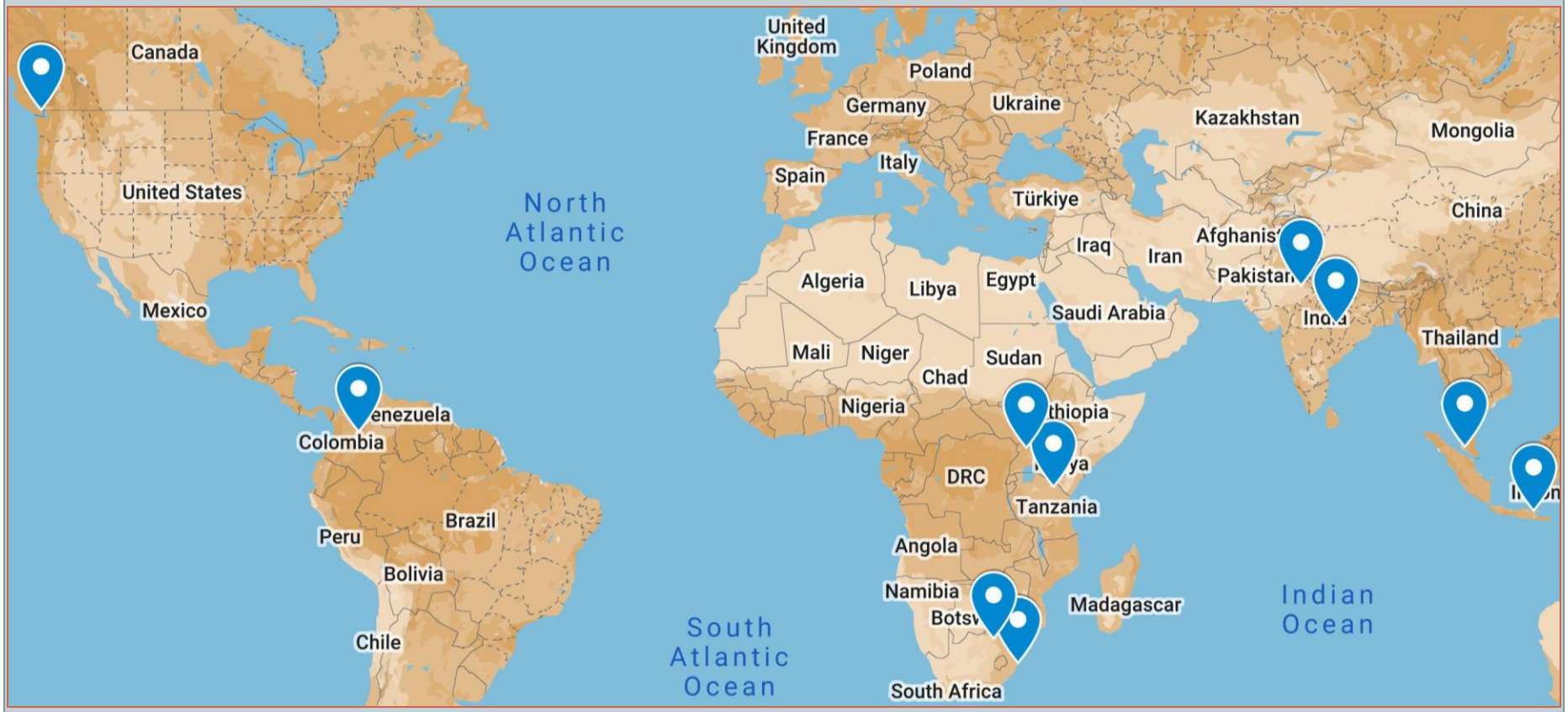
Budd Hall



Rajesh Tandon

Barbara Jenni

Participating K4C Hubs



Case Studies

HUB	TOPIC
South Africa – Durban	Early childhood development education
South Africa – North	Inter-professional health education/rural health
India – Raipur	Maternal health care/rural health
India – Jaipur	Waste management
Tanzania – Nyerere	Water practices and technologies – Maasai
Indonesia - Surabaya	Cognitive justice – Kenjeran fishing community
Uganda – Gulu	Cognitive justice – African Indigenous knowledge systems (AKIS)
Malaysia – Mizan	Cognitive justice – Oran Asli community
Canada – Salish Sea	Teaching CBPR curriculum
Colombia – Bogota/Ibague	Student community engaged learning

Images from CKC sites: Uganda, East Java, Tanzania, Jaipur, India

The aquamiramar aqueduct case study

- Cooperative water supply structures have emerged in Ibague, Colombia to supply water to homes in specific neighbourhoods
- These cooperatives are responsible for provision, sanitation, repairs and usage issues
- The cooperatives undertake knowledge gathering to manage the water supplies
- Many are women led

Knowledge acquired

- Structures of water provision
- Politics of water
- Ecologies of water useage
- Mechanics of water supply
- Sanitation measures in supply and homes
- Leadership skills
- Negotiations with municipal officials
- Financial management
- Presentation skills
- Women's leadership
- Working with University students and staff

Fostering transdisciplinary knowledge cultures

- ✓ Acknowledge and explore different knowledge frameworks to address tensions arising from unclear understandings or lack of parallel training among actors.
- ✓ Recognize the value of diverse epistemologies and transforming traditional academic workflows.
- ✓ Integrate transdisciplinary approaches to address problems that transcend disciplinary boundaries.
- ✓ Moving away from discipline-centric perspectives
- ✓ Strengthening diversity: All actors, including teachers, students, and partner organizations, should broaden the knowledge framework to address complex situations collectively and participatively.

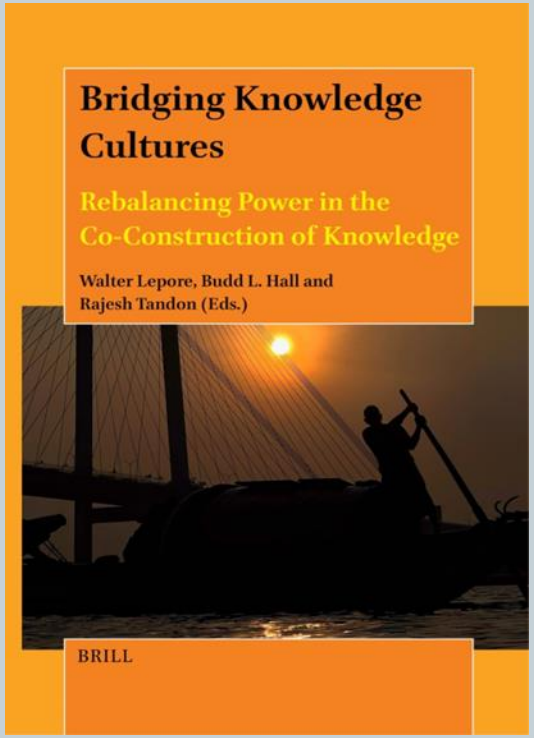
Distinguishing between CKC and AKC

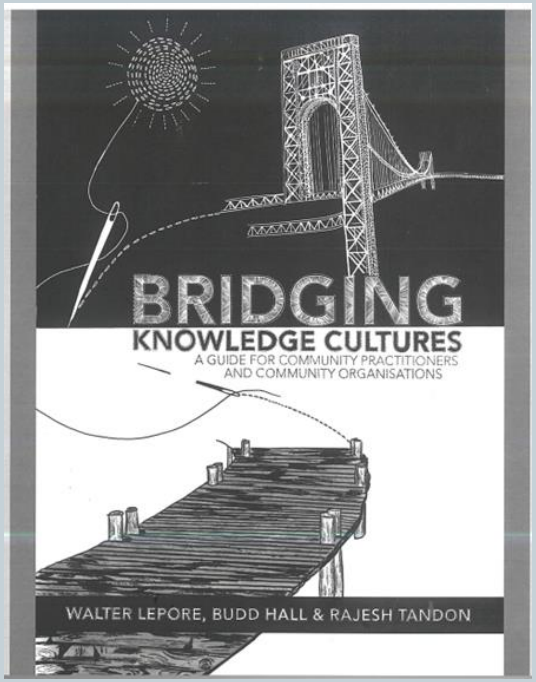
Community Knowledge(s) Cultures	Academic Knowledge Culture
• 'Main business of life'	• Realm of knowledge
• Pragmatic and normative	• Conceptual & Theoretical
• 'Curating' knowledge through practices	• 'Producing' knowledge based on methods
• Validation based on consensus/cooperation	• Validation based on competition with professional peers
• Embedded spirituality/emotions	• Seeks distancing/objectivity
• Emotional connectivity to ecology & nature	• Control of the rest of nature

Some implications

- Acknowledging power differences is critical
- Partners understanding the knowledge cultures of each side is helpful
- Acknowledging that both CKCs and AKCs are legitimate is critical
- Respecting CKC ceremonies, protocols and calls to action critical
- What other implications would you suggest?

Knowledge Culture Books





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New Book-Teaching CBPR