

# Whose Knowledge Counts: Bridging Knowledge Cultures



Budd Hall

RETHINKING RADICAL APPROACHES TO COMMUNITY  
EDUCATION

UNIVERSITY OF NOTTINGHAM

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University  
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UNESCO Chair in Community Based  
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# Co-Chairs Rajesh Tandon and Budd Hall



# Mandate



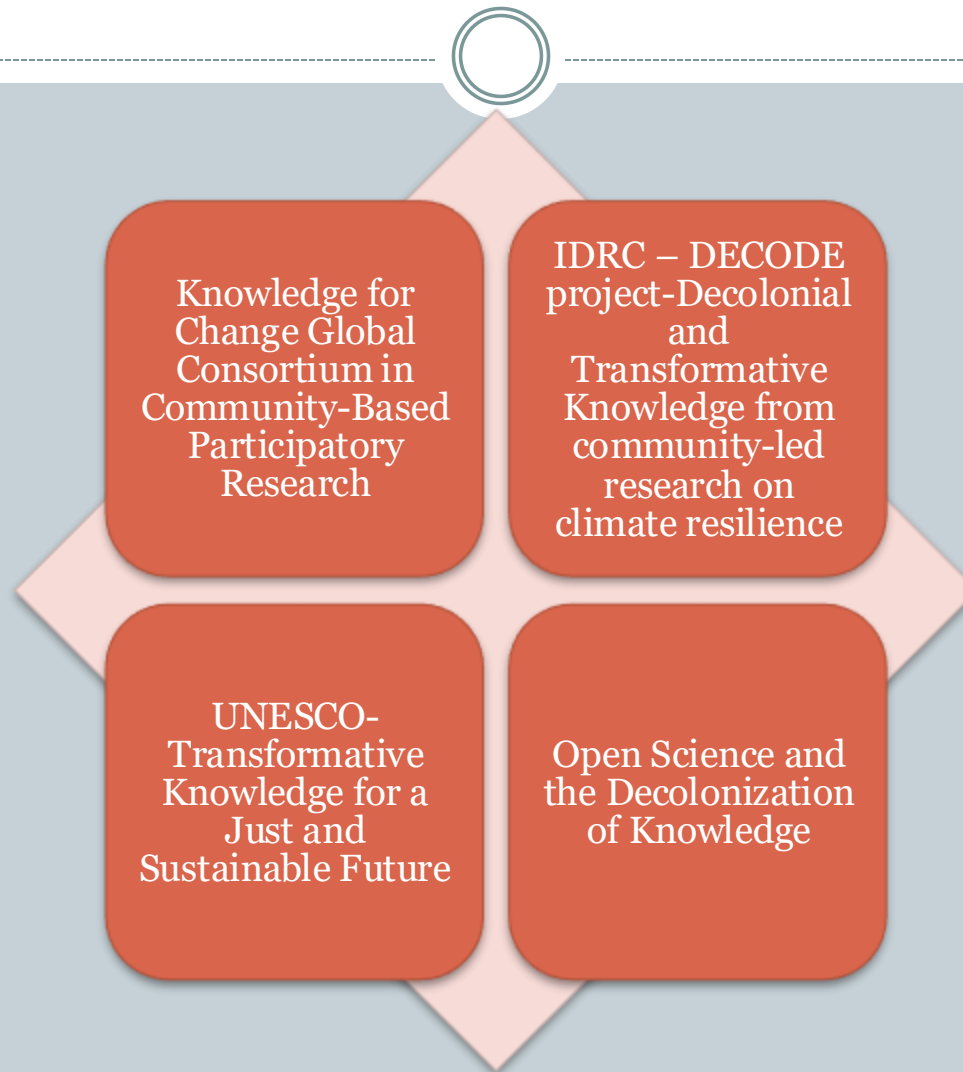
## UN SDGs



## 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?



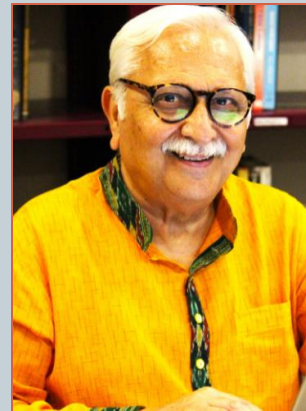
# BKC Research Team



Walter Lepore



Budd Hall

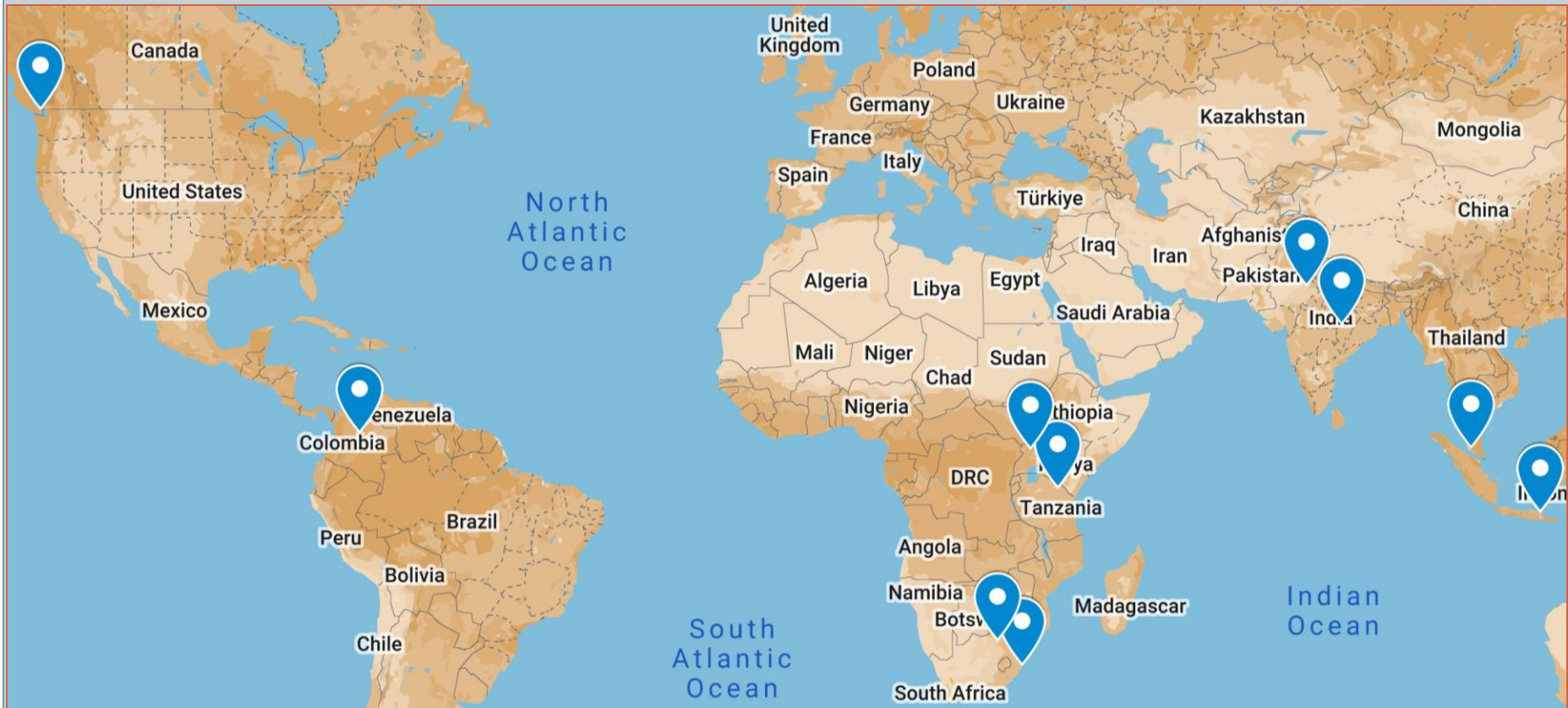


Rajesh Tandon



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 Ibagué, 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

- 'Main business of life'
- Pragmatic and normative
- 'Curating' knowledge through practices
- Validation based on consensus/cooperation
- Embedded spirituality/emotions
- Emotional connectivity to ecology & nature

## Academic Knowledge Culture

- Realm of knowledge
- Conceptual & Theoretical
- 'Producing' knowledge based on methods
- Validation based on competition with professional peers
- Seeks distancing/objectivity
- Control of the rest of nature

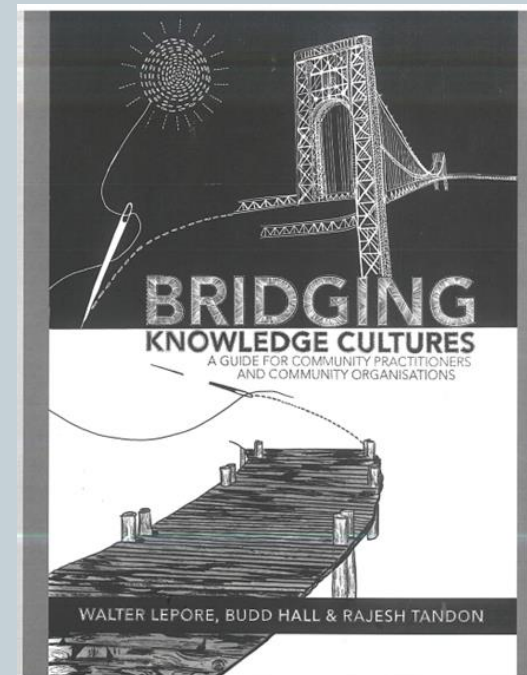
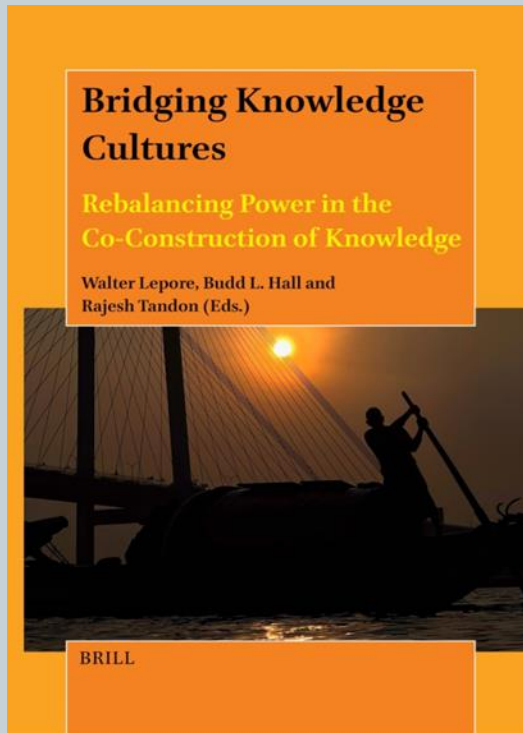


# Some implications



- 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



## TEACHING COMMUNITY-BASED PARTICIPATORY RESEARCH (CBPR)

Volume Editors: **Budd Hall** and **Rajesh Tandon**,  
Co-chairs of the **UNESCO Chair in Community Based Research and Social Responsibility in Higher Education**  
<https://www.unesco.org/education/cbpr/>



**A TRANSFORMATIVE GUIDE TO HELP NAVIGATE COMPLEX POWER DYNAMICS, ADDRESS ETHICAL CONSIDERATIONS, AND INTEGRATE INNOVATIVE, ARTS-BASED METHODS INTO COMMUNITY BASED PARTICIPATORY RESEARCH.**

**'...provides tools, guidance and encouragement for members of those excluded knowledges to share their wisdom to maintain the health and well-being of the land and people.'**

— Prof. Lorna Waneesta Williams, Professor Emerita of Indigenous Education, University of Victoria, Canada

**'...Tandon and Hall's decades of experience shine through...skillfully weaving together theoretical learning with practical examples.'**

— Prof. Kevin Hall, President and Vice Chancellor, University of Victoria

**'A must-read for all educators, administrators and staff in higher education institutions who want to undertake community-engaged research...'**

— Prof. D.P. Singh, Former Chairman, University Grants Commission

### Biographical Note

**Budd L. Hall**, Ph.D. Officer, Order of Canada, Co-chair, UNESCO Chair in Community Based Research and Social Responsibility in Higher Education. He is currently affiliated with Centre for Global Studies at University of Victoria, Canada. A founder of the participatory research movement, former Secretary-General of the International Council for Adult Education and Dean of Education at the University of Victoria, he has over 500 publications.

**Rajesh Tandon**, Ph.D. (1978), Founder-President, PRIA, India and Co-chair, UNESCO Chair in Community Based Research and Social Responsibility in Higher Education, former Chair of CIVICUS, former President of ASPBAE and Expert UGC India. Rajesh has trained more than 1,000 activist researchers, and has more than 200 publications on civil society, democratic governance and participatory research.

**Transform knowledge creation.  
Empower communities.  
Drive global change.**

**Book details**   **Link to download e-book**   **Link to buy the book**

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