Lesley Wood, Director
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https://education.nwu.ac.za/comber
The five green bronze figures, the work of this Madrid sculptor, look at each other but do not seem to be speaking to each other, turning their backs on the people looking in at them from outside the iron cage separating them from surrounding area. With their spinning top shape and hieratic position, they look like they are waiting for something. They are rigid, immobile enigmatic figures. They do not communicate with each other or with the people who stop to observe them. They rest on a shining marble base that only adds to the coldness of a space where it always rains, increasing the mystery the work exudes.

- Silo
- Hierarchy
- Competition
- Separate from community
Shifting architectures

• Kemmis (2012), practice architecture made up of 3 arrangements—cultural-discursive, material-economic and social-political— that hang together to create an environment to either enable or constrain particular practices.

• To shift the architectures of knowledge production in HE, need to bring about change in these areas
How to shift architectures in this climate?

• Embodying the basic principles of CBR – inclusion, democratic decision-making, ethics of care, generosity with time, knowledge, risk taking, capacity building (material economic)

• Meeting expectations of higher education – funding, outputs, international collaboration, funded Chair, (cultural discursive)

• Working within the system of entities (social political) to increase influence

• Networking – SAERA, ARNA, CARN, ALARA, K4C - local and international
"Community-based educational research to improve the quality of life of people engaged in contexts of learning and development"
<table>
<thead>
<tr>
<th>MEMBERS</th>
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<tbody>
<tr>
<td>35 academics with PhD</td>
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<tr>
<td>9 developing researchers</td>
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<tr>
<td>2 post docs</td>
</tr>
<tr>
<td>6 Extraordinary appointments (international collaborators)</td>
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<td>3 post 65 appointments</td>
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Engaged scholarship

Combining research and teaching/learning in communities

Integration of education with community development through teaching and ethical participatory research.
Foregrounding CBR as engaged scholarship

- Honours students – Action research module for research project
- Early childhood diploma – AR
- PhD and Masters students – take in about 33 a year, all doing forms of CBR
- Service-learning projects
- Short learning programmes
- Training NGOs in CBR
- Working with ethics committees to produce evaluation criteria for CBR applications