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Lesley Wood
Editor

Community-based Research with Vulnerable Populations

Ethical, Inclusive and Sustainable Frameworks for Knowledge Generation

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Foreword

Post-Covid, decolonial, socially responsible, community-engaged, Indigenous centred, Afrocentric, inclusive. These are just some of the terms associated with higher education in contemporary times, when it is facing some of the most fundamental challenges in its history to its purpose and vision. Central to how higher education will respond to the challenges of our times will be the changing ways that we understand the role of knowledge at the centre of higher education. Whose knowledge counts? How is knowledge validated and used? What is the role of Indigenous knowledge systems? What does it mean to recognize and respect the knowledge created by those who experience poverty, exclusion or oppression? The discourses of community-based participatory research have much to contribute to the transformations which are ongoing in our higher education institutions.

We very much welcome this timely book brought together by one of the leading international scholars in the broad areas of action learning and engaged scholarship. Lesley Wood has made valuable contributions over the past years to help us to understand the complex relationships and transformative potential of learning, knowledge creation, ethics and action in the context of social justice. With this book, she brings considerable experience to the topic of community-based research within a higher education context. As Wood and Zuber-Skerritt, in Chap. 1 of this volume, point out, "The aim of this book is to provide an ethical,

inclusive and sustainable framework to guide university-based researchers to work *with* vulnerable populations."

In providing examples of how community-based research contributes to the overall aim of the book, Wood has brought together a diverse set of authors, a strong balance between those from the Global North and Majority World countries. They moreover provide a comprehensive review of the diversity of discourses associated with the concept of community-based research. Their focus on the provision of an ethical framework for community-based participatory research is much needed. Researchers, community leaders, higher education administrators, policy makers, and civil society workers will all find much of value in this book.

PRIA, New Delhi, India — Rajesh Tandon
University of Victoria, BC, Canada — Budd Hall

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I am also grateful to Maureen Todhunter for her exceptional language editing of several of the chapters, and Dorothea du Plessis for her copy-editing work. In addition, I appreciate the help of Marijke Benson who assisted me with the logistics of putting the publication together. My former PhD candidates Dr Samantha Kahts-Kramer and Dr Maite Matikhitela, as well as Daryl MacLean and Prof Ansie Kitching for their ethical reflections in Chap. 2. All the community partners in the various projects, some of whom have been mentioned by name in the chapters concerned, made invaluable contributions to this research.

Finally, this work is partially based on research conducted with funding from the National Research Foundation of South Africa (NRF) (Grant number 116261). As grantholder, I acknowledge that opinions, findings and conclusions or recommendations expressed are those of the author, and that the NRF accepts no liability whatsoever in this regard.

About the Book and Research Justification

Community-based Research with Vulnerable Populations: Inclusive, Ethical and Sustainable Frameworks for Knowledge Generation is based on original research conducted by each of the contributing authors. This book offers a comprehensive argument for, and empirical examples of, community-based research (CBR) with vulnerable populations for the field of higher education. A major aim of the book is to explain how research can democratize knowledge generation to make it more socially relevant to society and to emphasize the value of lived and experiential knowledge of vulnerable or marginalized populations. All chapters are informed by empirical research or are based on scholarly arguments drawing on relevant literature studies and theoretical frameworks. Each chapter contributes original knowledge to enable universities to be more socially responsive through their research. The contribution of the book is in the fields of research methodology (community-based research (CBR)), knowledge democracy and community engagement. The book is based primarily on research conducted to answer three key questions identified from existing literature: (1) how can we build the capacity of academics to conduct CBR?, (2) how do we ensure the learning of the community is recognized and sustained?; and (3) how do we develop ethical processes especially suited to CBR? The book offers potential answers to these questions. The early chapters provide the rationale for the book and address the construction of ethical guidelines for CBR, as well as the development of

research capacity for conducting CBR. Case studies of CBR then offer varied perspectives on how university-based researchers should partner with vulnerable populations to make the university more socially responsive through engaging community partners in the co-construction of knowledge for change. The concluding chapters offer guidelines to inform university policy and practice for community-based research. Although largely focused on research in South Africa, with a few case studies from other parts of the world, the book is relevant for any context where universities partner with vulnerable populations to construct knowledge for ethical, inclusive and sustainable social change.

A call for contributions was issued by the editor to relevant networks of community-based researchers. Each chapter submitted was initially reviewed by the editor to ensure it complied to high academic standards and responded to the theme of the book. Some chapters were declined at this stage. All chapters that appear in this book were subject to double-blind, independent peer review, after which authors reworked the chapters to the reviewers' satisfaction. Each chapter was also subjected to an authentication report to ensure it was not plagiarized or previously published elsewhere. The target audience is novice and experienced researchers in any discipline who want to learn to conduct community-based research in ethical, inclusive and sustainable ways, as well as community-developers and other interested practitioners. The abstracts of each chapter in the book provide an outline of the problem, purpose, methodology, findings and significance of the research.

Lesley Wood
Editor

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Abbreviations

ABET	Adult Basic Education and Training
AIDS	Acquired Immunodeficiency Syndrome
AL	Action Learning
AR	Action Research
B Prof	Bachelor of Professional Studies
BIF	Burundian Francs
CBPR	Community Based Participatory Research
CBR	Community Based Research
CCF	Collective Change Facilitator
CCS	Centre for the Community School
CE	Community Engagement
CETC	Community Education and Training Colleges
CLC	Community Learning Centres
CNR	National Council for Reincorporation
COP	Community of Practice
CPAR	Critical Participatory Action Research
CREATE	Collaboration, Relationship-driven, Early in the Pathway, Accountability, Training, and Evidence-driven
CUP	Community-University Partnership(s)
DBE	Department of Basic Education
DCDE	Diploma in Civic and Development Education
DHET	Department of Higher Education and Training
DoH	Department of Health

ETCR	Territorial Training and Reincorporation Spaces
FARC-EP	Revolutionary Armed Forces-People's Army
GULL	Global University for Lifelong Learning
HCD	Holistic and Community-Led
HEI	Higher Education Institutions
HIV	Human Immunodeficiency Virus
ILK	Indigenous and Local Knowledge
IST	Institute of Social Transformation
IYN	Intsika (a pillar) Yokwabelana (for sharing)
K4C	Knowledge for Change
MCA	Member of County Assembly
NGO	Non-Governmental Agency
NMU	Nelson Mandela University
NPO	Non-Profit Organizations
NQF	National Qualifications Framework
NRF	National Research Foundation
PAAR	Participatory Action Learning and Action Research
PALAR	Participatory Action Learning and Action Research
PAR	Participatory Action Research
PARQ+	Physical Activity Readiness Questionnaire
PAV	Peace Accord Verification
PEST	Political, economic, social, technological
PEV	Post-Election Violence
PhD	Doctor of Philosophy
PPI	Public Patient Involvement
PTSS	Prevention Translation and Support System
RUCE	Rhodes University Community Engagement
SAQA	South African National Qualification Authority
SBST	School-Based Support Team
SC	Site-Coordinator(s)
SDG	Sustainable Development Goal(s)
SENA	National Learning Service
SJG	San José del Guaviare
SLP	Short Learning Programme
SMT	School Management Team
SSA	Statistics South Africa
TfT	Training for Transformation
TL	Transformative Learning

TVET	Technical Vocational Education and Training
UFS	University of the Free State
UNAL	Universidad Nacional de Colombia
UNESCO	United Nations Educational, Scientific and Cultural Organization
VCT	Voluntary Counselling and Testing
VLSA	Village Loan and Saving Associations
WBST	Wellbeing Support Teams
WVB	World Vision Burundi
YPAR	Youth Participatory Action Research
ZVTN	Transitional Rural Normalization Zones

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