



8 May 2017

Workshop Descriptions * June 12 Pre-Conference Events
University of Cartagena, Cartagena, Colombia

This is the complete list of pre-conference sessions. Workshop space for participants is limited and is available ONLY by signing up in advance. Sign up through the Payment portal at <http://arnawebsite.org/registration/>. A small fee for materials and lunch is included.

Here are the workshops, presented in alphabetical order:

ARNA and the Future of Action Research in the Americas

This half-day panel presentation and discussion will address opportunities and challenges associated with developing a hemispheric network based on shared interests in strengthening the position of action research and participatory action research in knowledge mobilization for public policies in the interest of a sustainable and socially just world. The session focuses on people looking to get involved with the network and wanting to understand better what ARNA has achieved to date and how they might get involved in one of the Action Research Communities (ARCs) that constitute the grassroots core component of the network's activities.

Panel and discussion In English & Spanish with translation available

Panelists/Facilitators:

Joe Shosh, Professor; Chair, Department of Education, Moravian College, Bethlehem, Pennsylvania, US; Chair, Action Research Network of the Americas (ARNA)

Holly Marich, Professional Development Regional Coordinator, Northeastern Nevada Regional Professional Development Program, Reno, Nevada, US; Ph.D. student, Michigan State University

Miguel Ángel López Montoya, M.D.A.E., Investigación Educativa y Formación Docente, Universidad Xochicalco, Mexicali, MX; Coordinator, ARNA en Español

Javier Arriaga Reynaga, Faculty of Pedagogy and Educational Innovation, Universidad Autónoma de Baja California, Mexicali, MX

Contact for more information: Joe Shosh, shoshj@moravian.edu



Building Knowledge Democracies in Education

This half-day workshop introduces participants to the theory and practice of building knowledge democracies in education through practitioner research and the dissemination of practitioner research through web-based knowledge collections. The workshop focuses on establishing the conditions needed for building knowledge democracies at the local school and school district levels. Practical details to be addressed include developing a spirit of, and the skills associated with, collaboration within educational settings, building trust, finding time to build relationships and conduct research, confronting challenges associated with collaboration between university faculty and classroom teachers, and including students and parents as research partners in collaborative action research. Examples will be shared from the knowledge base of Social Publishers Foundation, a global non-profit network of practitioner researchers. The purpose of the Foundation is to provide educational activities and funding opportunities for practitioner-research and action research projects for improved social welfare and educational practices within communities around the world.

Workshop in English and Spanish with translation assistance available.

Facilitators:

Lonnie Rowell, President, Social Publishers Foundation; Coordinator, ARNA Knowledge Mobilization; Associate Professor, School of Leadership and Education Sciences, University of San Diego, San Diego, CA, US.

Eunsook Hong, Professor Emerita, College of Education, University of Nevada, Las Vegas; Secretary/Treasurer, Social Publishers Foundation, La Mesa, CA, US

Andres Martin, School Counselor, Ramona High School, Ramona, CA, US; Board Member, Social Publishers Foundation, La Mesa, CA, US

Fabiola Bagula, Area Superintendent, San Diego Unified School District, San Diego, CA; Board Member, Social Publishers Foundation, La Mesa, CA, US

Contact: Andres Martin, andresmartin@gmail.com

Action Research and Early Childhood Education: The 4th CARN-ARNA Study Day

The 2017 Study Day will be focused on Early Childhood Education (ECE). At present, an ARNA coordinator and a CARN coordinator for the Study Day have been in communication regarding the goals and objectives of this workshop. Established by the Collaborative Action Research Network (CARN) in 2003, Study Days are planned in



localized contexts and provide space for interactive and experiential professional development and dialogueⁱ. To date CARN has sponsored nearly 60 Study Days in nine countriesⁱⁱ. The Cartagena Study Day will examine the intersections of theory and practice in Early Childhood Education, with particular attention given to links between educational reforms in Colombia and the development of ECE, and the relevance of action research and participatory forms of research in general to strengthening practice and policy in ECE. The ARNA and CARN Study Day coordinators are seeking connections with the Universidad de Cartagena's Social Science and Education Department, in particular with the Early Childhood (Pedagogía Infantil) concentration, and with the university's research groups specifically focused on education reforms. The coordinators are also considering workshop time for dialogue and reflections regarding the Colombian "Primero lo Primero" (First Thing First) initiative that took place a few years back. This initiative allowed for a number of Early Education schools to be opened in Colombia. This day-long session may include visits to sites in the larger community.

Workshop in Spanish and English with translation assistance available.

Study Day Facilitators:

Luvy Vanegas-Grimaud, Early Childhood Educator, University of California, Berkeley, CA, US

Una Hanley, Senior Lecturer, Manchester Metropolitan University, Manchester, ENG;
Member, Collaborative Action Research Network (CARN) Coordinating Group, UK

Romelia Hinojosa, Early Childhood Educator, Chihuahua, MX

Contact: Luvy Vanegas-Grimaud, lvaneegasgrimaud@outlook.com

Community Based Participatory Research (CBPR) and Community Empowerment in Community Health: A Skill Building Workshop on Action-Reflection Praxis

This interactive experiential workshop brings together two strands of action-reflection praxis: community based participatory research (CBPR) for health equity; and Paulo Freire's empowerment education. Though we provide examples from public health & health promotion, with attention to the profound social and health inequities faced by populations across the globe, the workshop will provide skills and methodologies applicable to participatory action researchers in education, applied social science research, and organizing contexts.

Community based participatory research for health, similar to action research, has been defined as a collaborative approach that equitably involves all partners in research,



recognizes community strengths and priorities, and aims to combine knowledge and action for social transformation and health equity (W.K. Kellogg Foundation). Using similar principles, empowerment education is a “social action process...with goals of increased community control, political efficacy, improved quality of community life and social justice” (Wallerstein, 1992).

In response to these issues, the University of New Mexico Center for Participatory Research (<http://cpr.unm.edu>), the Pan American Health Organization, and Latin American health promotion colleagues first co-developed a 40-hour Empowerment, Social Participation and Health Promotion Curriculum (Wallerstein, Gutierrez, Sobera, 2005; in English, Spanish, and Portuguese (<http://cpr.unm.edu/curricula--classes/empowerment-curriculum.html>)). Now ten years, later, this curriculum is being revised with Nicaragua’s NGO: AMOS Health & Hope; and Brazilian colleagues for students, NGO staff, multi-disciplinary professionals, and community members to learn the practice and theory of CBPR and Empowerment.

This workshop will provide two modules of the new curriculum: morning: 1) *Empowerment and Power*; and afternoon: 2) *CBPR and Action Research*. We will work with a new model of CBPR that offers a planning and evaluation framework for participatory and action research projects, based on the core theory of change that reflexivity about our partnering praxis is critical to increase social inclusion, equity, and improved health impacts. We welcome your attendance.

Day-Long Workshop

Workshop in **Spanish** with English translation available.

Facilitators:

Nina Wallerstein, Professor, Director, Center for Participatory Research, Univ. New Mexico, US

Laura Chanchein Parajon, Medical Director, AMOS Health and Hope, Nicaragua
Martha Lucia Gutiérrez Bonilla, Profesora Ciencia Política, Univ. Javeriana, Bogota, Colombia

Leandro Giatti and Renata Ferraz de Toledo, Profesores, Promoção de Saúde, Faculdade de Saúde Pública, Universidade de São Paulo, Brasil

Rosilda Mendes, Professora, Univ. Federal de São Paulo, Campus Baixada Santista, Brasil

Noelle Wiggins, Multnomah Health Department, Oregon, US

Contact: Nina Wallerstein (USA), nwallerstein@salud.unm.edu (in English, Spanish, or Portuguese if you are interested).



Dilemmas Café: Solution Focused Co-Labouring.

This half day workshop, facilitated by members of the UK Participatory Research Network, has two purposes: Firstly, to introduce participants to the notion of a Dilemmas Café through direct engagement in the process. The Dilemmas Café was developed by Professor Sarah Banks (Durham University) with the specific intention of bringing people together to discuss dilemmas experienced within participatory research processes. A dilemma is a choice between alternative courses of action and occurs when it is not clear which way to stand on ethical dilemmas, but here we have broadened this out to include other types of dilemmas faced by participatory researchers. This link takes you to the UKPRN website where you can find out more about how a Dilemmas café works. <http://ukprn.weebly.com/resources.html>

Secondly, we want to provide participants with the opportunity to discuss three key dilemmas, encountered by participatory researchers in the UK but that are thought to have universal relevance to global researchers in relation to knowledge democracy.

Half- Day Workshop

Workshop in English with Spanish translation assistance available.

Facilitators:

Tina Cook, Northumbria University, Newcastle, ENG

Toby Brandon, Northumbria University, Newcastle, ENG

Contact: Tina Cook: tina.cook@northumbria.ac.uk

Living Theory Research in an Ecology of Knowledges.

The purpose of this day-long workshop is to converse with values-driven practitioner-researchers who want to enjoy a sense of connection with like-minded people and contribute to creating and spreading globally the influence of knowledge that carries hope for the flourishing of humanity. People not physically present in the workshop will be able to participate during the day via SKYPE. Those who cannot join the workshop on the day can contribute and have a presence through their living-posters. The session will be video-taped and a report produced to add to the report for the pre-conference participatory workshop of the 4th February 2017 at, as displayed at:

<https://knowledgedemocracy.org/2017/02/15/report-on-the-carn-study-daypre->



[conference-workshop/](#)

Topics for the workshop can include, based on the interests of participants, the following:

- presentations by participants of living-posters from the collection at <http://www.actionresearch.net/writings/posters/homepage010217.pdf>
- Sharing questions of the kind, 'How do I improve what I am doing?' with a focus on the embodied values that give an individual's life and work meaning and purpose
- Overview and introduction to Living Theory research and resources available from <http://www.actionresearch.net>, the Educational Journal of Living Theories (EJOLTS) at <http://ejolts.net> and the living-posters, with a conversation on the relational meanings of 'i' and 'we' in 'i am because we are ~ we are because i am,' with an examination of the African understandings of Ubuntu.
- Discussion of the problems associated with facing and transcending 'epistemicide' (de Sousa Santos, 2014. See also the video of de Sousa Santos on Knowledge Politics at <https://knowledgedemocracy.org>). We shall also explore generative possibilities offered by notions such as pan epistemogenesis (Mellett, 2017).
- Distinguishing relationships between the methodologies of Action Research, Self-study, Autoethnography and Narrative Enquiry in contributing to Living Theory research as a social movement with values that carry hope for the flourishing of humanity.
- Drawing insights from theories that are influencing our practice and understandings in our collaborative research enquiries as we contribute to an ecology of knowledges.
- Issues of trustworthiness, reliability, rigour and validity.
- Participants will be encouraged to identify and explore issues of personal and collective responsibility and accountability in engaging with issues of power and inequality. These engagements will be contextualised in terms of creating democratic social formations that influence our practices, understandings and well-being in generating a contribution to an ecology of knowledges.

Conversation focused on contributing ideas to the Global Assembly on 16th June 2017 and beyond, on clarifying and sharing **personal commitments** to improve practice and generate knowledge in enhancing the flow of values and understandings that carry hope for the flourishing of humanity.

Full day Workshop in English with Spanish translation assistance available.

Facilitator: Jack Whitehead, Visiting Professor, University of Cumbria, UK.

Contact: Jack Whitehead, jack@actionresearch.net



Networks and Knowledge Democracy

This day long workshop is designed for members of action research and participatory research networks and other interested persons to come together in an open communicative space in the spirit of dialogue towards democratic action to share and develop deeper insights on **Knowledge Democracy** and how it does and will influence our intellectual and (activist) lives. The workshop will include network introductions and dialogue circles (mixed groupings) for sharing thoughts, insights and challenges based on pre-session readings distributed in late-May and early June. Notes from the workshop will be shared as a part of the June 16 Global Assembly for Knowledge Democracy.

Facilitators:

Christine Edwards-Groves, Senior Lecturer (Literacy Studies) & Key Researcher, Research Institute for Professional Practice Learning and Education, Charles Sturt University, AUS; Co-Chair, 1st Global Assembly for Knowledge Democracy
Peter Grootenboer, Associate Professor, School of Education and Professional Studies, Griffith University, AUS
Karin Rönnerman, Professor, Department of Education and Special Education, University of Gothenburg, Gothenburg, Sweden (Sweden)

Full day Workshop in English with Spanish translation assistance available.

Contact: Christine Edwards-Groves, cgroves@csu.edu.au

Participatory Research Methods for Building Peace

This workshop will help participants explore approaches to participatory research methods for community-based peacebuilding processes. In 2012, the *Peaceful Process of Reconciliation and Integration of the Alta Montaña* of El Carmen de Bolívar, Colombia (located outside of Cartagena in Montes de María) formed in an effort to respond to past and continued violence through a community-based reconciliation process. Working across lines of enmity that emerged as a result of decades of armed conflict in the region, the leaders of the Alta Montaña articulated the movement as a movement of reconciliation with two primary, and related, objectives. First, to reunite and reconcile rural communities divided as a result of the armed conflict, restoring a sense of shared identity. Second, to demand *collective* reparations from the Colombian state as a result of the harm caused by the war. One year later, the Alta Montaña led over 1,000



campesinos in a weeklong nonviolent march that resulted in a signed agreement with the government, initiating the largest collective reparations processes in the country.

As a result of the visibility of the nonviolent social movement nationally and internationally, the communities have had a variety of experience with researchers focused on peacebuilding, war, and social movements. Similarly, these communities are frequently asked to engage – with varying levels of participation – in consultations with state agencies as well as private foundations. While these consultations are framed as “participatory,” they often result in extractive practices. How can participatory action research be used to empower and strengthen community processes in ways that increase community awareness about the importance of – and different ways to engage in – democratic participation? Drawing on lessons from various engagements with research practices in the Alta Montaña, this session will explore the significance of historical memory in community-based peacebuilding efforts, the inclusion and participation of youth in participatory research methods, and the practical considerations for constructing participatory action research that contributes to ongoing, community-based peacebuilding efforts that increase democratic participation and empowerment within community processes. Specifically, local documenters from the Alta Montaña will share the lessons that have emerged from a 3-year, locally-driven process of historical memory that they have conducted in collaboration with the National Center for Historical Memory as part of the 91 accords that the communities signed with the government following the march in 2013.

The facilitators come from various walks of life and represent diverse roles in the process: local documenters from the historical memory process, community leaders of the *Peaceful Process of Reconciliation and Integration*, youth leaders from the *Youth Peace Provokers* – the youth wing of the movement, a long-term accompaniment worker, and a PhD student currently engaged in dissertation fieldwork. The session will explore the contributions, challenges, and the possibilities of participatory action research for contributing to and building on ongoing processes of community peacebuilding, democratic participation, and reconciliation. The session will also include attention to the practical considerations of participatory action research, with particular attention given to the inclusion of youth in such processes.

The session will be bilingual Spanish/English with translation support.

Facilitators:

Leaders from the *Peaceful Process of Reconciliation and Integration of the Alta Montaña* from El Carmen de Bolívar will facilitate the session, including:

Dionisio Alarcón Fernandez



Hernando Melendez Gonzalez
Glenda Marcela Jaraba Perez

Also facilitating will be Accompaniment Worker Larisa Zehr and PhD candidate Angela Lederach (Anthropology and Peace Studies, University of Notre Dame).

Contact: Angela Lederach (alederach@gmail.com)

School, Community and University Collaborations and Convergences for Social Change

The educational experiences of the global south pose many challenges associated with capitalism in its neoliberal phase. This situation deepens the socio-economic gaps and the conditions of vulnerability for the students, communities and educators. These realities become more complex in societies that have experienced long periods of violence. Native communities, peasant and indigenous groups are affected by structural exclusion and serious violations of human rights in repressive regimes and armed conflicts. In this context, the workshop seeks the exchange of knowledge regarding different educational experiences that affect diverse community realities. Particular attention will be given to collaborative links among educational institutions, communities and other academic actors and to the contributions of Action Research in promoting processes of social change within communities.

Questions for the workshop discussion:

- What are the limits and the possibilities of our educational processes in the communities?
- What are the principles that guide the political and ethical positioning of education in communities?
- What are the methodologies that allow the construction of relevant educational processes that respond to the needs of communities?
- What are common challenges in our experiences?
- What do we need to strengthen our processes and our educational work from the exchange of experiences?

The session will be bilingual Spanish/English with translation support.

Facilitators:



Bruce Damons, Director, Center for Community Schools, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa; Dr. Deidre Geduld and Ms. Heloise Sathorar, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa.

Liliana Chaparro. Polyphonies Research Group of Community and Popular Education, Bachelor in Community Education, National Pedagogical University.

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