Knowledge for Change (K4C): a global project to train the next generations of community-based researchers
Content

- Sharing of experiences – global map
- Knowledge for Change (K4C)
- Experiences with Italian Hub
- K4C Mentor Training Program (MTP)
Sharing of experiences

what kind of training in CBR have you received?

what kind of training in CBR have you provided?
The UNESCO Chair in CBR-SR

Objective: to work with other global networks to support capacity building in the fields CBR and SR in higher education through South-South and North-South-South-South partnerships.


Project SSHRC (2014-16): Building the Next Generation of Community-based Researchers ("The Next Gen project")
Most respondents have not had any **formal training** in CBR.

- CBR capabilities are acquired mostly through self-directed learning and on-the-job (workplace) training, and workshops (1 to 10 days duration) and university courses (theory-based).

There is a **high demand for training and learning** about doing CBR, but formal, structured training opportunities have been scarce.

- Collaborative training efforts are still missing. Need of university involvement beyond individual thesis researches and short-term projects to long term engagement.

- Importance of **long-term relationships** between communities and HEIs or CSOs

**Content** of training: Focus on specific methods/data collection techniques.

- Ethics, mutuality, partnership, cross-cultural communication, group facilitation are critical for practitioners of CBR but rarely included in any formal training.

Over 50% of the survey respondents consider that the most effective training approaches for building capacities in CBR are participating in **community actions** [field practice] and/or performing **art-based activities** (e.g., music, theatre, storytelling).

- Almost 40% of students enrolled in HEIs have never taken community actions or performed art-based activities as part of their training in CBR.
The Knowledge for Change (K4C) Consortium

- K4C is a global initiative of the UNESCO Chair, under the joint leadership of UVic and PRIA, and its HEIs and CSOs partners.

- Purpose: 1) to train a new generation of community workers and students in the theory and practice of CBR; 2) to create an international communication network on knowledge democracy, justice and equity as a contribution to local, national and global challenges such as the UN SDGs.

- Creation of local training hubs in India, Indonesia, Italy, South Africa, Colombia and Cuba (2018), and Canada, UK, Brazil and Spain (2019)
K4C Co-Directors (UNESCO Chair in CBR)

1) Designation of local Hubs as centres of excellence for the training of CBR

2) Certified CBR Mentor (Mentor Training Program)

3) Localized CBR course offered at the Hubs by certified Mentors

CBR trained expertise in Global South and excluded North to promote social transformation and community change in line with the UN SDGs
The MTP is a 21-week non-credit course consisting primarily of 3 components: online learning activities, a two-week face-to-face learning component, and a field work component to be carried out locally under the guidance of a local supervisor.

The MTP is designed for experienced civil society and community based participatory researchers in higher education institutions.

The UNESCO Chair will provide a certificate to the mentors, on the successful completion of the course requirements. This will be the only valid global certification for CBR mentors that currently exists.
1. Build a common vocabulary for CBR.
2. Understand the theory and practice of CBR.
3. Understand the personal and social skills critical for working in CBR.
4. Development of strong skills in working with communities and students, and teaching CBR.
5. Prepare case studies in local/national languages as future training materials for local training based on a field experience.
6. Use research findings to find/build local solutions linked to the UN SDGs
7. Discover new sources of text, audio, video resources, that may be useful for the hub and the local community.
8. Share experiences with others around the world who are engaged in training for CBR as well.
To overcome English-language domination of CBR training materials, and their cost.

To establish standards and credentials to assure quality and consistency for training in CBR.

Hubs sustainability and Integration of local courses into institutional incentives and priorities

Global and local/regional impact assessment of CBR projects
Knowledge products

KNOWLEDGE AND ENGAGEMENT
Building Capacity for the Next Generation of Community Based Researchers

Edited by
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Training the Next Generation of Community Based Researchers

A Guide for Trainers
Rajesh Tandon, Budd Hall, Walter Lepore and Wafa Singh

Sharing of experiences

What are other training opportunities exist?

What opportunities for collaborations?