

KNOWLEDGE FOR CHANGE (K4C)



GLOBAL CONSORTIUM

ANNUAL REPORT
2024-2025



University
of Victoria

UNESCO Chair in Community Based
Research and Social Responsibility
in Higher Education



unesco
Chair

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UNESCO Chair in Community Based
Research and Social Responsibility
in Higher Education



ABBREVIATIONS

UNESCO Chair CBRSRHE- UNESCO chair in Community Based Research and Social Responsibility in Higher Education

PRIA- Participatory Research in Asia

UVic- University of Victoria

K4C- Knowledge for Change

MTP- Mentor Training Program

MoU- Memorandum of Understanding

CBPR- Community-Based Participatory Research

HEIs- Higher Education Institutions

NUEPA- National University of Educational Planning and Administration

CSO- Civil Society Organisation

RTC- Regionals Training Center

SDGs- Sustainable Development Goals

MUJ- Manipal University Jaipur

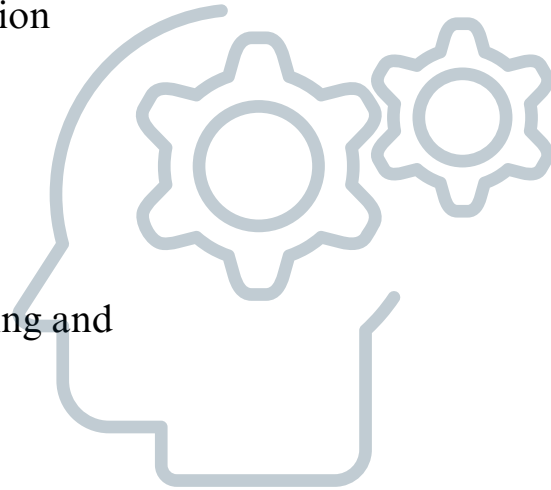
USM- Universiti Sains Malaysia

RUCE- Rhodes University Community Engagement

NWU- North-West University

UFS- University of the Free State

CUT- Central University of Technology



UNESCO Chair in Community Based Research and Social Responsibility in Higher Education



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Executive Summary

The Knowledge for Change (K4C) Global Consortium for Training in Community-Based Participatory Research (CBPR) was established during the second term (2016–2020) of the UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education. The Consortium was formally launched on 13 November 2017 in New Delhi, in collaboration with the UNESCO New Delhi Office and the Association of Indian Universities. A subsequent launch took place in December 2017 in Canada, supported by the University of Victoria and the Canadian Commission for UNESCO.

K4C was conceived to address a globally observed gap in meaningful community-university engagement and to equip a new generation of CBPR practitioners and scholars. In seeking to build sustainable structures for capacity development in CBPR, the Co-Chairs of the UNESCO Chair, Dr. Rajesh Tandon and Dr. Budd Hall, developed the K4C strategy to foster formal, equitable partnerships between academic institutions and community or practitioner organizations. Central to this model is the creation of K4C hubs, training centers grounded in experiential, community-based research and aligned with the UN Sustainable Development Goals (SDGs).

K4C has been internationally recognized as a pioneering model in community-based research and education. It was showcased at the UNESCO Third World Conference on Higher Education in 2022, the UNITWIN Thirtieth Anniversary Conference in 2022, and UNESCO Conference on Transforming Knowledge for Just and Sustainable Futures in Addis Ababa in 2024. In India, the University Grants Commission has adopted the K4C framework for training faculty of HEIs in community engagement and community-based participatory research.

In 2024, the Consortium evolved from a centralized training model led by the University of Victoria and PRIA to a decentralized, regionally anchored approach. This shift marks a new phase of K4C's development- one that emphasizes local ownership, contextual relevance, and scalability. Since its launch in 2017, K4C has demonstrated that community-university engagement can be both impactful and cost-effective when partnership is anchored in community-based participatory research principles and methods.

The UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education



The UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education was established in 2012, as a culmination of the long-standing collaboration between Dr. Rajesh Tandon and Dr. Budd Hall, which began in the 1970s. Their partnership, rooted in the International Participatory Research Network, pioneered global recognition of knowledge creation beyond formal academic institutions. The prominently featured messages of Indigenous knowledge and social responsibility in higher education, during the UNESCO World Conference on Higher Education in 2009, laid the groundwork for the formal establishment of the Chair.

Uniquely structured as a North–South partnership between the University of Victoria in Canada and the Society for Participatory Research in Asia (PRIA) in India, the Chair focuses on advancing community-based research (CBR) and promoting socially responsible higher education worldwide.



Over the years, the Chair has played a vital role in strengthening collaboration between the Higher Education arm of UNESCO, the Global University Network for Innovation (GUNI), the Global Alliance on Community-Engaged Research (GACER) and other regional and global networks. It continues to champion knowledge co-creation through partnerships among universities (academics), communities (civil society) and governments (policy makers).

The pivotal research projects undertaken by the UNESCO Chair in the initial five years of establishment (2012-2017) revealed a critical gap in community-university research partnerships- the challenge of accessing comprehensive CBPR training for young practitioners and scholars, globally.

Therefore, recognizing the gap where university courses often lacked community-engagement and community-led programs lacked theoretical foundations, the Chair, in its second term (2016-2020), collaborated with global partners to devise a robust pedagogical model named K4C Global Consortium for Training in Community-Based Participatory Research. The Chair demonstrated a strong commitment to building global capacity in community-based research (CBR) through the formal establishment of the K4C model and the launch of its flagship Mentor Training Program. The objective behind this was to deepen partnerships with global networks and positioned the Chair as a key actor in policy-influencing research collaborations.

At the heart of this consortium lies the K4C Hub, forming formal partnerships between community organizations and higher education institutions, with a shared commitment to providing holistic learning experiences aligned with the United Nations Sustainable Development Goals.



The Co-Chairs



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What is K4C?

The Knowledge for Change (K4C) Global Consortium is the UNESCO Chairs' response to critical questions such as: How can we build capacity in Community-Based Participatory Research (CBPR) among the next generation of academics and practitioners? And how can we develop sustainable structures for research capacity in CBPR?

Drawing on five years of state-of-the-art research on international developments in community-based participatory research, Dr. Tandon and Dr. Hall sought to **establish economical and sustainable structures for building research capacity in community-based participatory research in the next generation of scholars and practitioners- in the global South and the 'excluded' North.** The resulting K4C strategy supports the creation of K4C hubs, formal partnerships between universities and community or practitioner organizations, highlighting training through hands-on CBR.

Each K4C Hub is a collaborative space jointly led by a higher education institution and a civil society organization. These Hubs serve as local centers for CBPR training, mentorship, and knowledge co-creation. They adapt the core principles of the K4C model to local cultural, social, and political contexts, ensuring relevance and sustainability.





The second core component of K4C is capacity-building through a carefully structured 21-week **Mentor Training Program (MTP)**. This program equips academics from higher education institutions and practitioners from civil society organizations with the knowledge and skills to serve as Mentors in Community-Based Participatory Research (CBPR). Upon completing the MTP, these Mentors become advocates for socially responsible research within their institutions and communities. They are expected to design and deliver a locally contextualized CBPR course, thereby embedding participatory research principles into institutional teaching and research practices.

Through the implementation of these core components, the K4C Consortium advances CBPR by centering community voices and prioritizing the co-creation of knowledge. By training mentors and establishing Hubs, K4C promotes the development and dissemination of CBPR practices that are locally grounded yet globally informed. The initiative fosters the co-production of contextually relevant knowledge and solutions, enabling communities and institutions to jointly address pressing global challenges such as climate change, local governance, active citizenship, and social equity. In doing so, K4C aligns research and action with the principles of the United Nations SDGs, contributing to a more just, inclusive, and sustainable world.

The Beginning of the Knowledge for Change (K4C) Global Consortium

The roots of K4C

From its inception, the work of the Chair has been focused on building research capacity in the field of Community-Based Research (CBR) in both the Global South and the marginalized regions of the Global North. This has been achieved through South–South and North–South partnerships, cutting-edge research initiatives, and policy advocacy carried out in collaboration with numerous partners and their networks across the world.

In this vein, the first four years of the Chair (2012-2016) were characterized as a period of state-of-the-art international research and the development of robust global networks. The primary objective here was to determine where good practices in the field of community-based research were being implemented, identify perceived needs, particularly in the Global South, and understand how diverse regional and global higher education networks involved in supporting community-university engagement were operating. Furthermore, the Chair undertook sustained efforts to design an effective response to this identified gap.

Hence, the second phase of the chair (2016-2020) brought significant developments in its role and impact. It continued its targeted research efforts—which culminated in the establishment of the Knowledge for Change (K4C) Global Consortium in 2017. K4C was launched to address the gaps in meaningful community–university engagement by training the next generation of practitioners in CBPR.



India Launch

The launch of the Knowledge for Change (K4C) Global Consortium marked a landmark moment in the evolution of global research collaboration, capacity building, and knowledge democratization. This milestone event took place on 13 November 2017 at the National University of Educational Planning and Administration (NUEPA) in New Delhi, India.



This event was attended by over fifty participants, including civil society practitioners, academic leaders, and students from across the globe- spanning countries such as Canada, Indonesia, Italy, Spain, Uganda, and further. The rich diversity of participants underscored the truly international spirit of the K4C Consortium and its dedication to fostering a globally connected movement for CBPR. The gathering created a dynamic space for cross-cultural dialogue, peer learning, and the sharing of grounded practices.- highlighting the necessity of collaborative approaches to knowledge creation in the contemporary world.

The event opened with an inaugural address by Mr. Shigeru Aoyagi, then Director of UNESCO New Delhi, who lauded the UNESCO Chair's ground breaking vision of institutionalizing research capacity through the training of the next generation of CBPR practitioners. He emphasized how K4C was poised to transform research methodologies and the relationship between knowledge, communities, and sustainable development.

Dr. S. K. Pandey, Vice Chancellor of Pandit Ravishankar Shukla University, highlighted the critical need for universities to reconnect with society and reaffirm their social responsibilities. He stressed that meaningful social change could only emerge when academic institutions actively engage with the communities they serve.

Prof. N.V. Varghese, Vice Chancellor of NUEPA, brought the event to a close by reinforcing the importance of embedding societal engagement in the very fabric of academic research. He noted that K4C represented a bold and necessary step toward rethinking the purposes of higher education and revitalizing its commitment for societal good.

The launch event signified more than the beginning of a new initiative—it marked the coalescence of a global commitment to reimagining the role of knowledge in society. By centering community voices, fostering international collaboration, and embedding social responsibility into research practices, K4C has laid the foundation for a transformative shift in how knowledge is created, shared, and applied. The event served not only as a celebration of a collective vision but also as a call to action for universities and civil society to work hand in hand in building a more just, inclusive, and sustainable world through community-based participatory research.



Canada Launch



Following the Indian launch, the Canadian Commission for UNESCO and the University of Victoria hosted the Canadian launch of the K4C consortium in Ottawa, Ontario, Canada, on December 14, 2017.

The event witnessed engaging discussions on the relevance of Community-Based Research, with notable attendees including the Co-Chairs- Dr. Budd Hall, Dr. Rajesh Tandon, Dr. Sebastian Goupil (Secretary General of the Canadian Commission of UNESCO) Dr. Joanna Ochaka (Vice-Chair, CBRC, Canada) Dr. Martin Taylor (Executive Director, Canadian Research Data Centre Network) Dr. Crystal Tremblay, Research Director, UNESCO Chair, and Dr. Walter Lepore, Project Director, UNESCO Chair.

This launch set the stage for the K4C Global Consortium's future growth and symbolized the convergence of global and local efforts to advance knowledge democracy, equitable partnerships, and transformative education practices.

The K4C Pedagogical Model

The K4C Hubs



At the heart of the Knowledge for Change (K4C) approach is the creation of K4C Hubs. These are formal partnerships (MoU) between universities and community organizations. The K4C hubs serve as foundational organizations of the K4C Consortium at the field level. These hubs are the tangible manifestation of the larger K4C system, operating locally to organize and facilitate the dissemination of CBPR methodology amongst the next generation of scholars, researchers, community leaders and civil society members.

A K4C Hub is formed through the formal partnership between one or more Higher Education Institutions (HEIs) and Civil Society Organizations (CSO). They serve as dynamic platforms where research capacities and professional skills are honed through innovative, practical and arts-based teaching methods. These hubs foster collaborative research, knowledge exchange, and community engagement, paving the way for the co-construction of knowledge in authentic and respectful partnerships with local communities.

The overarching goal of the K4C hub system- is to train the next generation of CBPR mentors and leaders to a global standard, particularly focusing capacity-building efforts in the Global South and the excluded North.

This system is crucial in addressing the critical challenges that our contemporary world faces, and in achieving the United Nations Sustainable Development Goals (SDGs) by fostering new knowledge and insights, innovative solutions and meaningful connections- locally and globally.

Recent studies highlight a growing demand for CBPR training, emphasizing the vital role of K4C hubs in advancing this field.

Hubs at a glance

- Advance CBPR practices
- Co-create locally relevant knowledge and solutions
- Address complex global challenges such as climate change, local governance, active citizenship, and social equity
- Align research and action with the UN SDGs.



K4C Hubs across the world



Mentor Training Program (MTP)




The K4C hubs are nurtured through the Mentor Training Program (MTP) which serves as the foundational training program for their development. Utilizing a cascading training model, the K4C Global Consortium has meticulously crafted a 21-week Mentor Training Programme (MTP) that integrates online learning activities, a two-week face-to-face learning residency, and a locally conducted field study supervised by a local mentor. The objective of the Mentor Training Program (MTP) is to equip the next generation of CBPR practitioners with the knowledge and skills to drive positive transformation in their communities.

Mentors enrolled in the MTP, under the mentorship of the UNESCO Chair, receive a certificate jointly issued by the UNESCO Chair, PRIA International Academy (PIA), and the University of Victoria (UVic) upon successful completion of the program. Certified mentors are entrusted with a pivotal role in facilitating Community Knowledge, especially through the evolution of their local hubs- leading the curriculum designing, pedagogy enhancement, as well as the strengthening of research capacities within the local and regional contexts. The MTP continues to be successfully delivered through UVic Continuing Studies since 2018 and has completed nine cohorts by the April of 2024.

There has been a recent shift towards decentralization and regionalization of the MTP leadership, because of which Regional Training Centers have been established across the world.

K4C Regional Training Centers (RTC)



In 2024, the K4C Consortium transitioned from a centralized training model that was initially led by the University of Victoria and PRIA, to a decentralized, regionally anchored approach. This evolution marks a significant new phase in K4C's development, reaffirming its commitment to strengthening community ownership.

Regional Centers are pivotal institutions within the K4C model, serving as essential facilitators for the MTP within their designated geographical areas. These centers act as local hubs that adapt and implement the broader goals of the K4C initiative in contextually relevant ways. Their primary function is to provide sustained guidance, technical expertise, and institutional support to emerging mentors and practitioners of CBPR.

These centers serve as bridges between global knowledge systems and local community wisdom. By nurturing a new generation of CBPR mentors and scholars, Regional Centers help ensure the sustainability and expansion of participatory research practices and operate as key pillars in fostering collaboration, knowledge sharing, and capacity building within the K4C network.

As of now, the K4C has established five Regional Centers globally, each strategically positioned to cater to the unique needs and challenges of its respective region.



Following are the regions and their corresponding MTP Training centers:

- South- East Asia Training Centre – Mizan Hub, Malaysia.
- Africa Training Centre – Acholi Hub, Uganda.
- South America Training Centre – IAPaZ Colombia Hub, Colombia.
- South Asia Training Centre- PRIA, New Delhi, India
- Europe Training Centre- Limerick, Ireland



K4C in Numbers

24 Active Hubs



38 Publications



83 Trainings and
CBPR courses
delivered



16 Countries



45 Research
Projects



100+ Trained
Mentors



Over 7000
Students -
Worldwide



Our Global Reach



Regional Training Centers



K4C Hubs

K4C activities 2024-2025

Global and Hub Wise Breakdown



Community Based Research Projects-

The Chair undertook the first phase of the DECODE project in the year 2024 with 6 case studies. The DECODE Knowledge Project aims to enhance the role of locally grounded, contextualised and actionable knowledge in addressing community-identified challenges.

ARCTIC	Nanuk Narratives
COLOMBIA	Guardians of the Forest
INDIA	Food from Forest: Bridging Tradition, Science and Sustainability in the Himalayas
MALAYSIA	Modernizing Traditional Apong Production in Samarahan
UGANDA	Regenerating Acholi Traditional Knowledge
WESTERN CANADA	Connecting Indigenous-led research through Climate, Water and Health issues

Round One Case Studies

Through this project, the Chair engages global networks of community and Indigenous-led research practitioners through peer learning, collective reflection, and systematisation.

The K4C Hubs, along with other partners- around the world took lead in working with their communities to produce solutions to creating environmental resilience that are locally relevant and contextually grounded.

Learn more about DECODE- <https://www.decodeknowledge.org/>

Workshops and Seminars

- Dr. Rajesh Tandon along with Dr. Crystal Tremblay (University of Victoria) co-facilitated Workshop on ‘Community Engaged Scholarship: Strengthening Competencies for Today’s World’, organized by CIFAL Victoria and UNITAR, during May 01 – 10, 2024.
- Dr. Rajesh Tandon delivered Keynote Address at the National Seminar on ‘Bridging Indian Knowledge Systems and Community Engagement in the NEP 2020 era’, organized by National Institute of Educational Planning and Administration, New Delhi. December 16, 2024.

Other Key Activities-

- On March 19, 2025 Dr. Rajesh Tandon delivered speech at the Inaugural Session of the Short-Term Capacity Building Workshop on ‘Community Engagement in Research: Excellence with Social Relevance’, jointly organized by Association of Indian Universities, Dayalbagh Educational Institute Academic & Administration Development Centre and Dayalbagh K4C Hub.



- [Participation in the 10th Edition of Living Knowledge Conference-](#) The chair participated in the 10th edition of Living Knowledge Conference, hosted by the Universitat de Girona, from June 26 to June 28, 2024. Report link.
- Between September 30 & October 02, 2024, Dr. Rajesh Tandon was invited to participate in the UNESCO Chairs and Partners Forum, organized by UNESCO in Addis Ababa. During this event, Dr. Tandon chaired a session on 'Knowledge for Change Global Consortium' led by UNESCO Chair.
- Parallel Session 5.2 entitled 'Decolonizing the Training of the Next Generation of African Researchers: The African Knowledge for Change Centre' at Transforming Knowledge for Africa's Future (International Forum of UNESCO Chairs and Partners convened by the African Union Commission and UNESCO), held in Addis Ababa during September 30 - October 02, 2024. The session was moderated by Dr. Rajesh Tandon, Co-Chair, UNESCO Chair in CBRSR.
- MTP Residency with Mizan Hub- Mizan Hub based at Universiti Sains Islam Malaysia (see hub details on page 38) in association with UNESCO Chair in CBRSR organized a Regional K4C Residency for Mentor Training Program during October 5 - 13, 2024.



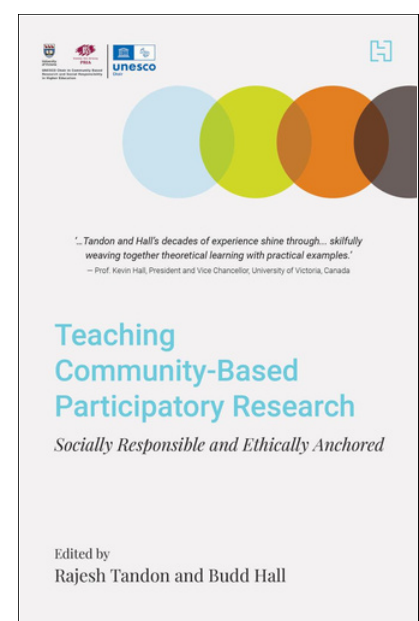
Over the 13 years of Chairs' existence, it has been deeply committed to producing high quality research to address critical gaps in the multiple epistemologies and knowledge democracy sphere. The chair has produced many essential works that are all available for access on the Chair website (<https://www.unescochair-cbrsr.org/resource/resource-center>), reaffirming its commitment to building open access of knowledge.



In the period from 2024-2025, the chair published the very important work “Teaching Community- Based Participatory research: Socially Responsible and Ethically Anchored”. This book is a compilation of over 50 years of experience of teaching and learning CBPR. It emphasizes capacity-building through a value-based, ethically grounded framework.

This is a transformative guide that delves into the principles and practices of CBPR and features insights from mentors across diverse global contexts. This book offers practical strategies for embedding CBPR principles into academic curricula.

This book is extremely relevant for academicians, educators, researchers, activists, and institutions committed to equity, and the co-creation of impactful knowledge that addresses the most pressing global challenges.





Christ University Hub, Christ University, Bangalore, India

Year of Establishment: 2020

Hub website: <https://christuniversity.in/center/C/csl>

Hub Overview: This Hub is an evolving centre committed to advancing CBPR and Service Learning (SL) as powerful tools for social transformation. At the heart of the hub's activities is the Centre for Service Learning (CSL), which plays a pivotal role in integrating academic knowledge with community needs, using participatory research methods and socially relevant projects in the community. The hub has taken significant strides in institutionalising CBPR through multi-stakeholder collaboration and capacity-building initiatives. The hub is also actively engaged in global collaborations, as seen in its joint international course with the Singapore University of Social Sciences

University Partner: Christ University

Community Partner: Eco Dhaga

Hub Coordinator: Dr. Sharon Valarmathi, valarmathi.b@christuniversity.in



TRAINED MENTORS	3
PUBLICATIONS	1
COURSES AND TRAININGS	3
HUB ACTIVITIES	4

HUB AT A GLANCE

Events and Publications

Activities:

Workshops/Seminars-

- SL Orientation to Students 21 Nov, 2024 (77 Students participated), Leadership Training for students 7 March 2025 (33 Students Trained)

Capacity Building Sessions-

- Faculty Development Programme, 25 Oct 2024 (23 Faculty members attended). Faculty training for the BGR campus on 5 Nov 2024(49 faculty members attended).

Community-Based Research Initiatives-

- 5 department undertaking SL projects

Publications:

- 'Service Learning and Community-Based Participatory Research in India: The Experience of CHRIST University' in 'Teaching Community-Based Participatory Research: Socially Responsible and Ethically Anchored'.

Courses Provided:

- MDP course on Service Learning and CBPR for Responsible Leadership sponsored by ACUCA
- Service Learning SEC Course for in-house students
- Global Immersion Course with University of Singapore- This course involved 6 students and 3 faculty members and addressed themes like sustainable living and organic food initiatives

Dayalbagh, Dayalbagh Educational Institute (Deemed to be University), Dayalbagh, Agra, Uttar Pradesh, India

Year of Establishment: 2023

Hub website: <https://www.dei.ac.in/dayalbagghub/>

Hub Overview: The Dayalbagh (K4C) Hub is actively engaged in community-based participatory research across three principal areas: teaching and learning, research, and service. The members and partners of the hub are diligently working to expand community partnerships and foster increased community engagement, which is subsequently reflected in research initiatives and policy development. Furthermore, greater encouragement will be provided to faculty members and students to pursue endeavors in this domain, thereby enhancing the overall impact of their efforts.

University Partner: Dayalbagh Educational Institute (Deemed to be University)

Community Partner: Lifelong Learning and Extension Activities (LLLE)

Hub Coordinator: Prof. Jyoti Gogia, jyotigogia@dei.ac.in



TRAINED MENTORS	3
PUBLICATIONS	1
COURSES AND TRAININGS	2
HUB ACTIVITIES	3

HUB AT A GLANCE

Events and Publications

Activities:

Capacity Building Sessions-

- Short-term Capacity-Building Workshop on Community Engagement in Research: Excellence with Social Relevance from March 19 to 21, 2025. A total of Seven sessions for Capacity Building were held during the workshop

Community-Based Research Initiatives-

- Faculty members and students have demonstrated strong motivation to engage in research focused on community engagement and Community-Based Participatory Research (CBPR). Several individuals have begun to write on topics within this domain.

Other Key Activities-

- A group of delegates from the University of Glasgow, Scotland, United Kingdom visited the Dayalbagh (K4C) Hub, Dayalbagh Educational Institute (Deemed to be University). The delegates included Mrs. Helen Martin, Dr. Joyce Nicholson, and Ms. Janette Devlin from the School of Education, at the University of Glasgow in Scotland, UK, and 14 students. Ms. Shruti Priya, the program officer, and Mr. C. S. Joshi, Manager of Facilities, and knowledge management for Participatory Research in Asia (PRIA), New Delhi, accompanied the group. The group visited the Free Integrated Medical and Rural Assistance Camp being held every Sunday. The camp offers services to underprivileged individuals residing in the neighbouring rural community. They witnessed various community engagement activities and vocational training opportunities there. A significant interaction was carried out among the delegation and DEI faculty, staff, and students.

Publications:

- Community Engagement and Community-Based Participatory Research in India: The Experience of Dayalbagh Educational Institute (Book Chapter) by Jyoti Gogia. This chapter is a part of the book entitled Teaching Community-Based Participatory Research Socially Responsible and Ethically Anchored Edited by Dr Rajesh Tandon and Dr. Budd Hall

Courses Provided:

- EDM 501: Sociology of Education (One unit is added related to CBPR)
- Existing Course Community Engagement and Social Responsibility (MOOC), Online, 10 weeks, Undergraduate and Postgraduate students

Mizan K4C Hub , Universiti Sains Islam Malaysia (USIM), Nilai, Negeri Sembilan, Malaysia

Year of Establishment: 2019

Hub website: <https://kampungmizan.usim.edu.my/>

Hub Overview: This hub functions as the Regional Training Centre for South-East Asia

University Partner: USIM

Community Partner:

- International Youth Centre
- Malaysia Youth Council

Hub Coordinator: Prof. Dr. Mahazan Abdul Mutalib; Mahazan@usim.edu.my



TRAINED MENTORS	11 (6 UNIVERSITY+ 5CSO)
PUBLICATIONS	1
COURSES AND TRAININGS	2
HUB ACTIVITIES	19(+2)

HUB AT A GLANCE

Events and Publications

Activities:

Workshops/Seminars-

- June 2024 – February 2025 : MTP CBPR Cohort 1 Asia

Capacity Building Sessions-

- 2 Community projects + workshop (2024 & 2025)

Community-Based Research Initiatives-

- 2 Major projects

Courses Provided:

- MTP CBPR Asia - 21 Weeks course with 19 Weeks online via USIM MooC & 2 Weeks Residency at IYC Kuala Lumpur

MUJ Hub, Manipal University Jaipur, Jaipur, India


Year of Establishment: 2017

Hub Overview: The hub actively advances Community-Based Participatory Research (CBPR) by fostering meaningful partnerships between students, academicians and practitioners. Through innovative, inclusive methods such as art-based learning and participatory courses, the hub empowers students to build skills in CBPR techniques. By working closely with grassroots organizations like the Mahila Housing Trust, the hub ensures that community voices shape both research and action. Looking ahead, the hub aims to expand its reach, deepen community engagement by training community representatives.

University Partner: Manipal University Jaipur

Community Partner: Mahila Housing Trust

Hub Coordinator: Prof. Madhura Yadav, madhura.yadav@jaipur.manipal.edu



TRAINED MENTORS	5
COURSES AND TRAININGS	2
HUB ACTIVITIES	1

HUB AT A GLANCE

Events and Publications

Activities:

Capacity Building Sessions-

- VIKASINI VITTIYA SAKSHARTA in collaboration with Mahila Housing Trust- As part of this initiative, CBPR students used art-based methods to train women from Jaipur's slum communities in financial literacy and well-being. The Mahila Housing Trust, Jaipur, supports around 30 adopted slums, each represented by their Community Action Groups (CAGs). During the camp, the students trained 20 representatives from various slums at the MHT Vikasini Manch. on April 15, 2024.

Courses Provided:

- Community Engagement & Social Responsibility
- Community Based Participatory Research Techniques

Participatory Research in Asia (PRIA) Hub, New Delhi, India

Year of Establishment: 2017

Hub Overview: This Hub serves as the K4C Global coordination centre.

Hub Coordinator: Dr. Anshuman Karol; anshuman.karol@pria.org



TRAINED MENTORS	2
PUBLICATIONS	1
COURSES AND TRAININGS	1
HUB ACTIVITIES	7

HUB AT A GLANCE

Events and Publications

Activities:

Capacity Building Sessions-

- On August 29, 2024, Dr. Rajesh Tandon was invited as a resource person to led a session on ‘Social Responsibility in Higher Education and Community Outreach’, as part of Faculty Induction Program under the UGC-MMTTC initiative, held during August 29 – September 03, 2024.
- During October 04 & 08, 2024, Dr. Anshuman Karol was invited by K4C Mizan Hub at University of Malaysia, Kuala Lumpur, to facilitate sessions on ‘CBPR Methods’ for participants of K4C Mentor Training Program.
- During December 02 & 06, 2024, Drs. Rajesh Tandon, Budd Hall (University of Victoria) and Prof. Irma Alicia Flores Hinojos (University of Andes) co-facilitated second residency for the first and second cohorts of faculty members of University of Ibague, building expertise on CBPR.

Publications:

- [Teaching Community Based Participatory Research: Socially Responsible & Ethically Anchored](#) by Dr. Rajesh Tandon (PRIA) & Dr. Budd Hall (UVic) – Editors.

Book Chapters-

- Bhatt, N. & Tandon, T. (2025). Undertaking Feminist Community-Based Participatory Research: Gender and Safety on University Campuses, in Rajesh Tandon & Budd Hall (eds.) [Teaching Community Based Participatory Research: Socially Responsible & Ethically Anchored](#), Hachette, pp.109-130.

- Rajput, D. & Karol, A. (2025). *Reconnecting Higher Education with Society: The Experience of the University Grants Commission in Building Community-Based Participatory Research Capacity in India*, in Rajesh Tandon & Budd Hall (eds.) [Teaching Community Based Participatory Research: Socially Responsible & Ethically Anchored](#), Hachette, pp.259-273.
- Lepore, W. & Singh, W. (2025). The Mentor Training Program: Framework and Pedagogical Alignments, in Rajesh Tandon & Budd Hall (eds.) [Teaching Community Based Participatory Research: Socially Responsible & Ethically Anchored](#), Hachette, pp.259-273.

Courses Provided:

- CBPR in Environmental health.

Qadim Hub, Universiti Malaysia Sarawak, Sarawak, MALAYSIA

Year of Establishment: 2021

Hub website: <https://qadimhub.unimas.my/>


Hub Overview: Qadim Hub has stood as a quiet force in the landscape of community-based participatory research—listening, bridging, co-creating. From knowledge co-creation days echoing across UNESCO halls to intimate workshops in community spaces, the Hub has cultivated spaces where stories, science, and lived realities meet. With programmes like BOLTS and the CBPR Professional Certificate, seeds of leadership and critical reflection have been sown. As we move forward, Qadim Hub continues to walk with communities—not ahead of them—towards a future where research is not done on, but with; where knowledge grows not in silence, but in conversation.

University Partner: UNIMAS

Community Partner:

- KK Kampung Podad Bau
- PAKK Desa Ilmu; Jagoi Area Development Committee
- Bau District Office
- PETROS
- Malaysian National Commission for UNESCO

Hub Coordinator: Haslan Ottot; ohaslan@unimas.my or qadim.hub@unimas.my



TRAINED MENTORS	5
PUBLICATIONS	1
COURSES AND TRAININGS	2
HUB ACTIVITIES	19(+2)

HUB AT A GLANCE

Events and Publications

Activities:

Workshops/Seminars Conducted-

- CBPR Module Refinement Workshop, Qadim Hub, UNIMAS, 31 January 2024
- CBPR Knowledge Co-Creation Day, UNESCO Malaysia-Asia, 8 February 2024
- Reproductive Health Education and Children Sexuality, Qadim Hub – PAKK Desa Ilmu, 9 March 2024
- Children Sexual Education Workshop, Qadim Hub – PAKK Desa Ilmu, 10 March 2024
- CBPR Knowledge Co-Creation Day, UNESCO Malaysia-Asia, 24 April 2024
- CBPR Knowledge Co-Creation Day, UNESCO Malaysia-Asia, 10 May 2024

Capacity Building Sessions-

- Borneo Leadership Transformation and Strategic Programme (BOLTS), Qadim Hub UNIMAS-USC-ULC, 29 February 2024
- Theatre Secret Survivor: Sexuality Education Workshop for Children, Qadim Hub – Malaysian National Commission for UNESCO, 9-10 March 2024
- CBPR Professional Certificate Programme (Cohort 1), Qadim Hub, 30 March 2024 (6 months)

Community-Based Research Initiatives-

- Book Writing Workshop, Qadim Hub UNIMAS, 28 February 2024
- Industry Funding for Qadim's Hub CBPR Work, Qadim Hub-Petros, July – September 2024

Other Key Activities-

- Borneo Studies Network (BSN) Scientific Committee Meeting April 2024
- Participation in Barcelona Summer School on Higher Education Policy and Management, 18 - 21 June 2024
- Participation in GUNi Strategic Council Meeting, 19 June 2024

- Participation in 10th LK Conference and K4C Hubs Gathering, in Girona Spain, 26-28 June 2024 in Girona
- Qadim-Hub Newsletter Vol 1, June 2024
- Participation in ASAIHL Conference 2024 Presenting Paperwork. Organized by Association of Southeast Asian Institutions of Higher Learning (ASAIHL) dan Universitas Airlangga, 19-21 November 2024
- Qadim-Hub Newsletter Vol 2, December 2024
- Collaboration Meeting on Community Project 2025, Qadim Hub-Podad-Jagoi-Bau Administrative, 11 December 2024

Publications: <https://qadimhub.unimas.my/index.php/resources>

Courses Provided:

- Professional Program Certification on CBPR
- Borneo Leadership Transformation and Strategic Programme (BOLTS).

Sangwari CBPR Hub, Pt. Ravishankar Shukla University, Raipur, Chhattisgarh, India

Year of Establishment: 2017

Hub website: <https://www.prsu.ac.in>

Hub Overview: This hub acts as a vital link between the foundational model of Community-Based Participatory Research (CBPR), academic frameworks, and real-world community practices. This approach facilitates a two-way exchange of knowledge between academia and communities, leading to the development of locally relevant solutions and enriching curriculum design with real-time community experiences. The Sangwari Hub of was recognized in the 2020 UGC report for its impactful contributions. This hub actively organizes training sessions, awareness programs, workshops, symposiums, and other capacity-building activities. Furthermore, CBPR has been integrated into the Choice-Based Credit System (CBCS) curriculum. Additionally, students are encouraged to apply CBPR methods in practical settings through field projects and community engagement initiatives. Through initiatives like gender audits, campus safety assessments, and community reintegration programs for vulnerable children, the Hub has made meaningful contributions .It is now working to broaden its impact across the rural and tribal regions of Chhattisgarh by expanding research-training programs and advocating for the formal recognition of Community-Based Participatory Research (CBPR) in the university.

University Partner: Ravishankar Shukla University

Community Partner: National Service Scheme (NSS)

Hub Coordinator: Prof. Reeta Venugopal, reetavenugopal@yahoo.com



TRAINED MENTORS	5
COURSES AND TRAININGS	1
PUBLICATIONS	1
HUB ACTIVITIES	9

HUB AT A GLANCE

Events and Publications

Activities:

Workshops/Seminars-

- Community Based Participatory Research (CBPR) : Community Connect and Social responsibility of Higher Education. 22 February, 2024
- Bridging Knowledge Cultures: University Community Connect. 16th February, 2024
- CBPR: Solving The Social Problems. 10th April, 2024
- One Day Workshop on Stimulating Social Responsibility Through Community Engagement in Higher Education. 29th April, 2024
- Training Program on Gender Champions. 16th October, 2024
- Awareness Program on the Elimination of Gender-Based Violence. 9th December, 2024

Capacity Building Sessions-

- Hands on Training program on Community Based Participatory Research (CBPR)
- Community-Based Research Initiatives - The Hub focus on Sustainable Development Goal 5 and addresses critical social issues such as women's health, education, environmental sustainability, and poverty alleviation.

Other Key Activities-

- Gender Audit Tools

Publications:

- A study of psychosocial challenges of women health workers during the COVID-19 pandemic" by Varoda A & Ausar K

Courses Provided:

- Certificate Course “ Community Based Participatory Research & Choice Based Credit System (CBCS)-. Since the academic session of 2018–19, the university has been offering a certificate course on Community Based Participatory Research, becoming the first in the country to introduce such a program as part of the global Knowledge for Change (K4C) consortium. The course aims to equip and train the next generation of researchers in CBPR, empowering them to bring about positive societal transformation through community upliftment.

USM K4C, Universiti Sains Malaysia, Pulau Pinang, Malaysia

Year of Establishment: 2018


Hub Overview: The K4C USM Hub, established in 2018 at Universiti Sains Malaysia, has made significant contributions to advancing Community-Based Participatory Research (CBPR) by fostering interdisciplinary collaboration and capacity building through mentor training and community-engaged learning initiatives. With five trained mentors from diverse academic backgrounds, the hub has actively promoted CBPR principles through workshops, field-based research, and international knowledge-sharing platforms. Its collaboration with community partners such as Ventrex and networks like APUCEN has strengthened research and teaching on local socio-environmental issues, exemplified by immersive student projects in the Kinta Valley Geosites. Recently, the K4C USM Hub has been formally integrated as a unit under the Industry and Community Engagement Division at Universiti Sains Malaysia, reflecting the university's institutional commitment to participatory research and community engagement. Looking ahead, the hub aims to expand its impact by deepening partnerships, integrating CBPR into formal curricula, and enhancing policy engagement to support evidence-informed decision-making.

University Partner: University Sains Malaysia

Community Partner:

- Ventrix
- Asia Pacific University Community Engagement Network (APUCEN)

Hub Coordinator: Prof. Dr. Asyirah Abdul Rahim, asyirah@usm.my



TRAINED MENTORS	5
HUB ACTIVITIES	3

HUB AT A GLANCE

Events and Publications

Activities:

Community Based Research Initiatives-

- Research Methods and Geography Field Studies: Study of Kinta Valley Geosites, Perak

Other Key Activities-

- Transforming Evidence Network Conference, Cape Town, South Africa, 19-21 November 2024 (Presenter)
- Evidence Informed Policy Making Workshop, The British Academy, London, 26 – 27 March 2025 (Discussant)



Acholi Hub, Gulu, Uganda

Year of Establishment: 2018

University Partner: Gulu University

Community Partner:

- Wise women Uganda
- UNESCO lifelong learning youth forum
- UNESCO Chair Lifelong Learning Youth and Work
- Watwero Kacel

Hub Coordinator: Dr David Monk, d.monk@gu.ac.ug



TRAINED MENTORS	1
HUB ACTIVITIES	8

HUB AT A GLANCE

Events and Publications

Activities:

Workshops/Seminars Conducted-

- Development and facilitation of MOOC in CBPR for policy for INASP (April-December 2024)

Capacity Building Sessions-

- Development of short open courses for community in social entrepreneurship, human rights, maternal health

Community-Based Research Initiatives-

- DECODE Project, Ongako Youth development initiative, transforming transitions from university to work.

Other Key Activities-

- Participation in founding Gulu Environmental Action Network
- Participation in UNESCO African Union Forum for Transforming Higher Education
- Participation in development of Open Distance Electronic and lifelong learning department
- Participation in gender mainstreaming policy development
- Participation in lifelong learning cafes on mental health awareness and environment

South African Northern Hub, South Africa

Location: This hub is a partnership between three universities-

- North-West University (NWU) - Potchefstroom, South Africa
- University of the Free State (UFS) – Bloemfontein, South Africa
- Central University of Technology (CUT) – Bloemfontein, South Africa

Year of Establishment: 2019

Hub Overview:

NWU- See science shop report for main activities related to project. Though the Community based educational research entity at NWU, all students (circa 70 each year) and all staff (60+) receive training in CBR and conduct their research using this method. Training is conducted in workshops, online course and supervision. We have a national impact on CBR and participants in our training have in turn trained others at their universities and communities – e.g. University of the Free State, Nelson Mandela University, University of Kwazulu Natal. Looking forward, we aim to develop the concept of a science shop (since this term is being promoted by the DSI at all universities in SA) which will act as both a training hub and liaison between university and community partners.

UFS- The UFS leg of the North K4C hub continues to make significant contributions to Community-Based Participatory Research (CBPR) through its sustained engagement with communities and commitment to socially just knowledge co-creation. This includes the Programme (CBR for students) presented in the UFS ACCESS (Active Community Citizens working through Engaged Scholarship for Sustainability) programme, which is a co-curricular programme (<https://www.ufs.ac.za/supportservices/departments/student-affairs-home/co-curricular-hub/co-curricular-programmes>) for students. By fostering equitable partnerships between academic researchers and local communities, the hub has facilitated transformative learning, capacity building, and community empowerment. Its work has strengthened ethical, context-responsive approaches to research that align with the core values of the global K4C movement. Looking forward, the hub aims to expand its reach, deepen its community impact, and further embed CBPR in institutional practices to support inclusive and sustainable development.

UFS and CUT- New partner in the Hub: Training of 2 mentors took place in 2024 and CUT-UFS partnership for training of CBPR for villages – contributing to community development- continues to be a long-term project.

Community Partner:

NWU-

- *Kgoro Social Investments, Khuma, NW province – works with youth on various development projects*
- *Mandawana Youth club – Fochville. After school projects with youth, Gauteng province*
- *Ikavama – NGO working with youth, Ikakeng, NW province*

UFS-

- Mrs Alfi Moolman – Gap Equip

UFS and CUT-

- Princess Gabo Moroka Foundation (Moroka Royal Council for Traditional Leadership)

Hub Coordinator: Prof Lesley Wood (NWU) Hub Coordinator; lesley.wood@nwu.ac.za, Dr Karen Venter (UFS) Leader, Mrs Jeeva Munsamy (CUT) Leader



TRAINED MENTORS	3 (NWU) + 4 (UFS) + 2 (CUT)
COURSES AND TRAININGS	2
HUB ACTIVITIES	13
PUBLICATIONS	3

HUB AT A GLANCE

Events and Publications

Activities:

Workshops/Seminars Conducted-

NWU

- CBR online 4 module course – August – October 2024
- CBR workshops – March 2024, April 2025
- Data generation methods for CBR – July 2024 and November 2024

UFS and CUT:

- Action Learning Workshop - The workshop, attended by a group of 15 students, academics, and community organisation leaders, had an element of self-directed development. Participants learned how action learning can enable self-directed personal and professional development, underpinned by community based participatory research. (<https://www.ufs.ac.za/supportservices/departments/community-engagement-home/links-and-news/news/development-and-sustainable-impact-the-result-of-action-learning-journey>) February 2024.

UFS

- Action Learning Workshop - The workshop was attended by a group of 30 UFS ACCESS students and community organisation leaders. Participants learned how action learning, in combination with CBPR can enable self-directed personal and professional development. April 2025.

Community-Based Research Initiatives-

NWU

- Science Shop project- funded by Department of Science and Technology and National Research Foundation. This project involved several faculties and support departments and the aim was to involve young people who are not in education, employment or further training (NEET) in learning how to develop their abilities to support school going youth in the community to improve their life skills, academic performance, sustainability issues and digital literacy. We partnered with three NGOs in local communities who administered the logistics of the project. Around 30 NEET youth at each site were capacitated in CBR and the technical skills needed to support the youth. A report on project is included here (although it is not final as project is ongoing).
- CBR Projects- Post graduate students conducted various CBR projects as all students within our research entity COMBER use this approach. We have around 70 postgraduate students at any given time.
- Community Based Research for Students (UFS ACCESS Programme)

UFS: CBPR Case studies by mentors:

1) *Dr Anita Venter: Pixels to Perspectives – Jagersfontein -*

- In September 2024, the community came together for the Jagersfontein Meraka: Pixels to Perspectives event, an art exhibition and public gathering aimed at promoting healing through visual storytelling. Held at Moth Square, Jagersfontein, the event featured a community photo exhibition, digital stories about the mine tailings dam disaster, and an open mic session for spontaneous performances. Through these creative outlets, the people of Jagersfontein had a platform to process their grief and rebuild their sense of community. (<https://www.ufs.ac.za/templates/news-archive-item/campus-news/2024/september/jagersfontein-reclaims-its-narrative-through-art-and-digital-storytelling>) AND (https://www.ufs.ac.za/docs/librariesprovider43/community-engagement-documents/all-documents/2024-bult-p24-25.pdf?sfvrsn=7b0b1820_1)

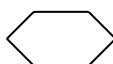
2) *Dr Ekaete Benedict: Community organisation worked closely with Dr Ekaete Benedict from the Department of Business Management at the UFS. Dr Benedict, who presents the EBUS 2714 module focusing on social entrepreneurship and small business management. Partnered to assisted organisation with becoming a social enterprise.*
(<https://www.ufs.ac.za/templates/news-archive-item/campus-news/2024/september/ufs-worm-farming-project-grows-to-the-next-level>)

3) *Mrs Jeeva Munsamy: 2024: Graduation ceremony of 17 participants who graduated from the Global University for Lifelong Learning's (GULL) Bachelor Professional Pathway to 'Temong' (which means 'to grow'). This is a CPBR underpinned pathway for community development.* (<https://www.ufs.ac.za/supportservices/departments/community-engagement-home/links-and-news/news/community-university-partnership-provides-community-with-new-sense-of-purpose>) & <https://indd.adobe.com/view/c06fa196-49df-4117-a579-27be32d210a1> (page 17). 2025: Program continued – 6 participants completed pathway (Level 5: Bachelor Professional Degree – Action Learning ; and 6 new participants joined.

Other Key Activities-

UFS

- Community Engagement Indaba 2024 The Directorate Community Engagement at the University of the Free State (UFS) held its second Community Engagement Indaba on the institution's Bloemfontein Campus this year. The indaba, which was attended by a group of 130 academics, students, learners, NGOs, community partners, and community members, was titled Building Self-reliance, Self-sufficiency, Self-sustainable Livelihoods for Entrepreneurship, exploring new ways of addressing poverty, unemployment, lack of resources, and encouraging entrepreneurship. (<https://www.ufs.ac.za/supportservices/departments/community-engagement-home/links-and-news/news/ufs-community-engagement-indaba-highlights-sustainability-solutions>)



University of Victoria
UNESCO Chair in Community Based Research and Social Responsibility in Higher Education



- COPAFEU project 2025: Dr Marinda Avenant, Senior Lecturer in the Centre for Environmental Management at the University of the Free State (UFS), is working with her master's students on a project to develop strategies to reduce the volume of solid waste reaching the Mangaung Metropolitan Municipality's already overburdened landfill sites. All this came about through '*Co-Producing Knowledge on Sustainable Growth through Service-Learning Pedagogy between African and European Higher Education Institutions*' (COPAFEU) – a project focused on ensuring that graduates have the skills they need for employment and entrepreneurship, while also contributing to sustainable local development. Dr Avenant is leading the COPAFEU project on behalf of the Centre for Environmental Management (CEM) and the UFS. To do this, COPAFEU is developing a new approach where students follow the enhanced service-learning (e-service learning) route, working on real-world challenges and producing free, innovative educational resources on sustainable growth. The COPAFEU initiative started two years ago as consortium of universities applying for funding for the e-service-learning project from the ERASMUS+ funding programme, an EU funding programme for projects supporting education, training, youth, and sport.
(<https://www.ufs.ac.za/templates/news-archive-item/campus-news/2025/april/e-service-learning-initiative-helps-cem-students-to-make-an-impact-locally>)

Publications:

NWU-

- See science shop report and also many other publications by staff and students in COMBER. Too many conference presentations to list.

UFS-

- Conference presentations at Comber Conference (2024) about UFS ACCESS programme. Authors: Karen Venter, Gernus Terblanche and Lenosa Mahapang

UFS and CUT-

- Conference presentations about the CUT-UFS partnership – Rhodes Community Engagement Conference (2024) and will also be presented at IARSLCE Conference (2025) Authors: Jeeva Munsamy and Karen Venter

Courses Provided:

NWU-

- Ethical foundations of community based research

UFS-

- Community Based Research for Students (UFS ACCESS Programme)

South African Southern Hub- Rhodes University, Makhanda, South Africa

Year of Establishment: 2020

Hub website: www.ru.ac.za/communityengagement

Hub Overview: The RUCE (Rhodes University Community Engagement) team endeavours to influence higher education institutional culture in South Africa towards a critical understanding of CE as a nexus between teaching and learning and research; that the purpose of higher education is to educate both for life and a living; and that the cultivation of humanity is as significant as the production\co-creation and dissemination of knowledge. Participation in national and international forums such as the HSRC Engaged Research Task Team and the upcoming USRN Forum by the director of RUCE. These strategic partnerships underscores RUCE's commitment to firmly establishing CE and its various forms, including engaged research as a core function of higher education in South Africa. With strategic investment in partnerships, creative pedagogy and CE publications, RUCE attempts to foster an institutional culture at RU where knowledge production is shared, ethical and relevant while simultaneously hoping to inspire other universities to better utilize the platform of CE for knowledge democracy, engaged epistemologies, public good and the cultivation of humanity.

University Partner: Rhodes University

Community Partner: Nelson Mandela University, Eduvos (private university)

Hub Coordinator: Diana Hornby, d.hornby@ru.ac.za



PUBLICATIONS	1
COURSES AND TRAININGS	1
HUB ACTIVITIES	3

HUB AT A GLANCE

Events and Publications

Activities:

Community Based Research Project-

- Department of Higher Education and Training's University Capacity Development Programme (UCDP) Project on Engaged Teaching and Research for Societal Impact- this represents a significant national endorsement of the institution's commitment to engaged research. Selected from among 58 applications across 18 South African universities, the RUCE-led proposal secured adequate funding to bring together two public and one private higher education institutions to capacitate relevant personnel in engaged research\CBPR and critical service learning (SCL). The project strategically adopts an ecosystem theoretical framework that views engaged teaching and research as interdependent and mutually reinforcing. CSL is integrated as both a pedagogical tool and a transformative practice. Through short courses, Communities of Practice (CoPs), and structured regional partnerships, the project seeks to position CBPR as a rigorous, inclusive, and impactful research methodology of choice for academics and post-graduate students to promote knowledge democracy, the public good and social responsibility purposes of higher education. The partnerships with the other three institutions have the potential to increase the number of K4C hubs in the Southern African Centre.

Capacity Building-

- K4C Southern African Hubs Quarterly Meeting - the K4C Southern African Hub meets quarterly, the first Quarter Meeting was held on 13 March 2025, hosted in hybrid format from Rhodes University bringing together academic and community leaders from partner institutions. This forum provided a space to interrogate both policy and practice of community engagement across their institutional contexts.
- Higher Education Community Engagement and the Cultivation of Humanity Dialogue - this landmark Dialogue organised by RUCE and held on 8 & 9 May 2025 interrogated the moral and philosophical underpinnings of higher education, drawing from the philosophy of Ubuntu and Nussbaum's ideas on the cultivation of humanity. Framed around the theme of cultivating humanity, the event called for universities to re-centre care, critical reflection, and relational knowledge in their curricula and institutional ethos. National and international speakers, including Prof. Sizwe Mabizela (RU's Vice-Chancellor) and Dr. Amey Deshpande (Sri Sathya Sai Centre for Human Values, India) emphasized the dual purpose of higher education—educating for both life and a living. The event concluded with the launch of AJHECE's Issue 3 (as mentioned above), symbolizing the dialogue's transformation of thought into tangible scholarly output

Publications:

- The African Journal of Higher Education Community Engagement (AJHECE)- Volume 1 Issue 3 of AHJECE, which carried four research based papers and a review of the book, Bridging Knowledge Cultures-Rebalancing Power in the Co-construction of Knowledge (2023), edited by Lepore, Hall & Tandon Hall, BL, and Tandon was launched on 9 May 2025 after a two day international Dialogue which focused on Higher Education Community Engagement and the Cultivation of Humanity. AJHECE is both a journal and a developmental platform that nurtures early-career academics and encourages co-publication with community partners <https://journal.ru.ac.za/index.php/AJHECE>. Its positioning within the UCDP project further demonstrates the alignment of research capacity development with publishing outputs, supporting RUC's long-term goal to institutionalize CBPR in both academic recognition systems and public intellectual spaces. The journal's metrics also affirm its value as a platform not just for academic dissemination, but for shaping conversations on ethics, methods, and purposes of engaged scholarship in the global South.

Courses Provided:

- Engaged Research Short Courses at Rhodes University- the first ER short course under the UCDP project was implemented and facilitated by Dr. RC Oosthuizen. With 10 participants from diverse academic departments—ranging from Biotechnology and Psychology to Library Sciences and Management—the course was designed to provide interdisciplinary training grounded in CBPR theory and praxis. The course facilitated the co-design of community-engaged research projects addressing systemic issues such as mental health, water quality, and sustainability in the Eastern Cape Province of South Africa. It challenged conventional research paradigms by placing community knowledge at the centre of inquiry and by introducing iterative ethical review processes in alignment with CBPR's relational ethos. Participant feedback indicated a growing institutional culture of ER.

Sunan Ampel K4C Hub, SAC Building, International Office, Jl. Ahmad Yani No.117, Jemur Wonosari, Wonocolo District, SBY City, East Java, Indonesia

Year of Establishment: 2019

University Partner: UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA (UINSA)

Community Partner:

- Komunitas Nelayan Tradisional Indonesia (KNTI)
- Pengurus Wilayah Fatayat NU East Java
- Trenggalek Regency Government , East Java

Hub Coordinator: Dr. Nabiela Naily, naily@uinsa.ac.id



TRAINED MENTORS	9
PUBLICATIONS	2
COURSES AND TRAININGS	2
HUB ACTIVITIES	10

HUB AT A GLANCE

Events and Publications

Activities:

Workshops/ Seminars Conducted-

- Urban Community Empowerment (A Credit Course of the Faculty of Islamic Economics and Business, UIN Sunan Ampel Surabaya).

Capacity Building-

- 5 Community projects + workshop (2024 & 2025)

Community Based Research Project-

- Unite and contribute to the development of coastal environment- Community development activities along the Mutiara Beach coastline in Trenggalek were carried out using a Community-Based Participatory Research (CBPR) approach, aiming to build a healthy and sustainable coastal ecosystem. This program was established through active collaboration among UINSA, local community leaders, and the regional government, positioning residents as the central actors in the planning, implementation, and evaluation of coral reef restoration efforts. The initiative was supported by the UINSA University Community Engagement (UCE) team, which contributed technical training in conservation and local capacity building. Meanwhile, community leaders and local government played key roles in sustaining motivation, mobilizing participation, and preserving local wisdom and values. This synergy is expected to enhance environmental awareness and foster a collective sense of ownership over a healthy environment, ultimately supporting the sustainability of marine resources. In turn, sustainable marine resources are envisioned as a fundamental pillar for the development of coastal ecotourism, which serves as a primary source of income for the local community. The Trenggalek Regency Government has expressed strong appreciation for the development of labor-intensive ecotourism industries that prioritize environmental and cultural preservation. The management of coastal ecosystems has shown positive outcomes, reflected in the increasing number of tourists and the observable growth of coral reefs, alongside rising yields of marine resources such as fish through coastal sport fishing tourism.
- Asset Development of Fatayat East Java in Addressing Violence Against Women and Children - Lembaga Konsultasi untuk Pemberdayaan Perlindungan Perempuan dan Anak (LKP3A) Fatayat NU Pasuruan East Java- in 2024, a collaborative Community-Based Participatory Research (CBPR) initiative was initiated to address Violence Against Women and Children in Pasuruan, East java. This project was made possible through the joint efforts of the faculty of Syaria and Law Universitas Islam Negeri Sunan Ampel Surabaya (UINSA), and the Lembaga Konsultasi untuk Pemberdayaan Perlindungan Perempuan dan Anak (LKP3A) Fatayat NU Pasuruan. Here, 30 women from the Lembaga Konsultasi untuk Pemberdayaan Perlindungan Perempuan dan Anak (LKP3A) Fatayat NU Pasuruan East Java participated in focused workshops, address Violence Against Women and Children.

Publications:

- What Academia Can Learn from the Kenjeran Community of Indonesia
<https://library.oapen.org/bitstream/handle/20.500.12657/87944/1/9789004687769.pdf#page=96>- In Indonesia, University Community Engagement is strongly supported by policy, and UINSA has taken forward this policy with their Kuliah Kerja Nyata (KKN), or student community engagement program, with communities in East Java. The K4C Hub in UINSA shares learnings from documenting the knowledge generation processes among the Kenjeran coastal community, who are dependent on the sea for their lives and livelihoods. UINSA has a long history of collaborative works with the community, and the community is familiar with UINSA as many of their children study in the university.
- Inovasi Coklat Tempe Dan Strategi Pemasaran Pada Home Industri Tempe Di Desa Sepande Kabupaten Sidoarjo
<https://ejournal.unma.ac.id/index.php/bernas/article/view/11265> by Noor Wahyudi and a Student. A community empowerment initiative conducted through a University Community Engagement program aimed at enhancing the quality and competitiveness of a home-based tempeh industry in Sepande Village, Sidoarjo. The program involved a series of activities including the development of an innovative product tempeh chocolate, the redesign of product packaging with proper labeling, and the implementation of social media marketing strategies to broaden market reach. As a result of this initiative, the local entrepreneur demonstrated improved knowledge and skills in product innovation and marketing, leading to increased consumer interest and sales growth.

Courses Launched:

- Urban Community Empowerment (A Credit Course of the Faculty of Islamic Economics and Business, UIN Sunan Ampel Surabaya), 14 February – 14 June 2024 - The Community Empowerment course is offered by the Faculty of Islamic Economics and Business at UIN Sunan Ampel Surabaya in collaboration with the UINSA K4C initiative. The program combines both in-class and community-based learning. On campus, students are introduced to the concept of Community Engagement and its related approaches, such as Community-Based Participatory Research (CBPR). Students are also trained to serve as facilitators who bridge community needs with local development efforts. After completing the first half of the semester, students engage directly with surrounding communities by implementing Community Engagement projects in areas around the city of Surabaya.

Several programs implemented through this course include:

- a) Waste Bank Initiative in collaboration with the railway-side community in Tambak Adi Village, Surabaya. https://www.youtube.com/watch?v=Ib_tW2fPwyA
 - b) Institutional Strengthening of Fishermen Cooperative 64 in Nambangan, located in the northern coastal area of Surabaya. https://youtube.com/shorts/Aq55w7_acM8?si=2EgrsPUr-5-ine4n
 - c) Fostering Entrepreneurial Spirit and Motivation among children living in marginal urban areas, particularly in Kalidamen Village, Surabaya.
<https://youtu.be/xiYGUa50t8U?si=9HshgKIDR0l0pD6t>
- Documentation CBPR course at Faculty of Islamic Economics and Business at UIN Sunan Ampel Surabaya.

A light gray outline map of Latin America, showing the continents of North and South America. The map is centered on the Atlantic Ocean, with the Americas to the west. The text "LATIN AMERICA" is superimposed over the map in a large, white, serif font.

LATIN AMERICA

K4C HUB México, Universidad Iberoamericana Ciudad de México, México.

Year of Establishment: 2022

Hub Overview: The hub is currently focused on rebuilding and strengthening the alliance between the University and its primary community partner, Centro Ibero Meneses. Their goal is to close the year with a clear and collaborative two-year work plan that outlines shared priorities and actions. This plan will include the development of a co-designed course for both community partners and university faculty, aimed at fostering mutual learning and engagement, as well as the implementation of a community-based project in Santa Fe that reflects local needs and participatory values. These efforts reflect reaffirm their commitment to deepening reciprocal partnerships and advancing community-engaged work.

University Partner: Universidad Iberoamericana Ciudad de México, México.

Community Partner: Centro Ibero Meneses

Hub Coordinator: Rocío Cos Garduño, rocio.cos@ibero.mx



TRAINED MENTORS	1
HUB ACTIVITIES	13

HUB AT A GLANCE

Events and Publications

Activities:

Community-based research initiatives:

- During 2023-2024, the hub participated in collaboration with the Human Rights Commission of Mexico City and an elementary school nearby the Ibero, in designing and applying a Strategy for the prevention and care of suicide in childhood from the perspective of CBPR.

Other key activities:

- A new work team has been established. Three members are currently participating in the MTP Regional Course, which will enable the team to rebuild the HUB by the end of the year. In the meantime, they are holding regular work meetings with the Colombian HUB to support and strengthen ongoing activities.

IAPaz Research and Action for Peace. Colombia Center, University of the Andes, Faculty of Education, Bogotá, Colombia.

Year of Establishment: 2018

Hub website: <https://hubcolombia.wixsite.com/hublapaz-colombia>; hublatamk4c@uniandes.edu.co

Hub Overview: The Colombia Hub, as part of the IPBC Latin American Regional Center, has had a key year in consolidating its pedagogical approach, strengthening international networks, and deepening its community-based participatory research approach. The launch of the Hub, participating in international forums such as the Girona meeting, and supporting regional training processes such as The Necessary University (La Universidad Necesaria) have all benefited from this significant achievement. Academic publications, submissions to international calls, and funding for the pedagogical systematization of the course demonstrate a sustained commitment to epistemic justice, knowledge co-creation, and commitment to communities. For the coming year, the Hub plans to continue its regional expansion, strengthen community alliances, and publish the results of its training experience.

University Partner: University of Ibagué and the Association of Associated Community Aqueducts of Ibagué, Tolima (ACADIT)

Community Partner: Memory and Peace Corporation

Hub Coordinator: Irma Flores; Ia.flores24@uniandes.edu.co, Paloma Aguilar; p.aguilarf@uniandes.edu.co



TRAINED MENTORS	5
PUBLICATIONS	4
COURSES AND TRAININGS	5
HUB ACTIVITIES	13

HUB AT A GLANCE

Events and Publications

Activities:

Workshops/seminars-

- Launch of the IPBC Latin American Regional Center – In-person event, Bogotá, 2024: The official launch of the center took place in October 2024 at the Universidad de los Andes in Colombia. This launch was attended by the Dean of the Faculty of Education, Jorge Baxter; the Vice-Rector for Research, Jimena Hurtado; the director of the center, Irma Flores; and Professor Budd Hall. The event was also attended by approximately 25 people.
- Participation in the K4C Consortium Annual Meeting – Girona, Spain, 2024:
- From June 25 to 9, 2024, the Living knowledge conference and the K4C annual meeting held in Girona, Spain.

Capacity building sessions-

- Hub Colombia meets once a week to conduct planning, research, and design activities.
- Necessary University mentor training course throughout the year.
- Hub Colombia course was offered twice last year.
- Planning and pedagogical strengthening sessions for the Hub Colombia facilitation team.

Community-based research initiatives:

- The Hub was awarded the "TREES UNIANDES" grant from the University of the Andes to conduct the research "How do we work together to promote the collective thinking of our youth? Youth identities and inequalities among young people in the Inga and Awá community of Puerto Guzmán, Putumayo."

Other key activities:

- Participation in the Boundary Spanning Governance in Community-University Research Partnerships project led by Walter Lepore and Barbara Jeni from the University of Victoria, Canada, and collaborative submission to the Social Science and Humanities Research Council's call for grants.
- The Hub was awarded with a grant from the "4th Scholarship" call of the Faculty of Education of the University of the Andes, for the project "Systematization of the experience of the courses Participatory Action Research Strategies with the Community (University of the Andes) and Developing capacities for community-based participatory research for the necessary university (University of Ibagué)."
- Participation in the Participatory Action Research Network, organized by Scheffield University.

- The Hub received grant in March 2025 to publish the Spanish version of the book Teaching Community-Based Participatory Research Socially Responsible and Ethical.
- The Colombia Hub is participating in the co-design of the project "Recovering Living Memories: How can the assessment of half a century of participatory research revitalize its agenda for the next fifty years?" (Living Memories). This project will be submitted on June 2025 for a grant from the Arts and Humanities Research Council (AHRC) - UK Research and Innovation (UKRI).

Publications:

- One Chapter in the book Bridging Knowledge Culture (Published Chapter) Towards Transdisciplinarity in the Co-Construction of Knowledge: The Peace and Region Program at the University of Ibagué K4C Hub, Colombia. <https://brill.com/display/book/9789004687769/BP000023.xml> by Irma Flores, Luisa Fernanda González, Andrés Astaiza, and Daniel Lopera.
- An Article on International Journal for Talent Development and Creativity (Volume 11 (1 & 2) 2023); (Volume 12, Number 1, August 2024).
- Conducting Arts-Based Research with Rural Women in Columbia, South America: A Tool for Community Empowerment and Gender Justice. by Lady Peñaloza-Farfán & Irma Alicia Flores-Hinojos.
- Two Chapters in the book Teaching Community-Based Participatory Research Socially Responsible and Ethically Anchored. 1) Strategies for Teaching Community-Based Participatory Research for Peace in Colombia by Irma Alicia Flores-Hinojos, Luisa Fernanda González Pineda. 2) Transforming Institutional Culture: Mainstreaming Community-Based Participatory Research in Unibagué -Colombia by Mónica del Pilar Álvarez, Irma Alicia Flores-Hinojos

Courses Provided:

- CBPR Mentor Training Course
- Course on Community Participatory Action Research Strategies
- Course Flourishing capacities for community-based participatory research at the University Needed
- Co design and coteaching with the codirectors of the UNESCO Chair Community Based Research and Social Responsibility in Higher Education and Hub Colombia, University of Los Andes
- Short course in Social Cartography for the training of researchers in the Participatory Action Research Diploma of the Memory and Peace Corporation in Buenaventura, Cauca.



NORTH AMERICA

Salish Sea Hub, University of Victoria, BC Canada

Year of Establishment: 2017

Hub website: www.salishseahub.ca

Hub Overview: The Salish Sea Hub is a community-based participatory research (CBPR) hub that was established by a group of mentors with the support of its founding partners: the Victoria Native Friendship Centre, the Victoria Foundation and the University of Victoria. It focuses on bringing research out of academic institutions and into communities to co-develop solutions. The hub aspires to be a leader, convener, and capacity-builder for community-led research by bringing people together to exchange knowledge, learn from one another, and participate in community-engaged research that supports locally driven change and solutions in the Salish Sea. This is a collective of individuals that span academia, business, Native Friendship Centre's, philanthropy, and non-profit sectors in the Salish Sea who come together to support community-based research. The hub is led by a leadership team of volunteer Mentors, who have skillsets in community-based research, consulting, philanthropy and community development in the Salish Sea Region. The hubs' core priority in 2024 was to establish their vision and strategic plan in order to launch a website that would clearly articulate who it is, what it does and provide a digital space to convene a community of practice and provide learning resources.

University Partner: University of Victoria

Community Partner:

- What's the RUSH
- Community-based Research Canada
- Habitat Aquisition Trust & Scia'new First Nation
- Victoria Native Friendship Centre
- Victoria Foundation
- Community Map Shop, UVIC

Hub Coordinator: Koessler (SSH Coordinator); salishseahub@uvic.ca; Crystal Tremblay, Academic Lead with University of Victoria; ctremblay@uvic.ca



TRAINED MENTORS	10
PUBLICATIONS	12
COURSES AND TRAININGS	1
HUB ACTIVITIES	13

HUB AT A GLANCE

Events and Publications

Activities:

Workshops/Seminars Conducted-

- May 2024 – title: Community engaged Scholarship for Today's World; engaged 19 learners

Community-Based Research Initiatives-

- CBR course supported 4 CBR research projects with community partners; What's the Rush, The Victoria Foundation, Victoria Social Planning Council, and Victoria Native Friendship Centre.

Other Key Activities-

- Secured additional funding support from the Victoria Foundation to help us hire a part-time Coordinator to support the growth and work of the SSH (\$25k)
- SSH Meetings & Strategic planning sessions; 6 (Jan, Feb, April, June, Sept, Nov)
- Hiring our first ever part-time Coordinator to help oversee the strategic development of the hub, communications plan, website and training offering developments in April 2024.
- Development of branding with Indigenous artist Dylan Thomas & work towards launching a website in 2025
- Securing additional funds for 2025-26 to support a part-time Coordinator role (8.5 hrs per week), and ongoing work of the hub with the Victoria Foundation (\$25k)

Publications:

- Lepore, W., & Jenni, B. (forthcoming). Boundary Spanning in Community-University Research Partnerships: Opportunities for Decolonizing Research and Teaching at Universities. In V. Vino (Ed.), *A Decolonial Manual*. CA: Punctum Books.
- Lepore, W., & Singh, W. (forthcoming). The Mentor Training Program: Framework and Pedagogical Alignments. In R. Tandon and B. Hall (Eds.), *Teaching Community-Based Participatory Research: Socially Responsible & Ethically Anchored*. New Delhi: Hachette India.
- Bone, C. & Tremblay, C. (in review). Data Gathering, Access and Ownership. The Data Revolution: Justice, Rights, & Data Sovereignty Across the Digital Landscape. In: Quinless, J et al., University of Toronto Press.

- Tremblay, C. & Clarmont, T. (2025). Learning Community-based Participatory Research with Indigenous Knowledge-Keepers in Canada. In: Tandon, R. & Hall, B. Teaching Community-Based Participatory Research: Socially Responsible & Ethically Anchored.
- Borba, J., Bonatti, M., Medina, L., L'ohr, K., Tremblay, C., Gutberlet, J., & Sieber, S. (2024). Climate change education through drama and social learning: Playful inquiry for building extreme weather events adaptation scenarios. *Journal of Adult and Continuing Education*. Vol. 0(0) 1–19.
- Lepore, W. & Jenni, B. (2024). Reconsidering power in community-university research partnerships through the lens of knowledge cultures. *Italian Journal of Sociology of Education*, 16(2), thematic issue on Changing Values and Value of Universities and Research. 167-194. DOI: 10.14658/PUPJ-IJSE-2024-2-8. <https://ijse.padovauniversitypress.it/2024/2/8>
- Lepore, W., Tandon, R. & Hall, B. (Eds.) (2024). Bridging Knowledge Cultures: Rebalancing Power in the Co-Construction of Knowledge. Leiden (The Netherlands), Boston (US): Brill. <https://doi.org/10.1163/9789004687769>
- Lepore, W., Tandon, R. & Hall, B. (2024). Bridging Knowledge Cultures: A Guide for Community Practitioners and Community Organisations. PRIA. https://priadigitallibrary.org/index.php?show_detail&id=10784&keywords=knowledge+cultures
- Lepore, W., Hall, B. & Tandon, R. (2024). Introduction. In W. Lepore et al. (eds.), Bridging Knowledge Cultures: Rebalancing Power in the Co-Construction of Knowledge, pp. 3-17. Leiden (The Netherlands), Boston (US): Brill.
- Lepore, W. & Jenni, B. (2024). A theoretical framework to bridge knowledge cultures. In W. Lepore et al. (eds.), Bridging Knowledge Cultures: Rebalancing Power in the Co-Construction of Knowledge, pp. 18-43. Leiden (The Netherlands), Boston (US): Brill.
- Lepore, W. & Kaul, N. (2024). Understanding community knowledge cultures. In W. Lepore et al. (eds.), Bridging Knowledge Cultures: Rebalancing Power in the Co-Construction of Knowledge, pp. 44-61. Leiden (The Netherlands), Boston (US): Brill.
- Dzulkifli, S., Tremblay, C. Lepore, W., Clarmont, T., Hall, C., & Silva, S. (2024). Decolonising Knowledge for Social Change: Experiences of the Salish Sea K4C Hub, Canada. In W. Lepore et al. (eds.), Bridging Knowledge Cultures: Rebalancing Power in the Co-Construction of Knowledge, pp. 256-282. Leiden (The Netherlands), Boston (US): Brill.

Presentations-

- Visiting Professor (invited): Sassari K4C hub, Italy. Guest lectures on Community-based Research and Community Mapping methodologies. for Urban Planning and Social Policy courses. University of Sassari, Italy. December 14-20, 2025.
- Keynote speaker and panelist (invited): Leadership in higher education in the Philippines. UPLB, Philippines, October 15th, 2024.
- Tremblay, C. Presentation (invited): 'Exploring sustainable research for decolonizing the world: Promoting transdisciplinary partnerships in institutions from the global north and south'. University of Victoria, Canada. August 1, 2024.
- Lepore, W.; Hall, B.; Flores, I.; Wood, L. Bridging knowledge cultures: Addressing power dynamics in community-university research partnerships. Panel organizer and speaker at the 10th Living Knowledge Conference, organized by the Living Knowledge Network, Girona, Spain. June 27, 2024.
- Workshop (invited): UNESCO Chair in CBR Mentor Training Program, January 29-31, 2024. Barcelona, Spain.
- Panelist (invited): 'Accelerating SDGs in Universities'. CIFAL Saudi Arabia, January 20-22, 2024, Riyadh, Kingdom of Saudi Arabia.

Courses Provided:

- GEOG 411 – Community Based Research course at University of Victoria, BC Canada

Tkaronto Hub, University of Toronto Scarborough, Canada

Year of Establishment: 2019

Hub website: https://knowledgeequitylab.ca/projects_initiatives/k4ctkaronto

Hub Overview: The Knowledge 4 Change (K4C) Tkaronto Hub - a partnership between the Knowledge equity Lab at the University of Toronto Scarborough, Center of Learning and Development, and the Ontario Council of International Cooperation- plays a pivotal role in advancing Community-Based Participatory Research (CBPR) through inclusive, arts-based, and justice-oriented pedagogies. Since its founding in 2019, the Hub has collaborated closely with key community partners to co-create spaces where marginalized voices, particularly immigrant women and youth, lead research grounded in lived experience. Anchored in the Immigrant Women Integration Program (IWIP), the CBPR course empowers community researchers and university students through hands-on, experiential learning and co-learning processes. Students gain practical training by engaging with community members in knowledge co-creation, fostering mutual respect, relational accountability, and deeper understanding of systemic challenges such as access to education, housing, language barriers, and gender-based violence. Through participatory theatre, digital storytelling, and collaborative dialogue, the Hub has cultivated a transformative approach to research and education that bridges academic and community knowledge. Looking ahead, the K4C Tkaronto Hub seeks to deepen global and local solidarities and knowledge co-creation by expanding its arts-based methodologies with diverse community partners, nurturing intergenerational learning, and strengthening student-community partnerships

University Partner: University of Toronto

Community Partner:

- Ontario Council for International Cooperation
- Centre of Learning and Development
- Lakehead University

Hub Coordinator: - Leslie Chan, lesliekw.chan@utoronto.c



TRAINED MENTORS	4
HUB ACTIVITIES	9

HUB AT A GLANCE

Events and Publications

Activities:

Workshops/Seminars Conducted-

- The Community-Based Participatory Research (CBPR) course is a core component of the Immigrant Women Integration Program (IWIP) at the Center of Learning and Development, offered alongside 15 other workshops and courses that support participants' learning and professional growth. The CBPR course is delivered in two annual cohorts: Cohort One runs from October to early March in 10 modules, and Cohort Two runs from mid-January to the end of May in 8 modules. These weekly or bi-weekly sessions include modules that build knowledge and skills through presentations, group dialogue, and reflective exercises. The course is made possible through the collaboration of multiple instructors, each contributing their unique expertise to enrich the learning journey.

Capacity Building Sessions-

- The CBPR course equips participants with foundational research skills using a hands-on, reflective, and collaborative approach. Module 1 introduces participants to the principles, phases, and importance of CBPR, facilitated by Elham Rasoulia. Module 2, also led by Elham Rasoulia, focuses on identifying community issues and developing meaningful research questions. In Module 3, participants engage in community mapping and an engaged actor analysis with Chidera Emesobum. Module 4 addresses ethics in CBPR—exploring consent, power-sharing, and accountability—facilitated by Elham Rasoulia and Pearl Buhariwala. Modules 5 through 8 cover key data collection methods: interviews, surveys, participatory theatre, and digital storytelling, each led by instructors in the following order: Pearl Buhariwala, Elham Rasoulia, Malika Daya, and Layla Zia. Module 9 introduces data analysis techniques with Elham Rasoulia, while Module 10 focuses on presentation and communication skills, taught by Mahlikah Outten.

Community-Based Research Initiatives-

- Barriers & Outcomes in the housing search for New Immigrants and Refugees in Toronto
- How Language challenges impact Newcomer Lives' in Canada

Other Key Activities-

- Malika Daya, the K4C Tkaronto Coordinator, is trained in participatory theatre and specializes in arts-based, integrated approaches to teaching and research. Grounded in social justice, her work uses theatre as a catalyst for dialogue and collective reflection within communities. Over the past year, Malika collaborated with K4C partner organizations to facilitate participatory theatre sessions tailored to the needs and interests of their communities and stakeholders. In Fall 2024, she led a legislative theatre workshop for the Ontario Council for International Cooperation's (OCIC) Youth Policy-Makers Hub, drawing on Augusto Boal's methods. Participants engaged in image theatre and explored social injustices through embodied movement and tableaux. These practices sparked in-depth conversations on resistance, gender inequality, and other key issues the policy-makers were exploring collectively.
- In November, Malika facilitated a community-based participatory arts and research (CBPAR) workshop for the Centre for Learning and Development's Immigrant Women Integration Program (IWIP). Using theatre-based practices such as viewpoints and image theatre, the session opened powerful dialogues on gender-based violence across cultural contexts, as well as related topics like homelessness, education, and community support.
- Additionally, Malika partnered with OCIC and Lakehead University as a facilitator for the Global Youth Program, a virtual initiative that brought together youth from across Commonwealth countries in November 2024. Each week, participants explored diverse themes including climate change, culture and language, artificial intelligence, and media. Malika led newspaper theatre exercises, encouraging participants to critically examine and reinterpret mainstream media narratives. These sessions included theatrical writing techniques such as blackout poetry, complementary reading—where participants filled in missing perspectives in news stories—and crossed reading, in which contradictory stories were read in alternation to reveal new insights. These theatrical exercises highlighted the importance of youth voice and perspective in storytelling, media literacy, and social justice advocacy.
- At the in-person Global Youth Summit in Orillia in February 2025, hosted by Lakehead University and OCIC, Malika served as a key facilitator, co-curating the program's structure and flow while supporting youth from around the world in their learning journey. She introduced drama-based activities that fostered teamwork and emphasized the value of play as a low-stakes, accessible way for community members to connect meaningfully across differences.
- Malika also facilitated a Theatre of the Oppressed workshop, guiding participants in creating embodied images of social injustice, followed by images of an ideal world. The final image—representing transformation—served as a focal point for discussion and reflection. Participants were invited to consider: What does transformation look like? How do we imagine it? And how might our visions of change differ across contexts and experiences?



Brescia K4C Hub, University of Brescia, Brescia, Italy

Year of Establishment: 2022

Hub website: www.foistlab.eu

Hub Overview: The K4C Brescia Hub is organizing each year a summer school on participatory research in cooperation with the Sassari K4C Hub. Mainly environmental issues are addressed. The level of implementation of participatory research tools is usually more advanced in the edition hosted by Sassari K4C Hub, where the participants are expected to come from university courses more familiar with this topic, while editions hosted by K4C Brescia Hub are mainly engaging engineering students being much less familiar with methodologies used in sociology. The next year edition, to be held in 2025, will be a good opportunity to design additional activities, possibly in cooperation not only with the Sassari Hub but also with other European K4C Hubs.

University Partner: University of Brescia

Community Partner: Ambiente Parco and CSOs of their network

Hub Coordinator: Giovanna Grossi, giovanna.grossi@unibs.it



TRAINED MENTORS	3
HUB ACTIVITIES	1

HUB AT A GLANCE

Other Key Activities

- Summer School in cooperation with Sassari K4C Hub: *Community empowerment on UN Agenda 2030: participatory research approaches for resilient and liveable cities*, Brescia (Italy), 9 – 20 September 2024.



FOIST Laboratory for Social Policies and Educational Processes, University of Sassari, Sassari, Italy

Year of Establishment: 2017

Hub website: www.foistlab.eu

Hub Overview: The Hub aims to promote knowledge through active and participatory teaching, offering workshops on the topics and principles of Action Research to students in the Master's degree program in Social Work and Social Policies, in alignment with the program's training objectives to prepare future social workers. The goal is to encourage the development of research projects—also within the context of thesis work—that are grounded in the real needs of the community and aimed at generating concrete change or practical solutions.

The initiative actively involves both students and residents of vulnerable communities in a participatory, cyclical, and reflective process of study and field research. This approach fosters coordinated and collaborative participation throughout all phases of the research process: from identifying the problem to data collection, analysis, and dissemination of results.

Partners: The K4C Hub in Sassari is made of a partnership between the Foist Laboratory for Social Policies and Educational Processes at the University of Sassari and the Social Promotion Association IntHum – Intercultural Laboratory for the Promotion of Human Condition. The two organisations act in partnership notably within a variety of stakeholders, among which, the most important are the following: territorial social work units of the Sassari Municipality, local primary and secondary education schools, the neighbourhood committee, the local pharmacy, local parishes and, associations like Save the Children, Uisp – Sport for all, Emergency.

Hub Coordinator: Prof. Andrea Vargiu, avargiu@uniss.it and Dott. Valentina Ghibellini, vghibellini@uniss.it



TRAINED MENTORS	4
PUBLICATIONS	7
COURSES AND TRAININGS	1
HUB ACTIVITIES	21

HUB AT A GLANCE

Events and Publications

Activities:

Workshops and Seminars-

- Andrea Vargiu spoke as invited panelist at QS Higher Ed Summit: Europe 2024 on “Business for A Better World: A global collaboration (Sustainability / Global engagement)”, Sitges (Spain), July 12 2024
- Andrea Vargiu spoke as invited speaker at the workshop on “Welfare e Mezzogiorno” (Welfare and Southern Italy) with a speech on “La missione trasformativa delle università” (The transformative mission of universities), Salerno (Italy), May 31 2024
- “Cooperazione mediterranea e comunità locali: il ruolo trasformativo delle università”, “Per la macroregione del Mediterraneo Occidentale. isole e Maghreb” XL Isprom Seminar for Mediterranean Cooperation. Sassari, December 6 2024
- “Community Development and the Transformative Mission of Universities”, EUNICoast Webinar. September 27 2024
- “Inclusione Sociale e Terza Missione” (Social inclusion and third mission). With Prof. Andressa Mafesoni (UFES – Universidade Federal do Estado de Espírito Santo, Vitória, Brazil). Sassari, September 2024
- Round table “Conceptualizing and advancing ‘next generation community engagement’”, Living Knowledge Conference. Girona (Spain), June 26 2024
- Workshop on “Developing ideas for actioning change in HE towards more inclusive, socially responsive, and epistemologically diverse environments”, Living Knowledge Conference. Girona (Spain), June 26 2024
- “Progettare il benessere collettivo. Logiche e strumenti per la progettazione partecipata” (Planning collective wellbeing. Logics and instruments for participatory planning). Sassari, March 18 2025

Capacity Building Sessions-

- Andrea Vargiu enacted a Technical Assistance Mission on “Higher Education and Greening in Algeria and Lebanon”: Algiers (Algeria) and online on November 20-21 2024. The Mission was in the framework of the [SPHERE](#) project which supports the network of Higher Education Reform Experts (HERE) of the European commission.
- Andrea Vargiu spoke as invited speaker at an inter-regional webinar [SARUA \(Southern African Regional Universities Association\)](#) on “Towards the engaged university. Policies, strategies and practices”. South Africa, June 24 2024

- The Brescia and Sassari K4C Hubs co-organized an Autumn School on “Community empowerment on UN Agenda 2030: participatory research approaches for resilient and liveable cities”, which took place in Brescia on September 9-20 2024.
- Andrea Vargiu enacted a Technical Assistance Mission on “Universities’ third mission: Partnering for social and economic development”, Samarkand (Uzbekistan), May 13-14 2024. The Mission was in the framework of the [SPHERE](#) project which supports the network of Higher Education Reform Experts (HERE) of the European commission. As expert, Andrea took part in the organization of the meeting and gave speeches on “Social inclusion. The transformative university for societal change”, and took part in panel discussion with international experts and HERE.

Community-Based Research Initiatives

- *Gioco per il mio futuro. Il mio futuro in gioco* (“I play for my future. My future at play”). Community based project with primary and secondary school children in a vulnerable neighbourhood in Sassari to understand and promote community wellness and job planning through serious games co-creation and co-design. This is a three-year project funded by Fondazione di Sardegna.
- *Integrazione dei grandi carnivori nell'antroposfera alpina* (“Integration of large carnivores into the alpine anthroposphere”). This is a two-year community-based project in collaboration with anthropologists from University of Venice (Italy) to work with communities to develop ways for coexistence of large carnivores and humans in a mountainous area in the Trentino Region (Northern Italy). The project is funded by the Natural Park Adamello-Brenta.
- *Promozione dell'inclusività attraverso la co-creazione di servizi innovativi human-centered* (“Promoting inclusiveness through the co-creation of innovative human-centred services”). This is a three-year project on co-creating innovative services for students with educational special needs within the University of Sassari. The project is also presently continuing through a side development focused on integration of non-European students at the University of Sassari.
- *In youth we trust*. This is two-year project coordinated by the Social enterprise Nuovi scenari aimed at the promotion of a culture of legality, operational strategies to combat the problem of early school leaving, school drop-outs and cyberbullying in favour of minors aged between 11 and 17 years. The project is funded by the Italian Cohesion Agency within the Next Generation EU programme.

Other Key Activities

- [EUNICoast - The European University of islands, ports and coastal territories](#) is a European University Alliance of 13 universities. The project is funded by the European commission. The Foist Lab working group is leading WP4 of the project on Community engagement which will bring about structural changes (governance, training and research) in all 13 involved universities, along with training of researchers and staff. The project started on November 2024 and is presently funded to run for four years.
- The FoistLab is a partner of “[LOESS – Literacy boost through an Operational Educational Ecosystem of Societal actors on Soil health](#)”: a project funded by the European commission which seeks to develop and promote soil health education through participatory and community-based learning approaches
- The FoistLab coordinates a National Interest Research Project funded by the Italian Ministry of University and Research titled “[PLACES – Portraits and Landscapes of Academic Community Engaged Scholarship](#)” which is a comparative study on academic engaged scholarship in Italy, UK and France.
- Andrea Vargiu acts as External reviewer of the [EngageSDG](#) project, coordinated by [SARUA - Southern African Regional Universities Association](#)
- He is also member of Unesco’s and of IAU’s (International Association of Universities) Working Group on Open Science

Publications:

- FoistLab members V. Ghibellini and A. Vargiu, with A.O. Spinello and E. Reale, [The transformative mission of universities: Personal trajectories and institutional drivers of community engaged scholarship](#), in Scuola democratica (Ed.), Proceedings of the Third International Conference of the journal Scuola Democratica. Education and/or Social Justice. Vol. 1: Inequality, Inclusion, and Governance, Associazione "Per Scuola Democratica", 2025 pp. 884-891, ISBN 979-12-985016-1-4
- A. Vargiu acted as an expert contributing to [Open Science: The Challenge for Universities](#), by IAU – International Association of Universities, 2024. ISBN-13: 978-92-9002-225-1
- L. Bezuidenhout, P. Castaño, S. Leonelli, I. Rafols and A. Vargiu, [Case studies are vital to monitoring the development of open science](#), Blog post on LSE Impact Blog, Nov. 27 2024
- V. Ghibellini, Social integration and inclusion of students with special needs in the Italian higher education system: A case study. In [Proceeding of 3rd International Conference of the Journal Scuola Democratica. Education and/or Social Justice, Vol. 01, Inequalities, Inclusion and Governance](#). Associazione per Scuola Democratica, 2025, pp. 76-84. ISBN 979-12-985016-1-4.

- L. Bezuidenhout, P. Castaño, S. Leonelli, I. Rafols and A. Vargiu, [Introducing Case Studies in Monitoring Open Science](#), Published on Zenodo on Nov. 16 2024
- FoistLab members S. Chessa, V. Ghibellini and A. Vargiu, with E. Reale co-edited a Special issue of the “Italian Journal of Sociology of Education” (1, 16, 2024) on [Changing values and value of universities and research](#), ISSN: 2035-4983.
- S. Chessa, V. Ghibellini, E. Reale, A. Vargiu, [Introduction to the special issue on Changing values and value of universities and research](#), Italian Journal of Sociology of Education, 16(2), 2024, pp. 1-18. DOI: 10.14658/PUPJ-IJSE-2024-2-1, ISSN 2035-4983

Courses Provided:

- Community and action research lab promoted inside of MA in Social work and social sciences at University of Sassari. Academic Year 2023/2024 2024/2025 and 2025/2026.

UL Engage, University of Limerick, Limerick, Ireland

Year of Establishment: 2018

Hub website: <https://www.ul.ie/engage>

Hub Overview: This hub aims to integrate civic and community engagement into the University's core missions in research and teaching. It serves as the hub for civic engagement activities across the campus and works with all divisions and faculties to amplify the various ways that students, faculty and staff in UL can work to make a difference. UL Engage was established in September 2015 and in 2018 joined the UNESCO-sponsored *Knowledge for Change* (K4C) global consortium of Higher Education Institutions committed to best practice community-based learning and research. Currently, there are 8 K4C trained mentors in UL, working across several faculties.

University Partner: University of Limerick

Community Partner:

- Limerick City and County Council, Limerick City Community Development Project
- This hub has over 20 community groups (find details in Appendix '2025 UL Engage Stakeholders' on UL engage website)

Hub Activities: <https://www.ul.ie/engage/engaged-projects>

Hub Coordinator: Prof Maura Adshead; Maura.Adshead@ul.ie



TRAINED MENTORS	8
PUBLICATIONS	1
COURSES AND TRAININGS	5
STUDENTS	138

HUB AT A GLANCE

Events and Publications

Activities:

Capacity Building Sessions

- Limerick Lifelong learning workshop, Wednesday 9 April 2025

Community-Based Research Initiatives

- <https://www.ul.ie/engage/engaged-projects>

Other key activities-

- Annual Community Comhra: <https://vimeo.com/1022139255>
- Annual UL Citizens' Assembly: <https://www.youtube.com/watch?v=cZ1EWA-7yM>

Publications: HAPPEE Policy Briefing No.2 by Maura Adshead

Courses Provided:

- Foundational Leadership and Lifeskills- an informal 8 week training programme delivered online to IFWEA members.
- K4C for Kids- a junior researcher training programme for primary school children.
- CWELL diploma- a community co-authored curriculum, to address community-identified needs in communities experiencing severe socio-economic disadvantage.
- Professional Diploma in Community Engagement- training for teaching professionals, working as Home School Community Liaisons in communities experiencing severe socio-economic disadvantage.
- Knowledge for Change – EMERGE Blended International Programme (BIP)- A 10 week online programme with a one week residential in January 2025 provided to 42 participants from the EMERGE Alliance and other international UL Engage partners.
- Engaged Research Design for Sustainability- Blended International Programme (BIP)- Co-designed with the Sustainable Futures Unit in UL, this programme provides accredited doctoral training to YERUN university affiliates and partners. This 9ECTS accredited programme is offered to 27 early-stage PhD students from the YERUN university network. The programme is designed to support students to develop the skills, knowledge, and tools necessary to effectively focus on SDG challenges via an engaged research approach (specific to their discipline).

(find out more about the courses on UL engage website).

K4C Hubs in Action



Why the K4C model is crucial in contemporary times

In an era marked by deepening global inequalities, climate crises, and social unrest, the Knowledge for Change (K4C) model stands out as a vital framework for rethinking the relationship between knowledge, power, and social transformation, emphasizing the social and moral mission of the university and academia. Developed by the UNESCO Chair, the K4C model responds to an urgent need to democratize knowledge production and bridge the gap between academic institutions and the communities they serve.

This model has been conceived as a transformative framework aimed at revolutionizing higher education by embedding CBPR at the heart of academic practice. It challenges traditional hierarchies of knowledge production by fostering equitable partnerships between universities and communities.

K4C lays foundations for the co-creation of knowledge between universities and communities- emphasizing mutual respect, shared power, and social relevance. It affirms the value of Indigenous, community and experiential knowledge systems and equips researchers with the skills to work across conventional academic boundaries. Through this, it offers a concrete, globally adaptable model for bridging knowledge cultures, knowledge mobilisation and the creation of a knowledge democracy- in a world that desperately needs it.

Furthermore, by aligning with the UN SDGs, it redefines the role of academia- shifting it from a siloed knowledge producer to an engaged, collaborative force for inclusive and sustainable development.

K4C in the next 5 years



Over the next 5 years the K4C programme aims to train more than 1,450 community-based researchers (including 100 mentors) over the next five years, creating and supporting hubs to deliver CBR training in the Global South and in excluded communities of the Global North (e.g., Indigenous communities, refugees, and the homeless).

Through this, the K4C will contribute to strengthening trainees' employment and career opportunities, enhancing institutional capacity in CBR at HEIs and CSOs, and generating contextually and culturally relevant learning materials and resources in local languages. These materials will be accessible to students, academic researchers, activist citizens, civil society organizations, and the general public.

By advancing the K4C mission, the Chair envisions playing a transformative role in the realization of the UN SDGs by 2030.

Regional Contact Information

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Become a part of the K4C Global Consortium

Become a part of the movement for revolutionizing knowledge across the globe!

Being a part of the K4C Consortium is a pivotal step towards building inclusive, community-driven research ecosystems that empower local voices and contribute to global change.

As a K4C Hub, you join a dynamic international network committed to advancing Community-Based Participatory Research (CBPR) and social responsibility in higher education. This collaboration supports the co-creation of knowledge, strengthens research capacities, and promotes solutions rooted in local contexts.

To establish a K4C hub in your institution, reach out to Dr. Anshuman Karol, Global K4C Coordinator- anshuman.karol@pria.org or reach out to your Regional K4C Training Center.