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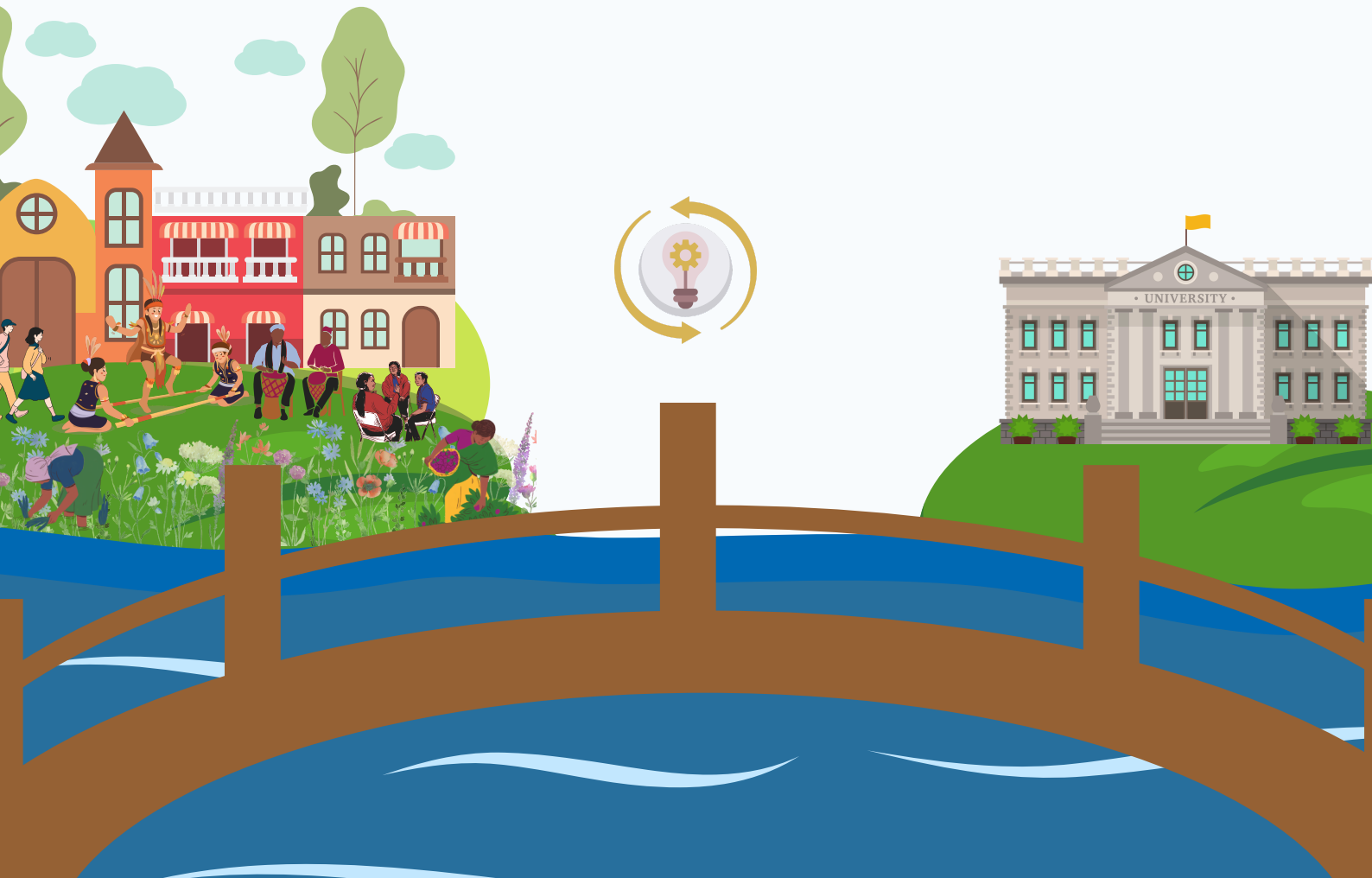
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# UNESCO Chair in Community-Based Research and Social Responsibility In Higher Education

## Annual Report 2024-2025





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Date: August, 2025

Written by: Saanya Sodhi, UNESCO Chair CBRSRHE

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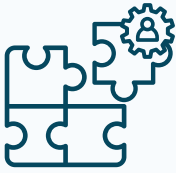
Cover by: Saanya Sodhi, UNESCO Chair CBRSRHE

Designed by: Saanya Sodhi, UNESCO Chair CBRSRHE and Swasti Chowdhary

Overall guidance and support- Dr. Budd Hall, Dr. Rajesh Tandon and Olivia Almeida

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

Published at-  
Participatory Research in Asia  
42, Tughlakabad Institutional Area,  
Vayusenabad,  
New Delhi, 110062,  
India



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# 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 Programme

CBPR- Community-Based Participatory Research

HEIs- Higher Education Institutions

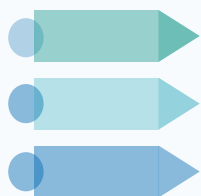
NUEPA- National University of Educational Planning and Administration

CSO- Civil Society Organisation

RTC- Regionals Training Center

SDGs- Sustainable Development Goals

USM- Universiti Sains Malaysia



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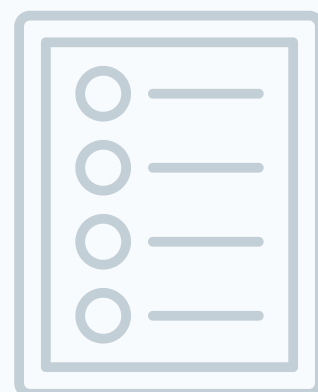
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# Acknowledgements

The Co-Chairs would like to acknowledge the many contributions made by the members of our skilled UNESCO Chair teams: at PRIA – Surjeet Singh, Sujit Saurav, Bindu Baby, Sumitra Srinivasan, Nandita Bhatt, Anshuman Karol, and Saanya Sodhi; at the University of Victoria – Maeva Gauthier, Barbara Jenni, Walter Lepore, Emma Stuart, Rowan Salverda and Olivia Almeida.

In addition, we give thanks to the Governing Board of PRIA for generous institutional support including space and networking provision. On the UVic side, we give thanks to the Office of the President, the Office of the Vice-President Research, the Centre for Global Studies, The Faculties of Public Administration, Human and Social Development and Social Sciences for financial support, space and technical support.

We lift our hands in appreciation to a few key individuals who have moved us forward in our commitment to recognizing the role of Indigenous knowledges in our work. We thank Dr. Lorna Wanotsts'a Williams, Lil-watul Professor Emerita from UVic, Dr. Sonajhira Minz, Professor at Jawaharlal Nehru University, New Delhi and Former Vice Chancellor of Sido Kanhu Murmu University, Dumka, and Dr. Pankaj Mittal, Secretary General of Association of Indian Universities, New Delhi.

We are grateful for the support of Oliver Schmitke, Director of the Centre for Global Studies, to Jodie Walsh, Research Coordinator, to Elana Senecal and Lia Lancaster, communications officers and Jennifer Swift, financial officer. We also acknowledge the support from Professor Lois Harder, Dean of the Faculty of Social Science and Dr. Jill Chouinard, Director of the School of Public Administration. From the UVic Library we give thanks to Dr. Inba Kehoe and Caroline Winter for their support of the Knowledge Democracy platform. The continued support of President Kevin Hall of UVic and Dr. Elango Elangovan, Associate Vice President for Global Affairs is deeply appreciated.

Furthermore, we extend our deepest thanks to the civil society organisations that have made the DECODE project possible. We also extend deep gratitude to the communities that shared their extremely valuable knowledge with us and helped us make it reach a larger population. We also thank International Development Research Centre (IDRC) for funding the project and making it a reality.

Finally, we save a very special thanks to the universities and the community organizations that are partners in the 23 Knowledge for Change (K4C) Hubs in 14 countries. We thank the leadership in those organisations and the remarkable teams of mentors who are bringing this consortium to life. Everything that we have done has been possible by the privilege of being part of this inspiring community.

We lift our hands and say HÍSWKE SIEM (thank you respected ones in the Sencothan language where UVic is located) and DHANYAWAD (thank you in Hindi).





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# Executive Summary

The establishment of the UNESCO Chair in Community Based Research and Social Responsibility in Higher Education emerged as a convergence of diverse intellectual traditions, spanning various networks, geographical locations, and conceptual currents.

Following the 2009 UNESCO World Higher Education Conference, Drs. Budd Hall and Rajesh Tandon proposed to UNESCO in Paris, a unique Chair – one that was based simultaneously in a higher education institution in the Global North (at the University of Victoria where Dr. Budd Hall was teaching), and a practice-and community-oriented organization based in the Global South (PRIA, which Dr. Rajesh Tandon continued to lead).

Established in 2012, the UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education builds on the enduring partnership between Dr. Rajesh Tandon and Dr. Budd Hall, which began in the 1970s through the International Participatory Research Network. Their pioneering work played a critical role in legitimizing knowledge generated outside traditional academic institutions- particularly within social movements, civil society, and grassroots activism.

Over the years, the Chair has significantly strengthened community–university research partnerships through strategic initiatives focused on the initiation, development, and evaluation of collaborative projects. Its global impact is reflected in landmark studies on CBR and Community–University Research Partnerships (CURP), as well as influential contributions to the 5th and 6th GUNi World Reports on Higher Education.

Through innovative policy engagement, capacity-building programs, and a growing body of impactful publications, the Chair continues to champion inclusive, democratic, and socially transformative knowledge systems, redefining the role of higher education in fostering equity and justice worldwide.



The launch of the UNESCO Chair in 2012



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# The Co- Chairs

The creation of the UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education is, a direct product of the enduring friendship and shared vision of Dr. Budd Hall and Dr. Rajesh Tandon.





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Dr. Budd Hall is Professor Emeritus at Centre for Global Studies, University of Victoria (UVic), Canada, and Co-Chair of the UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education. A globally respected figure in adult education and participatory research, he has made transformative contributions to community-engaged scholarship for over five decades.

Dr. Hall is also a poet.



Dr. Rajesh Tandon is the Founder-President of Participatory Research in Asia (PRIA) and Co-Chair. He is a globally recognized pioneer of participatory research, and has been a leading advocate for inclusive knowledge systems, community engagement, democratic governance, and social accountability for over five decades.

Since founding PRIA in 1982, Dr. Tandon has supported grassroots initiatives across South Asia and the world, championing the empowerment of marginalized communities through knowledge, learning, and organizational capacity-building.

He has played a catalytic role in the emergence of numerous local, national, and international networks that promote participatory and people-centred development.



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# Introduction





In the ongoing global knowledge democracy movement, aimed at decolonising knowledge production, the Co-Chairs, Dr. Budd Hall and Dr. Rajesh Tandon, have continued to make significant strides in reshaping the landscape of higher education. Through sustained engagement with Higher Education Institutions (HEIs), policy makers, and community stakeholders, our chair has been instrumental in promoting inclusive, socially responsible research and teaching practices rooted in community-based and contextual approaches.



Conversation at the Addis Ababa UNESCO Conference



DECODE team with HKVSS team in Himachal

The Co-Chairs' ongoing collaboration with regional partners and multi-stakeholder platforms has been central to advancing the vision of knowledge democracy. The 2024- 2025 period witnessed a growing momentum and widespread support from academic leaders, funders and policy makers alike for embracing community-led research and participatory methodologies. This groundswell of support reflects a broader shift towards recognising diverse epistemologies, valuing local knowledge systems, and fostering meaningful engagement between HEIs and the communities they serve.

Among the most significant developments this year has been the launch and strengthening of the DECODE project. This project embodies the Chair's commitment to transforming institutional cultures in higher education by advancing practices of co-creation, community-led inquiry, and epistemic justice. DECODE works with diverse community networks to develop concrete strategies for systematisation and dissemination of community knowledge. It serves both as a reflective platform and an action-oriented program to reimagine how knowledge is produced, validated, and shared. By equipping educators, researchers, and community actors with practical tools for co-constructing knowledge, DECODE is setting a new standard for ethical and inclusive research.



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K4C Regional Mentor Training Programme in Malaysia

The Chair's Knowledge for Change (K4C) Consortium for Training in Community-Based Participatory Research (CBPR) continues to be a cornerstone of our global effort to build capacity in CBPR for the next generation of academics and practitioners. Since its inception in 2017, the K4C program has expanded into a dynamic network with 23 hubs in 16 countries, training CBPR mentors and catalysing community-led action on Sustainable Development Goals (SDGs). In 2024, K4C underwent a significant transition from a centralized, globally managed training model to a regionally anchored, decentralized structure. This evolution underscores the Consortium's commitment to strengthening local ownership, contextual relevance, and sustainability. The newly established Regional Centers serve as vital nodes of knowledge co-production, mentorship, and institutional support. These centers act as bridges between global discourses and local realities, nurturing a new generation of CBPR scholars and practitioners.

2025 also marks a historic milestone- 50 years of participatory research, a global movement that began in the early 1970s and has since transformed how knowledge is understood, created, and used. As two founding members of this movement, Dr. Budd Hall and Dr. Rajesh Tandon led the Chair in celebrating this legacy through a series of high-impact events, keynote addresses, and public dialogues held across the globe. These engagements provided opportunities to reflect on the evolution of participatory research and reaffirm its relevance in confronting today's most pressing social and ecological challenges.



As a fitting culmination to this anniversary, the Chair published “[Teaching and Learning Community-Based Participatory Research: Socially Responsible and Ethically Anchored](#)”, a monumental book that synthesizes five decades of theory and praxis. Edited by the Co-Chairs, the volume captures the deep ethical commitments, pedagogical innovations, and global partnerships that have defined participatory research over the years. This publication is a monumental milestone in the global participatory research movement.



The authors of the book who joined the book launch at PRIA virtually

Overall, this past year has been one of meaningful progress and deepened impact. Dr. Hall and Dr. Tandon have continued to deepen the global impact of their shared vision. Through the Canadian Secretariat, Dr. Hall has driven international engagement and partnerships, while Dr. Tandon, through the Indian Secretariat, has led critical advocacy and capacity-building efforts that are shaping national research policies and practices. Together, their work has played a vital role in reimagining research education in India- placing community participation and local relevance at the heart of knowledge creation.







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# Major Output and Activities 2024-2025

The major activities undertaken by the Chair over the year  
can be broadly categorized into three strategic and  
overlapping domains: **Research, Training, and Policy  
Advocacy.**





# Research



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Research on various aspects of community-based research has been central to our contribution to advancing knowledge democracy and enhancing the global understanding of social responsibility in higher education. Traditional academic knowledge production, particularly in the social, economic, health, and sustainability sectors- has often had limited impact due to dissemination practices such as publishing in paywalled journals, presenting at academic-only conferences, and using language inaccessible to policymakers and community leaders.

To remedy this, and working within a knowledge democracy framework, the Chair emphasizes the co-construction of knowledge between community stakeholders and academics. We are committed to ensuring that knowledge generated within higher education is made publicly accessible, socially relevant, and freely available. This commitment to participatory, inclusive, and transformative research defines the foundation of our work.

This commitment to transformative research has led to the launch and strengthening of the DECODE Knowledge Project, a community-based participatory research initiative aimed at elevating the role of locally grounded, contextualised, and actionable knowledge in addressing climate change. Led by the UNESCO Chair, DECODE engages global networks of community and Indigenous-led research practitioners. It seeks to draw insights from these initiatives and their diverse approaches to tackling contemporary challenges and building climate resilience.



The DECODE team on their visit to GULU University, Uganda

DECODE builds on the foundational work of the co-chairs, Dr. Rajesh Tandon and Dr. Budd Hall, who conceptualized knowledge democracy as a response to the dominance of narrowly defined academic paradigms. DECODE is the tangible manifestation of their work, affirming that knowledge is created in multiple forms, in local languages, oral traditions, embodied practices, and artistic expression. DECODE embraces plurality, engaging community-led research practices such as arts-based inquiry, land-based learning, and dialogic storytelling.



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In its first phase, DECODE conducted six case studies across the world, exploring how communities are building climate resilience through their knowledge systems:

- Malaysia: A collaboration between Sarawak's Apong harvesters and UNIMAS supported the modernization of traditional production, with hybrid stoves- preserving local knowledge and mangroves while boosting the Penuak community's economic and social empowerment.



Image Source:

<https://storymaps.com/stories/2d17e008e8cf430484100662a3a22ee8>



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- India: Research in the Himalayan Region examined how traditional knowledge and sustainable practices were used to transform wild edibles into high-value products, empowering women and enhancing climate resilience.

- Uganda: Gulu University partnered with Acholi women to integrate Indigenous herbal knowledge into the University curriculum (medicine certificate program), bridging academic and traditional knowledge systems.



Images Source:

<https://storymaps.com/stories/ad0d1dc572e942caa78faa97e5aaab75>





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Images Source:

<https://storymaps.com/stories/ad0d1dc572e942caa78faa97e5aaab75>

- Inuit Arctic Regions: 'Nanuk Narratives' captured intergenerational Inuit knowledge and stewardship of polar bears in the Davis Strait, highlighting cultural ties and ecological change through storytelling and film.



Images Source:

<https://storymaps.com/stories/ad0d1dc572e942caa78faa97e5aaab75>



Images Source:

<https://storymaps.com/stories/ad0d1dc572e942caa78faa97e5aaab75>

- Canada (British Columbia): During the COVID-19 pandemic, research teams collaborated with T̓silhqot'in and Qwel̓mínte Secwépemc First Nations through workshops grounded in Indigenous methods, exploring how the pandemic intensified climate change impacts on community health and well-being.

By centering the knowledge of local and Indigenous communities, these case studies demonstrate how climate challenges can be addressed through grounded, community-led approaches that foster long-term resilience. The comparative analysis of these cases offers critical insights into the power of community-based research, insights that must be central to any vision of socially responsible higher education. You can learn more about the DECODE project on our [website](#).



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The beginning of 2025 marked 50 years of participatory research (PR). As two of the founding figures in the field, Dr. Rajesh Tandon and Dr. Budd Hall have played a pivotal role in shaping its evolution. To commemorate this milestone, they have engaged in international dialogues and events to explore the future of participatory research, its challenges, possibilities, and continued relevance in a changing world.

Furthermore, reaffirming its commitment to research and celebrating the five decades of participatory research, the UNESCO Chair undertook the mammoth task of compiling over fifty years of work on participatory research in the book [Teaching and Learning Community-Based Participatory Research: Socially Responsible and Ethically Anchored](#). This publication offers a comprehensive framework for teaching and learning CBPR, grounded in ethical values, social justice, and transformative practice. Drawing on rich global experiences, it serves as a foundational text for educators, students, and practitioners dedicated to fostering a more democratic and inclusive knowledge landscape. Its release marks a major intellectual and pedagogical contribution by the Chair and is already influencing CBPR curricula and training approaches worldwide.

The Co-Chairs participated in several book launch events across the globe. These included:

- 15th April 2025 at PRIA, India- The official launch of the book took place at the headquarters of Participatory Research in Asia (PRIA) in Delhi.



Book release at PRIA

- 24th April 2025 at University of Victoria, Canada- The book was released at a public lecture celebrating 50 years of Participatory Research with Dr. Budd Hall and Dr. Rajesh Tandon.



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- May 14th, 2025 'PR at 50: Reflecting on the History, Present, and Future of Participatory Research' lecture, at the Institute of Development Studies- Dr. Budd Hall gave a celebratory dialogue marking fifty years since he authored the first known paper on Participatory Research while a visiting fellow at IDS. Dr. Hall also presented the newly published book Teaching Community-Based Participatory Research: Socially Responsible and Ethically Anchored, which brings together five decades of experience in teaching and learning participatory principles. He offered a rich reflection on the evolution of the field, tracing its roots to early 1970s Tanzania.



The PR at 50 event at IDS



Dr. Tandon releasing the book at the PCST in Aberdeen with  
Dr. Richard Holliman

- 28th May 2025 at the PCST, University of Aberdeen, United Kingdom- In May, co-chair Rajesh Tandon delivered the keynote address at the Professional Science Communications Global Conference in Aberdeen, Scotland, whose theme "Using Science Communication to Effect Positive Change" reflected key concerns in contemporary knowledge mobilization. Dr Tandon released the book alongside delivering his keynote.

- 11th June 2025, at the University of Durham- Dr. Hall and Dr. Tandon led the launch of the book at the "From Margins to the Mainstream" Conference.



Release of the book at Durham University with Professor  
Sarah Banks, Dr. Mary Brydon and Sophie Duncan





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Dr. Budd Hall presenting the Chair scarf to Georgina Nicoli at  
the Association for Commonwealth Universities

- 17th June 2025, at the Association of Commonwealth Universities, London, United Kingdom- Dr Budd Hall released the book at the “The imagination, Knowledge and action: conversations on contemporary challenges and capacities” talk. Here, Dr. Hall shared the emerging learnings from the DECODE knowledge project, underlining the transformative capacity of action undertaken using community-based knowledge.

Thus, the period from 2024 to 2025 was marked by state-of-the-art research. Through several innovative projects, the Chair significantly advanced the Sustainable Development Goals (SDGs) and championed a vision of socially responsible and ethically grounded knowledge production and dissemination.



# Training



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Training and capacity enhancement form the second pillar of the Chair's efforts, drawing on knowledge generated through state-of-the-art research. These initiatives focus on strengthening both human and institutional capacities for community engagement, community-based research, and social responsibility.

In the period between 2024- 2025, the Chair significantly advanced its training and capacity-building mandate by deepening the regionalization of the K4C program. This move from a centralized training model, initially led by the University of Victoria and PRIA, to a decentralized, regionally anchored approach reflects the Chair's long-term commitment to democratizing knowledge and nurturing grounded leadership in CBPR.

Regional Centers are at the heart of this evolution. These centers are not only delivery points for training but also vital ecosystems of co-learning, where emerging CBPR scholars and mentors are equipped with the tools, pedagogies, and ethical frameworks to work in solidarity with communities. Each center contextualizes the K4C curriculum to address local realities while aligning with global standards of participatory research, thus making training more accessible, relevant, and impactful. Thus, the Regional Centers serve as a tangible expression of the Chair's strategy to scale capacity-building efforts while rooting them deeply in local knowledge systems.

By anchoring training in diverse socio-cultural contexts, these centers help embed social responsibility within higher education institutions and extend the reach of participatory research principles across regions.



As of 2025, four Regional Centers have been established across the globe, with more in development. These regional centers are as follows:

- Asia Training Centre – Mizan Hub, Malaysia.
- Eastern and Southern Africa Training Centre – Gulu University, Uganda.
- Latin America Training Centre – IAPaZ Colombia Hub, University of Andes, Colombia.
- South Asia Training Centre- PRIA, New Delhi, India





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In the past year, the Chair facilitated two key initiatives to strengthen this decentralized training model:

- October 5th to 13th, 2024- MTP Residency with Mizan Hub- Mizan Hub based at Universiti Sains Islam Malaysia in association with UNESCO Chair in CBRSR organized a Regional K4C Residency for Mentor Training Program.



Second residency of the first and second cohorts at University of Ibague



K4C Regional Mentor Training Programme in Malaysia

- December 2nd & 6th, 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.

Another key activity over the last year was the development and delivery of the “Knowledge Democracy in Higher Education” series, in collaboration with the Division of Continuing Studies, University of Victoria.

The program comprised of five modules addressing core themes: global policy frameworks, integration of the UN SDGs, power and knowledge dynamics, community-university partnerships, and community-based participatory research.

The courses were delivered in a blended format, combining asynchronous and synchronous learning, and featured guest contributions from subject-matter experts during live Zoom sessions. The series expanded outreach and engagement with diverse academic and community audiences, contributing to the Chair’s mandate of advancing inclusive and socially responsive higher education.

You can learn more about this course here- <https://continuingstudies.uvic.ca/humanities-social-sciences-and-law/programs/knowledge-democracy-in-higher-education>



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Through these rigorous training and capacity-building activities, the period from 2024 to 2025 was marked by a deepened commitment to nurturing the next generation of socially conscious scholars and practitioners by equipping them with the tools and values needed for ethically grounded and socially responsive knowledge creation and action.



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# Policy Advocacy

Policy advocacy is central to the work of the UNESCO Chair. Through dialogues in India, Canada, and globally, the Chair has contributed to shaping innovative policies and systems that promote community engagement, community-based research, and social responsibility in higher education.

Our advocacy efforts encompass a wide range of activities, including policy dialogues, public lectures and keynote addresses, global communiqués on community–university engagement, technical support to policymakers, and collaboration with regional higher education networks.

Over the past year, the Chair actively engaged in a wide range of initiatives to advocate for CBPR, social responsibility in higher education, Open Science, and the broader principles of participatory research.

The following list of events highlights the Chair's sustained advocacy efforts during this period:

- June 26th to June 28th, 2024- [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.



Session at the 10<sup>th</sup> Edition of Living Knowledge Conference



Dr. Rajesh Tandon moderating the session

- September 30th to October 2nd, 2024- 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. The session was moderated by Dr. Rajesh Tandon.





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Dr. Rajesh Tandon with colleagues at the Addis Ababa Conference

- December 16th, 2024, Co-Chair, 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.
- March 19th, 2025- Co-Chair, 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.
- 24th April, 2025- 50 Years of Participatory Research: Rajesh Tandon in conversation with Budd Hall. CIFAL Victoria and the Centre for Global Studies organized a public lecture for Dr. Budd Hall and Dr. Rajesh Tandon to reflect on 50 years of their participatory research work.



Dr. Budd Hall and Dr. Rajesh Tandon with colleagues at the Centre for Global Studies, UVic



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- May 6th- May 9th, 2025- “From Theory to Practice” Competencies for Community engagement course with Crystal Tremblay.

Through its major activities and outputs over the past year, the Chair has made a remarkable impact across key thematic areas such as climate resilience, open science, and the integration of local knowledge for sustainable development. By advancing research, training and capacity building, and policy advocacy, the Chair is steadily transforming higher education institutions into spaces rooted in social responsibility, justice, and inclusion.



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# The Chairs' Vision for the Future





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Looking ahead, the UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education is committed to deepening its global impact through strategic research, partnerships, and advocacy initiatives grounded in the principles of knowledge democracy.

One of our major undertakings will be the development of an Open Access Knowledge Democracy and Participatory Research Platform, aligned with the UN Open Science Recommendations. This platform will provide access to over five decades of literature in community-based participatory research (CBPR), knowledge democracy, and social responsibility. We will continue to advocate for the dissemination of novel and community-rooted knowledge through open access, multilingual, regional journals, platforms, and diverse formats, ensuring inclusive knowledge creation and sharing.

The Chair also aims to expand collaborations under the UNITWIN Network of Transformative Knowledge, with a special focus on recognizing and integrating Indigenous contributions to knowledge systems and higher education. This includes strengthening dialogue, research, and policy work that centers Indigenous perspectives and epistemologies.

A further strategic focus will be on scaling the Knowledge for Change (K4C) Global Consortium. Our goal is to grow the network to 50 hubs across 35 countries, supporting over 250 trained mentors, who will in turn train more than 5,000 students and community practitioners in participatory research. K4C's expansion will be regionally coordinated through offices in Africa, Asia, Latin America, North America, and Europe, and bolstered by the creation of learning materials and case studies in different languages. We will also invest in strengthening the regionalization of K4C, with targeted training and research capacity development efforts in Uganda, South Africa, Colombia, Malaysia, and India.

Additionally, the Chair will lead the next phase of the DECODE project. This phase will further facilitate the systematization and peer learning across Indigenous-led research initiatives across the globe. A central objective will be the co-development of an ethical and participatory methodology for utilizing Indigenous knowledge to strengthen climate resilience, while safeguarding cultural integrity, knowledge sovereignty, and community agency.

We will also advance our engagement in policy dialogues by collaborating with other UNESCO Chairs and the UNITWIN network to shape global discussions on transformative knowledge.

Finally, the Chair aims to catalyze the establishment of five new UNESCO Chairs aligned with the vision of knowledge democracy. These new Chairs will be strategically located across different global regions to ensure local grounding and thematic relevance, expanding our collective ability to democratize knowledge systems and transform higher education.



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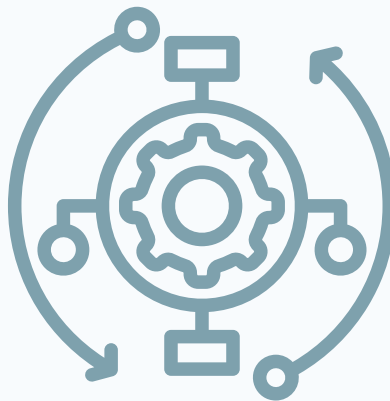


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Through these future actions, the UNESCO Chair will continue to uphold its commitment to epistemic justice, community empowerment, and socially responsible knowledge creation, contributing to a more inclusive and sustainable global knowledge landscape.







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# Our Partner Networks





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- Asia-Pacific University - Community Engagement Network (APUCEN)
- Association of Indian Universities (AIU)
- Alliance for RA
- Centre for Community-Based Research (CCBR), Ontario, Canada
- Centro Boliviano de Estudios Multidisciplinarios (CEBEM)
- Citizen Science Global Partnership
- Christ University, India
- Committee on Data of the International Science Council (CODATA)
- Comitê de Entidades no Combate à Fome e pela Vida (COEP), Social Mobilization Network in Brazil
- Dayalbagh Educational Institute, India
- DST- Centre for Policy Research, Indian Institute of Science, India
- Durban University of Technology, South Africa
- Engaged Scholars Consortium (ESC)
- FICCI Higher Education Committee
- Global University Network for Innovation (GUNI)
- Gobeshona Network for Locally led Adaptation and Resilience
- Grant McEwan University, Canada
- Gulu University, Uganda
- Indigenous Advanced Education and Skills Council in Ontario, Canada
- International Association of Universities (IAU)
- La Universidad de Oriente, Cuba
- Lingnan University in Hong Kong
- Living Knowledge, The International Science Shop Network
- Malay Agricultural Settlement (MAS), Malaysia
- Manipal University, Jaipur, india
- Mzumbe University, Tanzania
- National Co-ordinating Centre for Public Engagement (NCCPE), UK
- Open Science South Asia Network
- PASCAL International Observatory
- Promoting, Interrogating and Mobilising Adult Learning and Education (PIMA)
- Pt. Ravi Shankar Shukla University, India



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- Responsible Research and Innovation Networked Globally (RRING)
- Rhodes University, South Africa
- Robert Koch Institute, Germany
- Royal Roads University, Canada
- Sido Kanhu Murmu University, India
- Sunan Ampel State Islamic University, Surabaya, Indonesia
- Talloires Network of Engaged Universities
- The Adaptation Research Alliance (ARA)
- The Association of Commonwealth Universities (ACU)
- The Coady International Institute, St. Francis Xavier University, Canada
- The University of British Columbia, Canada
- UNITE, the Union, United Kingdom
- University Grants Commission, India
- University of Havana, Cuba
- University of Ibague, Colombia
- University of Limerick, Ireland
- University of Los Andes, Chile
- University of Sassari, Italy
- University of Science, Malaysia
- University of the Free State, South Africa
- University of Toronto, Canada
- University of Brescia, Italy
- Universiti Sains Islam, Malaysia





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# How to get in touch with us?



We warmly invite you to connect with the UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education. For general enquiries, you can reach us via email at [saanya.sodhi@pria.org](mailto:saanya.sodhi@pria.org), the Chair's Global Coordinator.

We're also active on social media, follow and engage with us on [LinkedIn](#), [Instagram](#), and [Facebook](#) to stay updated on our work and join the growing global conversation on knowledge democracy.

Our Co-Chairs, Dr. Budd Hall ([bhall@uvic.ca](mailto:bhall@uvic.ca)) and Dr. Rajesh Tandon ([rajesh.tandon@pria.org](mailto:rajesh.tandon@pria.org)), are always open to dialogue and collaboration on strengthening the movement for knowledge democracy worldwide.

For specific project-related enquiries:

- Knowledge for Change (K4C): Reach out to Dr. Anshuman Karol, Global Coordinator, at [anshuman.karol@pria.org](mailto:anshuman.karol@pria.org)
- DECODE Project: Email us at [contact@decodeknowledge.org](mailto:contact@decodeknowledge.org)

You can also stay updated with all the work that the chair is doing on our [website](#).

We look forward to welcoming you as a vital part of the CBPR and knowledge democracy movement.