

Knowledge for Change (K4C)

Consortium for training in Community-Based Research

An initiative of



What is K4C?

- Specific structure growing out of the University of Victoria (UVic)-PRIA agreement that supports the UNESCO Chair in Community Based Research & Social Responsibility in Higher Education
- Strong global partnership with shared goals, joint responsibility and a solid plan for building research capacity to address locally pressing societal challenges, including UN Sustainable Development Goals (SDGs).
- International partnered training initiative between Higher Education Institutions (HEIs) & Civil Society Organizations (CSOs) for co-creation of knowledge through collective action by academics & community groups working together in various training hubs around the world for addressing UN SDGs.
- An initiative which reinforces UNESCO Chair's global leadership in the field of participatory approaches to research and community-university engagement (CUE)

Photo credit: Crystal Tremblay



Why K4C?

Previous research led by the UNESCO Chair showed that:

- despite high demand for training and learning about doing community-based research (CBR), formal, structured training opportunities are scarce
- university training in CBR offers little practical exposure
- community training is weak on reflection and theory

The K4C Consortium is conceptualised to seek new ways of learning and creating conditions needed for innovative models of research and research training programs in CBR to flourish. It will offer a variety of means to enhance individual & institutional research training capacities and support the transition of K4C trainees to the workplace in academic and non-academic settings.



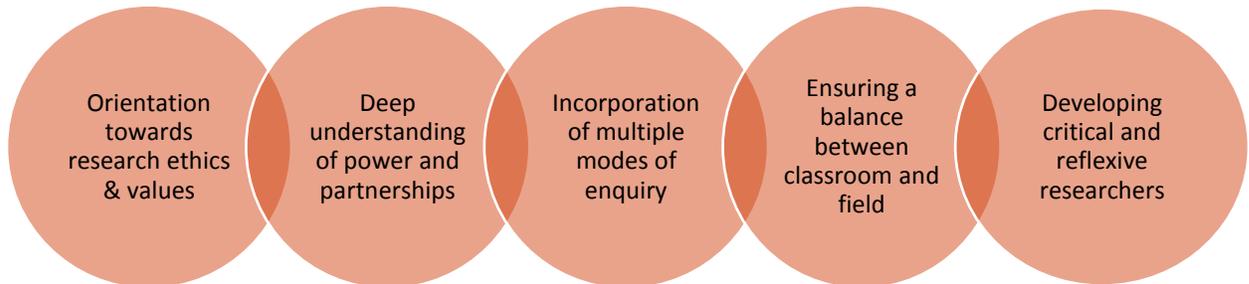
K4C Goals

- Develop an internationally-accredited gold standard curriculum for CBR training with competency mapping and learning outcomes.
- Offer a Mentor Training Program (MTP) as an online course starting in January 2018 (12-week model).
- Create 8-10 training hubs in various parts of the global South and the excluded North to develop research capacity in local languages using local learning materials.
- Develop research capacities of trainees in a way that they gain relevant knowledge, skills and experience in and beyond academia
- Knowledge generation on participatory research, CUE, and pedagogies of training CBR to promote social transformation and community change
- Influence policy and practices in the implementation of SDGs

1300+ community based researchers & 100 mentors
Over 5 years

Pedagogical principles

K4C is premised on 5 pedagogical principles grounded in theories of knowledge that recognize the value of linking community-based knowledge with academic knowledge, and relate to various practical aspects and dimensions involved in training community-based researchers within and outside academia.

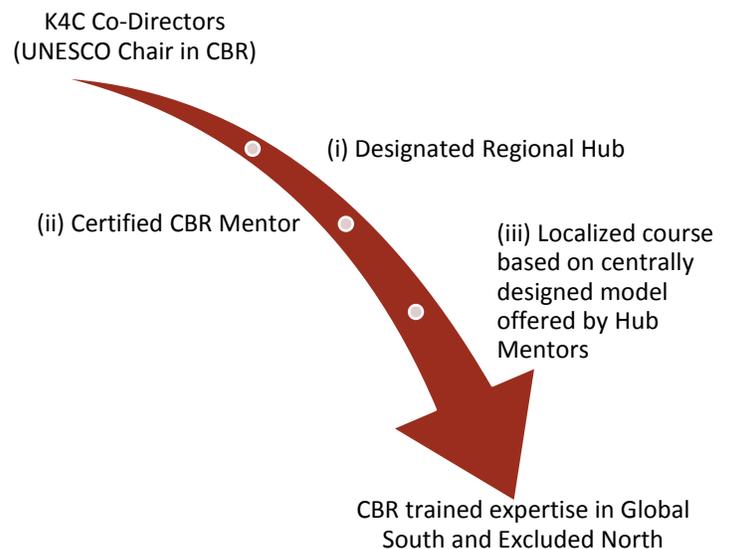


These principles are the basis for conceptualizing and designing effective CBR training programs at our K4C Consortium and its local training hubs. They will help in developing the skill sets of K4C trainees and be transferable in a variety of settings and disciplines. They will also promote the development of a true aptitude for research that is conducted in a holistic manner, by bringing together the worlds of practice and research to produce new knowledge and social innovations.

K4C strategy

Decentralised training structure, following a ‘**cascading model**’, consisting of 8 training hubs

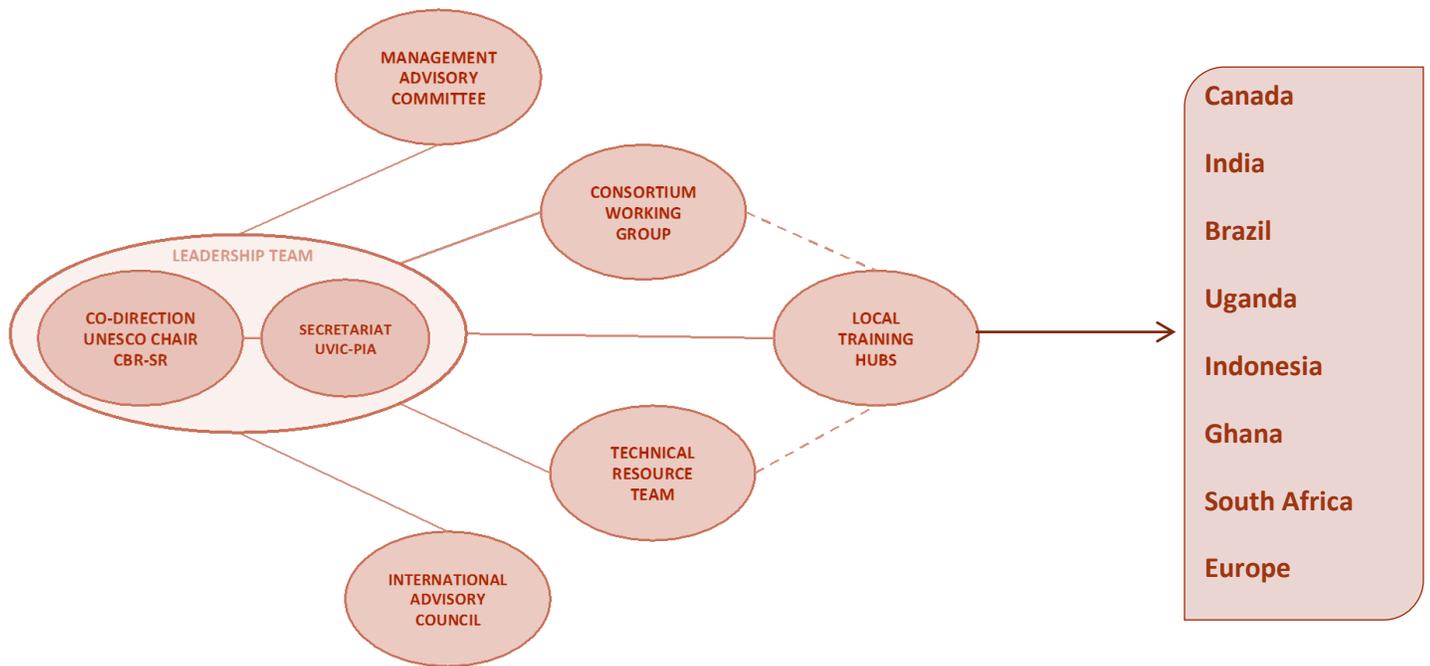
- *Designation of local hubs as centres of excellence for CBR training*
- *Certification of CBR trainers (i.e., the Mentor Training Program)*
- *Localized training courses adapted and offered by Hub Mentors based on a centrally-designed global standard curriculum developed by the UNESCO Chair*



Variety of training methods

classroom-based, professional development workshops, open online courses, field research projects, individual mentorship

K4C - Partnership Structure



Expected Outcome and Impacts

INPUTS	OUTPUTS	OUTCOMES	IMPACT
Standard curriculum	Accredited mentors	Skill enhancement for CBPR mentors	Co-creation of knowledge applied to local needs (SDGs)
Competency mapped learning outcomes	Trained students	Career enhancement & employment skills for students	Knowledge transformational change
Mentor accreditation	Local learning material & case studies	Increased CBPR capacity in HEIs	Policy support for CBPR
	Certified course delivery	International Quality Assurance accreditation structure for CBPR; self-sustaining hubs	Transferability & scalability of CBPR training to other potential K4C partners

Established in 2012, the UNESCO Chair in Community Based Research and Social Responsibility in Higher Education, grows out of and supports the UNESCO global lead to play 'a key role in assisting countries to build knowledge societies'. In light of its credit-worthy work in its first four-year term from 2012-2016, UNESCO renewed the Chair for a second term, from 2016-2020. The Chair is co-located at the University of Victoria (UVic) in Canada and at Participatory Research in Asia (PRLA) located in New Delhi, India. Dr. Rajesh Tandon, Founding President of PRLA, and Dr. Budd L. Hall, Professor of Community Development at UVic, serve as the first Co-Chairs. Please visit <http://unescochair-cbrsr.org/>