

# Knowledge, Engagement and Higher Education: Contributing to Social Change

Learning Exchanges  
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Dr Rajesh Tandon

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

# Changing Dynamics

- Growing Knowledge Economies: Hardware & Software  
(knowledge workers, knowledge elites)
- Competition of Knowledge Production  
(universities, business, media, civil society)
- Power of Knowledge: Information Society  
(Yahoo, Google, Facebook & Twitter)
- Knowledge as commodity: Intellectual property  
(propertied classes and property-less masses)

# Higher Education@Crossroads

- Higher education in turmoil: growth, quality, funding
- Systems of governance and regulation need reforms
- Student and parent expectations soaring
- Demand for public accountability growing
- Opportunity to make a difference in society

# Contributing to Social Change

- Generating knowledge for social change
- Understanding HEI is inserted in the community
- Collaborative, participatory action and partnership
- Building long-term respectful relationships
- Provide best possible opportunities for students to learn
- Create ethical global citizens

# Knowledge-driven Social Change

Engaged scholarship

Civic engagement /community engagement



Engaged university or engaged institution



United Nations  
Educational, Scientific and  
Cultural Organization



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



University  
of Victoria



Knowledge is Power  
PRIA

# Knowledge-driven Social Change



Valuing diversity of knowledge sources (beyond the academe? Indigenous, experiential)

Appreciating plurality of knowledge forms (beyond the written word?)



Critical thinking as natural human phenomenon (beyond the expert?)

Knowledge as a global public good (beyond consumption?)





# Principles of Engagement

- Mutually agreed interests and needs of both communities and institutions be articulated and respected;
- Engagement must encompass all the three functions of institutions of higher education—teaching, research and outreach/practice;
- Institutional engagement cutting across disciplines and faculties should be mandated, including natural sciences, and not restricted to social and human sciences alone;
- Participation in community engagement projects by students should earn them credits and partially meet graduation requirements and it should be integrated into their evaluation systems;
- Performance assessments of teachers, researchers and administrators in such institutions should include this dimension of community engagement.

# Forms of Engagement

- Linking Learning with Community Service
- Linking research with Community Knowledge
- Knowledge Sharing & Knowledge Mobilisation
- Devising New Curriculum with Community
- Inviting Practitioners as Teachers
- Social Innovations by Students



# GUNi Report

GUNi SERIES ON THE SOCIAL COMMITMENT OF UNIVERSITIES 5

## HIGHER EDUCATION IN THE WORLD 5

Knowledge, Engagement & Higher Education:  
Contributing to Social Change



GLOBAL UNIVERSITY  
NETWORK FOR INNOVATION

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UNESCO Chair in Community Based Research  
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A collective work of **73 authors from 34 countries**

Product of **three years research, consultations, academic seminars and an international conference** in 2013.

GUNi is an international network created in 1999 by **UNESCO**, the **United Nations University (UNU)** and the **Universitat Politècnica de Catalunya (UPC)**

# Be Knowledgiastic!

co-create  
transformative knowledge  
for social change

change the way we  
handle, use, build &  
understand knowledge



**Enthusiastic**

**Active**

**Encouraging**