

September 16-17, 2019; PRIA New Delhi

## **Global Consortium of Knowledge-for-Change (K4C)**

Consortium Meeting: First Edition



Acknowledgements: Thanks to each of the K4C hub teams for their travel support and release time so we can be together. Our gratitude as well to the IDRC Asia office for support for some of our consortium members. Gratitude to PRIA for such loving care and comfort making all of us feel at home.

## Background

The first meeting of Coordinators and/or representatives of the 13 Hubs in K4C Global Consortium met at the PRIA offices in New Delhi. The K4C<sup>1</sup> Global Consortium is an initiative of the UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education, launched in November-December 2017.

Canadian contribution to the development of community-based research (CBR) spans four decades of innovation beginning with practice of participatory research by Budd Hall in 1970s. International Network of Participatory Research was founded in 1978 by International Council for Adult Education under the leadership of Rajesh Tandon. Hall and Tandon continued to work together over this period. Tandon set-up Participatory Research in Asia (PRIA) in 1982, now a global research and training centre. They were appointed as UNESCO Co-chair on Community-Based Research & Social Responsibility in Higher Education in 2012. Between 2012-2016, the work of the Chair conducted extensive global assessments of practice of Community-University Research Partnerships (CURP) and analysed gaps in rigorous training of next generation of researchers equipped with ethical, normative, conceptual, professional and experiential repertoire critical to effective practice of Community-Based Participatory Research (CBPR). UNESCO Chair has developed global standards of curriculum and pedagogy for training next generation of researchers in CBPR<sup>2</sup>.

Recent studies have demonstrated a growing demand for learning CBPR methodology amongst practitioners and students alike, especially in hitherto excluded contexts in global south. Knowledge for Change (K4C) is the initiative based on these assessments to train next generation of mentors and leaders in Community -Based Participatory Research (CBPR) to a global standard developed by UNESCO Chair around the world, especially in global south and excluded north<sup>3</sup>.

The critical challenges facing humanity today require new understandings and solutions. Achieving Sustainable Development Goals (SDGs) will require new insights and connections, locally and globally. New understandings and innovative solutions have been shown to be catalysed through co-construction of knowledge carried out in respectful partnerships with local communities. Thus, K4C global consortium will produce locally relevant knowledge solutions for implementation of contextually prioritised SDGs through co-construction of knowledge with local partnerships.

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<sup>1</sup> <http://unescochair-cbrsr.org/index.php/k4c-2/>

<sup>2</sup> [http://unescochair-cbrsr.org/pdf/resource/Knowledge%20&%20Engagement\\_26-09-16\\_pdf%20ver-mail.pdf](http://unescochair-cbrsr.org/pdf/resource/Knowledge%20&%20Engagement_26-09-16_pdf%20ver-mail.pdf)

<sup>3</sup> [http://unescochair-cbrsr.org/pdf/resource/Hall\\_Budd\\_StrengtheningCommUniversityPartnerships\\_2017rev.pdf](http://unescochair-cbrsr.org/pdf/resource/Hall_Budd_StrengtheningCommUniversityPartnerships_2017rev.pdf)

## K4C Methodology

K4C is a consortium of many individual Hubs. Each Hub is a partnership between a higher education institution (HEI) and local practitioner organisations, be they civil society, community-based, local government and/or small business association. Such a formal partnership is designed to facilitate training/teaching next generation of students and practitioners in this 'gold' standard of CBPR developed by UNESCO Co-Chairs. Modular training approach will combine face-to-face, online and field practicum in local settings. Each Hub will be provided technical and professional support to adapt this global curriculum and pedagogy to their specific country/region context to develop courses in which students will enrol for learning CBPR.

Following a cascade training model, the K4C under leadership of Drs hall & Tandon (UNESCO Co-Chairs) has developed a 21-week Mentor Training Program (MTP) based on online learning activities, a two-week face-to-face learning residency workshop, and a field work component to be carried out locally under the guidance of a local supervisor. The mentors trained under the supervision of the UNESCO Co-Chairs will be given a certificate under the joint seal of the UNESCO Chair CBR-SR, PRIA International Academy (PIA) and the University of Victoria (UVic). Upon successful completion of the MTP, the certified mentors are expected to play a key role in the development of the local Hub, including the creation of teaching curriculum and pedagogy, and the development of research capacities in the local Hubs.

Mentors and students so trained in CBPR under K4C methodology will contribute to development of local language learning materials and case studies through their field practicums. The field research projects undertaken in partnership with local communities (as a part of the learning CBPR course) will produce impacts in producing innovative solutions to problems of poverty, exclusion, gender-based violence, climate change, etc (as relevant to local contexts). Mentors and students will undertake analytical reflections on learning pedagogy and socio-economic impacts of their field research, which will be synthesized and disseminated widely. Training strategy has built in components of knowledge mobilization. Additional and focused efforts at knowledge mobilization would include participation in conferences, targeted policy dialogues, and sharing of locally produced compendium of teaching/ learning materials in open source. UNESCO Chair website will carry data base of certified mentors, trained students and catalogue of learning materials for ongoing access by new partners.

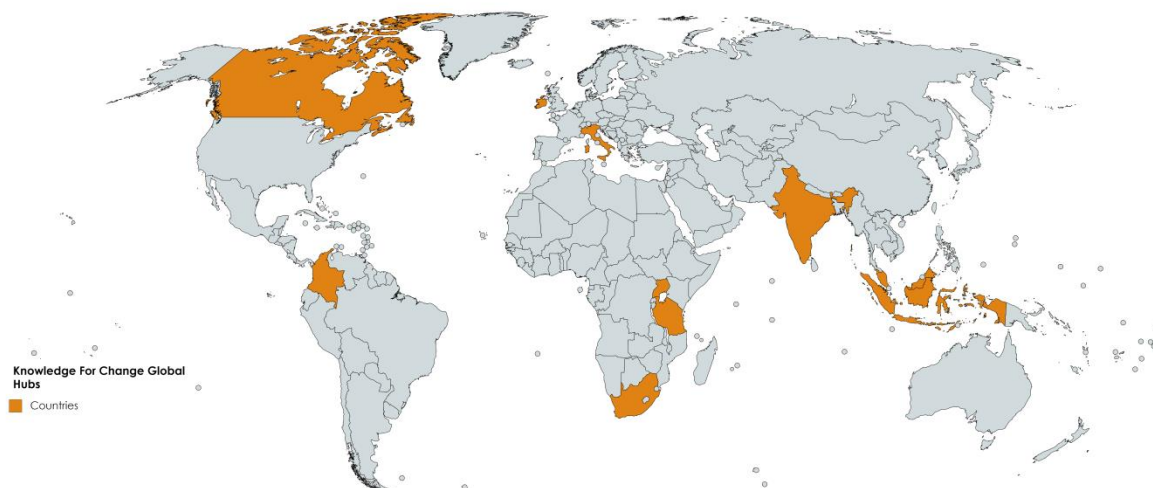


## **First Meeting**

It is in this background that this Report is about the highlights of the first meeting of Global Consortium of K4C Hubs.

## **Current Status**

Consortium now comprises of 13 Hubs in 10 countries—Canada, Colombia, India (2), Indonesia, Ireland, Italy, Malaysia (2), South Africa, Tanzania (2), Uganda. 51 Mentors from these Hubs have been certified as CBPR professionals after completing all the requirements of MTP.



Further classification of the Hubs is provided below:

### **1. Launched Pilot Courses**

- Manipal University/PRIA Jaipur, India
- Sangwari: Pt. Ravishankar Shukla University/PRIA Raipur, India
- FOIST/ University of Sassari, Italy
- Gaining recognition for courses, Limerick/Ireland

### **2. Strengthening Partnerships & Preparing for Teaching**

- UIN Sampal, Surabaya, Indonesia
- GULU University, Uganda
- USM, Penang, Malaysia
- Salish Sea, Victoria/ Canada
- Nyere Hub, Arusha, Tanzania

### **3. Locating in Project Research**

- Mzumbe University, Tanzania
- Mizan Hub, Kuala Lumpur, Malaysia

### **4. Re-working New Arrangements/ Partnerships**

- DUT, Durban, South Africa
- UAL, Bogota, Colombia

This Report has two sections ahead: first provides some general reflections from UNESCO Co-Chairs; and, second, lists agreed action steps by various parties in the global consortium.



## Reflections

### Deep appreciation

We are so very grateful that all the coordinators were able to take time to take part in the meeting. Given the fact that the K4C Global Consortium is less than two years old, the progress that has been made is nothing short of miraculous. What is more impressive is that the Consortium has come to life based on the political, institutional and financial support from the universities, civil society organisations and local funders who have responded to the call for training a new generation of activist scholars. As is

said in Indigenous communities in British Colombia, we ‘raise up our hands’ to each of you, to your families, to your allies, to your universities, to your community partners and in some cases to your funders. The K4C Global Consortium works within, as Kanya shared, a spirit of Ubuntu. Our collective work is clearly a case of “I am because we are”.

### **Finding organizational homes**

We note that each of the Hubs has sprung into life following different organisational pathways. In some cases substantial senior institutional leadership has been present (Gulu, Victoria, Surabaya, Limerick, Arusha). In other cases, Hubs have found homes in previous institutional spaces such as Sassari (Italy) built on the Foist experience, the Raipur Hub being located within the Centre for Women’s Studies, the Mizan hub growing from the Mizan Research Centre and the Jaipur hub located within Faculty of Design and Architecture. Other Hubs are still sorting out their organisational homes such as Durban, Mzumbe, Colombia. While there were no representatives from the potential Cuban Hub, progress is being made to provide training to several potential mentors from Cuba.

### **Partnerships with practitioner organizations**

We noted that strong partnerships have been established between universities and civil society organizations by many of the Hubs (Victoria, Raipur, Sassari, Limerick, Arusha-Nyerere, Gulu, Mizan). There is work still to be done to create functional co-constructed training partnerships with practitioner organizations in most Hubs. It may be useful to identify some potential mentors from many of the civil society partners for future training purposes. Given the centrality of the principle of joint university-practitioner leadership of K4C Hubs, this is an area where work would be productive with all of the Hubs.

### **Training/Teaching**

As we reiterated in the opening of our meeting, the overall goal of the K4C Global Consortium is to train a new generation of young people, some of whom are currently students in universities and some of whom are working in community organizations. Further the goal is to provide training that is both theoretical and practical with a focus on learning by doing CBPR on community driven agendas linked to one or more of the UN SDGs. We noted that in the majority of the Hubs, training of young people in CBPR either in the university or within practitioner organisations has not yet begun. As shown in status chart, several Hubs have begun preparation for training & teaching and some have undertaken pilots already. We are confident that as the Hubs find their

organizational homes and deepen their collaboration with their partners, systematic plans for training will emerge strongly. *This is the central objective of the K4C Hub, so a focus in the next stages of K4C Hub development on training will be critical.*

### **Training/Teaching/Learning Materials**

As the training courses spring to life, the question of appropriate teaching materials becomes key. Drawing on the MTP course materials and other references found in the MTP will be one key source of training materials. Case studies done by mentors as part of their MTP courses, becomes another source of training material. But there is a strong need to develop culturally, linguistically and contextually specific training & teaching materials that will anchor training in each Hub, in the spirit of the epistemology of place. Perhaps the Indonesian Hub has already got much locally contextualized materials; Indian Hubs can draw on considerable teaching materials produced by PRIA; the Sassari/Italy Hub may also have a good base of materials in Italian because of the long earlier work of Alberto Merler and others associated with the Foist Laboratory; the Colombian hub has a rich history of Spanish language materials to draw on, but they too will need to create contemporary new materials for the next generation to learn from.

### **Knowledge sharing**

We had a productive discussion on the value of sharing training curricula and materials, news of Hub developments and more. It was noted that the UNESCO Chair web site provides home presently for information about each of our Hubs. There are also many excellent training materials available open access and free of charge including a curated list of Video training materials that can be used. An open repository on CBPR training materials located at UVic and access to the PRIA digital library of CBPR materials is also available through the web site. The PRIA team and the UVic Library digital commons team will look into options for further knowledge sharing. Some form of regular communication mechanism that is not centralised would be useful.

The current K4C platform is closely linked to UNESCO Chair, giving it global visibility and identity. As Hubs develop and mature, more regional and national identities may emerge. After demonstrating real impacts on SDGs through CBPR, and having produced an impressive group of next generation trained CBPR researchers from students and communities, it may then be worthwhile to consider independent, multi-nodal identity.



## Next Steps

Our recommendation is that we put a priority on our own K4C Hub consolidation over the next year. Until we have a group of high functioning research and training Hubs with some results to show to ourselves and the world, we will not be seen as the kind of global consortium that we want to be. So we need to ask ourselves a series of questions:

- Do we have enough trained mentors to do what we want to do?
- Have we sorted out an organizational existence?
- Do we have a shared and effective relationship with our partners?
- Do we know how we will provide training to both university and community youth?
- Do we have a web or social media presence?

*Practical Next steps for each Hub to follow before December 15, 2019 and share:*

1. Prepare a name, logo & description of your Hub—names/photos/bios of coordinators, mentors—description of key activities with photos---institutional arrangements – courses/training being held, numbers of next gen CBPR researchers trained already—3-5 year plans—2020 plan
2. Describe who key partners are, their logos, short info, photos,--what roles they play in Hub

3. Is there a Hub support-cum-advisory mechanism that draws stake-holders to get involved, and develop a sense of ownership of the Hub?
4. How is record of Hub activities being maintained? Please make sure it is regularly shared with UNESCO Co-Chair teams in Canada & India.
5. How do you plan to measure the impact of CBPR, its training and use? Begin thinking about the same.
6. Have you developed a Hub social media communication mechanism? Have you got K4C Hub web-site prepared? Are you providing public communication about K4C Hub & Global consortium through media and other methods regularly?
7. Have you linked your Hub to provincial and national SDG focal points in the UN system and government agencies? Are you championing CBPR as a methodology of co-construction of locally actionable knowledge solutions for achieving SDGs locally?

