



United Nations  
Educational, Scientific and  
Cultural Organization



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

# Towards Knowledge Democracy:

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

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Administration, University of Victoria

# Principles of Knowledge Democracy

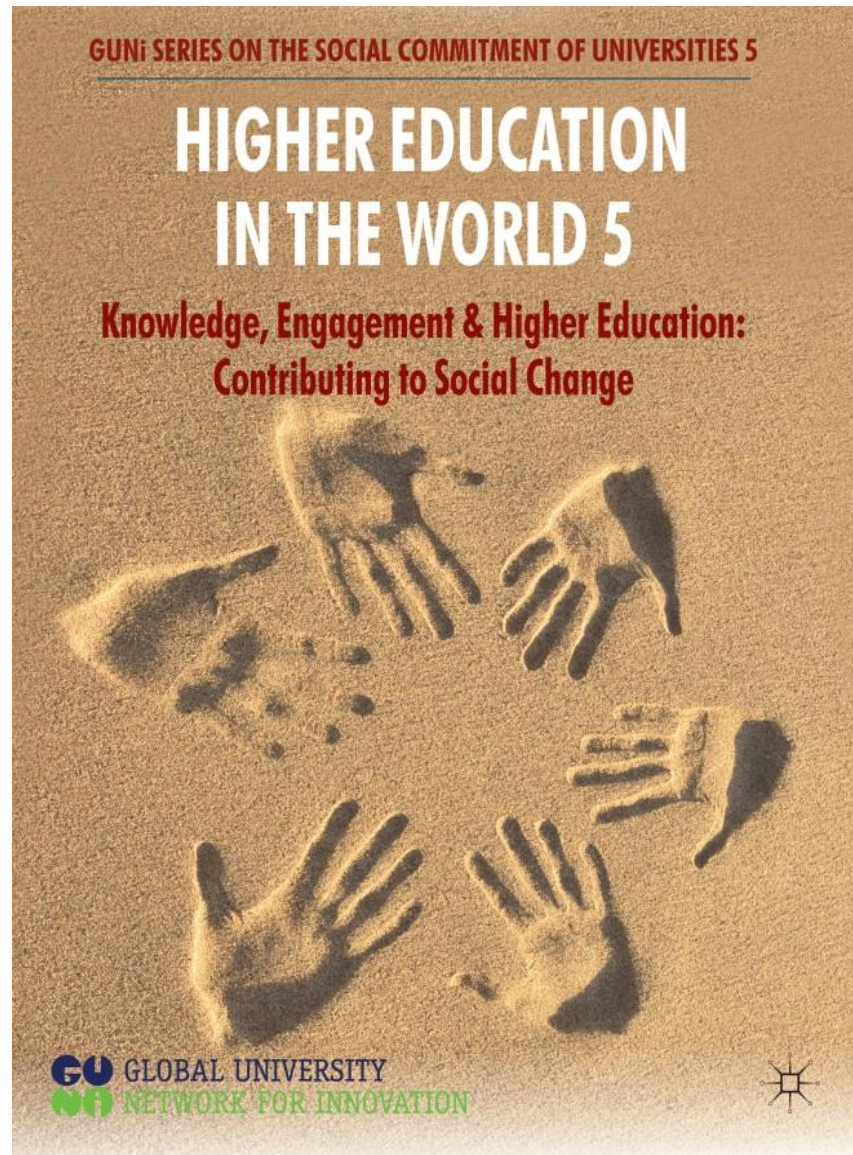
- Decolonisation through recognition of multiple epistemologies
- Respect for the co-construction of knowledge
- Broadening our approaches to knowledge generation (Methods)
- Sharing research findings beyond the academy (KMb)
- Knowledge at the heart of transformative action
- Recognising the rights of Indigenous communities and others to own, control, access and possess their own knowledge (OCAP)
- Free and open access to most research findings.

# Community-Based Participatory Research

- Research questions originate in the community/workplace
- Intended beneficiaries involved in all stages of the research
- Ways of representing knowledge determined jointly
- Broadening research options to include arts-based approaches such as community mapping, theatre, participatory video, photo voice and more
- Process combines research, learning and taking action

# 5 Higher Education in the World Report

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



**Edited by Budd Hall, & Rajesh Tandon,**

**A collective work. 73 authors from 34 countries.**

**three years research,  
consultations, academic seminars  
and an international conference .**

**Collaboration with GUNi, Global  
University Network for Innovation**

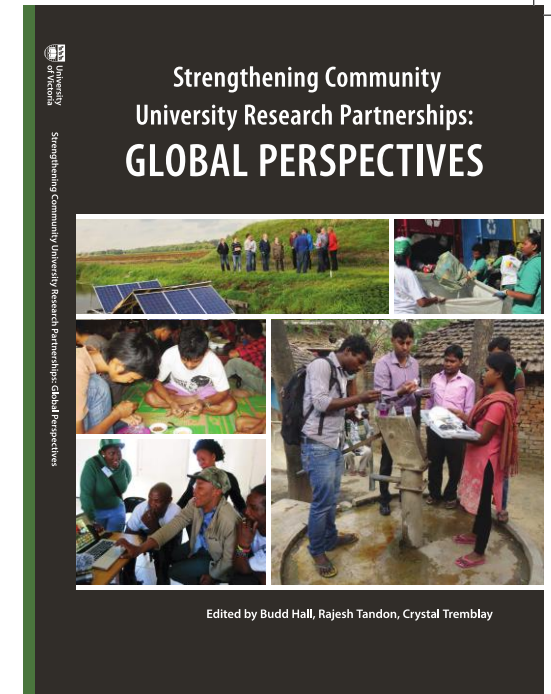
- *“The main contribution of civic engagement in terms of social responsibility is the idea of serving society at large; dealing with real problems of common people and communities, under a vision of ethics and values.”*

# The Invitation

- A new conception of communities as equal partners.
- New conceptions of knowledge, with equal value to the different kinds and sources of knowledge.
- New perceptions of what societies could be, new values regarding life.
- New perceptions on what education, in particular higher education, could mean.

# Strengthening Community-University Research Partnerships

- Institutional investment in structures to support CURPs
- Variation in the language, conceptualization and practice of these engagements
- ‘Knowledge cultures’ of CSOs and HEIs vary
- Contradiction between professed commitment to coconstruction and practice of doing CBR (i.e. origins of research, sharing of resources)
- Expressed need for building community capacity to play equitable roles in the research partnerships
- Hard to find places to learn to do CBPR





# Building Capacity for the Next Generation of Researchers-Findings

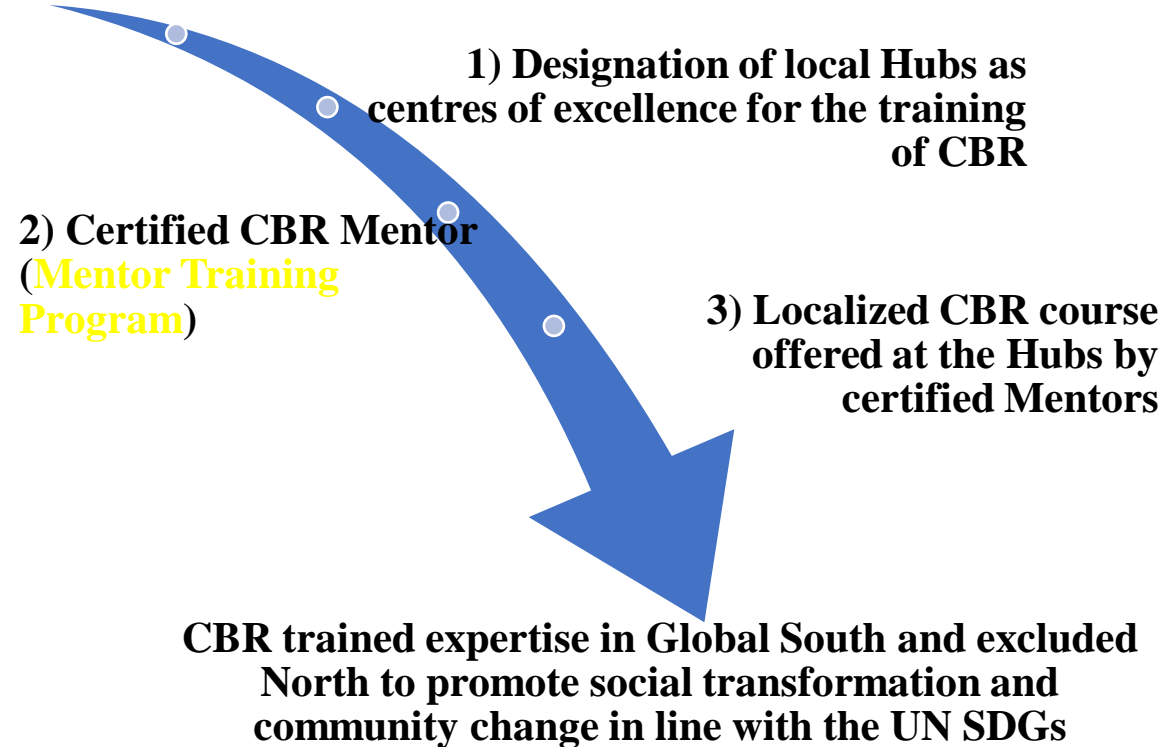
- 60 per cent of persons using CBPR are self taught
- The teaching of CBPR is not well integrated into research methods courses in Universities
- University-based courses most often are missing field work opportunities
- NGOs and civil society organizations provide learning opportunities for community workers
- NGO offerings are strong on practicalities, but not on theory





# Knowledge for Change Training Consortium

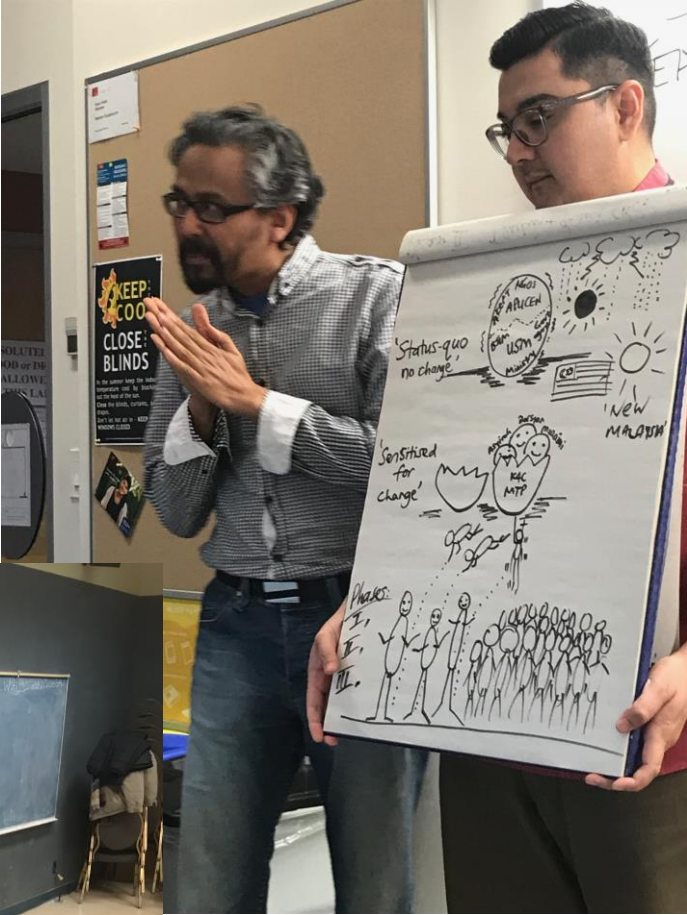
**K4C Co-Directors (UNESCO Chair  
in CBR)**



First Cohort – New Delhi and Haryana, India



Second Cohort-Coast and Straits Salish Territory

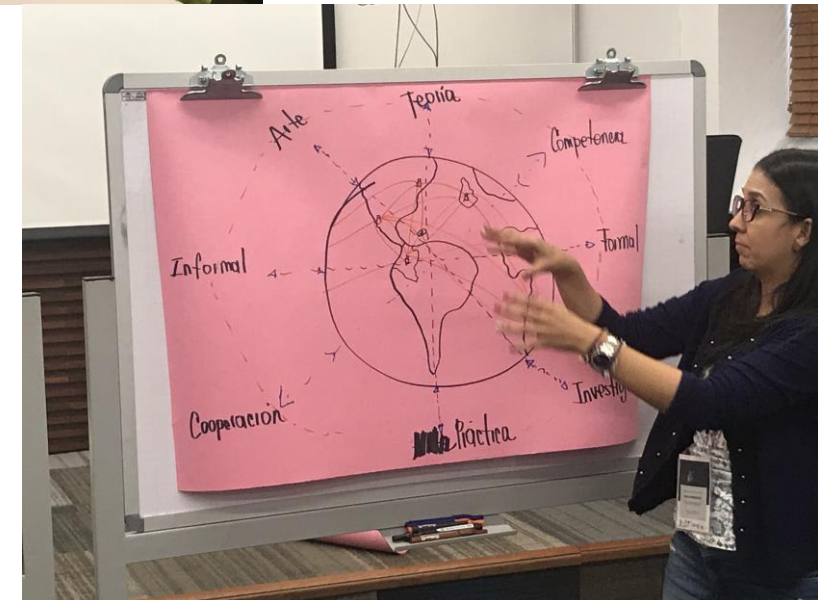




## Third Cohort – Arusha, Tanzania



## Bogota Cohort 4



# Where are the K4C Hubs?

- Nyerere Hub-Arusha, Tanzania
- Bogota Hub-Colombia
- Havana Hub - Cuba
- Durban Hub-South Africa
- NorthWest Hub –South Africa
- Gulu Hub-Uganda
- Manipal Hub – Jaipur, India
- Living Bridge Hub-Limerick, Ireland
- Mizen Hub – Nilai, Malaysia
- Penang Hub – Malaysia
- Raipur Hub – Chhattisgarh, India
- Salish Sea Hub – Canada
- Sassari Hub, Sardinia, Italy
- Surabaya Hub – Indonesia
- Toronto Hub - Canada

# Challenges

- Building equitable leadership partnerships between universities and community partners
- Funding learning opportunities for community workers
- Strengthening the knowledge platform amongst the various hubs
- Permanent research capacity within CSO is rare
- Strength of the disciplinary knowledge structures
- Lack of awareness about historic monopoly of Western knowledge paradigms
- How do we decolonize our own minds?