KNOWLEDGES FOR CHANGE

K4C GLOBAL CONSORTIUM STRATEGIC FRAMEWORK 2023-28

UNESCO CHAIR IN COMMUNITY-BASED RESEARCH AND SOCIAL RESPONSIBILITY IN HIGHER EDUCATION

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UNESCO
UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

The UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education was established in 2012. It grew from and supports the UNESCO global lead "to contribute to peace and security by promoting collaboration among the nations through education, science and culture…." The Chair is co-located at the University of Victoria, Canada, and at Participatory Research in Asia, in New Delhi, India.

In 2017, co-chairs Dr. Rajesh Tandon and Dr. Budd Hall created the trailblazing Knowledge for Change Global Consortium (K4C) on Training in Community-Based Research to provide innovative, crucial training for the next generations of young university and community researchers around the world.

The establishment of K4C hubs has fostered co-production of knowledge and direct community-led action on local issues related to the United Nations Sustainable Development Goals (UN SDGs). Community-based research that is linked to the attainment of the UN SDGs shows incredible promise to help build a stronger future for all people and our planet.

This participatory strategic framework for enhancing the next five years of work by the K4C hubs is at the core of the UNESCO Chairs' goal of supporting the UNESCO and UNITWIN mission of building research capacity in the Global South through South-South and South-North collaboration. It defines outcomes and the actions to achieve them, and illustrates the commitment of the chairs and the hub leaders to developing knowledge democracy, which is so critical to the future of education, society and culture.

MESSAGE FROM
THE CO-CHAIRS

As co-chairs of the UNESCO Chair for Community-Based Research and Social Responsibility in Higher Education, we are pleased to introduce the K4C Strategic Framework 2023-28. It serves as a tool for each of the current K4C hubs – 23 in 14 countries – as well as future hubs to help them plan and carry out the work of their unique university and community partnerships over the next five years. At the same time, the strategy connects all the hubs to each other. Their goals and activities, while individual, can be synergistic. We can all accomplish more by working together.

The K4C Consortium is an exciting global initiative. Its decolonising approach to creating locally contextualized, actionable knowledge will advance thinking about how best to reach and work with the next generations of university and community young people, to move towards a knowledge democracy that acknowledges the existence of multiple epistemologies, that knowledge is created and exists in different forms, and that knowledge is a powerful tool for solving the world's "wicked problems."

We also intend that the strategy will help to strengthen institutional capacities that advance this work, will increase exchanges between hubs, and will enhance national and international visibility for the important scholarly and community work.

Overall, every section of this framework will support the impacts of all K4C hubs. We are grateful to the many people who have provided input into its development.

Rajesh Tandon and Budd Hall, Co-Chairs
UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education

VISION

> *The K4C Consortium is a globally recognised network committed to educating the next generation of community-based researchers and to advancing knowledge democracy and the co-creation of place-based actionable knowledge.*

Since its inception in 2012, the UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education has been a wind of change, carrying fresh ideas that connect people and expand capacity in community-based research in the Global South and the excluded North. With numerous partners and their networks, the co-chairs, Dr. Rajesh Tandon and Dr. Budd Hall, breathed life into South-South and North-South-South partnerships, state-of-the-art research studies, and policy advocacy.

From 2016 to 2020, Hall and Tandon carried impacts of the UNESCO Chair farther when their targeted research led them to create the K4C Global Consortium for training in community-based participatory research. They have extended the range of their advocacy in their engagement with the United Nations Sustainable Development Goals. They have stronger policy influence in both Canada and India, and they have deepened their partnerships with key global networks such as the Global University Network for Innovation, the Association of Commonwealth Universities, the International Association for Universities, and the Talloires Network.

Now, Tandon and Hall are mapping a strategy, with outcomes and actions, that will sweep the K4C around the world with deep, lasting, and positive effects on community-based research and social responsibility in higher education.

VALUES

Their vision is held aloft by these values:

Knowledge Democracy

Justice

Equity

Inclusion

Collaboration

Social Responsibility

Impact

Photo credit: Linu Rachel Chacko, PRIA

PRINCIPLES

K4C's work and relationships are guided by these principles:

An orientation towards research ethics & values: Importance of understanding the connotations of ethics and values in a participatory research process. Ethics and values precede any other rule, procedure, and processes of community-based research (CBR) training. Most training programs tend to ignore examining the relationship between the researcher and researched.

Development of a deep understanding of power & partnerships: There are power structures and differentials between the stakeholders in the CBR process. This principle emphasizes equaling of power equations and building relationships of mutual trust before embarking on a CBR project.

The incorporation of multiple modes of enquiry: CBR, as a collaborative approach, involves multiple sources of knowledge generation, as well as multiple methods to capture knowledge. It is important to train the researchers in multiple modes of research creation. Action- and affection-based modes of data collection (such as art, drama, photovoice, role-plays, storytelling, etc.) should be treated at par with other cognitive/traditional methods.

Participation in learning CBR and balance between classroom/theory & field/practice: Replace teacher-centric teaching with learner-centric pedagogy. Participatory training processes mean that researchers and trainees engage equally in the learning process. This principle calls for balancing of classroom sessions and field activities in a way that the trainees participate as active stakeholders in the learning process.

Development of critical and reflexive researchers: Developing community-based researchers' self-awareness and ability to facilitate the collaborative research process amongst diverse partners. This is crucial for developing a deeper understanding of one's existence, and building the interpersonal communication skills that are essential in any CBR process.

THE STRATEGY

Currents of air travel around the world, floating pollen, earth, rain from one place to another in patterns that people everywhere rely on for life and for growth. In the same way, the K4C Consortium connects hubs of learning around the world, bridging knowledges, skills and inspirations from one people and place to others.

Like trade winds, the K4C has five steady goals. And like the breezes that arise from Earth's varied terrain, we also have aspirations. To help us achieve these, we have set concrete five-year outcomes and closely linked action items.

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1 TRAINING THE NEXT GENERATION

Aspiration

The next generation, within and outside academia, are critical and reflexive community-based researchers.

Outcomes

1. We have developed an internationally accredited curriculum for mentor training in the teaching of CBPR.
2. Our global consortium has an increased number of training hubs.
3. The hubs successfully attract, train, and retain community and academic mentors.
4. Hub trainees come from diverse social, economic, and cultural backgrounds across disciplines and sectors.
5. Hub trainees understand and apply ethical principles and values in participatory research process.
6. Hub trainees co-create knowledge in a respectful and equitable way in diverse settings.

Photo credit: K4C

1 TRAINING THE NEXT GENERATION

Actions

1a. Develop micro-credential and other optional courses relevant to CBPR training.

1b. Local curricula balance theory and practice.

1c. Generate contextually and culturally relevant learning materials in local languages.

1d. Continue to identify theoretical and practical resources coming from diverse ways of knowing to create a more decolonized knowledge base.

2a. All hubs will be active in identifying potential new K4C hubs to the UNESCO Chairs.

2b. UNESCO Chairs promote, discuss, and support the creation of hubs in strategic geographic areas.

3. The hubs have adequate institutional resources to support community and academic mentors.

4a. Hubs conduct outreach to recruit trainees with diverse backgrounds.

4b. Hubs actively promote employable skills of their trainees in diverse settings.

5. Local curricula emphasize ethical challenges in CBPR, power dynamics in research partnerships, and the value of co-creating knowledge.

6. Trainees will be required to engage in local field work to better understand cultural practices in community.
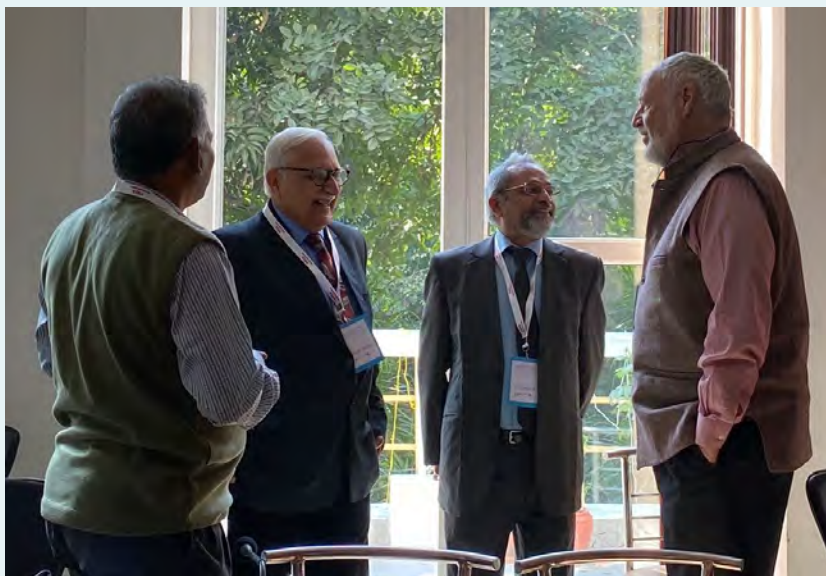
2 TRANSFORMATIVE KNOWLEDGE GENERATION

Aspiration

We are globally recognised for the co-creation of knowledge embracing language diversity and place-based Indigenous ways of knowing.

Outcomes

1. We have increased the number of K4C collaborative publications, webinars, and workshops.
2. We use a diverse array of openly accessible platforms to disseminate knowledge.
3. We respect and value place-based Indigenous ways of knowing and recognize Indigenous knowledge holders as integral to knowledge democracy.
4. We exchange knowledge through a K4C dedicated infrastructure, local, regional, and global experiences.
5. Our work increases awareness of the similarities and differences in the production, validation, dissemination, and use of knowledges between academia and non-academic settings.
6. We support full linguistic diversity in the development and dissemination of CBPR knowledge.

2 TRANSFORMATIVE KNOWLEDGE GENERATION

Actions

1a. Hubs and the consortium document methodological tools.

1b. Hubs document workshops and outcomes.

1c. Create human resources to support collaborative knowledge generation across the consortium and/or with new partners.

1d. K4C leaders assist the hubs in preparing grant applications to support collaborative work.

2a. Foster the publication of CBPR-based papers in open-access journals.

2b. K4C has its own website where all K4C knowledge products are available to the public.

3a. Consult with Indigenous communities, knowledge keepers, and partners on how to best collaborate in our aims for knowledge democracy.

3b. Support Indigenous-led initiatives that advance knowledge democracy.

4a. Toronto Hub, *Tkaronto*, sets up dedicated knowledge exchange infrastructure.

4b. Create human resources to maintain infrastructure.

4c. Hubs create a knowledge map of existing publications, webinars, and workshops.

5a. The hubs recover, document, and disseminate regional CBPR histories and stories in various formats (traditional academic publications, grey literature, videos, podcasts, etc.).

5b. Publish a CPBR handbook using K4C case-studies.

5c. Hubs document cultural practices and artifacts (in consultation with communities) as well as inter-institutional organizations to preserve community knowledge.

6. Develop kit with resources and tools for translation, multilingual work, and dissemination.

3 EQUITABLE PARTNERSHIPS

Aspiration

We have an engaged global network of local partnerships between universities and civil society organizations.

Outcomes

1. Principles of mutual trust have been established prior to embarking on our activities.
2. We have an increasing number of partnerships with Indigenous scholars, knowledge keepers and their organizations.
3. Together with our strategic alliances, we contribute to increased equity, systemic change, and policy development in community and higher education.
4. We have practices of accountability for our work with our partners, communities, and institutions.
5. We promote community control and ownership of knowledge generation processes and their outcomes.
6. Our higher education partners recognize, value, and support K4C hub achievements.

Photo credit: Neha S Chaudhry, PRIA

3 EQUITABLE PARTNERSHIPS

Actions

1a. Create and regularly update an inventory of partners, their backgrounds and relevant engagement, and map relationships of power.

1b. Develop principles of mutual trust through collaborative consultation.

1c. MOUs include acknowledgment of power and principles of mutual trust.

2. Consult with Indigenous knowledge holders around K4C research and training meetings.

3a. Develop strategic alliances at local, regional, and global levels with stakeholders able to influence policy in community and higher education.

3b. Strengthen our partnerships by clearly defining our strategic alliances, celebrating work with our partners, and implementing a strong communication network.

3c. Collaborate with universities, community organizations, and local governments on how best to work with rural communities.

4. Define minimum criteria for accountability between our hubs and various partners that does not rigidly standardize the development of the hubs.

5a. Establish protocols for ownership, control, and access to knowledge within community contexts.

5b. Hold training series on K4C and CBPR with local organizations, NGO's, government departments, and university students.

5c. Hubs increase the number of community-led research and training projects.

6a. K4C and hub leads organize and host an annual reflection meeting with senior higher education partners which includes an examination of our achievements, challenges, and levels of support. 6b. Increase communication between hub members and the higher education institute partner for internal and external dissemination purposes.

4 EFFICIENT SUSTAINABLE INFRASTRUCTURE

Aspiration

We have the leadership, people, institutional culture, and infrastructure that create a solid foundation to support and advance community-led engagement.

Outcomes

1.   We have put in place decentralized management structures, with well-defined responsibilities and enhanced administrative practices.
2.   Our stories are being heard in our communities and by all parts of our universities and increasingly at a national and international level.
3.   We have stable core funding to manage/administer the K4C Consortium and sustainable funding options for other consortium activities.
4.   All hubs have executed plans towards fiscal and operational sustainability.
5.   We have increased communication and collaborations between the hubs.
6.   Ethics Review Boards, where they exist, have become more knowledgeable and supportive of CBPR.

4 EFFICIENT SUSTAINABLE INFRASTRUCTURE

Actions

1a. Determine the future role of UNESCO Chairs with the K4C Consortium.

1b. In consultation with hubs, develop a horizontal governance model.

1c. Hubs increasingly recruit other hubs in their regions, identify potential regional resources, and facilitate inter-regional communications.

2a. Develop internal and outward facing communications plans.

2b. Create human resources to implement and carry out a comprehensive communications plan.

2c. Document and highlight our success stories using a variety of dissemination tools in local, regional, and global venues and spaces.

2d. Better define the role of UNESCO within the K4C Consortium and how it differentiates K4C from other initiatives.

2e. Hold annual awareness sessions at relevant universities and colleges to discuss the K4C Consortium and value of co-creating knowledge.

3a. Develop a comprehensive business and revenue sourcing plan.

3b. Work with professional fundraisers to create and initiate a fundraising campaign that is aligned with the values of the K4C.

3c. Identify and contact existing organizations that are already engaged with the K4C for funding commitments.

3d. Explore the possibility of crowd funding for scholarships.

3e. K4C members affiliated with a university that has a development office, work with a development officer to have CBPR included in the institution's fundraising priorities.

4a. Review and redevelop MOU template.

4b. Hubs submit annual plan on what and how they will advance the objectives of the strategic framework.

4c. Hubs offer training and workshops to facilitate revenue generation.

4d. Hubs map different funding opportunities in their regions and with partners.

4e. All hub revenue-generating activities are documented and assessed with the support of the K4C.

5a. Regular conversations on shared opportunities, collaborations, challenges, and best practices have been institutionalized within and between hubs.

5b. Each hub will have created their own local and regional communications plans with websites or other appropriate internet-based support.

6.Host annual meetings with relevant ethics review boards to discuss CPBR methods and research impact as well as share examples of processes best suited for CPBR ethics assessment.

5 LOCAL, REGIONAL AND GLOBAL IMPACT

Aspiration

We are recognized for our global influence, social justice, and abilities to build research capacities to address locally pressing societal challenge.

Outcomes

1. Our local communities and governments recognize, value, and support our hubs as effective partners in resolving community challenges.

2. We have influenced national and regional policies for making higher education more inclusive, locally responsive, globally engaged, open to multiple knowledges and social responsibility.

3. Our work has influenced policy and practices in advancing climate justice and the UN's SDGs.

4. UNESCO recognizes the K4C Consortium as an effective research capacity-building initiative.

5. We assess and report on the impact of our work.

6. To increase the impact of our work, our hubs work individually and together to promote decolonized research approaches, both nationally and locally, increasing the impact of our work.


Photo credit: K4C and Neha S Chaudhry

5 LOCAL, REGIONAL AND GLOBAL IMPACT

Actions

1.Track how academic institutions, governments, communities, and others recognize K4C work.

2a.Identify key speakers and advocates within the Consortium and support them in developing strategic alliances and efforts to impact policy.

2b.Local hubs actively promote the value of CBPR training within their local communities and regions.

3a.Conduct a study [RG1] on the collective impact of K4C work in areas of climate justice and SDG attainment

3b.Hubs identify efforts and opportunities to advance climate justice and the UN's SDGs.

4a.UNESCO seeks advice from the consortium and the hubs on issues relating to our strengths.

4b.UNESCO formally recognizes the K4C by including updates in its newsletters, blog posts, and website.

5a.We develop local and consortium-wide tools for impact assessment.

5b.We systematically document the impact of our community-university partnerships, including tracking media engagement (news, articles, blogs, etc.), all of which is shared with our partners.

5c.UNESCO Chairs and each hub obtain funds to conduct assessments of K4C work.

6a.Our hubs establish multiple partnerships based on mutual best practices for enhancing the impact and outreach of the consortium.

6b.All hubs contribute to generating learnings that increase the impact of the K4C.

6c.We work with other UNESCO Chairs and networks to influence national higher education policy makers in countries where we have K4C hubs.
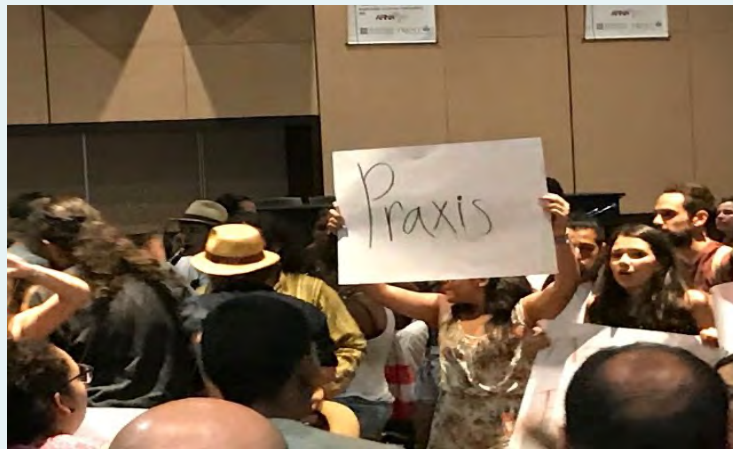
THE GLOBAL PROMISE

For more than a decade, Rajesh Tandon, Budd Hall, and scores of colleagues have been enacting a vision of change – for knowledge democracy, justice, equity, inclusion, collaborative work, social responsibility, and positive impact within communities around the world.

This strategy for the K4C Consortium continues that flow of energy, ideas, and the global sharing of place-based research and education. Co-chairs Hall and Tandon, with guidance and expertise from partners around the world, have articulated aspirations, goals, and actions to drive that flow and to provide a means to account for accomplishments and amendments over the next five years.

The poet W.B. Yeats said, "Education is not the filling of a pail, but the lighting of a fire." The Knowledge for Change Consortium provides tinder, spark, and fuel for community-based research and education around the globe. Dr. Tandon and Dr. Hall invite individuals and institutions everywhere to bring to K4C ideas, inspiration, and collegiality. They invite you to breathe ever more life into that fire.

Photo credit: MT ElGassier, unsplash

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