# Addressing the UN SDGs through teaching and learning CBR: the K4C Consortium and its Mentor Training Program

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#### Content

The UNESCO Chair CBR-SR

Lessons & Key findings from global research projects

Knowledge for Change (K4C)
 Consortium

K4C Mentor Training Program (MTP)

#### The UNESCO Chair in CBR-SR

**Objective**: to work with other global networks to support capacity building in the fields CBR and SR in higher education through South-South and North-South-South partnerships.



**Project IDRC (2013-15)**: Mainstreaming Community-University Research Partnerships

**Project SSHRC (2014-16):** Building the Next Generation of Community-based Researchers ("The Next Gen project")

#### The UNESCO Chair in CBR-SR

Parameter	CBR	Conventional research
1) Who are the researchers/	Community members with	The academic community.
Who conducts the research?	or without the involvement	
	of a university.	
2) What is the purpose of the	Contribute to the	To contribute to the body
research	betterment of a particular	of knowledge on a given
	community; social change,	topic.
	social justice.	
3) Who is the research intended	The local community and	The academic community.
to serve?	the academic community.	
4) Whose knowledge counts?	Both community members	Academic experts.
	and academic experts.	
5) Who determines the topics to	Members of the local	Funders' interests,
be researched?	community themselves or	academic interests,
	in collaboration with the	professional interests and
	academic experts.	personal interests.
6) What is the rationale for	Community empowerment	Academic conventions; the
choosing the research	and mutual learning.	pursuit of "truth" and
methodology?		"objectivity."
7) Who has ownership over the	One who designs and	The researcher.
research results?	controls the research, i.e.	
	community members alone	
	or the former and academic	
	researcher if the research	
	is done in collaboration.	
8) What aspect of research is	Research process.	Research outcomes.
emphasized?		
9) Mode of presentation	Varies widely and may take	Written report.
	multiple and creative forms	
	(for example, video,	
	theatre, written narrative).	
10) Means of dissemination	Any and all forums where	
	results might have impact:	
	media, public meetings,	-

informal

and others.

community

settings, legislative bodies

**Community-based research** (CBR) is: "research done by community groups with or without the involvement of a university. In relation with the university, CBR is a collaborative enterprise between academics and community members. CBR seeks to democratize knowledge creation by validating multiple sources of knowledge and promoting the use of multiple methods of discovery and dissemination. The goal of CBR is social action (broadly defined) for the purpose of achieving (directly or indirectly) social change and social justice" (Strand et al., 2003 p. 5).

### Lessons & Key Findings

Most respondents have not had any formal training in CBR.

• CBR capabilities are acquired mostly through autodidactic, self-directed learning and on-the-job (workplace) training, and workshops (1 to 10 days duration) and university courses (theory-based).

There is a **high demand for training and learning** about doing CBR, but formal, structured training opportunities have been scarce.

- Collaborative training efforts are still missing. Need of university involvement beyond individual thesis researches and short-term projects to long term engagement, and better use of community resources.
- Importance of long-term relationships between communities and HEIs or CSOs

Content of training: Focus on specific methods/data collection techniques.

- Ethics, mutuality, partnership, cross-cultural communication, group facilitation are critical for practitioners of CBR but rarely included in any formal training.
- Over 50% of the survey respondents consider that the most effective training approaches for building capacities in CBR are participating in **community actions** [field practice] and/or performing **art-based activities** (e.g., music, theatre, storytelling).
  - Almost 40% of students enrolled in HEIs have never taken community actions or performed art-based activities as part of their training in CBR.

### Lessons & Key Findings

- There is a high demand for training and learning about doing CBR, but formal, structured training opportunities have been scarce.
- CBR provided at **HEIs offers little practical exposure** to real life experience and community problems. HEI-based training continues to be taught in traditional classroom-type approaches for the most part, while learners are calling for experiential learning opportunities (e.g., community actions).
- Different dimensions have to be taken into account when designing, offering and funding more training opportunities in CBR, for instance: the <u>location</u> of training; expected <u>length</u> of engagement in CBR; <u>content</u> of training; <u>profile</u> of future CBRers.
- More training is needed not only on participatory research methodologies and theories, but also on knowledge mobilization and dissemination, consultation and community engagement, research ethics and equity in interdisciplinary partnerships.
- Importance of putting the emphasis on praxis and improving the existing CBR fieldwork. Field experience is the single most useful learning approach to CBR.

## 5 pedagogical principles

- An orientation towards research ethics & values: Importance of understanding the connotations of ethics and values in a participatory research process. Ethics and values precedes any other rule, procedure and processes of CBR training. Most training programs tend to ignore examining the relationship researcher-researched.
- 2. **Development of a deep understanding of power & partnerships:** There are power structures and differentials between the stakeholders in the CBR process. This principle emphasizes on equalling 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. Importance of training the researchers in multiple modes of research creation. Action- and affection-based modes of data collection (such as art, drama, photovoice, role-plays, story-telling, etc.) should be treated at par with other cognitive/traditional methods.
- Participation in learning CBR and balance between classroom /theory & field/practice:

  Teacher-centric teaching needs to be replaced with learner-centric pedagogy in CBR. Training processes need to be participatory, with the researchers engaging in the learning process as much as the trainees. This principle calls for balancing of classroom sessions and field activities in a way that the trainees participate as an active stakeholder in the learning process.
- Development of critical and reflexive researchers: This goes beyond building the individual capacities and skills sets of community-based researchers to developing their 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 inter-personal communication skills that are essential in any CBR process

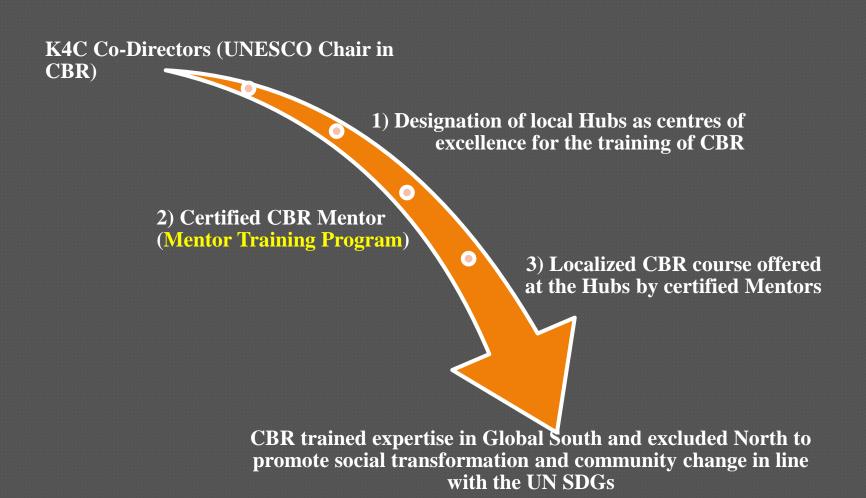
# The Knowledge for Change (K4C) Consortium

- K4C is a global initiative of the UNESCO Chair, under the joint leadership of UVic and PRIA, and its HEIs and CSOs partners.
- Purpose: 1) to train of a new generation of community workers and students in the theory and practice of CBR;
  2) to create an international communication network on knowledge democracy, justice and equity as a contribution to local, national and global challenges such as the UN SDGs.



Creation of local training hubs in India, Indonesia, Italy, South Africa, Colombia and Cuba (2018), and Canada, UK, Brazil and Spain (2019)

#### K4C Mentor Training Program

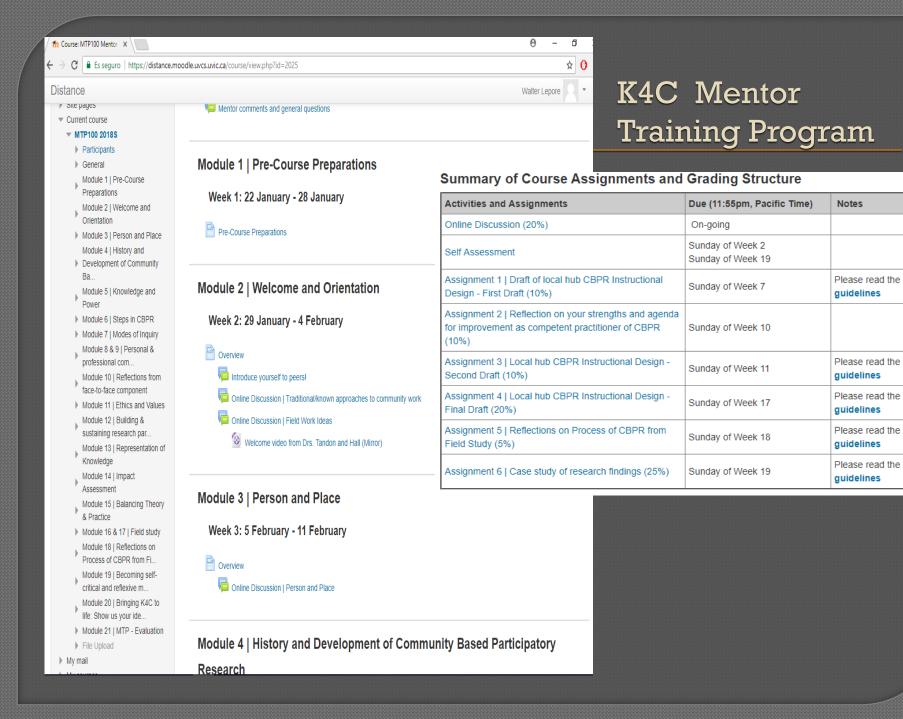


#### K4C Mentor Training Program

- The MTP is a 21-week non-credit course consisting primarily of 3 components: online learning activities, a two-week face-to-face learning component, and a field work component to be carried out locally under the guidance of a local supervisor.
- The MTP is designed for experienced civil society and community based participatory researchers in higher education institutions.
- The UNESCO Chair will provide a certificate to the mentors, on the successful completion of the course requirements. This will be the only valid global certification for CBR mentors that currently exists.

## K4C Mentor Training Program (Goals)

- 1. Build a common vocabulary for CBR.
- 2. Understand the theory and practice of CBR.
- 3. Understand the personal and social skills critical for working in CBR.
- 4. Development of strong skills in working with communities and students, and teaching CBR.
- 5. Prepare case studies in local/national languages as future training materials for local training based on a field experience.
- Use research findings to find/build local solutions linked to the UN SDGs
- 7. Discover new sources of text, audio, video resources, that may be useful for the hub and the local community.
- 8. Share experiences with others around the world who are engaged in training for CBR as well.



#### K4C-MTP Challenges

- To overcome English-language domination of CBR training materials, and their cost.
- To establish standards and credentials to assure quality and consistency for training in CBR.
- Hubs sustainability and Integration of local courses into institutional incentives and priorities
- Global and local/regional impact assessment of CBR projects

### Knowledge products

#### **KNOWLEDGE AND ENGAGEMENT**

Building Capacity for the Next Generation of Community Based Researchers



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Training the Next Generation of Community Based Researchers







A Guide for Trainers

Rajesh Tandon, Budd Hall, Walter Lepore and Wafa Singh

http://bit.ly/KnowledgeandEngagement

http://bit.ly/ManualNextGen

#### Thank you!

More materials available at:

http://unescochair-cbrsr.org/

http://dspace.library.uvic.ca/handle/1828/5949

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