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

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

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

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 location of training; expected length of engagement in CBR; content of training; profile 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

1. **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.

3. **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.

4. **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.

5. **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 Co-Directors (UNESCO Chair in CBR)

1) Designation of local Hubs as centres of excellence for the training of CBR

2) Certified CBR Mentor (Mentor Training Program)

3) Localized CBR course offered at the Hubs by certified Mentors

CBR trained expertise in Global South and excluded North to promote social transformation and community change in line with the UN SDGs

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.

6. 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 Mentor Training Program

Browser / Moodle Interface

URL: https://distance.moodle.uvcs.uvic.ca/course/view.php?id=2025

Distance — Walter Lepore

Navigation Sidebar

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Main Content

Mentor comments and general questions

Module 1 | Pre-Course Preparations

Week 1: 22 January - 28 January

Pre-Course Preparations

Module 2 | Welcome and Orientation

Week 2: 29 January - 4 February

Overview
- Introduce yourself to peers!
- Online Discussion | Traditional/known approaches to community work
- Online Discussion | Field Work Ideas
- Welcome video from Drs. Tandon and Hall (Mirror)

Module 3 | Person and Place

Week 3: 5 February - 11 February

Overview
- Online Discussion | Person and Place

Module 4 | History and Development of Community Based Participatory Research

Summary of Course Assignments and Grading Structure

Activities and Assignments	Due (11:55pm, Pacific Time)	Notes
Online Discussion (20%)	On-going	
Self Assessment	Sunday of Week 2 / Sunday of Week 19	
Assignment 1	Draft of local hub CBPR Instructional Design - First Draft (10%)	Sunday of Week 7	Please read the **guidelines**
Assignment 2	Reflection on your strengths and agenda for improvement as competent practitioner of CBPR (10%)	Sunday of Week 10	
Assignment 3	Local hub CBPR Instructional Design - Second Draft (10%)	Sunday of Week 11	Please read the **guidelines**
Assignment 4	Local hub CBPR Instructional Design - Final Draft (20%)	Sunday of Week 17	Please read the **guidelines**
Assignment 5	Reflections on Process of CBPR from Field Study (5%)	Sunday of Week 18	Please read the **guidelines**
Assignment 6	Case study of research findings (25%)	Sunday of Week 19	Please read the **guidelines**

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

Edited by
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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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