



KNOWLEDGE FOR CHANGE (K4C)

FACE TO FACE RESIDENCY

Report of the First Mentor Training Program

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PRIA & O P Jindal Global University

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The K4C Global Consortium is a project of the UNESCO Chair in Community Based Research and Social Responsibility in Higher Education. It is supported by an MoU between the University of Victoria (UVic) in Canada and the Society for Participatory Research in Asia (PRIA) in India. The objectives of K4C are to support the creation of CBR training hubs in countries of the global South and the excluded North where student and community workers can learn the theory and practice of Community Based Participatory Research (CBPR).

K4C is a social innovation linking universities, community organisations, local governments and funding bodies to train a future generation of youth to be able to create participatory knowledge which can contribute to solutions for local challenges and also relate to the 17 goals of the United Nations Sustainable Development Goals (UN SDGs). Mentors nominated by the hubs take part in a 21-week on-line, field-based and face to face course. These mentors will be responsible for organising the local training courses that will take place in each of the hubs. This report is from the first ever face to face residency that was hosted at PRIA in New Delhi and O.P. Jindal Global University in Haryana, India.



Mentors and facilitators pose for a group photograph at PRIA

Mentors from seven countries gathered in India, meeting each other face to face for the first time. They knew quite about each other from the discussions in the on-line course that they began during the third week of January, 2018. Mentors for this inaugural Mentor Training Program (MTP) came from *Sardinia, Italy, Durban, South Africa, Bogota, Colombia, Surabaya, Indonesia, Toronto, Canada, Haryana, India, Jaipur, India and Raipur, India*. **Dr Rajesh Tandon** and **Dr Budd Hall** facilitated the two week residency. Invited guest lecturers were Dr. Darlene Clover of the University of Victoria in Canada on 'Modes of Inquiry' and 'Arts-based research methods' and Prof. Wangoola Wangoola Ndawula of the Mpambo African Multiversity in Uganda.



Dr Budd Hall & Dr Rajesh Tandon facilitating the sessions

Objectives of the residency included providing a participatory learning environment, a model of which they could learn from, for their own teaching when they begin their work in the hubs. The residency allowed for hub teams to work on the draft plans for their local training programmes, for individual plans for their field work to receive feedback, to learn about arts-based and other participatory research methods that they can teach and use, to have an introduction to knowledge democracy and thinking about Indigenous knowledge, to visit sites of local CBPR work, to learn about ancient history in the region and to deepen their knowledge of both the theory and practice of CBPR.

Feedback was provided at various times both to groups and to individuals. Video recordings were made of the practice teaching sessions so that mentors could discuss their performance with one of the facilitators. Individual conversations were held with each mentor based on the self-assessment of CBPR competencies that they had completed.



Snapshots from the Residency sessions

Highlights of the residency included the two days working with **Dr. Darlene Clover** with hub groups teaching the others about various approaches to research methods. Darlene also presented a talk on arts-based research approaches. The introduction to arts-based research methods was noted by most all of the mentors as the newest thing that they learned.

While they were quite familiar with many of the more typical research methods, the idea of using the arts as both a way of construction knowledge as well as increasing the impact of research results was new.



Dr Darlene Clover delivering a presentation on 'Arts-based Research'

The talk by **Wangoola Wangoola Ndawula** opened up new thinking about the critical importance of Indigenous knowledge in the world they live in. His 20 years work with Elders in Busoga, Uganda and with Indigenous Spiritual knowledge keepers provided a backdrop to an extensive discussion and debate about whose knowledge counts, about the need to support the revitalisation of Indigenous knowledge and about the value of Indigenous knowledge within the broad search for a world in better balance with the natural world and with harmony.



Dr Wangoola Wangoola delivering his address on 'indigenous knowledge systems'

The field visits to villages in Haryana were a lovely way to see CBPR in action. **Nandita Bhatt**, one of the mentors from PRIA had been leading much of the work in these villages. We were taken to two separate villages. Both villages have been locations where PRIA and the Martha Farrell Foundation have been working on issues of gender justice. The work in the villages has focused on bringing young adolescent boys and girls together to conduct participatory safety audits of safe spaces in the village for girls. Boys and girls made community maps indicating safe spaces for girls separately. They then compared their separate maps and much to the surprise of the boys, the girls map showed nearly all spaces in the village were unsafe for them, while the boys had marked far fewer spaces as unsafe. The young boys and girls did all of the explaining and led the discussion. They spoke about how they were using the maps to draw attention of community leaders to the issues.



Snapshots from field visit in Panipat & Sonapat

Next steps will involve the mentors returning to their homes and discussing the plans for the content and timing of their own courses with their colleagues and various authorities. They will also finish up their field work projects which will be written in their Mother Tongues and can be used as training materials in their own hubs. The on-line portion of the MTP continues until mid-June with work on both ethics and impact assessment to be provided by visiting lecturers, Dr. Sarah Banks from Durham University in England and Dr. Crystal Tremblay from the University of Victoria. MTP 2, the second cohort, will begin the first week of August.

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