KNOWLEDGE FOR CHANGE (K4C)

Regional Centres and Hubs Meeting

5th December 2025,

PRIA, New Delhi, India

India- Report

EXECUTIVE SUMMARY

The Knowledge for Change (K4C) Global Consortium Reflections and Future Planning meeting for Regional Centres and Hubs was organized on Friday, the 5th of December 2025. The purpose of this discussion was to bring together mentors from K4C hubs across India. The central objective of the session was to collectively concretize a shared vision for the future of K4C.

The session opened with reflections on the origins and vision of K4C in India, reaffirming its foundational commitment to knowledge democracy, epistemic justice, and the transformative potential of education rooted in community–university partnerships. K4C emerged in response to the limited institutionalisation of participatory research methodologies within higher education institutions across India.

The consortium's core vision remains centred on building the capacity of young practitioners and mentors to advance socially grounded, contextually relevant, and ethically anchored research across the country. The decentralisation of K4C into Regional Training Centres was highlighted as a critical milestone, enabling locally rooted knowledge production, regional leadership, and more equitable distribution of responsibility and power within the network.

Presentations from Indian K4C hubs were shared, followed by structured group discussions focused on expansion, strengthening collaboration, mentorship, communication, and the regionalisation process. Across discussions, participants consistently highlighted the need to significantly expand the pool of trained mentors, enhance the visibility of K4C, and deepen relationships with higher education institutions while remaining attentive to the core values of CBPR.

Key strategic reflections centred on balancing standardisation and contextual diversity- especially in relation to the Mentor Training Programme (MTP)- strengthening inter-regional

and South Asian collaboration and developing "soft strategies" for sustainable growth rather than rigid institutional structures. The launch of India specific MTP was highlighted in this context.

Participants also reflected on persistent challenges, including navigating institutional pressures, aligning community-driven research with academic incentive systems, and ensuring that community knowledge is not marginalised within university frameworks.

In closing reflections, speakers emphasised that K4C's trajectory represents a shift from a traditional hub-and-spoke model toward a more distributed, networked approach grounded in trust, reciprocity, and shared learning. The discussions reaffirmed that the work of K4C is not merely about curricular additions, but about fundamentally transforming how universities relate to communities and recognise knowledge produced outside formal academic spaces.

The convening concluded with a strong sense of collective momentum, optimism, and commitment to advancing CBPR as both a scholarly and ethical imperative well beyond the current UNESCO Chair term.

Introduction

The session began with Dr. Anshuman Karol, Global Coordinator of Knowledge for Change (K4C), welcoming all delegates to the discussion.

Dr. Hall then offered an in-depth account of the origins of K4C and the context in which the need for such a consortium emerged. K4C emerged from a shared curiosity about the methods and practices of CBPR and a desire to understand how knowledge systems could be made more inclusive, democratic, and oriented towards epistemic justice. Early reflections revealed that practitioners who adopted participatory research methodologies often did so through processes of trial and error.

This led to a global study conducted by the UNESCO Chair, which found that the majority of practitioners in this field had learned these approaches independently, with very few acquiring them through university pedagogy. It was in response to these realities that the Knowledge for Change Global Consortium was established.

The tangible vision behind the K4C has always been to intentionally build the capacity of young and emerging practitioners to unlock the transformative potential of education within their own social, cultural, and institutional contexts. At its core, K4C was conceived as a response to the widespread absence of formal training in CBPR, despite its growing use by researchers, practitioners, and activists across the world.

Dr. Hall further noted that the UNESCO Chair operates through two complementary arms. One functions within the civil society space through Participatory Research in Asia (PRIA), while the other, housed at the University of Victoria, functions as an academic space. He emphasized that such a community- university partnership is both essential and powerful for creating tangible training and learning opportunities for people- within universities, civil society spaces, and wherever possible, directly within communities.

Co- Chair, Dr Budd Hall delivering opening remarks

He recalled that the first cohort of the Mentorship Training Programme (MTP), the flagship training initiative of K4C, was initiated with individuals already working in community contexts, with a strong focus on creating learning opportunities for young people. At present, K4C has 23 functional regional hubs across 18 countries, with training delivered through a combination of online and offline modalities. In Indian subcontinent 5 K4C hubs are active.

While acknowledging that significant work remains, Dr. Hall noted that meaningful progress has been made. He remarked on the value and privilege of being able to meet in person and expressed a desire to use the opportunity to learn more about the functioning and processes of the various regional hubs.

Dr. Karol expressed strong resonance with Dr. Hall's vision. He emphasized that the way forward involves expanding K4C network while continuing to critically examine and deepen the use of participatory research methodologies across contexts.

Dr. Karol then outlined the agenda for the day, noting that the programme had been structured to create space to hear from and learn directly from mentors representing the various hubs present. The discussions were scheduled to begin with presentations from the Regional Training Centres in Latin America, Asia, and Africa, followed by presentations from the India hubs- Christ University, Manipal University, Dayalbagh K4C Hub, and the Sangwari Hub- and concluding with the PRIA- India Hub. These presentations, he noted, will be followed by group discussions leading to an overall reflection.

India Hub Presentations

Manipal University Hub, Jaipur, India

The activities of the Manipal University Jaipur (MUJ) Hub were presented by Dr. Minali Banerjee, who provided an overview of the Manipal Jaipur K4C Hub and its work in advancing Community-Based Participatory Research (CBPR) through equitable community–university partnerships. MUJ offers multidisciplinary programmes across several departments, including

Humanities, Law, Engineering, and Hospitality, providing a strong foundation for integrative CBPR practice.

The hub is dedicated to strengthening researcher–community collaboration and developing practical CBPR skills through collaborative, community-driven research and capacity-building initiatives. Its central focus lies in integrating multidisciplinary CBPR approaches into the academic curriculum and applying these methods to address real-world community challenges, particularly those affecting marginalised groups in surrounding areas.

Dr. Banerjee noted that the hub aims to foster an understanding of multidisciplinary and interdisciplinary learning in CBPR; strengthen CBPR practice through respectful co-creation and broad dissemination of knowledge; build partnerships based on mutual respect with academic and community stakeholders for collaborative research; enable students to understand the importance of knowledge co-creation; and disseminate CBPR methods to diverse audiences in support of quality education.

She further highlighted the strong integration of CBPR training within the university curriculum. This includes the introduction of a CBPR Open Elective course at the undergraduate level, titled Community-Based Participatory Research Techniques, which has engaged over 1,000 students in CBPR practices. Course outcomes focus on foundational CBPR concepts, knowledge co-creation, interdisciplinary learning, and dissemination skills. In addition, the hub offers a Value-Added Course, a compulsory two-credit course titled Community Engagement – Value Added Course for BA (Hons) Economics, designed to strengthen student engagement and practical participatory research compete

Dr Minali Banerjee presenting the work of her hub

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The hub also offers a Participatory Action Research (PAR) Certification Course, a 45-day hybrid programme aimed at building capacity in PAR methods among undergraduate, postgraduate, and PhD scholars. The course covers PAR principles, community engagement strategies such as stakeholder mapping and co-design, ethics and power dynamics, and practical project design. Assessment is based on participation and group projects, leading to formal certification.

Dr. Banerjee shared several key impact indicators to demonstrate the hub's reach and effectiveness. More than 1,000 students across undergraduate, postgraduate, and doctoral levels have been trained in CBPR. Field engagement has taken place across four communities-Thikaria, Sanjhriya, Kalakar Basti, and Sarai Bawari. Community capacity-building initiatives

have included training in waste management, recycling, and financial literacy, with measurable outcomes such as 20 Community Action Group (CAG) women trained. Academic outputs include publications, book chapters, and the development of an integrated CBPR curriculum. The hub has also strengthened partnerships with Mahila Housing Trust (MHT), the Directorate of Student Welfare (DSW), and local Gram Panchayats.

She also highlighted the hub's flagship project, Vikasini Vittiya Saksharta: Financial Literacy for Women in Slums, implemented in partnership with Mahila Housing Trust. The project aimed to build practical financial planning and wellbeing skills among marginalised women living in Jaipur's slums, with a focus on fostering socio-economic inclusion and grassroots empowerment.

Dr. Banerjee concluded her presentation by identifying two key challenges: limited institutional mechanisms for sustained community–university engagement, and resource constraints affecting field-based participatory research. She also outlined the hub's future vision, which includes institutionalising and scaling CBPR through faculty capacity building via faculty development programmes and workshops, enhancing student skills through certificate courses, strengthening regional capacity-building efforts with diverse stakeholders, and expanding dissemination through the hub's website.

Christ University Hub, Bangalore, India

Dr. Sharon Valarmathi delivered a presentation outlining the core focus of Christ University's K4C Hub, which centres on the institutionalisation of Service-Learning (SL). The hub operates using the ADORED Model- which involves Assessing community needs and aligning them with learning goals; Designing projects that integrate course objectives with community engagement; Operationalising resources for meaningful impact; Reflecting to deepen learning and empathy; Evaluating outcomes and alignment with the Sustainable Development Goals (SDGs); and Demonstrating results to ensure sustainability and broader community benefit.

The hub is structurally supported by a dedicated Centre for Service Learning and actively promotes CBPR through academic integration, faculty and student training, research activities, and global partnerships. Implementation is guided by the Centre for Service Learning, which comprises a Director, Executive Members, Advisors, and a range of academic and community experts.

Dr Sharon Valarmathi presenting the work of her hub

Currently, 20 departments across the university are actively implementing Service-Learning and community engagement courses. The university also marks an Annual Service-Learning Day to showcase and reflect on these initiatives.

Dr. Valarmathi noted that the hub places strong emphasis on capacity building, both internally and externally. Internal training includes faculty and student development sessions conducted across multiple campuses, including the Bangalore Kengeri Campus (BKC), Bannerghatta Road Campus (BYS), Delhi NCR, and Pune Lavasa campuses. External training initiatives involve training faculty members from other institutions, including Maris Stella College, Vijayawada; Women's Christian College, Chennai; Don Bosco institutions in Assam; and Dayalbagh Educational Institute. The university also documents and disseminates its experiences through research publications, including Service Learning and Community-Based Participatory Research in India: The Experience of CHRIST University.

She further shared that the hub is participating in a research project under Uniservitate from June 2025 to July 2026, focusing on the impact of Service-Learning experiences on student development in Catholic higher education institutions. The university has also participated in the IARSLCE International Conference held in Hong Kong. The hub maintains a strong international presence and runs an Annual Interdisciplinary CBPR-based Research Programme in partnership with the Singapore University of Social Sciences (SUSS), focusing on sustainable waste and food systems. In addition, the university supports a Student Fellowship programme, through which two student leaders are scheduled to participate in the Service-Learning Student Fellowship 2025 (SLSF) in Cebu City, Philippines. This fellowship is hosted by Uniservitate Asia and Oceania Region, San Carlos University, and De La Salle University, and focuses on student leadership development, community engagement, and project implementation.

She concluded by highlighting key challenges faced by the hub, including securing funding for large-scale interdisciplinary projects, retaining faculty to teach Service-Learning and community-focused courses, and ensuring sustained and meaningful student engagement in Service-Learning initiatives. Dr. Valarmathi also outlined the hub's vision for the future which include engaging with Bruhat Bengaluru Mahanagara Palike (BBMP) workers to implement a CBPR project focused on well-being, workplace safety, financial literacy, and financial inclusion. Additional plans include offering an online MDC course and organising an International Conference on CBPR.

DAYALBAGH Hub, Agra, India

The presentation on the Dayalbagh K4C Hub was coordinated and delivered by Prof. Jyoti Gogoi, who outlined the hub's primary areas of activity as teaching and learning, research, and service. The core mandate of the Dayalbagh K4C Hub is to achieve "Excellence with Social Relevance" through the integration of Community-Based Participatory Research (CBPR). Its guiding philosophy is articulated as "Reaching the Last, the Least, the Lowest, and the Lost." The hub integrates CBPR values within the Institute's interdisciplinary, multidisciplinary, and transdisciplinary research areas, contributing meaningfully to all the United Nations Sustainable Development Goals.

Prof Jyoti Gogoi presenting her hub

The hub has successfully embedded CBPR training within its curriculum and outreach activities through multiple channels. One notable example is the Massive Open Online Course titled Community Engagement and Social Responsibility, which has recorded a high level of participation, with total enrolment reaching 43,132 learners.

Prof. Gogoi also shared that a CBPR-related unit has been formally incorporated into the course EDM 501: Sociology of Education. In addition, the hub organised a short-term capacity-building workshop titled Community Engagement in Research: Excellence with Social Relevance from 19–21 March 2025, facilitated by Dr. Rajesh Tandon and Dr. Budd Hall. Hub members have also contributed to academic outputs, including book chapters that document CBPR experiences in India and explore community-driven, holistic food systems aimed at sustainable food security.

She highlighted a participatory activity conducted by the hub titled Exploring Aspirations and Ambitions – The CBPR Way, through which the team engaged with children from nearby villages to understand their future aspirations and awareness of potential educational and career pathways. The Institute also provides a range of community services, including agroecology and precision farming initiatives, dairy services, schools for neighbouring communities, and a free integrated medical and rural assistance camp. In addition, it operates an "Earn While Learn" scheme through on-campus enterprises in areas such as dairy, food processing, and apparel design.

Furthermore, the hub actively collaborates with international and regional partners. This includes participation in the Young Researcher Workshop organised by the Qadim Hub in Malaysia in November 2023, hosting delegations from the Mizan K4C Hub (USIM and IYC, Malaysia), including Dr. Mahazan Abdul Mutalib, Regional Coordinator (Asia) for the UNESCO Knowledge for Change Global Consortium, in February 2024, and hosting a delegation of 17 participants from the University of Glasgow, Scotland, in April 2024.

Prof. Gogoi concluded by highlighting key challenges faced by the centre, including financial and resource constraints, a limited pool of trained mentors, the institutional prioritisation of conventional research, and difficulties in translating community knowledge into formal research outputs. Looking ahead, the hub plans to strengthen capacity-building initiatives, deepen community engagement through new partnerships and student immersion visits, expand research activities including the development of policy briefs, and enhance academic integration by embedding CBPR more fully within the curriculum and establishing a dedicated CBPR resource centre.

Sangwari Hub, Raipur, India

The mentors from the Sangwari Hub, Prof. Reeta Venugopal and Prof. Anuradha Chakraborty, presented the work of their hub virtually.

Located at the Centre for Women's Studies, Pt. Ravishankar Shukla University, the Sangwari Hub is dedicated to integrating CBPR, with a particular focus on gender equity, social issues, and community development in Chhattisgarh. The hub is actively working to formalise the recognition of CBPR within the university while expanding its engagement across rural and tribal regions of the state. A major area of focus is the institutional implementation of findings from a Gender Audit conducted using a CBPR approach, aimed at promoting an inclusive and equitable campus environment.

The mentors shared that the hub currently offers a Certificate Course in CBPR along with four Generic Elective courses: CBPR, Gender Sensitisation, Women and Law, and Gender Justice. They also announced the introduction of a new academic programme, a Master's degree in Women's and Gender Studies.

Prof Reeta Venugopal and Anuradha Chakraborty presenting the work of their hub

In addition, the university has conducted a comprehensive Gender Audit using a CBPR approach, led by the Centre for Women's Studies, to strengthen gender equity in alignment with national and global commitments. The audit examined institutional policies, practices, and organisational culture to inform policy reforms and enhance campus safety. Key areas assessed included institutional policies, security arrangements, diversity policies, and administrative functions.

The hub hosted several activities in 2024, including the programme- Community Connect and Social Responsibility of Higher Education, which engaged 40 participants, and CBPR: Solving the Social Problems, which involved 35 participants. The university has also been recognised as a Participating Institute under the Ministry of Education's Unnat Bharat Abhiyan.

The presentation concluded with an outline of the hub's future vision, which includes developing the Centre for Women's Studies and the Sangwari CBPR Hub into a recognised

Research Centre, focusing on mainstreaming CBPR, and strengthening institutional networks to support collaborative research initiatives.

Participatory Research in Asia Hub, New Delhi, India

This section of the K4C discussions concluded with Dr. Anshuman Karol sharing the activities and strategic direction of the PRIA Hub, which also functions as the South Asia Regional Centre.

A primary focus of the hub is policy engagement and capacity building. Dr. Rajesh Tandon serves on the University Grants Commission (UGC) Expert Committee for organising Faculty Development Programmes (FDPs) under the Fostering Social Responsibility and Community Engagement in Higher Education Institutions (HEIs) in India 2.0 guidelines. Key achievements in this area include the organisation of seven regional training programmes in partnership with the UGC, through which more than 200 faculty members were trained in Community-Based Participatory Research (CBPR). The hub has also engaged with the Association of Indian Universities (AIU) under the Malviya Mission Teacher Training Programme (MMTTP).

In terms of global and academic contributions, the hub provides ongoing support to K4C Regional Centres and hubs worldwide and has published the K4C Global Consortium Annual Report 2024–25. The PRIA team has contributed chapters to the book Teaching Community-Based Participatory Research: Socially Responsible and Ethically Anchored (edited by Rajesh Tandon and Budd Hall, 2025) and supported the "Food from the Forest" case study under the DECODE project. In addition, the hub collaborated with the ICMR–National Institute for Research in Environmental Health (ICMR-NIREH), Bhopal, to offer a course titled CBPR in Environmental Health, which has successfully run online cohorts in 2022, 2023, and 2024.

Dr Anshuman Karol presenting the PRIA Hub

Dr. Karol concluded his presentation by outlining the hub's near-term plans, with a strong emphasis on strengthening the regionalisation process in India. This includes initiating an India-level Mentor Training Programme (MTP) to build capacity in CBPR and reaching out to over 100 public and private universities. Further plans involve conducting additional Faculty Development Programmes (FDPs) for faculty and early-career researchers in partnership with the UGC and AIU, as well as organising dialogue and networking platforms to strengthen collaboration between higher education institutions and civil society organisations.

The session closed with Dr. Karol posing critical questions on how best to gauge institutional interest in the regionalisation process.

DISCUSSIONS

Following the hub presentations, participants were grouped together to reflect on ways to strengthen the growth and communication of K4C, Regionalisation process and Inter-regional collaborations. After extensive dialogue, several ideas emerged from each group.

Dr. Mahazan Mutalib synthesised the discussions of the first group, which focused on enhancing collaboration and mentorship. The key points that emerged in his group were:

- **Increasing the visibility and mentorship:** Dr Mahazan noted that a big gap that currently exists is the shortage of mentors and trainers of CBPR. This can be addressed through the through stronger collaborations with institutions. The India-specific MTP, which is aimed at making exceptional CBPR training more accessible to academics, researchers and practitioners across India will provide a further model to bridge the gap between the demand and supply for CBPR training.
- **Integrating students into the K4C residency:** It was further suggested to develop strategies to involve students more systematically in the K4C residency programme, thereby expanding the future pool of mentors.
- **Student engagement:** It was also noted that it is imperative to ensure that genuine student participation remain a central focus across all K4C initiatives.

Group Discussion

This was followed by Prof. Oum Kumari, who synthesised her group's deliberations, which were centred around strategy, standardisation, and regional growth. The key questions and themes that guided the discussion included:

- **Development of a Soft Strategy:** Prof Kumari emphasised the need to analyse how can current recruitment approaches for mentors be reviewed critically, experiences shared across hubs, and a "soft strategy" developed to attract more mentors and expand programmes sustainably.
- **Standardisation versus diversity:** She also noted about how the programme can balance diverse local experiences while moving towards a standardised core module at the overall programme level. Here, the strategy to build a flexible training module template, which is standardised to create a strong foundation in CBPR but adaptable to each context was highlighted.

- **University- Community partnership model:** Her group also discussed upon how genuine partnerships between Universities and the Communities they stand in, can be established. What forms of collaboration would best support CBPR and K4C objectives also needs to be analysed.
- • **Resource development and sharing:** The need to strengthen knowledge dissemination and academic visibility through hub-led journals, newsletters, and other knowledge products was discussed. She also emphasized the importance of establishing effective and equitable mechanisms for sharing resources across centres and individuals.
- • **System integration:** Strategies to sensitise key stakeholders and embed K4C more firmly within higher education systems were highlighted as essential for long-term sustainability and impact.
- • **Staffing:** The potential role of positions such as a *Professor of Practice* was discussed as a way to bridge academic work with community-based knowledge and practice.

Wafa Singh presenting the discussion highlights

Dr. Wafa Singh then shared her group's reflections, which were centred on organisational structure, culture, and alignment.

The key themes and questions that emerged included-

- **Zonal clustering and collaboration:** How can a zonal clustering approach be used to initiate and organise efforts- for example, by encouraging universities in South India to collaborate more closely with other southern institutions.

The India-specific MTP will create space for zonal clustering by enabling mentors from different regions to access cutting-edge training in CBPR, while learning to adapt these approaches to their own contexts alongside peers working in similar settings. This collective learning will support the development of more grounded and effective strategies to serve their respective zones. By conducting these trainings regionally within India, the programme will also ensure that linguistic, cultural, and historical diversity is engaged with sensitivity and care, creating the conditions for context-specific knowledge to be generated in ways that are both inclusive and locally meaningful.

- **Cultivating safe spaces:** Practices for creating hub environments where community and academic partners feel safe to openly share challenges, uncertainties, and failures without fear of judgement were discussed as essential to collective learning.

- **Preserving the CBPR ethos:** The importance of remaining attentive to the core foundations of CBPR, even as trainings and methods are adapted was emphasized, in order to ensure that the ethos of CBPR is not diluted.

- **Aligning research goals:** The need to better understand and align community-driven research priorities- with university incentive structures centred on funding, outputs, and recognition was discussed.

REFLECTIONS

The K4C discussions concluded with collective reflections shared by participants. A recurring theme across the meeting was the need to enhance visibility and significantly expand the pool of trained mentors. Many participants highlighted constraints related to limited human resources and a shortage of professionally trained mentors. Alongside this, there was a strong emphasis on deepening relationships with higher education institutions and bringing more institutions into the network to strengthen community–university collaborations.

Participants reflected that the resulting action plan would therefore need to adopt a soft strategy, guided by questions around how to engage more students and develop additional mentors both within and beyond existing networks. There was also a shared recognition of the importance of reaching out to the right regional to strengthen K4C's regional presence, with particular attention to expanding engagement across India.

Group Discussion

A potential way forward, from the meeting, that emerged from the discussions was the standardisation of the MTP teaching module. While recognising that experiences and contexts will necessarily differ, participants agreed on the importance of maintaining a shared level of rigour and consistency in the MTP across regions.

In this context, the India-specific MTP emerges as a strategic response. By deliberately expanding access to structured, high-quality CBPR training, the MTP will help grow a larger and more diverse pool of mentors across regions. Its regional approach will strengthen K4C's presence within India while deepening engagement with higher education institutions and creating clearer pathways for student participation. In doing so, it has the potential to serve as the foundation of a "soft strategy" for K4C in India, expectably providing a model for other regions and countries to build networks and expand their pool of mentors.

Summing up the reflections, Dr Hall emphasized the need for stronger collaboration among hubs, particularly encouraging closer and more intentional cooperation among Indian hubs. He noted that as global economic and intellectual dynamics continue to shift, India is increasingly

emerging as a key site for shaping future academic and knowledge discourses. In this context, he underscored that it is more important than ever to strengthen collective capacities to realise education as a shared and democratic process- rooted in community knowledge, mutual learning, and social transformation.

Lastly, he propounded that to truly realise the full potential of K4C, it is imperative to critically address the current bias that results from many of the hubs being university-located. It is essential that we think about the fact that our model is currently University-Community rather than Community-University. The university environment inevitably shapes the work, often necessitating justification and traditional framing.

While being strategic about partnerships with the Universities is not wrong, a major challenge lies in the translation of community knowledge and transforming academic knowledge. Most of the knowledge exists outside the university system. Therefore, the social responsibility of higher education must be defined as allowing the community to share the knowledge that is currently absent in the university setting. We have a responsibility to accommodate this community knowledge, which necessitates transforming the university and, more fundamentally, transforming ourselves.

This, Dr Hall propounded, must go beyond merely about adding fragmented pieces to an existing curriculum. In fact, the current curriculum is part of the global inability to respond effectively to modern crises. As scholar-activists and knowledge workers, he noted that we (the participants present in the meeting) bear an important responsibility as we attempt to push open a new door. This work is inherently difficult. However, he argued that we must leave this conference with considerable encouragement and a renwewed vow.

Dr Hall delivering his concluding remarks

Dr Halls' reflections were followed by Dr Tandon's concluding remarks, who noted that a lot of work needs to be done at the India and Asia level. Further in this context, he underlined the importance of faculty training in CBPR to the National Education Policy (NEP) for both strategic development and marketing.

Dr Tandon argued that while we are emphasising on reaching more students, the distinction between student sensitization and a formal Master Training Program must also be clarified properly. Therefore, through Community Engagement, emphasis needs to make for collaborative leadership and quality control for mentorship. He noted that participation must be valuable beyond merely fulfilling an academic requirement.

He further noted that existing national programmes (such as the Malviya Mission) do not sufficiently engage with the pedagogy of CBPR, especially in terms of power-sharing, co-creation of knowledge, and sustained community engagement. He emphasised the need to

move beyond a narrow, credit-driven calling instead for K4C to engage learners and practitioners across disciplines and professional pathways.

Dr Tandon also highlighted the importance of a dual strategy that targets both individuals and institutions simultaneously, while also engaging senior decision-makers early in the process rather than as an afterthought. A clear distinction was drawn between service and engagement as pedagogical approaches, with emphasis on the fact that community engagement represents a distinct, intentional pedagogy that should not be conflated with short-term service activities.

He propounded that communities must be positioned at the centre of science, as active co-creators of knowledge rather than passive recipients or sites of data extraction.

Reiterating other discussion points, Dr Tandon also noted that in the Indian context in particular, he highlighted the importance of clustering, suggesting that regional hubs first focus on sensitising neighbouring states, while zonal collaboration—such as closer engagement among universities within South India—can make regional work more manageable and contextually grounded.

Figure 2 Dr Rajesh Tandon delivering concluding remarks

Furthermore, he argued that the immediate priority should not be the creation of new structures, but collective advocacy aimed at fostering upstream interventions in knowledge creation. This approach calls for context-sensitive initiatives led by individual hubs, alongside the development of strong regional partnerships aligned with local needs and realities, with the UNESCO Chair playing a supportive and enabling role. role.

Concluding his reflections, Dr. Tandon noted that considerable work remains to be done at the India level to consolidate initiatives and build coherence across hubs. He observed that while regionalisation and decentralisation are already underway, what is now required is a shared understanding and common purpose across efforts. Dr. Tandon stressed on the fact that the success of advocacy is tied to community stories. The consortium's overall progress depends critically on the contributions and engagement of all members, who were encouraged to utilize shared opportunities and available support here at PRIA and other Hubs.

Overall, the meeting was a significant success, marked by rich dialogue, shared learning, and a strong sense of collective purpose. Mentors across regions and hubs learned deeply from one another's experiences, challenges, and innovations, reinforcing the value of K4C as a global learning community. Participants left the meeting with renewed commitment and clarity of purpose, reaffirming their shared resolve to advance Community-Based

Participatory Research and to work towards making education truly transformational within their respective contexts.