KNOWLEDGE FOR CHANGE (K4C)

Regional Centres and Hubs Meeting

5th December 2025,

PRIA, New Delhi, India

Regional 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 and Regional training centres from across the world. The central objective of the session was to collectively review the regionalization process of K4C and to articulate a shared vision for the future of it.

The session opened with reflections on the origins and vision of K4C, reaffirming its foundational commitment to knowledge democracy, epistemic justice, and the transformative potential of education rooted in community–university partnerships. In this context, the regionalization process was discussed as a key step in living this ethos- by entrusting regional training centres with the responsibility to guide and run K4C hubs in ways that respond to their specific contexts.

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

Presentations from Regional Training Centres were shared by Coordinators, followed by structured group discussions focused on expansion, strengthening collaboration, mentorship and communication. 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.

Speakers also 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, 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. He added, 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. Those who learned in the university setting, seldom got any field experience.

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 formalized training. It was in response to these realities that the Knowledge for Change Global Consortium was established to build capacities in CBPR for the next generation of practitioners to unlock the transformative potential of education within their own social, cultural, and institutional contexts.

Dr. Hall further noted that the 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.

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.

Further, Dr. Hall shared that two years ago, the consortium collectively agreed that K4C needed to evolve further and that it was time to decentralize its functioning. This shift was driven by the recognition of the importance of regional conversations, locally contextualized knowledge, and the need to place greater power and responsibility in the hands of mentors who are trained and actively leading work within their own contexts. Consequently, existing hubs were invited to evolve into regional training centres to coordinate CBPR training across their respective regions. He highlighted that K4C currently has five Regional Training Centres. Hub Coordinators from 3 of these were present for the meeting led by Dr. Mahazan Mutalib in Malaysia for Asia, Prof. Irma in Colombia for Latin America, and Prof. David in Gulu for Africa.

While acknowledging that significant work remains, Dr. Hall noted that meaningful progress has been made. One current area of focus, he noted, is identifying the right combination of people and partnerships to establish a hub in the European and North American Region. 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 for K4C. He emphasized that the way forward involves expanding K4C while continuing to critically examine and deepen the use of participatory research methodologies across contexts. Regionalization in this context is an imperative step.

He 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,

Regional Hub Presentations

Investigación-Acción para la Paz Hub, Columbia

The session commenced with the presentation by Professor Irma Alicia Flores Hinojos from Investigación-Acción para la Paz (Participatory Action Research for Peace), the K4C Regional Training Centre for Latin America. Her presentation outlined the scope and activities of the K4C Latin American Regional Centre, with a particular focus on mentor training in Community-Based Participatory Research (CBPR).

Professor Irma Alicia Flores Hinojos presenting the work of her hub

The central focus of the presentation was the Mentor Training Programme (MTP) of the K4C Regional LATAM Centre, which is being developed as a micro credential curriculum. Professor Flores shared that the curriculum is structured around six core modules: Principles of Community-Based Participatory Research; building community trust and relationships, including the establishment of local hubs for researcher training; ethics, participatory research methods, and arts-based approaches; data analysis within CBPR; knowledge democracy, epistemic justice, and the decolonization of knowledge; and the role of the mentor as a facilitator and trainer.

She further outlined the regional growth of the centre, reporting that 15 new mentors and six new hubs are currently being established across several countries in the region. These include institutions in Bolivia (PROSUCO), Costa Rica (National University of Costa Rica), Colombia (Universidad del Valle, Universidad de los Andes, SENA), Mexico (Universidad Iberoamericana, National Autonomous University of Mexico), and the Basque Country (Parte Hartuz, University of the Basque Country).

Professor Flores also highlighted the centre's research and course history. The K4C Colombia IAPaz Hub has been engaged in multiple research initiatives, including the systematization of experiences from existing courses, research on youth identities and inequalities among the Inga and Awá communities in Puerto Guzmán, Putumayo, and projects focused on reimagining territory towards collective agency and gender justice with rural women in Vista Hermosa, Meta. Additional initiatives include the establishment of a citizen laboratory for the development of global citizenship skills. The centre has also consistently offered the course "Estrategias de Investigación Acción Participativa con Comunidad" (Participatory Action Research Strategies with the Community), with enrolment ranging from 8 to 29 students across sessions conducted between 2022 and 2025.

Another key area of activity highlighted was the centre's participation in international panels and conferences, including the UNESCO Knowledge for Change Regional Training Centres panel in Korea (October 2023) and the International Congress on University–Community Engagement. The centre is also currently working on the Spanish translation of the book "Teaching Community-Based Participatory Research: Socially Responsible and Ethically Anchored".

Overall, the presentation illustrated the K4C Latin American Regional Centre's efforts to formalize and expand its mentor training capacity, with a strong emphasis on developing CBPR

expertise through a structured micro credential programme, supported by ongoing regional research, teaching, and knowledge mobilization initiatives.

MIZAN HUB, Malaysia

The next presentation was delivered by Dr. Mahazan Mutalib, who began by explaining the genesis, philosophy, and wide range of activities of the hub based at the Mizan Research Centre (MRC) within the Faculty of Leadership and Management at Universiti Sains Islam Malaysia (USIM), Nilai, Negeri Sembilan, Malaysia.
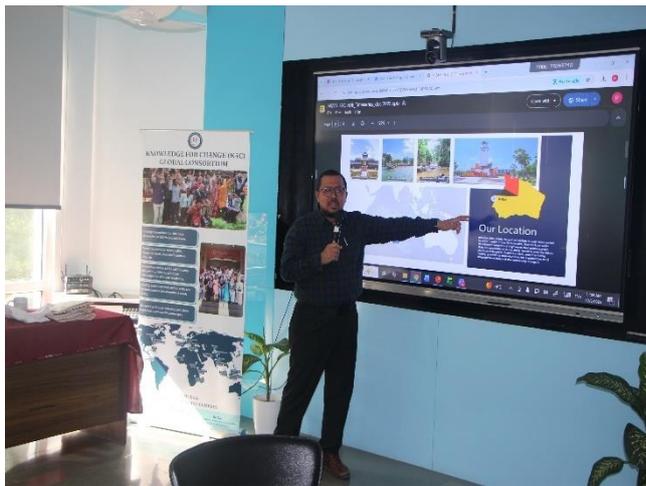
Dr Mahazan Mutalib presenting his hub

The Mizan K4C Hub centres its research and community engagement efforts on the Mizan concept of Balance and Justice, aiming to disseminate understandings of balance across all aspects of human life while aligning this philosophy with the Sustainable Development Goals (SDGs). The hub joined the K4C Global Consortium in 2019 and has since expanded its role significantly through its appointment as the Asia Regional Training Centre (RTC) for the UNESCO Knowledge for Change (K4C) Community-Based Participatory Research (CBPR) Mentor Training Program (MTP) for the period 2024–2027. This appointment positions USIM to coordinate regional training, register new K4C hubs across South East Asia through tripartite Memorandums of Agreement between the UNESCO Chair, USIM, and new hubs, with plans to expand into other South Asian countries, including Sri Lanka, and strengthen existing university social responsibility programmes.

The centre offers training programmes that include flexible learning opportunities for academics, social activists, and students on community engagement and CBPR, aligned with the principles of UNESCO Knowledge Democracy and the Open Access Initiative. It also hosts the International Youth Centre Kuala Lumpur (IYCKL), which serves as the UNESCO K4C Asia Residency Centre and is co-patroned by the Ministry of Youth and Sports Malaysia.

Another major area of engagement for the hub is its participation in the K4C Mentor Training Programmes. The hub has been part of MTPs in Tanzania (2018, Cohort 3) as well as global gatherings in Uganda (2017) and India (2019). Through the local K4C Mentor Training Programme at IYCKL, the centre has onboarded new mentors through Cohort 6, adding three new mentors, and Cohort 8, adding five new mentors.

The RTC is currently managing two training cohorts focused on building K4C hubs across Asia, with participants from Malaysia, South Korea, Brunei, Cambodia, Singapore, Indonesia,

Thailand, and Uzbekistan. The first cohort commenced in August 2024 and includes a 21-week online component followed by a two-week in-person residency.

Community research projects undertaken by the hub focus on local Malaysian issues and are fully aligned with the ethos of CBPR. A major ongoing project is based in the State of Negeri Sembilan and focuses on balanced development through education, eco- and agrotourism, agriculture, heritage, art, and health activities, implemented through the Kampung Mizan Initiative. Areas of investigation include community leadership, traditional design, and sustainable, Halal, and waqf-based models of education for indigenous children.

Dr. Mahazan also shared details of the Kampong Bharu Studies project, which conducts research on the urban village of Kampong Bharu in Kuala Lumpur, focusing on community needs, history, livelihoods, and future plans for the settlement. The project seeks to explore the aspirations of urban village residents regarding both the historical significance and future direction of the area, using a documentary-based approach. This initiative is undertaken in partnership with the Malay Agricultural Settlement (M.A.S) Kampong Bharu and the Malaysia Youth Council (MBM).

In addition, Dr. Mahazan spoke about the Indigenous Peoples (Orang Asli) Studies, in which CBPR projects are carried out with community leaders in the Jelebu and Jempol districts of Negeri Sembilan. The project aims to explore the aspirations of indigenous youth and teachers, using creative approaches such as the USIM Podcast Station to mobilise indigenous voices and aspirations. Alongside community partners, the project also collaborates with the Teachers College.

The centre has produced documentaries including Kampong Bharu: Citra Sebuah Mizan and Cerita Pribumi, which focus on the impacts of physical development and the life experiences of Indigenous Peoples, respectively. The hub also hosts the USIM K4C Podcast Series. In addition, the MRC has organised several key events, including the first Kampung Mizan Conference in 2016, the Malaysia–New Zealand Symposium on Indigenous Peoples in 2018, and a Community Conference on Revitalising the Heritage of Kampong Bharu in 2018. In 2023, the hub also organised a Regional K4C Convention.

In conclusion, Dr. Mahazan talked about the challenges faced by the Asian Regional Centre, firstly he said that given the huge geography of Asia and culturally diverse landscapes, having one regional centre in Asia is inadequate for the effective functioning of the Hubs. Furthermore, while talking about the processes of the Hub, he said, that the primary challenge lies in bridging the conceptual gap between NGOs and academia. NGOs and academics often approach research and practice with fundamentally different mindsets.
To bridge this gap, he proposed to facilitate for the incorporation of practical, actionable research produced by social workers and NGO personnel into the university setting and explore ways for effective mechanisms for academics and NGOs to work together. All this should work in parallelly while navigating the influential factors of funding (money) and institutional pressures (politics).

Gulu K4C Hub

Dr. David Monk outlined that the Gulu University K4C Hub works within the network of Regional Training Centres, comprising the Gulu, IAPaz, and Mizan Hubs, and operates on a philosophy of deep interconnectedness and togetherness, where the success of one hub is intrinsically tied to the others. As the lead of the Gulu Hub in Uganda, he emphasized that their progress should be viewed as a collective achievement rather than isolated milestones. He further explained that this sense of unity is particularly poignant given the context of Gulu, a recently established city in a region inhabited by the Acholi people that is still recovering from a twenty-five-year civil war. The work of the African Regional Training Centre is deeply informed by this history of conflict and the subsequent need for social reconstruction through community-based participatory research.

Mahazan, David and Irma together

The Gulu University Hub functions as the African Regional Mentor Training Programme (MTP) Centre and maintains strong partnerships across the continent, including collaborations from the Nyerere and Aleppo Hubs in Tanzania, with the latter playing a crucial role in the development of the MTP framework. While South African institutions like Northwest University, the University of the Free State, Rhodes University, and the Human Sciences Research Council (HSRC) benefit from government support, the Gulu Hub continues to navigate how to best facilitate their projects within its own unique local landscape. A distinctive

feature of this hub is their university-community structure, where the centres are physically located within the university but remain steadfastly focused on community engagement.

The training initiatives are rigorous, requiring active participation in the Knowledge for Change (K4C) consortium from at least one person per hub to manage logistics and institutional involvement. Following the foundational work of Dr.Budd Hall and Dr.Rajesh Tandon, the Gulu Hub has successfully launched its own MTP. There are ambitious plans to expand this reach, including a potential French-speaking cohort in 2026 in collaboration with Professor Timpoko. These efforts are designed to foster South-South engagement and catalyse social change by learning from diverse cultural and geographical contexts.

At the heart of the Gulu K4C Hub's mission is the integration of Indigenous Knowledge Systems within the university and the support of young people's voices and environmental activism. This integration is pursued through experiential and theoretical learning, such as holding MTP dialogues around bonfires or participating in herbal medicine programs on campus. One notable annual event is the African Indigenous Medicine Week in August, which draws high-level attendance from government and global health organizations. To ensure that this community-centric work is not "eaten up" by the larger university bureaucracy, the hub maintains an office outside the main university walls, allowing it to act as a bridge between academic faculty and local groups like "We Can Do Things Together," a collective of artists using arts-based methods to drive social impact.

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 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 to reflect on ways to strengthen the growth of K4C, the 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, which he summarised as the following-

- He noted the need for greater visibility of K4C initiatives in order to strengthen outreach, credibility, and wider participation across institutions and regions.
- Strengthening mentorship and collaboration was identified as a second key priority, particularly in response to the existing gaps arising from a shortage of mentors and trained facilitators. This would require deeper, more systematic collaboration with institutions and regional networks.
- He emphasized the importance of integrating students more systematically into the K4C residency programme, both to enhance learning outcomes and to build a sustainable future pool of mentors and practitioners.
- Strengthening international and inter-institutional engagement was also discussed, with a focus on networking among faculty members and coordinators through mechanisms such as roundtable discussions, institutional linkages, and exchange programmes.
- He underlined that student engagement must remain central to all K4C initiatives, with deliberate efforts to ensure meaningful participation and adequate student numbers across programmes.

Group Discussion

This was followed by Prof. Oum Kumari, who synthesised her group's deliberations, which were centred on strategy, standardisation, and regional growth.

- She emphasised the need for soft strategies for engagement and growth, noting that current recruitment approaches should be reviewed critically, with experiences shared across hubs to attract more mentors and expand programmes in a sustainable manner.
- The importance of sharing experiences was highlighted as a way to strengthen recruitment, particularly in drawing in new mentors and enabling the growth of CBPR- and K4C-related programmes across regions.
- She raised questions around regional management, particularly how the South Asia region should be organised and managed, and how regional hubs could be strengthened through closer collaboration across countries and institutions.
- The tension between standardisation and diversity was discussed, with the group proposing the development of a standardised core module at the programme level, while continuing to respect and accommodate diverse regional and local experiences.
- She noted the need to re-examine the university partnership model, questioning whether universities should function merely as collaborators or be re-envisioned as equal partners in advancing CBPR and K4C objectives.
- Knowledge sharing emerged as a key theme, with emphasis on systematically sharing case studies- similar to those developed under the DECODE project- and developing short CBPR courses as accessible entry points for wider participation.
- Resource development and sharing were identified as critical enablers, including the possibility of hub-led journals to strengthen academic visibility, alongside clearer mechanisms for equitable sharing of resources across centres and individuals.
- She underlined the importance of strengthening regional hubs, particularly by expanding participation to include a larger number of NGOs within the network.
- Embedding K4C within higher education systems was identified as a strategic priority, requiring deliberate sensitisation of key stakeholders and stronger institutional integration.
- Finally, she reflected on staffing and institutional roles, highlighting the potential of positions such as a Professor of Practice to bridge academic work with community-based research and engagement.

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:

- The discussion focused strongly on clustering and zonal initiatives, particularly the use of zonal approaches to initiate and organise collaboration- or example, encouraging universities within the same geographic region to work more closely with one another.

- The importance of cultivating safe spaces within hubs was emphasised, so that members feel able to openly share challenges, failures, and learning without fear of judgement or institutional repercussions.

- There was a strong emphasis on protecting the core ethos of CBPR, with participants cautioning against the dilution of its values in response to institutional demands or financial pressures.

- The group acknowledged the persistent tension between community and university priorities, noting that communities are primarily focused on tangible problem-solving, while universities often prioritise funding, outputs, and formal incentives.

- The need to better align community-driven research goals with university structures was highlighted in order to ensure that research remains socially grounded while also being institutionally viable.

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. There was also a shared recognition of the importance of reaching out to the right international partners to strengthen K4C's global presence, with particular attention to expanding engagement across South Asia.

One of the major challenges discussed at length was the effective management of the South Asian region. Given its vast geographical spread, fostering coherent and sustained communication among hubs across India and the wider South Asian region was seen as particularly complex. Added to this are linguistic diversity and highly varied local contexts, making it clear that a one-size-fits-all model would be neither practical nor aligned with the ethos of participatory research. This was acknowledged as an open question requiring continued collective reflection.

Group Discussion

A potential way forward 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.

Summing up the discussions, Dr. Hall reflected that the journey of K4C has been marked by a wide range of emotions over the years. In its early stages, while CBPR was seen as conceptually compelling, its practical application remained limited, largely due to the absence of structured field support and systematic training.

Drawing on the many lessons accumulated over the years of K4C, Dr. Hall argued that a key realisation gradually came into focus- the need to contextualise the MTP both regionally and globally. From this, the process of regionalization began. He noted that the MTP must be adapted to the specific social, cultural, and institutional realities of regions such as Latin America and Africa. This approach, he remarked, is not only cost-effective but also essential for teaching students that legitimate and valuable knowledge exists across the world, and not solely within traditional academic centres. Since embracing this shift, K4C has made significant progress, with its core vision expanding far beyond its initial conception and becoming deeply embedded within CBPR practices.

He also argued for greater collaboration among hubs. The structural model needs to evolve from a traditional "hub and spoke" centre to a more distributed "fishing net approach." Furthermore, he also reflected on the fact that the global economic focus is shifting, with Asia becoming the future and locus of growth, contrasting with the decline observed in the US and Europe. The world is now looking towards Asia for the future of academic discourse. Thus, it is now more than ever imperative for us to strengthen our capacities to realise education's role as a shared, democratic process rooted in community knowledge, mutual learning, and social transformation.

Lastly, he pointed out that it is time to critically address the current bias that results from so many of the hubs being university-located. It is imperative 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

Dr Halls' reflections were followed by Dr Tandon's concluding remarks.

Dr Hall delivering his concluding reflections

In his reflections, Dr. Tandon underscored that strengthening regionalisation and inter-regional collaboration demands a genuinely collective and shared effort, one that cannot be carried forward by any single institution or hub acting in isolation. He highlighted cost as a major constraint, particularly in relation to training, coordination, and sustained engagement rather than one-off conferences, and noted that regionalisation within India itself is a complex task, due to the country's size, cultural diversity, and uneven institutional capacities- challenges that are further intensified across the wider South Asian and global contexts.

In this environment, he stressed that trust-building and long-term relationships are essential, as institutions and individuals are unlikely to commit time or resources without confidence in the process and its values, making it critical to identify clear entry points and anchor institutions within regions.

Reflecting on infrastructure and organisational arrangements, he discussed the potential of strengthening regional efforts through centres built on existing hubs, observing that PRIA currently plays a dual role as both a support organisation and a regional centre, while existing hubs can function as regional anchors enabling structured outreach and collaboration. He emphasised that meaningful regionalisation must include universities and NGOs (practicing community organisations) alike, as well as individuals working across academic and community-based spaces, and noted that strategic use of materials developed through DECODE, PRIA, and the UNESCO Chair can significantly enhance the visibility and positioning of CBPR and K4C at regional levels.

Dr. Tandon also reflected on programmatic priorities, stressing that while expanding student reach is important, a clear distinction must be maintained between student sensitisation and formal Master Training Programmes, and that community engagement should emphasise collaborative leadership, quality control in mentorship, and participation that is meaningful beyond merely fulfilling academic requirements. He noted that decentralisation is already underway under a shared understanding, and that the immediate goal is not the creation of rigid

Dr Tandon delivering his concluding reflections

structures but the strengthening of collective regional and global advocacy for upstream interventions, driven by initiatives at the level of individual hubs and region-specific partnerships.

Reflecting on the broader trajectory, he observed that CBPR was not widely recognised as legitimate within mainstream academic and policy spaces five years ago, but that sustained upstream interventions have begun to shift this perception, with advocacy being deeply rooted in stories and experiences from the ground. He concluded by noting that the K4C is gradually evolving into a consortium built through personal and professional relationships rather than formal mandates and emphasised that its future depends on the active contributions and leadership of all its members.

Overall, the meeting was marked by rich dialogue, shared learning, and a strong sense of collective purpose, with mentors across regions and hubs learning deeply from one another's experiences, challenges, and innovations, and participants leaving with renewed commitment and clarity of purpose to advance Community-Based Participatory Research and work towards making education truly transformational within their respective contexts.

ANNEXURE

List of Meeting Participants

- **Dr. Anshuman Karol**

  Global Coordinator, Knowledge for Change (K4C)

  Moderator of the session

  PRIA Hub presentation- *PRIA K4C Hub*

- **Dr. Budd Hall**

  Co- Chair, UNESCO Chair in Community-Based Participatory Research and

  Social Responsibility in Higher Education

- **Dr. Rajesh Tandon**

  Founder- President, PRIA ; Co- Chair, UNESCO Chair in Community-Based Participatory Research and Social Responsibility in Higher Education

- **Shri. Binoy Acharya**

  Director, UNNATI

- **Dr. Irma Alicia Hinojos Flores**

  Regional Training Centre Coordinator, Latin America Regional Training Centre (K4C)

  Hub presentation- *K4C Latin American Regional Centre*

- **Dr. David Monk**

  Regional Training Centre Coordinator, Africa Regional Training Centre (K4C)

  Africa Regional Training Centre presentation-

- **Dr. Mahazan Mutalib**

  Regional Training Centre Coordinator, Southeast Asia Regional Training Centre (K4C)

  Southeast Asia Regional Training Centre Presentation- *K4C Asia Hub Presentation*

- **Dr. Asyirah Abdul Rahim**

  Mentor

  USIM Hub, Malaysia

- **Prof. Jyoti Gogoi**

  K4C Mentor

  Dayalbagh K4C Hub, Agra

- **Prof. Sharon Valarmathi**

  K4C Coordinator and Mentor

  Christ University K4C Hub, Bangalore

- **Prof. Minali Banerjee**

  K4C Mentor,

  Manipal University Jaipur K4C Hub, Jaipur

- **Prof. Reeta Venugopal**

  K4C Mentor,

Sangwari K4C Hub,

Pt. Ravishankar Shukla University, Raipur, Chattisgarh

- **Prof. Anuradha Chakraborty**
  K4C Mentor,
  Sangwari K4C Hub,
  Pt. Ravishankar Shukla University, Raipur, Chattisgarh
- **Prof. Manju Singh** K4C Mentor,
  Malaviya National Institute of Technology (MNIT), Jaipur
- **Dr. Bhaskar Arora**   Manipal
  University Jaipur, Jaipur
- **Dr. Oum Kumari**
  In-charge, Social Responsibility,
  Jaipuriya Institute of Management, Jaipur
- **Dr. Nandita Bhatt**
  K4C Mentor
- **Dr. Wafa Singh**
  K4C Mentor
- **Ms. Nikita Rakhyani**
  Coordinator,
  PRIA International Academy
- **Ms. Saanya Sodhi**
  Global Coordinator,
  UNESCO Chair in Community-Based Participatory Research and Social
  Responsibility in Higher Education
- **Ms. Saadeen Fatima**
  Rapporteur,
  UNESCO Chair in Community-Based Participatory Research and Social
  Responsibility in Higher Education

- **Ms. Maria Fatima**
  Communication Intern,
  UNESCO Chair in Community-Based Participatory Research and Social

Responsibility in Higher Education