

Name of Chair

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

Date of Establishment

2012

Name of Institution (+ photograph)

- Dr. Rajesh Tandon, Participatory Research in Asia, Delhi, India
- Dr. Budd Hall, University of Victoria, Canada



The UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education was launched in 2012, after the UNESCO World Higher Education Conference held in 2009 called for more attention to aspects of social responsibility within post-secondary education institutions. Co-directed by Dr. Rajesh Tandon [Participatory Research in Asia (PRIA), a CSO based in India] and Budd Hall (University of Victoria, Canada) the Chair aims to work with other global, national and regional networks to support capacity building in the fields of participatory approaches to research and social responsibility in higher education through South-South and North–South-South partnerships. The Chair was renewed for its second term (2016-2020), and its third term (2020-2024).

Name of Chairholder and designation (+ portrait photograph)

Dr. Rajesh Tandon



Dr. Rajesh Tandon is an internationally acclaimed leader and practitioner of participatory research and development. He is Founder-President of Participatory Research in Asia (PRIA), global centre for participatory research & training since 1982. An electronics engineer from IIT, Kanpur, MBA from IIM Calcutta and PhD in Management from Case Western Reserve University USA, Dr. Tandon left his teaching job at IIM Calcutta to support & champion the cause of building organisations and capacities of the marginalised through their knowledge, learning and empowerment. A pioneer of participatory research, he has given new meaning to academic research by redefining the relationship between the researcher and the researched. Dr. Tandon has served on numerous expert committees of Government of India, UGC, UN, Commonwealth & World Bank. In 2015, the Indian Adult Education Association (IAEA) awarded Dr. Tandon the Nehru Literacy Award. For his distinguished work on gender issues, the Government of India honoured him with the prestigious Award in Social Justice in March 2007. The University of Victoria, Canada awarded Dr Tandon the degree of Doctor of Law (Honoris Causa) in June 2008. He is the first Indian to be inducted to the International Adult and Continuing Education (IACE) Hall of Fame (class of 2011).

Dr. Budd Hall



Dr. Budd Hall is a Senior Associate of the Centre for Global Studies, a Professor Emeritus with the School of Public Administration, University of Victoria and Co-Chair of the UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education. He is a scholar and leader whose career achievements especially in the scholarship of adult learning and community engagement have had a transformative impact in addressing societal challenges that lead to an improved quality of life for all. His research interests lie in community-based participatory research, social responsibility of higher education, knowledge democracy, social movement learning and the UN Sustainable Development Goals.

Significant contributions (300-350 words)

1. Shaping the policy for social responsibility of higher education institutions under the University Grants Commission (UGC), India



UGC formed a Subject Expert Group on educational institutions' social responsibility in 2018 under Unnat Bharat Abhiyan (UBA) 2.0, a flagship program of the GOI, of which Dr. Rajesh Tandon was an integral part. The Group worked to develop a [policy framework](#) titled 'Fostering Social Responsibility and Community Engagement in Higher Education Institutions (HEIs) in India'. This policy emphasises the importance of socially relevant courses that will

make all students understand India's rural society, Government's rural development schemes, and contribute to the betterment of the same.

A [round table](#) at UGC was convened on January 31st, 2019 with social and technical experts from academia, think tanks government departments and Simon Fraser University, Canada. The main objective of the conference was to have wider consultation on different aspects of recommendations enumerated in the national framework document. The dialogue was chaired by Dr Pankaj Mittal, Secretary General, Association of Indian Universities, (then Additional Secretary of UGC). The framework was shared by Dr. Rajesh Tandon, Founder-President; PRIA. Prof. Andrew Petter, President and Vice Chancellor of Simon Fraser University, Canada shared SFU's practice of ISR in HEIs from the international perspective.

Thereafter, the University Grants Commission, on the 21st and 22nd of January 2020 held its first [National Workshop](#) at Inter-University Accelerator Centre (IUAC) in New Delhi, that brought together the stakeholders of the policy to discuss the relevance of inculcating the idea of social responsibility in the youth.

The UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education and PRIA International Academy (PIA) co-convened a [webinar](#) on 'Fostering Social Responsibility by Higher Education: COVID-19 and Beyond' with the Association of Indian Universities (AIU) on April 8th 2020. The webinar addressed topics including the kinds of impacts informal urban settlements and rural communities are experiencing and how they can be supported by colleges and universities around them; the kinds of support local bodies like panchayats and nagar palikas/nigams would need over the long term; and in addition to the few villages and surrounding communities where universities and colleges are already engaging, further actions they could plan in partnership with other stake-holders.

The webinar panellists included:

- Dr. (Mrs) Pankaj Mittal, Secretary General, Association of Indian Universities (former Vice-Chancellor, BPS University, Haryana, former Additional Secretary, UGC, Govt. of India), Delhi
- Prof. Anand Mohan, Registrar, Dayalbagh Educational Institution (deemed university), Agra
- Prof. Neelima Gupta, Vice Chancellor, Chhatrapati Shahu Ji Maharaj University, Kanpur
- Prof. Dinesh Singh, Chancellor, K R Mangalam University, (former Vice Chancellor, Delhi University)

2. UGC Regional Centres for Capacity Building of Faculty as Master Trainers for Community Based Participatory Research (CBPR) under Unnat Bharat Abhiyan (UBA)

The [National Education Policy 2020](#) has presented a transformative framework for higher education in the country. It has reinforced many of the recommendations already included in the UGC/UBA scheme 'Fostering Social Responsibility & Community Engagement in HEIs'.

'The purpose of the education system is to develop good human being capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution (pg. 5)'.

In order to achieve quality assured system for capacity building and continuous knowledge enhancement of faculty, UGC UBA Regional Centres will be set up in 5-6 selected universities in the country, with the training taking place in 2022. Dr. Tandon at PRIA has been framing the training design and the roll out of this program. 4-5 Master Training Courses are proposed to be organised by UGC in different regions where 30-40 teachers drawn from different disciplines will be trained to sensitize them towards community engagement, to develop skills required to communicate effectively with the community members (eg. regional language, community beliefs and values etc.) and acquaint the teachers with the techniques which facilitate effective community engagement.

3. Educational Framework for Global Citizenship in Higher Education

Dr. Tandon has played a pivotal role in the new [Educational Framework for Global Citizenship in Higher Education](#) released by UGC in December 2021, as part of the UGC Expert Committee. The overall aims of Global Citizenship Education (GCED) include: i) equipping learners with a deep knowledge of global issues and universal values such as justice, equality, dignity and respect; ii) cognitive skills to think critically, systemically and creatively; iii) non-cognitive skills including social skills such as empathy and conflict resolution, and communicative skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives; and iv) behavioural capacities to act collaboratively and responsibly, and to strive for collective good.

4. Socially Responsible Higher Education: International Perspectives on Knowledge Democracy, [Open Access Book](#) Co-edited by the Co-Chairs Dr. Hall and Dr. Tandon



This book shares the experiences of a broadly representative and globally dispersed set of writers on higher education and social responsibility, broadening perspectives on the democratisation of knowledge. The book also contains a case study on social responsibility and legal education in India with special reference to National Law Universities, as well as on how Visva-Bharati, the higher education institution established by Nobel laureate Rabindranath Tagore embodies social responsibility and fosters sustainable practices in and around the campus.

The book release took place virtually in India on June 14th, 2021. The Chief Guest was Professor D.P. Singh, Chairman, University Grants Commission; the Guests of Honour included Dr. Pankaj Mittal, Secretary General, Association of Indian Universities, and Professor N.V. Varghese, Vice Chancellor of National Institute of Educational Planning and Administration (NIEPA). Mr. Eric Falt, Director and Representative, UNESCO New Delhi Cluster Office for Bangladesh, Bhutan, India, Nepal, the Maldives, and Sri Lanka gave the opening remarks.

5. Responsible Research and Innovation Networking Group (RRING)

With the aim of bringing RRI into the global world to promote mutual learning and collaboration, the RRING Project, funded by the European Union under its Horizon 2020 programme, was launched in 2018. In India, RRING collaborated with PRIA to further their mission of learning about different local practices and creating a global RRI network.

Under the RRING Project, PRIA and the UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education hosted a [virtual workshop](#) titled, “Responsible Research and Innovation: India and the World Today” on 17th June. The overarching aim of this workshop was to involve and encourage the India-based stakeholders; academicians, practitioners, policymakers, research performing and funding organisations and civil society organisations, to play an active role in the conversation on the social responsibility of science and innovation.

On July 9 2020, PRIA, the UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education and partners hosted a [virtual workshop](#) on the UNESCO Recommendation on Science and Scientific Researchers.

6. Open Science

The UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education has played an integral role in shaping the recently [adopted](#) UNESCO Recommendation on Open Science. Our Co-Chairs, along with colleagues wrote a [Policy Brief](#) ‘Open Science Beyond Open Access: For and with communities, A step towards the decolonization of knowledge’, based on which our Chair hosted [11 international webinars](#) on Open Science across the world.

On 3 November, our UNESCO Chair, Canadian Commission for UNESCO, UNESCO Office for the Pacific States and UNESCO Regional Bureau of Sciences for Asia and the Pacific hosted the Open Science webinar for the Pacific region. On 17 November, a webinar was planned in the South Asia region hosted by our UNESCO Chair and supported by UNESCO, Delhi Cluster Office and RRING. Mr. Eric Falt, Director and Representative, UNESCO New Delhi Cluster Office for Bangladesh, Bhutan, India, Nepal, the Maldives, and Sri Lanka gave the opening remarks for the event. Dr. Saleemul Huq from ICCCAD, Dr. Rajesh Tandon (Our Co-Chair) and Dr. Bhavani Rao from AMMACHI Labs also joined the panel discussion.

It is noteworthy that the final UNESCO Recommendation on Open Science has incorporated much of the language based on the recommendations contributed by our Chair. Of particular relevance are the below extracts from the UNESCO Recommendation on Open Science:

Also recognizing that open science respects the diversity of cultures and knowledge systems around the world as foundations for sustainable development, fostering open dialogue with indigenous peoples and local communities and respect for diverse knowledge holders for contemporary problem solving and emergent strategies towards transformative change..

For the purpose of this Recommendation, open science is defined as an inclusive construct that combines various movements and practices aiming to make multilingual scientific knowledge openly available..

Open engagement of societal actors refers to extended collaboration between scientists and societal actors beyond the scientific community, by opening up practices and tools that are part of the research cycle and by making the scientific process more inclusive and accessible to the broader inquiring society based on new forms of collaboration and work..

Open dialogue with other knowledge systems refers to the dialogue between different knowledge holders, that recognizes the richness of diverse knowledge systems and epistemologies and diversity of knowledge producers in line with the 2001 UNESCO Universal Declaration on Cultural Diversity.

Promoting innovative approaches for open science at different stages of the scientific process

*21. d. Developing **new participatory methods** and validation techniques to incorporate and value inputs from social actors beyond the traditional scientific community,*

*e. Developing **participatory strategies for identifying the needs of marginalized communities** and highlighting socially relevant issues*

Dr. Rajesh Tandon has also been part of the Policy Consultations held by Department of Science and Technology, GOI for framing the [Draft Science, Technology, and Innovation Policy](#), Ministry of Science and Technology, GOI (December 2020). The **relevant extracts** are enclosed below:

“The policy provides renewed impetus to the **mainstreaming of equity and inclusion within the STI ecosystem.”**

“To capture the aspirations of a new, future-ready India, **by ensuring active participation, shared responsibility and equitable ownership of all stakeholders; transforming the national STI landscape maintaining the **delicate balance between fortifying India’s indigenous capacity** and **nurturing meaningful global interconnectedness.**”**

Aspirations of the STIP:

- To enhance capacity development for inculcating and **promoting scientific temper across the country’s people through equity, gender parity and inclusiveness** catering to the diverse needs of the country.
- To **develop scientific literature and media across Indian languages and geographies to maximize the number of people that participate** in and contribute to the scientific discussions and processes in the country.
- **To promote open science and enable access to all outputs and data** from public-funded research and empower STI through means of **effective ethical and regulatory frameworks.**

Open Science

Open Science **fosters more equitable participation in science through diverse steps like increasing access to research outputs, more transparency and accountability in research, inclusiveness**, better resource utilisation through minimal restrictions on reuse of research outputs and infrastructure, and **ensuring constant exchange of knowledge between producers and users of knowledge.** It is important to make **publicly-funded research output** and resources available to all to foster learning and innovation. STIP aspires to build an ecosystem where **research data, infrastructure, resources and knowledge are accessible to all.**

A future-looking, all-encompassing **Open Science Framework will be built to provide access to scientific data, information, knowledge, and resources to everyone in the country** and all who are engaging with the Indian STI ecosystem on an **equal partnership basis.** This framework will be largely **community-driven and supported with necessary institutional mechanisms and operational modalities.** Supporting tools and applications will be developed in **all regional languages to widen the**

scope of accessibility and for meaningful use of data. Interoperability and shared ownership, among the **national stakeholders and international partners**, will be the key characteristics of this framework.

7. Sustainable Development Goals

Dr. Tandon has been engaged with several consultations and trainings with HEIs to incorporate SDGs in their teaching and research. Find details of the same on the below links:

Implementing SDGs in India: <https://www.unescochair-cbrsr.org/events/implementing-the-sdgs-in-india/>

Universities' Local Contributions to SDGs: <https://www.unescochair-cbrsr.org/past-event/?pno=4>

How can we make higher education more responsive to SDGs?: <https://www.unescochair-cbrsr.org/events/how-can-we-make-higher-education-more-responsive-to-the-sdgs-k4c-south-african-hub/>

UNESCO Consultation on the Future of Higher Education: <https://www.unescochair-cbrsr.org/events/unesco-consultation-on-the-future-of-higher-education/>

8. The Knowledge for Change Global Consortium

After the launch of our UNESCO Chair, we carried out **two major international research projects** to gain insights into the 'state-of-the-art' around the world in the field of community-university research partnerships and training for community-based participatory research.

We then designed a **pedagogical model** that could offer opportunities for the next generation of young people to learn both the theories and practices of community-based participatory research. We named this the [Knowledge for Change \(K4C\) Global Consortium](#) for the Training of Community-Based Participatory Research, which witnessed a grand launch on November 13, 2017 at the National University of Educational Planning & Administration (NUEPA), New Delhi followed by another launch on December 14 in Ottawa, Canada.

At the heart of the consortium, we placed the K4C Hub. A K4C Hub is a formal partnership between a community organisation and a higher education institution whereby the partners agree to work together to provide learning opportunities to both community workers and university students. The hubs are aligned as well with one or more of the United Nations Sustainable Development Goals.

Over the years since the Global Consortium was launched, potential hubs have indicated their interest to our Chair. Upon working out their own MoUs between community and academic partners, the hubs have nominated up to five mentors to take the **Mentor Training Programme (MTP)** that is offered as a 21-week on-line and face-to-face basis (COVID permitting). Upon completion of the MTP, the hubs are free to begin teaching their own courses in their regions. We offer two cohorts of the MTP each year. **We have 22 hubs around the world including 3 hubs in India, in Jaipur, Raipur and Bangalore.**

We are also engaged in a global project titled [‘Bridging Knowledge Cultures’](#) aimed at identifying and facilitating knowledge processes in each of the K4C hubs and learning how community and university partners can work together in a better way. At each hub, a research team will produce a case study that maps the knowledge cultures of its academic and non-academic partners, focusing on their power relations, the diverse ways that knowledge is understood, constructed, validated and used in the hub, and the challenges found in working across knowledge cultures. Through the case studies prepared by each hub, we aim to gain a deeper understanding of the specific practices, norms and values that are in play in university and community settings.

Our Chair has recently launched the book [The Knowledge for Change Global Consortium](#) at UNESCO Paris in 2021.