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KNOWLEDGE FOR CHANGE (K4C) GLOBAL CONSORTIUM **MENTOR TRAINING PROGRAMME: FACE-TO-FACE LEARNING RESIDENCY REPORT**

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**MENTOR TRAINING PROGRAMME: FACE-TO-FACE LEARNING
RESIDENCY 2022
KNOWLEDGE FOR CHANGE (K4C) GLOBAL CONSORTIUM**
An initiative of the UNESCO Chair in Community Based Research and Social
Responsibility in Higher Education

Acknowledgments

After the difficult years of Covid where we were not free to travel anywhere, Malaysia proved to be a wonderful place to bring together mentors from three of our earlier mentor training programme cohorts (5, 6 and 7) and most of the mentors in the current cohort 8. We were thrilled to see each other in person after the many years, excited to be in Malaysia where we were hosted so warmly and professionally by the Mizan K4C Hub at the Universiti Sains Islam Malaysia (USIM) at the International Youth Centre of the Ministry of Youth and Sports.

Being together, hearing each other's stories, listening to hopes and dreams in so many languages, lifted our spirits. In a world with so many challenges, our time together has renewed our faith in the transformative power of knowledge rooted in the daily lives of people to heal and change our world for the better.

We acknowledge with profound respect the contributions of our host the Mizan K4C Hub led by Dr. Mahazan Abdul Mutalib and his team and loving hospitality of the team at the International Youth Centre (IYC).

We are very grateful to Prof. Emeritus Tan Sri Dato' Dzulkifli Abdul Razak, the Rector of International Islamic University Malaysia for his endless support in our work, and to Dr. Mohamed Maliki Mohamed Rapiee, the Director of the IYC for welcoming and accommodating us at the IYC.

Blessings,

Rajesh and Budd

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

Introduction



The face-to-face learning residency is an integral part of Mentor Training Programme (MTP) under the Knowledge for Change (K4C) Global Consortium.

The face-to-face learning residency in 2022 was held during the week of October 30 to November 6 at the International Youth Centre (IYC) in Kuala Lumpur, Malaysia. It was hosted by the Mizan Hub located in Universiti Sains Islam Malaysia (USIM), Nilai.

This residency brought two sets of mentors together. The first set of mentors had completed their MTP in Cohorts 5, 6 and 7. Due to Covid restrictions, there was no residency available to them. The second set of mentors belonged to Cohort 8 (which began on September 28, 2022).

While the learning need for the two sets of mentors were not identical, the residency was designed to provide joint and separate learning spaces for both sets of learners during the residency.

Learning Objectives of the Residency

- Understanding of principles and practices of co-construction of research in CBPR
- Developing appreciation of and skills in building sustainable partnerships between academia and communities
- Reviewing and practicing diversity of research methods and approaches in CBPR
- Gaining theoretical and practical insights into arts-based research methods in CBPR
- Strengthening capabilities towards the lifelong journey of self-reflective practitioners of CBPR
- Designing and utilising field study during and after MTP
- Sharpening pedagogy of teaching CBPR & designing strategic plans for each Hub

UNESCO Co-Chairs



Budd Hall and Rajesh Tandon are the co-chairs of UNESCO Chair in Community Based Research and Social Responsibility in Higher Education.

Budd is based at the University of Victoria, BC, Canada.

Rajesh is based at Participatory Research in Asia (PRIA) in New Delhi, India.

Facilitators



Alongside Budd and Rajesh, Suriani Dzulkifli, Mahazan Abdul Mutalib, Darlene Clover and Nandita Bhatt joined them as co-facilitators.

Suriani is coordinator and co-instructor of the K4C Mentor Training Programme, and a PhD candidate at the University of Victoria, BC, Canada.

Mahazan is associate professor at the Faculty of Leadership and Management at the Universiti Sains Islam Malaysia (USIM), Nilai, Malaysia and a coordinator of the Mizan K4C hub.

Darlene is professor of Leadership Studies in the Faculty of Education at the University of Victoria, BC, Canada.

Nandita is director of the Martha Ferrell Foundation in New Delhi, India.

Mentors

As mentioned above, due to a two-and-a-half-year hiatus caused by the Covid-19 pandemic, this face-to-face learning residency was comprised of mentors from Cohorts 5, 6, 7, and 8.

There were 32 mentors in total who attended the residency, of which 15 were from Cohorts 5, 6, 7 and 17 from Cohort 8.

The mentors of this year's residency were from Burkina Faso, Canada, India, Indonesia, Italy, Ireland, Malaysia, Mexico, and South Africa.

Informal Get Together

Mentors were invited to attend an informal get together on October 30, 2022, the day before of the official start for a briefing on the week-long residency and to meet other participants casually.



Opening Day



Welcome speeches were given by:

- Dr. Hj. Mohamed Maliki bin Mohamed Rapiee, Director of the International Youth Centre
- Prof. TS. Dr. Sharifudin Md Shaarani, Vice Chancellor, Universiti Sains Islam Malaysia, USIM
- Prof. Emeritus Dr. Budd Hall and Dr. Rajesh Tandon, Co-Chairs, UNESCO Chair in Community Based Research and Social Responsibility of Higher Education
- Dr. Anindya Chatterjee, Regional Director Asia for International Development Research Centre, Canada

Special opening ceremony address was done by:

- Datuk Jana Santhiran Muniyan, Secretary General, Ministry of Youth and Sports, Malaysia

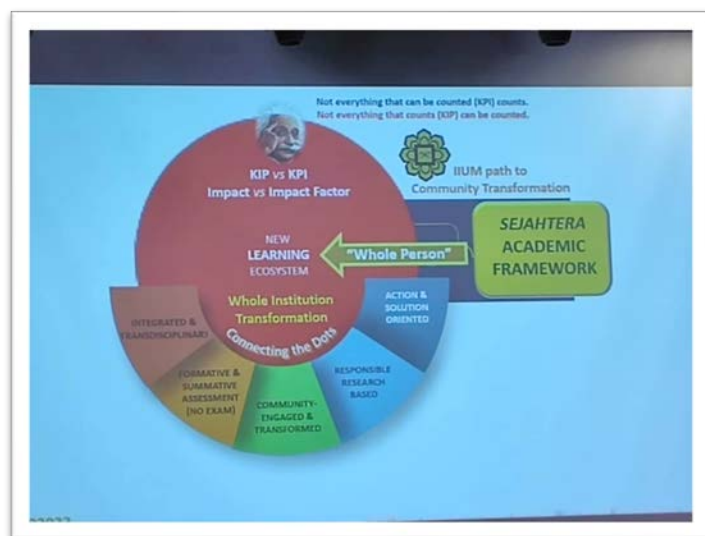
Keynote address titled “Knowledge for Change: The IIUM Experience” was given by:

- Prof. Emeritus Tan Sri Dato’ Dzulkifli Abdul Razak, Rector, International Islamic University Malaysia (IIUM)
- In his keynote, Prof. Dzul outlined the spiritual-ethical-emotional aspect that drive sustainability.
- He introduced the Sejahtera Academic Framework (or SAF), used in IIUM as a way to becoming *Insan Sejahtera* (a whole person) among the academics and researchers of IIUM to foster engagement and collaboration with communities.



- He highlighted how ‘Humanising Education’ would lead to ‘Humanising Leadership’ where humanity would be a central of discussion and solution that ensured that no one would be left behind in social and economic settings.

- He highlighted that a different measurement of impact was needed and gave the example of the key intangible performance (KIP).



Highlights of the Residency

Day 1

CBPR Bingo

Co-facilitators: Darlene Clover and Suriani Dzulkifli

- The residency started with an ice breaker session, where mentors were asked to complete a CBPR Bingo by finding persons who matched the descriptions/features of the bingo.
- Darlene and Suriani invited mentors to share some of their BINGO matches that they found amongst their peers.

Becoming a Mentor in CBPR

Co-facilitators (Cohorts 5, 6, 7): Budd Hall, Nandita Bhatt, Mahazan Abdul Mutalib
(Cohort 8): Suriani Dzulkifli, Rajesh Tandon, Darlene Clover

- Mentors were then split into two groups of Cohorts 5, 6, and 7, and Cohort 8 for the next activity. They were asked to reflect on and discuss their journey of becoming a mentor in CBPR thus far.
- Mentors from Cohorts 5, 6, and 7 joined Budd, Nandita and Mahazan for their session.
- Mentors from Cohort 8 joined Suriani, Rajesh, and Darlene Clover for their session.

Day 2

History of CBPR

Facilitator: Rajesh Tandon



- Mentors were asked “When and where did you hear of participatory research?” and they were invited to write down their responses on the whiteboard provided.
- Most mentors heard of terms that described participatory research in early-2000s onwards.

- Rajesh then gave the complete history and timeline of CBPR, and clarified the evolving terms of Action Research (AR), Participatory Action Research (PAR), Community Based Research (CBR) and at present, Community Based Participatory Research (CBPR).

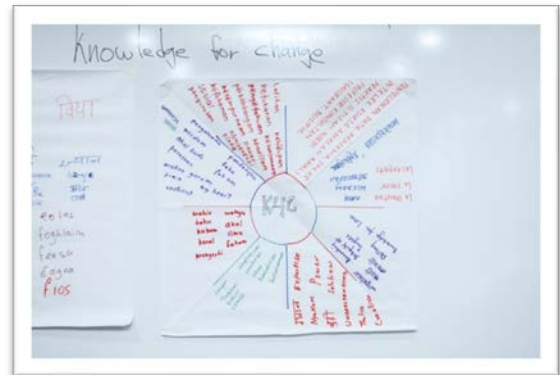
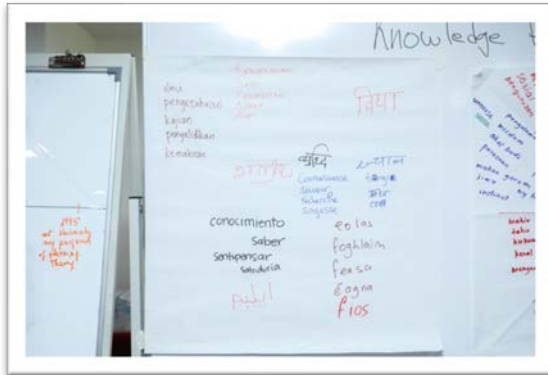
'What is Knowledge?' activity

Facilitator: Budd Hall

- In small groups, mentors were asked to generate as many words as possible in their mother tongue that described the word 'knowledge' to highlight the diversity in meanings of 'what is knowledge' based on each local context.



- About 50 words, if not more, of various native languages were listed by mentors that indicated what knowledge is. Some of the words indicated processes of knowledge.
- Budd stated that this was an example of co-construction of knowledge, and no matter how many times this exercise was done, he would always find / learn something new from different groups of people that came through.



- Budd then continued with his lecture on “*Knowledge for change, democracy, decolonisation and epistemicide.*”
- He mentioned in his lecture how and why ‘knowledge democracy’ was termed, followed by the significance and need to decolonise knowledge.
- He ended his presentation by showing examples of epistemicides (killing/death of knowledge) that happened previously in the 16th century.

Role play activity: Co-construction to frame a research question

Facilitator: Suriani Dzulkifli

- For this activity, mentors were put in three groups and were given different scenarios to carry out the role play. The three scenarios were:
 - i) Demonstration to stop Indigenous lands from being taken by the government
 - ii) Abuse of women in mining companies in Africa
 - iii) Homeless community rights
- The objective was to get the mentors to adopt a different role than their own experiences to develop understanding and empathy when working with different groups of people in CBPR.



- Some reflections from the groups included:
 - Trust, empathy, and strong relationships with community don't happen overnight, hence, achieving understanding and solutions will take time.
 - The absence of key persons in a meeting have an impact on the outcome of the discussion (e.g., the absence of an NGO researcher who has a long-term working relationship with the Indigenous groups).
 - Researchers and authorities not only need to listen to community needs but to act as well, by benefitting the wellness of the community.

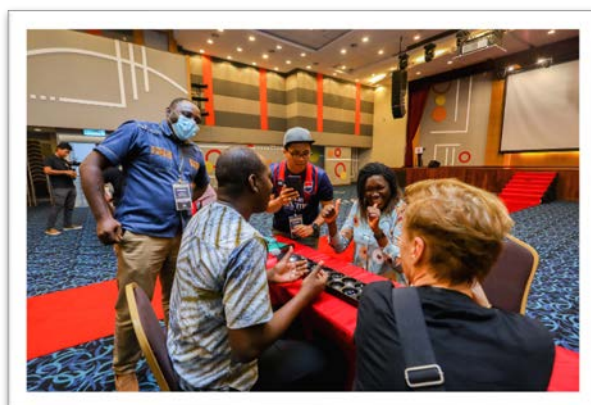
Tour of the International Youth Centre and traditional Malaysian games



- Mentors were given a tour of the International Youth Centre (IYC) to get to know the facilities of the centre such as their Zen garden, greenhouse rooftop, and fish farming.



- Then the mentors were introduced and invited to participate in some traditional Malaysian games such as congkak, batu seremban, sepak takraw, and kedingting.





Day 3

Theory and practice of arts-based research

Co-facilitators: Darlene Clover, Suriani Dzulkifli and Nandita Bhatt

- Darlene started the session by giving an in-depth presentation about using arts-based practices in research to mentors.
- She highlighted the importance of recognising each other as storytellers and that the human spirit does not fit in this conventional rigid space.
- She shared how in research arts-based methods have the power to create a space for everyone to express themselves.
- She also shared how it is important for researchers to be imaginative as a different world is thinkable and actionable once it is imaginable.



- Then Nandita shared the Sari project she conducted in India with domestic workers.
- Nandita highlighted how the Sari project gave voice to domestic workers to speak up against the inequalities they were facing and for the first time they felt visible.

- The Sari project empowered domestic workers to bring awareness and changes to their working situations.
- Next Suriani spoke of her PhD research in which one of the arts-based methods she used was photovoice.



- Suriani shared how photovoice allowed her participants to be creative in using abstract representations, metaphors, and juxtaposition of objects to frame the photographs they were taking that described their chosen social justice issues.
- Suriani also shared how photovoice allowed her research participants to have deep, enriching discussions on social justice.
- Lastly, Suriani urged mentors to be open to learning and applying creative practices in their research and to be advocates to their students in using these practices as well.

Photography research activity

- In six small groups, mentors were given an hour to conduct a small photography research activity about the IYC based on these questions:
 - What makes this building a welcoming place for young people?
 - What makes this building a welcoming place for older adults?
 - What obstacles or challenges this building may present to these groups?



- When the hour was over, each group presented their photos and findings.



Field visit to Universiti Sains Islam Malaysia (USIM) and Melaka

Host: Mahazan Abdul Mutalib and other Mizan hub mentors

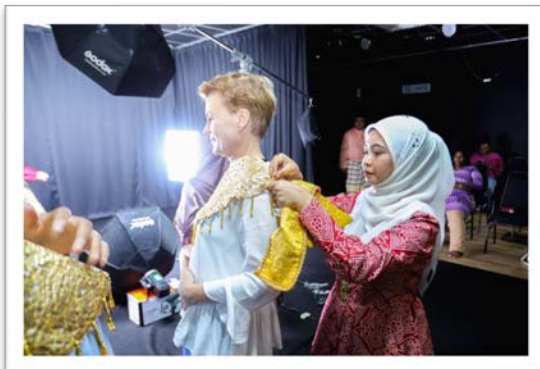
- As the host of the learning residency, Mahazan and other Mizan hub mentors organised a field visit to USIM. There, we were greeted by the Dean, professors and staff of the Faculty of Leadership and Management at USIM.



- Mentors had the chance to visit the Mizan hub room where the activities of the hub take place. The Mizan hub mentors gave us some updates regarding the expansion of their hub activities.



- Then, we were brought to the USIM Cultural Centre where mentors were exposed to and entertained by one of Malaysia's cultural musical performances called Dikir Barat. Some mentors even joined the Dikir Barat ensemble.
- At the USIM Cultural Centre, the mentors also were served several local Malaysian dishes for lunch.



- Next, we departed to Melaka, another state of Malaysia, where mentors spent a few leisure hours exploring the town.



Day 4

Practising CBPR methods

Co-facilitators: Suriani Dzulkifli and Nandita Bhatt

- Based on the arts-based presentations and examples given by Darlene, Suriani and Nandita on the previous day, mentors were asked to facilitate a CBPR arts-based method in small groups.
- The mentors were given seven CBPR methods to choose from including mural, mapping, poetry, theatre, participatory video (cellphilm), music and dance.

Mural

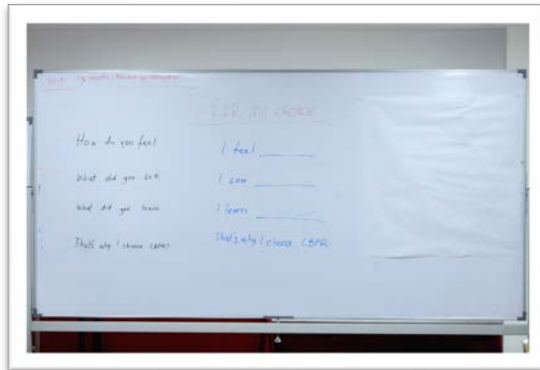




Mapping



Poetry



Theatre





Participatory video (Cellphilmimg)

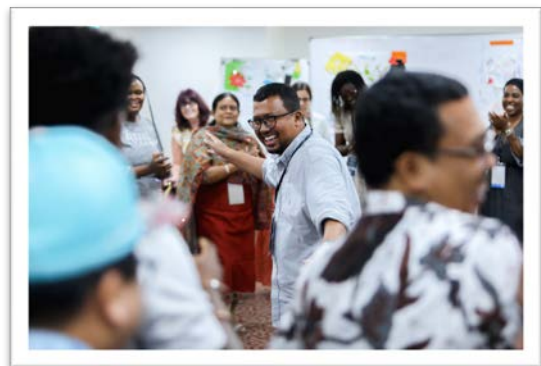


Music





Dance



Day 5

Strengthening K4C hubs and strategic planning

Co-facilitators: Suriani Dzulkifli and Budd Hall



- Mentors were given some time to deliberate and discuss on practical strategies to apply to their own hubs in the next three to five years based on these five pillars: (1) Youth training; (2) Knowledge generation; (3) Community university partnerships and engagement; (4) Well-

functioning and sustainable infrastructure, and (5) Local, regional, and global impacts.

- Next, each hub was invited to present and share the strategies they had brainstormed with the rest of the group.
- These strategies were then sent to Cathie Krull who has been helping the UNESCO Chair in developing a strategic framework.

Day 6

Panel session with Mizan and USM hubs

- Both Mizan and USM hubs were invited to share their experiences in getting institutional support to provide visibility for their respective hubs.
- Mizan hub highlighted the support they have been receiving from USIM as well as their community partners in advancing their hub activities in CBPR.
- Besides research, Mizan hub has been successful in giving visibility to their hub through mainstream media, as well as alternative media such as podcasts.
- USM hub highlighted the challenges they have been facing in getting institutional support but was in the spirit to move forward with hub activities with the hope that institutional support will come later on.

Field visit to Masjid Saydina Uthman and cultural visit around Kuala Lumpur



- Mentors visited the Masjid Saydina Uthman to learn about greenpreneurship.
- The Masjid Saydina Uthman is a mosque located in Bandar Tun Razak which has a youth-led greenpreneur project. The project trains local youth to plant seasonal fruits and vegetables to be sold at markets and local communities.
- Then mentors were brought to Central Market and Petaling Street Market to buy local arts and crafts, and souvenirs.
- Lastly, mentors visited KLCC for a free and easy outing.



Day 7

Reflections using images

Facilitator: Darlene Clover

- On the last day, mentors were asked to reflect on how they were feeling about the week-long residency using images that were provided.



- Most if not all of the mentors expressed gratitude and felt blessed in their participation and experiences that they were able to share collectively during the residency.



- Some of the mentors felt hopeful and committed to take action to make changes in their local communities using CBPR.
- While others were feeling overwhelmed by the experience and were still processing on their actions.

We took one last group photo before saying goodbye to each other. *Terima kasih, Kuala Lumpur. Semoga kita berjumpa lagi!*



Participating mentors

Cohort 5

Mexico hub

- María José Minakata Quiroga
- Rocío Cos

Cohort 6

Brescia hub

- Giovanna Grossi
- Michele Pezzagno

Mizan hub

- Khairunneezam Mohd Noor
- Mohd Dzulkhairi Mohd Rani

Rhodes U hub

- Monica Nombqophiso Canca
- Rene Oosthuizen
- Thandiswa Nqowana

ULimerick hub

- Niamh O'Sullivan

Cohort 7

UNIMAS hub

- Narayanan Kulathuramaiyer
- Noraziah Abdul Wahab
- Rafeah Wahi

USM hub

- Fatehah Mohd Omar
- Geshina Ayu Mat Saat

Cohort 8

Mizan hub

- Hazila Kamaruddin
- Jadzreill Jaafar
- Mohd Faridh Hafez Mohd Omar
- Nuruliza Roslan
- Syafiqah Abdul Rahim

Salish Sea hub

- Ariel Reyes Antuan

Surabaya hub

- Muhammad Andik Izzuddin
- Wiga Alif Violando
- Zaky Ismail

Burkina Faso hub

- Aboubakar Gomna
- Marie Thérèse Maramé Mbengue
- Ousmane Roland Yonaba

Christ U hub

- Kishore Selva Babu
- Valarmathi Balakrishnan

Dayalbagh hub

- Jyoti Gogia
- Rupali Satsangi
- Sona Dixit