

## Resources Available at the UNESCO Chair Website

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“The UNESCO Chair supports North-South-South and South-South partnerships that build on and enhance the emerging consensus in knowledge democracy. It strengthens recent collaboration between the Higher Education section in UNESCO, the Global University Network for Innovation (GUNI) and the Global Alliance on Community University Engagement (GACER). It co-creates new knowledge through partnerships among universities (academics), communities (civil society) and government (policy-makers) leading to new capacities; new solutions to pressing problems related to sustainability, social and economic disparities, cultural exclusion, mistrust and conflict; awareness among policy makers; enhanced scholarship of engagement; and modified pedagogy of community based research.” (p. 7)

### ***The work of the UNESCO Chair contributes to:***

- Supportive policies: through government support and research funding
- Trained professionals: researchers, scholars, students, practitioners
- Enhanced partnerships: between civil society, universities, North-South-South networks
- Supportive leadership: from academic councils, university administrations, vice chancellors and civil society leaders.

The Chair works to mainstream the practice of community-based research in the teaching and research functions of higher education worldwide. We want to strengthen the engagements between communities, civil society and the academia in ways that contribute to improved well being of all our peoples, as well as the transformation of institutions of higher education themselves. And, we want to promote the discourse on social responsibility of higher education in the perspective of ‘knowledge democracy’. (UNESCO Report 2014, p. 7)

## Project Reports

International Development Research Centre (IDRC) Survey Results 2014

- This report provides a comprehensive overview of a global survey on the support structures that exist for Community-University research partnerships.

Community Engagement Practices in Assam, Indian

- This report looks at community engagement practices carried out at a number of universities/colleges in the Assam area, and provides information on what is working and what can be improved.

Community Engagement Practices in North Bengal University, Siliguri, India

- This report examines the community engagement practices at a number of universities/colleges in the Silguri area, and provides comments on what is working and what can be improved.

#### Community Engagement Practices in Punjab University, Chandigarh, India

- This report looks at community engagement practices carried out at a number of universities/colleges in the Chandigarh area, and provides information on what is working and what can be improved.

### Articles by Budd Hall and Rajesh Tandon

Hall, B. (2009). Higher education, community engagement, and the public good: Building the future of continuing education in Canada.

- This article examines the potential of university-community partnerships to serve the public good. The article explores different aspects of university-community engagement, and highlights examples of programs/institutions involved in such partnerships. There is also a strong emphasis on community-based research and continuing education.

Tandon, R. (2007). Civil engagement in higher education and its role in human and social development.

- This article looks at relationships between higher education institutions and civil society organizations, and how these partnerships have impacted social policy formation and knowledge production. The article provides an overview of effective engagement examples, specifically PRIA in Asia and The Afrikan Multiversity in Africa.

### Annual Reports

#### IDRC Annual Report (September 2014)

- The Annual Report “provides an overview of the progress and project activities completed to date, research impacts and knowledge mobilization efforts, capacity building and highlights the main research findings from the global survey” (p. 5). The report discusses the global survey that was administered to understand the trends and patterns of Community University Research Partnership (CURP) facilitating structures.

#### UNESCO Report (2014)

- This report provides an overview on the first year of work of the UNESCO Chair in Community Based Research and Social Responsibility in Higher Education, from December 2012-December 2013. The report traces the development of the UNESCO Chair, and contextualizes the work in the greater social responsibility in higher

education movement Highlights include events organized by the Co-Chairs as well as keynote speeches that were given. The UNESCO Chair focused on the streams of involvement in its first year: 1. Advocacy and policy development; 2. Strengthening institutional support for community university research partnerships; and 3. Building training capacity for the next generation of community-based researchers.

## General Resources

University Grants Commission (UGC) to establish the Centre for Fostering Social Responsibility and Community Engagement (CFSRCE) in Universities

- This document provides information on the newly established Centre for Fostering Social Responsibility and Community Engagement, located in India. The purpose is to promote community engagement in higher education by encouraging participatory research and research partnerships.

Participatory Research in India (PRIA). (2014). PRIA's Engagement with Higher Educational Institutions (HEIs): Initiatives in Community Based Research.

- This document maps the work of Participatory Research in Asia (PRIA) in promoting community engagement within Higher Educational Institutions (HEIs) in India and beyond. PRIA's approach to promoting community based research and social responsibility of HEIs is: 1. Linking 'formal' learning and the local community; 2. Researching within the community; 3. Sharing knowledge with the community; 4. Designing new curriculum and courses; 5. Involving local practitioners as teachers; and 6. Building capacities on Participatory Research in academia and influencing academic thinking. The document provides a comprehensive overview of these six approaches.

Petter, A. (2013). From Ivory Tower to Public Square: Democracy and the Engaged University.

- This presentation by Andrew Petter, President and Vice-Chancellor of Simon Fraser University, discusses democracy and citizen engagement. He challenges universities to become more publicly engaged, and poses the question "While we are in the process of improving the quality of universities, how might we do so in a way that also serves to create healthier and stronger democracies?"

Bourke, A. (2013). Universities, civil society and the global agenda of community-engaged research.

- This article examines the tension that exists in which "universities around the world are being encouraged by governments to assume greater responsibility for economic development and to translate knowledge into products and services for the market – whilst at the same time being tasked to work with communities alleviating the social and economic excesses of the market" (2013, p. 499)

Abidi, A. (n. d.). Jamia Millia Islamia: A Partner in the Fostering of Social Responsibility

- This presentation discusses the role of Higher Educational Institutions, specifically universities, in promoting and engaging in social responsibility. The presentation highlights Jamia Millia Islamia in India as an example of how universities can work in partnership with communities and engage in service learning. Moreover, the presentation provides a variety of examples of the different projects and initiatives the institution has been involved in.

#### Canadian Community Based Research Centres

- This link is for the Community Development Institute, located at the University of Northern British Columbia. The Institute is involved in a wide range of community research projects, primarily based in rural and northern British Columbia.

#### CBR Network Resource Guide

- This resource guide provides an overview of networks in Canada and internationally that are focused on community based research, community-university engagement, and participatory action research.

#### Enhancing North-South Co-operation in Community University Engagement

- This document outlines a global dialogue/Call to Action that was held on September 23<sup>rd</sup> 2010 on North-South Cooperation in Community-University Engagement. The document also includes the principles underlying the Call to Action.

#### CONCORDAT for Engaging the Public with Research

- This document outlines a mandate for research organizations and researchers to foster public engagement in the UK. One of the primary purposes of this agreement is so that organizations can consider how effective their current approaches are in supporting public engagement.

## Big Tent Documents

#### Big Tent IV The Grand Challenges and The Great Transformation 1

- This Big Tent document explores the question “How can the necessary social, scientific and technological innovations in small communities, in municipalities or councils be brought to people’s minds to a level so that they really can contribute to a comprehensive social change, to the ‘Great Transformation?’” (2013, p. 1). The document also looks at Grand Challenges, which have social, cultural, economic, and psychological implications – such as global warming. Grand Challenges involve a wide range of stakeholders, are systemic, multidimensional, transdisciplinary, and require new creative ways of thinking. Grand Challenges also lead to innovative policy and new approaches to research.

### Big Tent V Declaration

- This declaration is a commitment to making cities a more inclusive space for all, through the partnership of Higher Education Institutions, local government, and community. The document also explores how more than half of the world's population is now living in urban areas, and places a specific focus on the Asia-Pacific region. The document concludes with recommendations on how Higher Education Institutions can contribute to creating more inclusive cities.

### Global Dialogue Final Report

- The Global Dialogue was hosted by the Institute of Education at the University of London, and brought together eight international networks supporting community university engagement across the world. This Global Dialogue took place on September 23<sup>rd</sup>, 2010, and provided a forum for exploring how community knowledge can best be respected and mobilized to better respond to needs within communities. This document also includes the principles underpinning the Call to Action.

### Community University Engagement in 2030: A Scenario

- This document outlines three phenomena that are impacting the world at this time: 1. The intensified, vocal, visible, and powerful citizens' movement led by young people from all places in society; 2. The rapidly increasing demand for post-secondary education in all its myriad dimensions, forms, and contents; and 3. The expressions of need for a deep transformation of society in all areas of activity and across all issues related to how we organize ourselves as a collectivity. Underpinning each of these is the aspirations and actions of youth. The document also imagines what community university research and engagement will look like in 2030.

### Communiqué on Sustainability, Knowledge and Democracy

- This communiqué begins by expressing concern for how the planet is being treated in wake of economic development, how marginalized and impoverished people are excluded, and how stressful lifestyles are contributing to physical and mental health problems on a global scale. A call for action is outlined, stating that there is a need to challenge existing paradigms, to increase the accountability of higher education, and by understanding the connections of our local practices within a global framework.

## Occasional Papers

Parsons, A. (2014). Literature review on social responsibility in higher education. Occasional Paper Number 2. UNESCO Chair for Community Based Research and Social Responsibility in Higher Education.

- This comprehensive literature review “outlines the key themes and debates in the literature on social responsibility in higher education, discussed findings from a jurisdictional scan of policy based definitions of social responsibility in higher education, and examines differences in the literature based on contextual factors in the regions of the world studied...the literature looks at social responsibility as a core function of the higher education institution, the role of the HE in society, partnerships, morality and ethics, USR or University Social Responsibility as a concept, and challenges facing the field” (p. 7).

Participatory Research in Asia (PRIA). (2014). Occasional paper on Fostering Social Responsibility in Higher Education in India.

- This paper discusses community engagement and the growth of community-university partnerships worldwide. The paper then focuses specifically on India and the various innovations and networks existing throughout the country. Different forms of community engagement are explored, such as including practitioners as teachers and creating new curriculum and courses in consultation with local communities. Finally, a number of key recommendations are offered: Alliance for Community Engagement; Autonomous Empowered Committee on Community Engagement; Curricula Flexibility; Crediting Community Engagement in Higher Education Institutions; and New Community Institutions.

Report of the Sub-committee on Community Engagement

- This report offers a number of recommendations on how to strengthen the community engagement of Higher Education Institutions, with a particular focus on India. The recommendations are the same ones found in the previous document, and focus on bridging the gap between theory and practice, honouring community knowledge as valid and as an equal contributor to the development of innovations, facilitating partnerships, catalyzing the values of public service and active citizenship amongst youth, and undertaking research projects that are need-based and community-oriented.

## Event Reports

There are also a variety of event reports available on the UNESCO Chair website. These reports provide an excellent overview of the diverse work the UNESCO Chair is involved in.

- Symposium on “Mainstreaming University-Community Research Partnerships” (April 9<sup>th</sup>, 2015)
- Building Capacities of the Next Generation of Community-Based Participatory Researchers (April 10<sup>th</sup>, 2015)
- Launch of the book on “Higher Education and Community Based Research”
- Report on the Education Dialogue on Strengthening Community Engagement and Social Responsibility in Higher Education, Assam (2014)
- Seminar on Community Engagement in Higher Education Institutions Planning Commission, New Delhi
- Tandon, R. (2014). Knowledge Democracy: Reclaiming voices for all.

- Report on the Conference on Participation and Power, Aalborg University, Copenhagen, Denmark (June 2013)
- Report on the Going Global Conference, Miami (April-May 2014)
- Presentation on “Deepening Public Engagement in UK Universities” by Dr Paul Manners at the Going Global Conference, Miami (April-May 2014)
- Presentation given by Dr Rajesh Tandon at the Going Global Conference, Miami (April-May 2014)
- Remarks by Dr Budd Hall at the Going Global Conference, Miami (April-May 2014)
- Report on the Living Knowledge Network Conference, Copenhagen (April 2014)
- Report on the Education Dialogue on “Strengthening Community Engagement and Social Responsibility in Higher Education”, North Bengal University, Silguri (March 2014)
- Report on the Education Dialogue on “Strengthening Community Engagement and Social Responsibility in Higher Education”, Punjab University, Chandigarh (March 2014)
- Report on the Panel Discussion on “University Approach to Widening Access: Opportunities in Community Colleges, Chandigarh (March 2014)
- Report on the First International Forum on University Social Responsibility, Seoul (March 2014)