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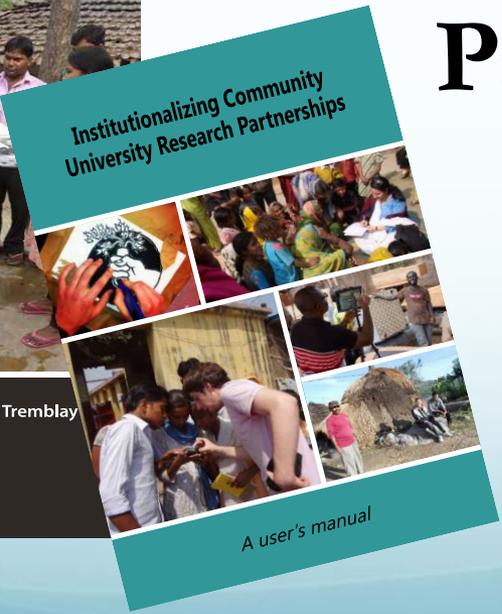
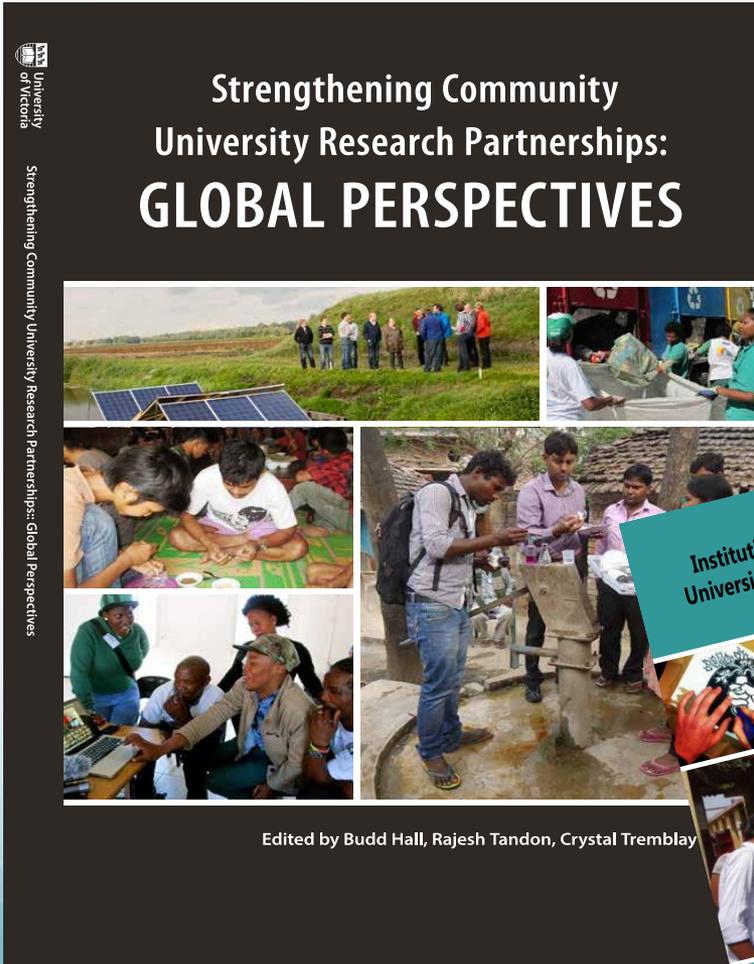
UNESCO Chair in Community Based
Research and Social Responsibility
in Higher Education



CBRC Webinar Series
March 4th, 2016

Drs Budd Hall and Crystal Tremblay, UNESCO Chair in CBR

Strengthening Community University Research Partnerships



Global Study on Organizational Structures of CURP

Methods and Outputs:

- Global web based survey - 336 responses from 53 countries in 4 languages.
 - Respondents from HEI, CSO, funding agencies, and policy makers.
- 12 Country case studies
- Products: an e-book and a set of practical guidelines
- Open Access policies: <http://unescochair-cbrsr.org/unesco/publications/>



Key Survey Findings

- Global South data difficult to obtain
- Large variation in the language, conceptualization and practice of these engagements
- ‘Knowledge cultures’ of CSOs and HEIs vary tremendously
- Contradiction between professed commitment to co-construction and practice of doing CBR (*i.e. origins of research, sharing of resources*)
- Expressed need for building community capacity to play equitable roles in the research partnerships
- Over 60% of HEIs identified have some form of facilitative structure created within the last 10 years



C.Wardhani, Indonesia



Survey Highlights

Institutional supports

- Over 60% of HEIs identified have some form of enabling CURP structure created within the last 10 years
- Over 60% of CSOs do not have access to library and academic funding opportunities
 - Strong evidence for capacity at CSO level
- CSOs rely heavily on volunteers. More than 65% of CSOs have between 1-20 volunteers



W.Lepore, Argentina



C.Tremblay, South Africa

Survey Highlights

Role and Process of Partnership

- Co-creation of knowledge is a primary goal in CURP (95%)
- Less than 15% of CURPs originate in the community
- Participation in decision-making and distribution of funds is predominantly controlled by HEIs.

Challenges and Recommendations

- Differences in timeline expectations (43.7%), and participation of members (42.9%)
- Different nature of knowledge cultures and diverse institutional processes that shape how research partnerships function



J.Gutberlet, Brazil



H.Mulder, Netherlands

Survey Highlights

Training in CBR

- Over half the respondents have not had training in CBR
- Most common training need is CBR methodology
 - including the philosophy and practice of co-created knowledge and ways of increasing equity in partnerships
 - methods and tools in participatory research, research design, data collection and analysis



B. Hall, Canada



Country Case Studies

Two categories of countries:

1. Those where a clear national/provincial policy for such engagements and partnerships already exist.

- *Canada, South Africa, United Kingdom, Indonesia, Argentina, Netherlands, United States, Brazil*

2. Those countries where such policies are in the making and potential for institutionalization of such policies is very high.

- *India, Uganda, Ireland, Jordan*

- Existing policies and funding mechanisms reviewed in each country
- 2 HEI and 2 CSO selected for institutional review

Comparative Analysis of Country Policies, Institutional Structures, and Networks

1. When overall policy framework at national/provincial levels positions Higher Education (HE) as **contribution to socio-economic transformation**, there is greater readiness to accept Community Engagement (CE) as an integral part of the mandate.
2. Explicit inclusion of CE in national policy is **a more recent phenomenon** in most countries, and it encourages HEIs to institutionalize CE.
3. When government **creates a focal office** on CE, HEIs take it seriously and practices get institutionalized.
4. Very few such CE structures within HEIs are **co-governed with community representatives**, and mostly remain within the unilateral control of HEI administration



Comparative Analysis of Country Policies, Institutional Structures, and Networks

5. Where explicit focus on research in CE is encouraged through **funding councils/schemes**, HEIs engage in building research as a part of community engagement plans/activities.
6. Principles of **mutuality and co-construction of knowledge** with community is not explicitly incentivized in such funding mechanisms.
7. **National networks for knowledge sharing** of CE with focus on research generate greater momentum at national/provincial levels.
8. **Provision of awards**, recognitions and accreditations of universities for engaging in CE activities further incentivizes CUE.

Some Conclusions



- When national policy creates formal expectations to promote CE, HEIs tend to show greater readiness and financial support for CE
- Top leadership of Ministries/HEIs can have huge impacts on promotion of CE in general, and CURPs in particular; by prioritising CE in research functions
- Middle level leadership—Deans, Centre Directors, Professors—and student leaders can nurture and operationalise CE by championing these in their faculty, centres, associations
- Even with monitoring mechanisms, accountability to communities and reporting to civil society is not a common practice at all

Some Conclusions

- Long term commitment is required to institutionalise such practice; 5-10 year partnerships is critical
- Investing in CB of students and faculty at HEIs in CBPR methodologies is critically missing
- In general, civil society has shied away from demanding greater responsiveness and accountability from HEIs in various countries around the world
- The mind-set in HEIs continues to negate community knowledge and practitioner expertise in research;
- Widespread systematisation of practitioner knowledge and sensitisation of the next generation of researchers can make a difference