

Training the Next Generation of Community Based Researchers

A Guide for Trainers

Rajesh Tandon, Budd Hall, Walter Lepore and Wafa Singh



2016

© PRIA and University of Victoria, 2016

This publication is licensed under a Creative Commons license, Attribution - Noncommercial - No Derivative 3.0 (see www.creativecommons.org). The text may be reproduced for non-commercial purposes, provided that credit is given to the original author(s).

To obtain permission for uses beyond those outlined in the Creative Commons license, please contact PRIA at library@pria.org

This manual is an initiative of the UNESCO Chair in Community Based Research and Social Responsibility in Higher Education, under the project “Building the Next Generation of Community-based Researchers (The NextGen Project)”, supported by the Social Sciences and Humanities Research Council (SSHRC) of Canada.

Cover photographs (clockwise from top left):

First Nations University of Canada, Regina, Saskatchewan, Photo credit A.M. Miller; Sidewalk science session of the Morris Justice Project (see <http://morrisjustice.org/>), Photo credit Dr. María Elena Torre; Young co-investigators reviewing data, Photo credit Dr. Gina Porter; Women in Rajasthan, Photo credit Dr Crystal Tremblay

ISBN No.: 81-89021-33-8



United Nations
Educational, Scientific and
Cultural Organization



University
of Victoria



Knowledge. Voice. Democracy.
PRIA

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

Table of Contents

Acknowledgements.....	v
Introduction	vii
PART 1 Understanding community based research.....	1
Historical trajectory	1
How can CBR help strengthen community-university engagement?.....	2
Community based research vis-à-vis conventional research.	3
Benefits of doing community based research.	3
PART 2 Key findings of the global study on ‘Building the Next Generation of Community-based Researchers’ (The NextGen Project).....	5
Major findings.	6
Recommendations and suggestions.	7
Key takeaways.	9
PART 3 Pedagogical framework for training of next generation community based researchers.	11
An orientation towards research ethics and values.	12
Development of a deep understanding of power and partnerships.	13
Incorporation of multiple modes of enquiry	14
Participation in learning CBR and ensuring a balance between classroom (theory) and field (practice). .	15
The role of researcher as CBR facilitator.....	17
PART 4 Conclusion.	19
PART 5 References.	20

Acknowledgments

The initiatives of the UNESCO Chair in Community Based Research and Social Responsibility in Higher Education are an outcome of collaboration from our respective home institutions, the University of Victoria (Canada) and the Society for Participatory Research in Asia (India), and a wide variety of partner organisations, friends, researchers, funding agencies and civil society leaders. For more than forty years, Drs. Budd Hall and Rajesh Tandon, the Co-Chairs, have worked on research projects and advocacy that have intensified their commitment and passion for community-based participatory research, and collaborative and transformative partnerships between civil society and higher education. In the last four years the UNESCO Chair has worked with many global and regional partners in identifying issues of policy development and advocacy for the vision of knowledge democracy, community-university research partnerships, and the role of civil society in knowledge creation, and in the theory and practice of the co-construction of knowledge.

A very special thanks to the Social Sciences and Humanities Research Council of Canada (SSHRC) for its generous support to undertake the NextGen project, and to Eric Bastien, Deputy Director of the Partnership Division in particular. The UNESCO Chairs are grateful for the support from colleagues in India including Sheela Patel, PRIA's Chair of the governing board, as well as Pawan Agarwal, Pankaj Mittal, Meenakshi Gopinath, Devi Prasad, Lalita Ramdas, Bindu Baby, Sujit Sourav, Zakir Husain, Satheesan, T., Surjit Singh and Col V.P. Gupta. Likewise in Canada we are deeply indebted to the following people for their wonderful support: Jamie Cassels, President of the University of Victoria; David Castle, Vice President Research; Patricia Marck, Dean of Faculty of Human and Social Development; Catherine Althaus-Kaefer, Director of the School of Public Administration; Shawna McNabb and Emma Stuart with the Human and Social Development Research Administration Centre; Rosemary Ommer and Nicole Kitson with the Office of Research Services of the University of Victoria; and Crystal Tremblay, Director of Research at the UNESCO Chair in Community Based Research and Social Responsibility in Higher Education.

We would also like to acknowledge the many individuals, organisations and networks that have helped us reach out to so many to seek their ideas and experiences. In the course of undertaking this global study, we have benefited from special inputs and support from the thematic experts of the project who played a crucial role in every stage of this research: Leila Harris (IRES at UBC), Alison Mathie (Coady International Institute), Martha Farrell (late) with the PRIA International Academy, and Leslie Brown, former Director of the Institute for Studies & Innovation in Community-University Engagement at the University of Victoria. We are also thankful to the research assistants who worked under the supervision of our thematic experts undertaking the systematic reviews and helping with the design and distribution of the survey and the identification and development of the case studies: Tabitha Foulkes, Angela Easby and Joana Silva (University of Victoria), Kelly Sharp and Jessica Jin (IRES at UBC), Audrey Michaud and Sheena Cameron (Coady International Institute), Aparna Santha-Jayanthan (PRIA), and Johanna Haffenden.

Many other people were crucial to the design, translation and/or analysis of the global survey: George Openjuru, Heather McRae, Tricia Roche, Shirley Walters, Mawethu J. Nyakatya, Jean-Marc Fontan, Marjorie Mayo, Maria Alejandra Herrero, Enrique Ochoa, Sarah Marie Wiebe, Carol Ma Hok Ka, Norbert Steinhaus, Henk Mulder, Liam Roberts, and Jose Blanes. We would also like to thank the following partners for the distribution of the survey: Talloires Network, PASCAL Observatories, Global University Network for Innovation (GUNi), Centro Latinoamericano de Aprendizaje y Servicio Solidario (CLAYSS), Centro Boliviano de Estudios Multidisciplinarios (CEBEM), Red Iberoamericana de Aprendizaje y Servicio Solidario, Better Futures Network, Living Knowledge Network, among others.

We acknowledge the support from our funders and network partners including: the International Development Research Centre (IDRC), the Canadian Commission for UNESCO, the Association of Indian Universities (AIU), the National Coordinating Centre for Public Engagement (NCCPE), Association of Commonwealth Universities (ACU), Asia Pacific University Community Engagement Network (APUCEN), East Asia Service Learning Network, Global Alliance for Community Engaged Research (GACER), East African Participatory Research Network, The Research Universities Community Engagement Network (TRUCEN), Community-based Research Canada (CBRC), Makerere University and Gulu University (Uganda).

Finally, we would like to thank Inba Kehoe from the University of Victoria Libraries.

We are very grateful to all the people that have contributed to this work in various ways. Thank you very much.

Introduction

We are pleased to provide this brief manual as a companion publication to our more extensive study and book, *Knowledge and Engagement: Building Capacity for the Next Generation of Community Based Researchers*. This manual, like the book and our previous publications under the aegis of the UNESCO Chair,¹ is open access and free for all to download. Of course readers may have it printed locally if that is convenient.

As we have noted in both the full book and in this manual, while the literature on community based research (CBR) in general has been growing at a fast pace, surprisingly little attention has been devoted to facilitating learning in CBR. We have always emphasized, CBR is not a methodology nor a cookbook of tools of research. It is an approach to co-creation of knowledge based on the acknowledgement that multiple sites, modes and forms of knowledge production co-exist in society today. It harvests this plurality in order to produce knowledge for transformative change. Hence CBR is a contribution to knowledge democracy.

We hope that you will find this manual useful. We would be delighted to have comments, suggestions and other reflections from readers. We are committed to our own continuous learning in this rich and exciting way of being in the world.

We invite you to help build the movement! The UNESCO Chair would love to hear from you about your experiences in providing learning opportunities in universities, civil society organizations or social movements for persons to learn to do CBR.

Write to us at bhall@uvic.ca and rajesh.tandon@pria.org

Rajesh Tandon, Budd Hall, Walter Lepore, Wafa Singh

¹ *Strengthening Community University Research Partnerships: Global Perspectives and Institutionalizing Community-University Research Partnerships: A User's Manual*

PART

1

Understanding Community Based Research

Community based research (CBR) is a form of action research that involves research partnerships between university-based academics and communities, emphasizes lived and experiential knowledge to guide the research process, and promotes capacity building to empower communities to take a leadership role in the research process. CBR projects bring project stakeholders together throughout the research process, from identifying the issues to collecting and analyzing the data, to developing strategies to bring results to policy makers with the goal of producing systemic social change (Guta & Roche, 2014, p.156).

There is an upcoming body of knowledge that recognizes the value of linking community-based knowledge with academic, scientific knowledge in the creation of 'knowledge democracy'. Increased knowledge democracy means, among other things, recognizing civil society or communities as a source of knowledge about complex issues. It means, for example, valuing the knowledge of those living without adequate access to water in Africa, women elected officials in local government in India, or those holding traditional Indigenous knowledge in Latin America (Lepore, 2015, p. 5). Thus:

"Community-based research (CBR) involves research done by community groups **with or without the involvement of a university**. In relation with the university, CBR is a collaborative enterprise between academics and community

members. CBR seeks to democratize knowledge creation by validating multiple sources of knowledge and promoting the use of multiple methods of discovery and dissemination. The goal of CBR is social action (broadly defined) for the purpose of achieving (directly or indirectly) social change and social justice" (Strand et al., 2003, p.5).

Historical trajectory

An important underlying common element across different iterations of CBR is the perceived need to construct an alternative to positivist forms of research and respond to the urgent demand for a more socially just world (Hall, 1975; Kindon et al., 2007). An early and important site of CBR was the Institute of Adult Education at the University of Dar es Salaam in Tanzania, and the work of Budd Hall, Marja-Liisa Swantz (1982) and others. Beginning in the early 1970s, a variety of Tanzanian and expatriate researchers working in Tanzania had grown uncomfortable with the limitations of what they felt were colonial approaches to research in the fact of a nation that was in transition to socialism. In the context of this early work, the concept of 'participatory research', or PR, was first coined (Hall, 1975).

Glassman and Erdem (2014) identify the origins of critical participatory research as emerging in the 1960s and 1970s in the developing world. According to Tandon (1981), theoreticians may give the label of participatory research, but its practice is quite common in groups engaged in the

process of re-awakening the weakest sections of our society. As examples of such efforts, one may mention the organization of landless labourers in Dhulia district of Maharashtra, India that has used a similar methodology in identifying the records of people whose land was illegally alienated from them. Another well known case is the Chipko movement in Uttar Pradesh, India (Tandon, 1981). The terms participatory action research (PAR) and participatory research continue to be used in the 21st century, principally in the Majority World, to describe research with emancipatory goals that uses popular participation to democratize knowledge production (Hall, 2005; Lykes, 2013; Pain, 2004; Swantz, 2008; Tandon, 1988; van der Riet, 2008; van der Riet & Boettinger, 2009).

This wave of critical research was “looking to throw off the intellectual, social, and material shackles of colonialism...and it was more revolutionary as opposed to being simply reactionary to the existing social order” (Glassman and Erdem, 2014, p. 207). Researchers identified a need to challenge what constitutes knowledge production and who is allowed to take part in this process, with the idea that education and knowledge for real life contexts were key to emancipation. Central to this new way of doing research was the idea that social change needs to happen from the grassroots (Fals Borda & Rahman, 1991).

“A paradigm shift is underway with new forms of knowledge or recovered Indigenous forms of knowledge coming to the fore, not least in Latin America. It has been referred to as ‘epistemic decolonization’, as local, gendered, and Indigenous knowledges are recovered, reinvigorated and revalorized. We see coming to the fore much more relational (and less individualistic and scientific) modes of knowing, doing and being. We could argue that the newfound interest in community-based research with all its variants and contradictions is part of this new wave of thinking” (Munck, 2014, p.25).

Further, the varieties of different terms that exist to describe CBR reflect the diversity of academic traditions and social contexts within which these terms have gained popularity. Etmanski et al. (2014) identify 28 terms and traditions associated with CBR (e.g., action learning, engaged scholarship, participatory action research, collaborative inquiry, just to name a few), and note that *“there are two defining characteristics of this body of research: it is action-oriented and it is participatory”* (p.8).

How can CBR help strengthen community-university engagement?

Community based research acts as a tool for community-university engagement and community university research partnerships, by facilitating the process of partnership between the university and community and bringing them together for achieving mutually beneficial goals and shared interests. Being community driven and action-oriented, CBR enables the practice of universities engaging with communities, to carry out research which has societal relevance and academic validation. It hence acknowledges the presence of multiple forms of knowledge, by bringing together diverse stakeholders to work towards individualistic benefits and holistic societal development.

Community based research has become an integral element of the contemporary university’s repertoire of activities. It may take different forms and respond to different priorities, but it is no longer a marginal activity. It now joins community based learning (which has a much longer history) as a key component of what is becoming known as the engaged university (Munck et al., 2014, p.1). Therefore, CBR also contributes to the purpose of universities fulfilling their social responsibilities, by partnering with local and regional communities in order to make them socially vibrant, economically secure, and environmentally sustainable.

Community based research vis-à-vis conventional research

There are several differences between CBR and conventional research.

Parameter	Community based research (CBR)	Conventional research
Who are the researchers/ Who conducts the research?	Community members with or without the involvement of a university	The academic community
What is the purpose of the research	Contribute to the betterment of a particular community; social change, social justice	To contribute to the body of knowledge on a given topic
Who is the research intended to serve?	The local community and the academic community	The academic community
Whose knowledge counts?	Both community members and academic experts	Academic experts
Who determines the topics to be researched?	Members of the local community themselves or in collaboration with the academic experts	Funders' interests, academic interests, professional interests and personal interests
What is the rationale for choosing the research methodology?	Community empowerment and mutual learning	Academic conventions; the pursuit of "truth" and "objectivity"
Who has ownership over the research results?	One who designs and controls the research, i.e., community members alone or the former and academic researcher if the research is done in collaboration	The researcher
What aspect of research is emphasized?	Research process	Research outcomes
Mode of presentation	Varies widely and may take multiple and creative forms (for example, video, theatre, written narrative)	Written report
Means of dissemination	Any and all forums where results might have impact: media, public meetings, informal community settings, legislative bodies and others	Presentation at academic conferences, submission in journals

Source: Adapted from Strand et al. (2003, p.9) and University of Delaware (2016).

Benefits of doing community based research

Community based research yields knowledge less likely to be identified in the more traditional research approaches. Further, it also entails a number of benefits for different stakeholders, in addition to general overall benefits (Israel et al., 1998; University of Utah, 2007). They are:

Benefits to the university:

- Creating knowledge in the context of application
- Enhancing societal relevance of the research
- Enriching research training and university course integration with societal relevance and cultural sensitivity

Benefits to the community:

- Learning how to enhance capacity, such as by conducting research
- Accessing resources, such as funds, knowledge, and labour

- Changing social or personal inequities and solving problems

Benefits to society:

- Leads to overall societal betterment by enhancing participatory and democratic processes
- Provides sustainable solutions to pressing societal challenges
- Partnership between key stakeholders in the society leads to development of mutual trust and fostering harmonious relations between people and institutions

PART

2

Key Findings of The Global Study on ‘Building the Next Generation of Community-based Researchers’ (The NextGen Project)

Questioning where the next generation of community based researchers would be able to learn CBR, the UNESCO Chair turned to Canada’s Social Sciences and Humanities Research Council (SSHRC) of Canada to support a global study titled ‘Building the Next Generation of Community Based Researchers’ (a.k.a. the NextGen project). The project intended to find out where people in various parts of the world have been learning to do CBR, what principles of CBR might be derived from these diverse learning locations, and explore various partnership arrangements that might lead us toward more collaboration in building global capacity in CBR.

The NextGen Project aimed at creating new interdisciplinary knowledge on pedagogies of learning and teaching participatory research in four thematic areas: (i) asset-based community development, (ii) governance and citizenship, (iii) water governance, and (iv) Indigenous research methodologies. Our partnership included four international lead organizations respectively working in those areas: the Coady International Institute at St. Francis Xavier University (Canada), Participatory Research in Asia (PRIA, India), the Institute for Resources, Environment and Sustainability (IRES) at the University of British Columbia (Canada), and the Institute for Studies & Innovation in Community-University Engagement (ISICUE) at the University of Victoria (Canada). Our four thematic lead partners

have extensive research, teaching experience and global reputations providing CBR training in their areas of expertise.

The overall objective of the Next Gen project has been to increase access to high quality training in CBR within higher education institutions (HEIs) and civil society organizations (CSOs). The goal was to identify and examine: 1) current regional sources for the training of new community based researchers; 2) CBR training practices and programs related to the four thematic areas of interest; 3) lessons learned in pilot studies on training in CBR; and 4) experts and institutions involved in participatory research to collaborate as partners in a global network of training in CBR. Of critical importance to this study was the issue of how the next generation of knowledge practitioners and researchers will gain access to the methods, tools and values of CBR in order to promote the use of research by community members and encourage the collaborative creation of knowledge democracy. This research project aimed at understanding the current state-of-the art in pedagogies and strategies for building CBR capacities, and to work towards the strengthening of the existing training fieldwork and the theoretical and curricular content on participatory research in HEIs and CSOs around the world.

To collect relevant data on training in participatory research and describe existing pedagogies and strategies for building CBR capacities, the project

triangulated information gathered through three instruments:

- (i) Five thematic reviews on CBR training (including practices, literature, curricula, material, best practices, institutions and experts, etc.) looking at the application of CBR to the fields of water governance, citizenship and action, asset based community development, participatory research in Latin America, and Indigenous ways of knowing.
- (ii) A global web based survey on training CBR that supplements what we know from the existing literature and materials on training in participatory research. The questionnaire was designed in collaboration with our partners in order to capture a diverse and broad understanding of concepts, materials, approaches and practices of training and teaching CBR around the world.
- (iii) Twenty-one institutional in-depth case studies of organizations or networks of organizations in various parts of the world that have been active in the training of community based researchers. The thematic reviews and the global survey helped us identify these exemplar CBR training practices.

Major findings

One of the major learnings that accrued out of the study was that CBR, an upcoming yet popular branch of research, is however not without challenges and limitations. In particular, the global survey came up with a number of findings with respect to variations in the practice of CBR across the world, as well as the different challenges it is faced with, both in academic and community settings. These include (Lepore, 2015):

Learning and teaching CBR

- On average, 90% of the respondents have had previous experience in CBR.
- However, 16% of respondents were never trained to do CBR, while most respondents have not had any formal learning experience in participatory research.

- The predominant ways of acquiring CBR capabilities are autodidactic, self-directed learning (56.9%) and on-the-job training (47.7%).
- Among formal opportunities, training is mainly dominated by workshops (1 to 10 days duration) and university courses, and to a lesser extent by short-term courses (2 to 10 weeks), medium term training programs (3 to 6 months) and online training programs.
- Regarding teaching and training materials, activities and resources, approximately 45% of respondents believe that traditional published research and grey literature were highly useful for learning CBR.
- Over 60% of the survey respondents consider that the most effective training approach to CBR is participating in community actions, i.e., any collective action taken with a community to address or engage with a particular issue, and almost half (47.9%) valued performing creative activities (e.g., music, theatre, storytelling) as very or extremely useful for building capacities in CBR.
- Almost a quarter of respondents (24.1%) have never received any CBR training using video materials although there are lots of educational videos on participatory research available on the Internet.
- Web based video training is relatively new (approximately less than 10 years old) and most of the respondents have more experience with traditional educational activities, such as lectures, face-to-face interactions and audio-visual tools.
- Despite the relevance of experiential learning approaches, our survey results reveal that almost a third (30%) of students enrolled in HEIs have never taken community actions or performed creative activities as part of their training in CBR.
- It emerged that the predominant learning materials offered to students are traditional and grey literatures; however, many of them rated those resources as slightly or not at all useful to learn CBR.

- HEI based training continues to be taught in traditional classroom-type approaches for the most part, while learners are calling for experiential opportunities to develop CBR capacities that most current academic programs are not properly structured to offer.
- There also emerged different preferences for funding sources according to the institutional affiliation of our respondents. Majority of people working in HEIs and the private sector would be supported from professional development funds; those in CSOs would mostly apply for grants of national/international foundations; while respondents working in the public sector would consider government funding agencies as the primary source of funding to receive more training in CBR.

Training the next generation of CBR practitioners and scholars

- The survey findings underscore a strong interest in the provision of training for participatory research. For instance, every 9 out of 10 respondents manifested their interest in receiving more training opportunities in CBR.
- Among the respondents who are not interested in learning more CBR, over 60% of them were university professors, while 100% of surveyed students expressed their interest in getting more training in CBR.
- Almost a third of respondents (31.8%) consider short-term learning experiences (i.e., workshops) as the most useful training they would like to receive in the future, followed by short-term courses (26.3%), online training courses (23.2%), medium-term programs (18.8%) and university courses (15.1%).
- Among the informal types of training, respondents would prefer to get on-the-job (workplace) learning and one-on-one mentorship, rather than self-directed, autodidactic experiences which so far have been the predominant ways of learning CBR.
- Different training preferences emerged across geographical regions. For example, we noticed in Africa, there was a stronger interest in short-term courses (31.6%) but not so much in university courses (6.8%). Asian respondents, on the other side, expressed a much higher interest in workshops (38%) and short-term courses (33.5%) but less in online training (16.7%). In Latin America, on the contrary, less than 20% of respondents consider workshops as a highly useful training option, but there is a much higher demand of university courses (30.8%), online training (30.5%) and 3-to-6 month courses (25.1%).
- Greater targeted funding is still required for those mandated to learn research methodologies, as well as for training needed for CSOs and courses for HEI students.

Recommendations and suggestions

The survey also explored the respondent's views and perspectives on what can be the ways forward (actions and strategies) in promoting teaching, learning and training in CBR. Some of the suggestions that emerged were:

Knowledge systematization and dissemination

- Systematizing the existing information and exchange experiences so academics and communities from different parts of the world can directly share the challenges and successes of participatory research projects in different contexts.
- Greater documentation and open data demonstrating the value and impact (both global and local) associated with CBR work; for example, how quantitative data could be validated and substantiated through using mechanisms of CBR.
- Creation of national and regional hubs where practitioners and researchers could exchange ideas, more avenues for publishing CBR based researches, regular conferences and symposia to generate recognition of the importance of CBR amongst the more 'traditional' sectors in the university and professional communities, and use of social media to disseminate current work, events, activities and debates.

Leadership and mentorship

- Appointing good mentors at the graduate level and in community settings, who have experience doing quality CBR and a critical pedagogical approach; experts in the community who do CBR well to collaborate as partners; and the appointment of innovative individuals to drive community-university engagement and CBR at the university and community levels.
- However, the challenge here is to find committed tutors and educators with a wealth of experience in the field, willing to share their experience and practice and build champions in the participating institutions.
- Passion about CBR is an essential pre-requisite for teaching and learning participatory research in any setting and context.

Funding and incentives

- Lack of support for citizen focused initiatives and institutional resources emerged as a major obstacle for providing workshops and courses on CBR. Strengthening the relationships between the community and HEIs is a key condition to do CBR, but it requires significant investment to build capacity for CBR.
- More access to funding for community practitioners is needed, as well as more funding opportunities for dissemination events outside the Northern hemisphere and for supporting university awards and recognition of CUE practices.
- A major strategic line of action in this area is the institutionalization of CBR within academic institutions to include policies supportive of faculty and students who engage in CBR, such as internships, scholarships for students, use of the institution's facilities for CBR, and the use of community engagement as one of the major criterion for the personal promotions of academics and tenure decisions.

Teaching and training

- Encouraging the 'early immersion' of students in participatory methodologies since their first years at the university and, then, mainstreaming CBR into all research methods and related

courses. This would expose as many students as possible to participatory research tools, principles and benefits as part of their degree programs.

- Embedding CBR within the curricula at all levels of HEIs would require, among other actions, not only changes in existing teaching programs but also co-developing research projects with community partners and students; providing students the opportunity to work alongside faculty members right from the beginning of the project so they can understand and appreciate the time, effort and thinking that happens behind the scenes; and building a fluid learning environment such that community members are invited into the classroom, while students and faculty members go into the community setting as a platform for mutual learning.
- Considering the high demand for practical training with solid theoretical background outside of the higher education sector, there is need for better use of community resources, informal training from community members, and the necessary modification of training modules based on participants' feedback.
- The university community needs to get out of the classroom and into the field, encourage experiences in the design and implementation of CBR projects, set multidisciplinary teams and include more practical exercises when teaching and training CBR.

Community - university engagement and partnerships

- Funding to be directed towards meaningful community based partnerships (i.e., sustainable, with longer term impacts and mutual benefits); rewarding scholars who engage in community based projects and produce community based knowledge, not just publications in scholarly journals; advocating with funders to provide resources and reward to non-profit organizations who pursue research connections with universities; and supporting institutional framework for community-university engagement and CBR at higher organizational levels.

- Training in group facilitation skills, in particular consensus decision making, conflict resolution, delegation of tasks, and cross-cultural communication; continuous reflection on ethics issues; and the creation of community based advisory communities for long-term projects.
- Developing interpersonal relational capacities is critical to accurately reflecting the needs of the community over the goal of the researchers, treat the community as active and not passive participants in the research projects and teaching programs, and involve community partners from the very beginning in the development of research priorities, research questions and methodology.

KEY TAKEAWAYS

- There is high demand and a low offer of CBR training opportunities. The main challenge is how to meet the existing demand of training in CBR and how to complement the existing offer.
- Specialized training is needed in CBR in the four thematic areas of the NextGen project (water governance, Indigenous research methodologies, asset-based community development, and governance and citizenship) as well as in broader multi- and inter-sectoral fields.
- There needs to be a mix of training opportunities in every region that includes face-to-face learning, online options, experiential learning, as well as short and long term training courses.
- Future training opportunities should take into account regional differences (e.g., learning cultures, infrastructure, languages) and provide contextually important learning materials.
- Different dimensions have to be taken into account when designing and offering more training opportunities in CBR, for instance, the location of training (e.g., HEIs, CSOs, community settings); the expected length of engagement in CBR (i.e., over a long period and/or controlled by local community, or short term CBR like in some participatory action research and service learning activities).

PART

3

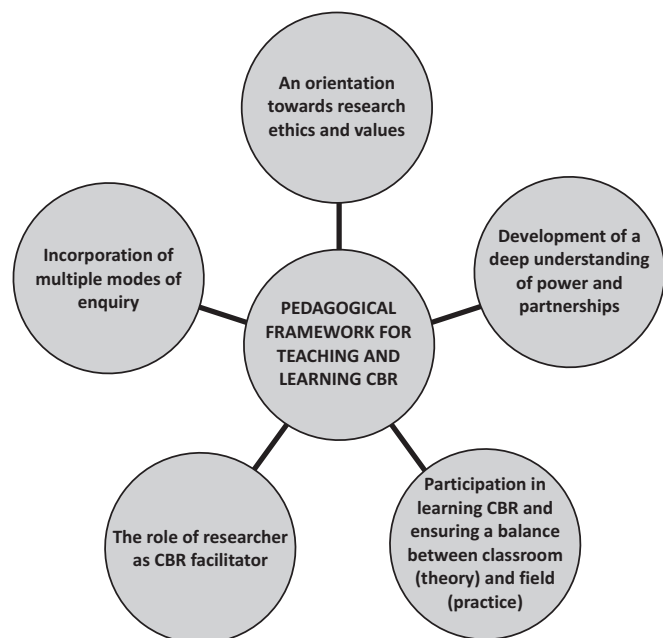
Pedagogical Framework for Training of Next Generation Community Based Researchers

While the literature on teaching of CBR is limited, there are a plethora of institutions and communities throughout the world engaged in and conducting CBR, which indicates that somehow they have learned how to do CBR despite the lack of systematized knowledge on how to build capacities for CBR. In the absence of clear and coherent information on how to teach or learn CBR, establishing a pedagogical framework serves two main goals:

- (i) To lend some coherence to the commonalities that exist within the sets of practices, commitments, priorities and agendas which make up the pedagogy of CBR. In a field of research where terms are often debated and the relationship between them is often unclear, any clarification of their common elements and their common pedagogies is helpful.
- (ii) To enrich the pedagogy of CBR by inviting discussion and reflection among practitioners and potential learners. For example, the framework may be of use to institutions or communities looking to refine their teaching practices in CBR, with an interest in reviewing how their current practices reflect or diverge from this framework.

The intention of this framework is to be robust and theoretically well founded, but also flexible and simple enough to be readily translated into effective CBR teaching and training strategies and practices in geographically, politically and culturally

diverse contexts. The framework is made of *five pedagogical principles* emerging from the findings of the Next Gen project, which tend to underpin the pedagogy of CBR and appear relevant to be included in future training of community based researchers (Tandon et al., 2016).



Each principle is explained in the following pages, with practical examples of its application from the cases studies reported in *Knowledge and Engagement* (Tandon et al., 2016).

1. An orientation towards research ethics and values

The importance of ethics and values as basic tenets of quality research and its role in shaping the thought process of researchers cannot be contested. The point to be noted here is that there is a need to go beyond lofty proclamations of ethics and related principles. Its operationalization in day-to-day life in general, or CBR training in particular, is important. Although ethical positioning of individuals, with respect to judging what is right and wrong, starts early in his/her life and career, reinforcing those principles while providing CBR training can help a person become more sensitive to ethical requirements/choices in research. Therefore, such ethical values and principles need to be learnt and reinforced as part of CBR training. It helps researchers practice the norms and principles of ethical behaviour, thereby strengthening their concepts in research ethics as also contributing to their development as a holistic professional.

COADY INTERNATIONAL INSTITUTE, CANADA

CBR training course on 'Action research for citizen-led change' places special emphasis on teaching students/learners about ethics in research. In the course, a two-hour block is dedicated to research ethics code, research Ethics Board's requirements, larger issues of ethical responsibilities, relationship of knowledge to power and decision making, multiple agendas of multiple stakeholders and their ethical consequences. Students are expected to understand the ethics of research, be able to make choices between appropriate methods for research, and be able to assess the quality of community based research.

PUKAR, INDIA

CBR training and capacity building of learners/researchers includes orienting them towards 'ethics in research' through a full day workshop particularly dedicated to it. Participants are taught the importance of asking questions in a sensitive, polite manner; importance of people's right to their own privacy and their right not to participate in any research; keeping critical information about the respondent's safe; and keeping the identity of the respondents anonymous. They are taught ways to seek and record consent - oral, written, visually recorded or audio recorded.

FOIST LABORATORY, ITALY

The pedagogical approach adopted at the summer schools at the FOIST Laboratory, based at the University of Sassari (Italy), focuses on conviviality. The learning tools developed during the course of the study are created by the users themselves, in addition to serving as a knowledge transfer mechanism. The pedagogy also focuses on action research and working in association with the community, as also expressing trust in the latter's own capacities to create knowledge. The laboratory is conceived as a place for autonomy, awareness and significance where people can build ownership of what they do because they are enabled to appropriate the work process as part of a meaningful whole.

UMPHILO waMANZI, SOUTH AFRICA

Umphilo waManzi, a South African NGO, is engaged in improving livelihoods and service delivery to marginalized communities through action research and advocacy. It operates at the local level using active involvement in action research to strengthen the capacity of participants to engage in advocacy and development processes, widening participants' exposure to networks, and complementing local knowledge with external inputs. Umphilo works to enable people's individual and collective sense of agencies by providing opportunities to share and build on their existing knowledge base.

2. Development of a deep understanding of power and partnerships

CBR essentially involves co-construction of knowledge, with communities and researchers working together towards shared goals and mutual interests. However, this process is much more complex than it appears. The dynamics of the process itself, with involvement of several stakeholders, puts a lot of emphasis on power relations and partnerships. Therefore, what is needed is an understanding of the existing power equations and respect for the asymmetries before embarking on working together towards common goals/interests. While the case studies present examples of institutions dealing with this aspect in varied ways (generalized/specialized approaches), we would like to emphasize that this is one aspect of CBR training which future training providers ought to keep in mind while preparing researchers to do CBR.

NATIONAL UNIVERSITY OF IRELAND (NUI), GALWAY

The first year of the MA in Social Work students understand the nuances of CBR projects and its implications when conducting it on the ground and with communities. Therefore, ample time is allocated for the process of building mutual and reciprocal relationships with community partners. This also helps students get first-hand knowledge of the realities and build rapport with the locals. NUI has a commitment to process as well as outcome and to certain partnership principles and values, including: respect for diversity, promotion of equality and a critical awareness of power and power relations in knowledge production, academic-practice relations and wider socio-political contexts.

INTERNATIONAL INSTITUTE OF RURAL RECONSTRUCTION (IIRR), PHILIPPINES

At IIRR, the course on 'Co-Creating knowledge with farmers: Reimagining research relationships' uses both classroom and applied field work for providing CBR training. The course content includes discussion about power differences, and in-depth conversations about farmers' changing roles and responsibilities in conducting field research. The participants of this course are taught to acknowledge the communities' knowledge and expertise, as also the power structures and partnerships prevalent within, which further facilitate the process of collaborative research.

PARTNERS FOR URBAN KNOWLEDGE ACTION AND RESEARCH (PUKAR), INDIA

As part of the Youth and Urban Knowledge Production Program offered by PUKAR, the barefoot researchers who undergo CBR training get an opportunity to spend time with the communities. In this process, the youth get exposed to existing hierarchies and social, cultural and economic diversities of the world to which the learner/researcher belongs, thus enabling them to reflect upon themselves. The training also includes issues like social understanding and community structure.

KATOA LTD, NEW ZEALAND

Katoa Ltd's offering with respect to CBR training places special emphasis on relationship building and creation of rapport with communities. This is exemplified in the manner the training programs are structured. Courses begin with cultural protocols that are about welcoming people, and allowing people to introduce themselves in terms of where they come from and who they're related to. Time is always set aside in workshops for people to strengthen existing and to build new relationships.

3. Incorporation of multiple modes of enquiry

As CBR entails multiple modes of knowledge generation and production, its epistemology too involves multiple methods of research. Going beyond the traditional cognitive approach to research, it is essential to understand the dynamics and varying perspectives of the people involved and the knowledge they entail. Resorting to only perceivable modes of performing research may be far from adequate. Grassroots realities in the field may limit the scope of one research method, while paving opportunities for another. Therefore, the need is to explore varying and multiple modes of generating knowledge. Thinking, knowing, feeling about a particular subject (manifested in the form of arts, music, theatre, role-plays, photovoice, etc.) needs to be promoted as equally effective methods as cognitive methods.

Different modes of CBR enquiry used by training institutions

Institution	Mode of Enquiry		
	<i>Cognition</i>	<i>Action</i>	<i>Affection</i>
Public Science Project, City University of New York, USA	Scholarly articles, lectures, theory talks, method workshops	Community discussions, informal talks	Public forums, community theatre performances, visual art
Sunam Ampel University, Indonesia	Course work	Field based activities	Story-telling
York University, Canada	Materials accessible online (blogs, websites, books, articles, etc); community mapping	Field activities of the students (community based water monitoring, in association with communities)	Story-telling parade (participatory performance), photovoice, art, drama
Training and Research Support Centre (TARSC), Zimbabwe	Course work, web based training	Field work, exchange visits, practicals	Photovoice
International Institute of Rural Reconstruction (IIRR), Philippines	Workshops, case study analysis, interactive lectures	Focused group discussions, field practicum	Role-plays, video showing, games

4. Participation in learning CBR and ensuring a balance between classroom (theory) and field (practice)

CBR, which builds on ‘experiential learning’ (i.e., learnings derived from practical experiences), calls for moving beyond the confines of the classroom. It entails following participatory practices while learning CBR itself. It involves exposing the researchers to practical and lived experiences of the people, to be able to understand and appreciate the principles of CBR. It helps to broaden the researcher’s world vision, and think beyond procedures or prescribed approaches. This, in turn, facilitates creative thinking and inculcates the ability to deal with different situations, differently. Therefore, those providing training to the next generation of community based researchers need to complement classroom sessions with experiential learning opportunities to prepare the researchers to deal with practical situations more effectively and meaningfully.

CEIBA FOUNDATION, USA

The CBR training materials (visual and hands-on) developed for the Water Quality Monitoring Program are delivered through a morning classroom component and an afternoon field session for practice. Similarly, Water for Life Sustainability and Community Health, a service learning course, is one in which post-secondary students at the University of Wisconsin enroll to learn about the fine nuances of water-related human health risks. As part of field based activity, the students engage with the water quality monitoring program throughout the course, as they work with citizen scientists to assess water quality and discuss strategies to prevent water-related health problems.

FIRST NATIONS UNIVERSITY, CANADA

CBR is incorporated in courses such as Indigenous studies, language and linguistics, health, etc. All these courses essentially have a practical component integrated into the structure, which provides experiential learning opportunities to the students. All courses have relevance to Indigenous community realities that allow students to engage with their own history, culture, language and broader Canadian and international social and economic contexts. Indigenous Fine Arts students engage in community based development by becoming culturally aware and incorporating the creativity of their cultures into their work for healing and self-expression.

THE COMMITTEE OF PUBLIC ENTITIES IN THE STRUGGLE AGAINST HUNGER AND FOR LIFE (COEP), BRAZIL

Under its Distance Education Program, COEP offers both conceptual and instrumental courses. While the former is meant for discussions focused on Brazil’s social reality, the latter is meant to provide a guided use of tools which contributes to social action. As part of capacity building activities, it establishes dialogue and collective discussion as driving forces in meaningful learning, and envisages collective work, partnerships, and critical and reflective participation among both teachers and learners.

Participatory Research in Asia (PRIA), India

Established in 1982, PRIA is a pioneer in the global South as a centre for community based participatory research and training. PRIA has promoted 'participation as empowerment', capacity building of community organizations, and accountability of governance institutions. Through building knowledge, raising voice and making democracy work for all, excluded and marginalized citizens, especially women, are supported to realize the vision of vibrant, gender-equal societies. PRIA stands firmly on the side of the excluded and marginalized in all its interventions.

PRIA simultaneously empowers citizens, in particular the poor, marginalized, women and girls, and sensitizes government agencies. Empowered citizens, through information and mobilization, become aware of their rights and responsibilities. Government agencies responsible for providing basic services (of health, water, sanitation, education, etc) are sensitized and their human and institutional capacities developed to meet the needs of the people effectively. Networks and coalitions of empowered citizens are facilitated to work together to influence governance at all levels. The inclusion of marginalized and poor women is vital to the participatory methodology of PRIA. There exists a 'culture of silence' in societies, where the powerful exercise authority. By empowering those women who have for centuries not had a voice, PRIA facilitates breaking this 'culture of silence'.

PRIA offers training in community based participatory research mainly via three modes - face to face interaction (through the Training of Trainers program), online mode (via PRIA International Academy), and field practice. Project based interventions, as part of various projects implemented by PRIA, are aimed at capacity building of learners through the mode of field practice. Being implemented on the ground, this gives an opportunity to learners to acquire experience hands-on, as it provides meaningful experiential learning opportunities. Following the principle of 'learning while doing', the learners refine their skill sets and capabilities as they perform the various tasks and project interventions. PRIA also works in association with a number of other Regional Support Organizations, for providing participatory training.

PRIA follows participatory training methodology in all its capacity building interventions. The approach focuses on motivational learning through experience and practice, combined with clarity on generic concepts. This problem-solving approach helps learners translate the concepts into the reality of their lives, and find practical solutions for the problems they face.

Key Training Materials:

- *PRIA (2011). A Manual for Participatory Training Methodology in Development. New Delhi: PRIA*
- *PRIA (2000). Doing Research With People: Approaches to Participatory Research. New Delhi: PRIA*
- *PRIA (1984). Sehbhagi Anusandhan: Ek Vikalp (Participatory Research: An Alternative). New Delhi: PRIA [Available in Hindi]*

Online reading materials on training programs facilitated by PRIA can be accessed at: <http://digitallibrary.pria.in/cgi-bin/library?a=q&r=1&hs=1&e=q-000-00---0ngostren--00-0-0--0prompt-10--4-----0-1l--1-en-50---20-about---00031-001-1-0utfZz-8-00&h=ddc&t=1&q=Training+of+trainers>

More on the courses offered by PIA can be accessed at: <http://www.pria.org/details-certificate-programmes-23-41> and <http://www.pria.org/details-appreciation-programmes-23-40>

You may also get in touch with PRIA Library (library@pria.org), if you wish to access more reading material related to trainings organized and facilitated by PRIA for community based participatory researchers.

5. The role of researcher as CBR facilitator

An ideal CBR training aims to prepare the 'person of the researcher' as a whole and as a complete unit in itself. It moves beyond preparing the mind of the researcher or refining his/her cognitive skills towards enabling him/her to develop a deeper understanding of his/her existence. In addition to training the individual in basic research skills, the training providers must also emphasize the sharpening of the researcher's affective, spiritual and intuitive capacities. This then helps the latter to transform from an initiator to a facilitator wherein he/she can help facilitate the process of knowledge generation. It is an important skill that the researcher ought to have before he/she embarks on a CBR project. The central idea is to enhance one's own learning by promoting the learning opportunities of others.

CENTER FOR DEVELOPMENT SERVICES (CDS), EGYPT

The use of Participatory Rural Appraisal (PRA) training as a research methodology facilitates the learning of individual and community members in a way that they are able to analyze problems and also identify solutions to achieve the goal of sustainability. This form of training enables them to express their thoughts, to analyze the factors which shape their lives, and to realize the value of their own knowledge and information. This process of collective reflection helps communities mobilise and harness their information resources to their own uses.

ARCTIC INSTITUTE OF COMMUNITY-BASED RESEARCH (AICBR), CANADA

CBR training offered by the DIY manual, an initiative of AICBR, was developed to provide evidence-based diabetes knowledge to front-line health resource workers. During the training, various related health topics were translated into displays and activities where the learner was transformed into the teacher, resulting in greater confidence to fulfil their role in promoting health and public speaking. The activities in the DIY Manual for Everyone resulted in increased capacity at the community level.

PRAXIS, INDIA

The Immersion (Insight) training program offered by PRAXIS supports the learners in the process of self-learning. It gives an opportunity to the researchers to intermingle with the community and develop inter-personal skills and social skills in the bargain. The participant is not just expected to be a passive observer but integrate with the family as much as possible and exchange and discuss with them various aspects that they want to know more about. It is different from a field study in that it is a much deeper and more powerful experience with structured days of stay with the family, including participating in their daily activities, unlike field visits where the individual always remains an outsider.

KATOA LTD, NEW ZEALAND

At Katoa Ltd., the principle of 'Ako' (meaning, both teacher and student) is central to programming and designing CBR training. The programs are structured in a way that enables people as both teachers and learners. The process of facilitation (workshops, sharing, wrap-up sessions) is an important aspect of the program, wherein the participants learn the nuances of CBR. People are encouraged to always ask, "But why?" in order to keep unpacking explanations for a more structural analysis that looks at how Māori (as a population) are positioned within New Zealand society. This strength based approach can be quite empowering for Māori participants.

Conclusion

The concept of CBR, the current state-of-play vis-à-vis its practice and training of next generation researchers, and the pedagogical framework can help us perceive a way forward. Ideas are many and varied; what is needed is streamlining of efforts so that effective and sustainable results are ensured. Lack of concerted efforts makes it even more essential that we take concrete steps in building an environment for quality CBR training. We, as the UNESCO Chair, propose some concrete action points towards strengthening the training of next generation community based researchers:

- Building of a global partnership for training practitioners and researchers at both university and community levels in the field of CBR. The idea is to have collaboration between institutions having extensive research and training experience, to create a kind of training network or an ‘international consortium’ of like-minded people/institutions who are keen on promoting the learning, teaching and training of CBR, especially for the next generation of community based researchers.
- Creating a global framework based on a common set of theoretically robust pedagogical principles for training in CBR for the next generation of community based researchers, and the need to build curriculum and pedagogy around the same. Absence of global standards for competencies in CBR results in the lack of quality assurance in CBR training at regional and global levels. Therefore, it is essential that all such efforts aimed at CBR training are covered under a uniform bandwidth for ensuring effectiveness and relevance alike.
- Looking at most of the examples available with us in the current context, we find that training providers are mostly adopting an individualistic approach to training; in other words, there are very few instances where academia partners with civil society to offer a joint training program. Therefore, there is a need to push for re-creating positive and mutually beneficial relations between the two stakeholders, so that the best of both worlds can together offer quality CBR training to the next generation of community based researchers.
- It is also essential that training programs consider the local contexts while designing training modules. Although most of the cases we came across in the NextGen study emerged as well-adapted and in sync with local contextual situations, there is a need to look at the local context of the society before embarking on training researchers, to make it socially relevant and sustainable.
- Experience tells us that there has been increasing focus on training not only student researchers but a community of practitioners as a whole, which includes scholars, university researchers, public administrators, social work professionals and educators, decision makers, support technicians, interns, specialists and scholars outside the university. Therefore, efforts aimed at building this cohort of practitioners needs to be given a fresh thrust so that they can together take forward the legacy of CBR as a tool for social change.

PART

5

References

- Etmanski, C., Hall, B.L. and Dawson, T. (2014). *Learning and teaching community-based research: Linking pedagogy to practice*. Toronto: University of Toronto Press.
- Fals-Borda, O. and Rahman, M.A. (1991). *Action and knowledge: Breaking the monopoly with participatory action-research*. London: Apex Press.
- Glassman, Michael and Gizem, E. (2014). Participatory action research and its meanings: Vivencia, praxis, conscientization. *Adult Education Quarterly*, 64(3), 206-221. Retrieved from <http://doi.org/10.1177/0741713614523667>
- Guta, A. and Roche, B. (2014). Community-based research. In D. Coghlan and M.B. Miller (eds.), *The SAGE encyclopedia on action research – Vol 1* (pp. 156-159). Los Angeles: SAGE.
- Hall, B.L. (2005). In from the cold? Reflections on participatory research from 1970-2005. *Convergence*, 38(1), 5.
- Hall, B.L. (1975). Participatory research: An approach for change. *Convergence*, 3(2), 24-32.
- Israel, B.A., Schulz, A.J., Parker, E. A. and Becker, A.B. (1998). Review of community based research: Assessing partnership approaches to improve public health. Accessed on March 29, 2016, from https://depts.washington.edu/ccph/pdf_files/annurev.publhealth.19.1.pdf
- Kindon, S. L., Pain, R. and Kesby, M. (1966) & Ebooks Corporation (2007). *Participatory action research approaches and methods: Connecting people, participation, and place*. New York: Routledge.
- Lepore, W. (2015). Global trends in training community based research in higher education institutions and civil society organizations: Survey results July 2015. Accessed on March 29, 2016 from http://unescochair-cbrsr.org/unesco/pdf/resource/SSHRC_Survey_Results_2015_July.pdf
- Lykes, M.B. (2013). Participatory and action research as a transformative praxis: Responding to humanitarian crises from the margins. *American Psychologist*, 68(8), 774–783. Retrieved from <http://doi.org/10.1037/a0034360>
- Munck, R., McIllrath, L, Hall, B. and Tandon, R. (2014). Main issues and perspectives: An introduction. In R. Munck, L. McIllrath, B. Hall and R. Tandon (eds), *Higher education and community based research: Creating a global vision* (pp. 1-8). New York: Palgrave Macmillan.
- Munck, R. (2014). Community based research: Genealogy and prospects. In R. Munck, L. McIllrath, B. Hall and R. Tandon (eds), *Higher education and community based research: Creating a global vision* (pp. 11-26). New York: Palgrave Macmillan.
- Pain, R. (2004). Social geography: Participatory research. *Progress in Human Geography*, 28(5), 652–663. Retrieved from <http://phg.sagepub.com/content/28/5/652>
- Strand, K.J., Cutworth, N., Stoecker, R. and Marullo, S. (2003). *Community-based research and*

higher education: principles and practices. New York: John Wiley.

Swantz, M. (2008). Participatory action research as practice. In P. Reason and H. Bradbury (eds), *The Sage handbook of action research: Participative inquiry and practice* (pp. SITS). London: SAGE.

Swantz, M. (1982). Research as education for development: A Tanzanian case. In B. Hall, A. Gillette, and R. Tandon (eds.), *Creating knowledge: A monopoly* (pp. 113-126). New Delhi: Society for Participatory Research in Asia (PRIA).

Tandon, R., Hall, B., Lepore, W. and Singh, W. (2016). *Knowledge and engagement: Building capacity for next generation of community based researchers*. Victoria, Canada and New Delhi, India: University of Victoria Press and PRIA.

Tandon, R. (1988). Social transformation and participatory research. *Convergence*, 21(2/3), 5-18.

Tandon, R. (1981). Participatory evaluation and research: Main concepts and issues. In W. Fernandes and R. Tandon (eds), *Participatory research and evaluation: Experiments in research as a process of liberation* (pp. 15-34). New Delhi: Indian Social Institute.

University of Delaware, 2016. What is the difference between community-based research/creative scholarship and traditional scholarship? Accessed on March 29, 2016 from <https://www.udel.edu/engage/downloads/differenceschart.pdf>

University of Utah (2007). Facilitating mutually beneficial community based research. Accessed on March 29, 2016 from http://research.utah.edu/_documents/funding/pdf/community-based-research-report.pdf

Van der Riet, M. (2008). Participatory research and the philosophy of social science beyond the moral imperative. *Qualitative Inquiry*, 14(4), 546-565. Retrieved from <http://doi.org/10.1177/1077800408314350>

Van der Riet, M. and Boettiger, M. (2009). Shifting research dynamics: Addressing power and maximising participation through participatory research techniques in participatory research. *South African Journal of Psychology*, 39(1), 1-18. Retrieved from <http://ezproxy.library.uvic.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=36875958&site=ehost-live&scope=site>

A series of horizontal dotted lines for writing, spanning the width of the page.

Lined writing area consisting of 30 horizontal dotted lines.