Strengthening Community University Research Partnerships: GLOBAL PERSPECTIVES

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UNESCO
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University of Victoria

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

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

North-South Partnership:

- Rajesh Tandon, Co-Chair, Society for Participatory Research in Asia (PRIA) located in New Delhi, India
- Budd Hall, Co-Chair, Community Development, School of Public Administration and Centre for Global Studies, University of Victoria, Canada
- In cooperation with a global network of partners including the NCCPE and many others

Building support and capacity through:

- Capacity-building and training in community-based research – 'NextGen'
- Organisational structures for facilitating community university partnerships
- Policy development and advocacy

Our Network Partners

International Development Research Council of Canada (IDRC)
Social Sciences and Humanities Research Council of Canada (SSHRC)
Community-based Research Canada (CBRC)
Global Alliance for Community Engaged Research (GACER)
The Talloires Network
The Research University Civic Engagement Network (TRUCEN)
PASCAL International Observatory
International Association of Universities (IAU)
Global Univeristy Network for Innovation (GUNi)
Centro latinoamericano de aprendizaje y servicios solidario (CLAYSS)
Centro Boliviano de Estudios Multidisciplinarios (CEBEM)
Better Futures Network, North-South Network
Living Knowledge Network, Europe
University of British Columbia and University of Victoria, Canada
Makerere University, Uganda

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

W.Singh, India

Key Survey Findings

- Global South data difficult to obtain
- Institutional investment in structures to support CURPs
- 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

C.Wardhani, Indonesia

Survey Highlights

Institutional supports

- Over 60% of HEIs identified have some form of 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 then 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 then 15% of CURPs originate in the community
- Participation in decision-making and distribution of funds is predominantly controlled by HEIs.
- There seems to be a trend in the decision-making process of CSOs in the life-span of the research partnership
- CSOs have higher participation in networking and framing research agenda, and much less so when it comes to administration in research funding and data analysis.

J.Gutberlet, Brazil

H.Mulder, Netherlands

Survey Highlights

B. Hall, Canada

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, and ideally, flourish.

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

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.

- *Argentina's education policy explicitly recognize S-L as an innovative approach*
- *Brazil's 'Citizen Constitution', promoted the right to education, work/decent wage and social security.*
- *Indonesia 'Tri Darma Perguruan Tinggi" (three virtues of HE)*
- *India's Kothari Commission Report called for 'expansion of higher education to meet the requirements of the nation'*
- *Post apartheid **South African** policies 'committed higher education to a process of transformation in the spirit of an open and democratic society based on human dignity, equality and freedom.*

Comparative Analysis of Country Policies, Institutional Structures, and Networks

2. Explicit inclusion of CE in national policy is **a more recent phenomenon** in most countries, and it encourages HEIs to institutionalize CE.

- **Argentina's** enactment of the National Educational Act in 2006
- **Brazilian** Educational Law (1996) states that *for any HEI to be called a University, it has to develop extension activities alongside teaching and research.*
- The institutionalization era for CBR in **Canada** ranges from the year 1998 to 2012 (e.g.SSHRC CURA)
- By 2000, **Indonesia's** *Kuliah Kerja Nyata (KKN; Students' Community Engagement)* narrowed to programs that initiate or drive social change
- **India's** 12th plan guidelines (2012-2017), the Planning Commission rolled out a scheme for establishment of a *Centre for Fostering Social Responsibility and Community Engagement (CFSRCE) in universities.*

Comparative Analysis of Country Policies, Institutional Structures, and Networks

3. Policy statements on CE in HE do not mention research explicitly; in its absence, **other forms of engagement** are more common.

- **Argentina's** S-L is course based, credit bearing form of experiential education
- **UK's** 2008 '*Beacons for Public Engagement*' initiative was a major culture change in HEI
- CE activities in **Canada** are broadly manifested under the umbrella term of '*CBR*', which explicitly provides for joint research with the communities for achieving mutual benefits.
- **Indonesian** case presents one of the few examples wherein CE explicitly includes the term 'research' *(LPPM; Institute of Research and Community Engagement)*.
- **India's** overarching framework includes experiential learning (such as S-L), and research.

Comparative Analysis of Country Policies, Institutional Structures, and Networks

4. 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.

- Brazil has substantially increased programs and investments in innovation - 'incubators'
- 'In the year 2014, SSHRC made $337 million worth of grants to 8674 projects. Of this, $120 million went to Aboriginal research grants.
- National Research Foundation established a number of funded South African Research Chairs (SARChI) dealing with matters of social responsibility in higher education
- UK's Higher Education Innovation Fund (HEIF) and the Catalysts for Public Engagement (2011) fund (8 universities)

Comparative Analysis of Country Policies, Institutional Structures, and Networks

5. Principles of **mutuality and co-construction of knowledge** with community is not explicitly incentivized in such funding mechanisms.

Some examples where it is explicit:

- Canada SSHRC CURA 'co-construction of knowledge as a product of the alliances', focus of research to be 'partnership'.
- Netherlands, CE carried out in research is mostly done as commissioned or co-operative research – Science Shop model
- UK's Connected Communities funding program gives importance to the crucial parameter of mutuality in CBR projects
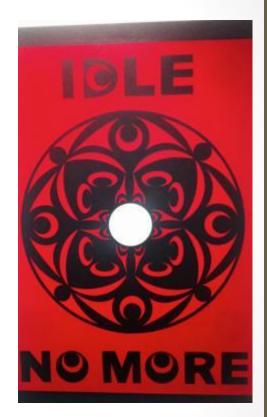

C.Tremblay, Ghana

Comparative Analysis of Country Policies, Institutional Structures, and Networks

6. **National platforms for knowledge sharing** of CE with focus on research generate greater momentum at national/provincial levels.

- Canada has five national networks that support CBR
- Indonesia has five Regional FlipMas (Forum Layanan Ipteks bagi Masyarakat)
- *India's National University Rankings* for the HEIs includes social responsibility
- SA university councils to report on social impact of HEIs

B.Hall, Canada

Comparative Analysis of Country Policies, Institutional Structures, and Networks

7. When government **creates a focal office** on CE, HEIs take it seriously and practices get institutionalized.

L, McIlrath, Ireland

- Indonesia's Community Engagement Grants (CEGs).
- India's new CE scheme has provided for the establishment of a focal Centre which will oversee all CE activities in the University
- South Africa's regulations for annual institutional reporting to the Ministry on community impact

Comparative Analysis of Country Policies, Institutional Structures, and Networks

8. Separate and explicit funding schemes for CE in research enable use of resources in building **CURPs at institutional levels.**

- SSHRCs focused funding support has resulted in use of stipulated resources for building CURPs at the institutional level in Canada (e.g. OCBR (Uvic), (SAC) at UQAM)
- UK Research Councils and the Higher Education Innovation Fund (HEIF) have helped to consolidate engagement activities across the HEIs
- Ireland's Higher Education Authority awards funding for CBR and other areas aligned to civic engagement.

Comparative Analysis of Country Policies, Institutional Structures, and Networks

9. Very few such CE structures within HEIs are **co-governed with community representatives**, and mostly remain within the unilateral control of HEI administration

- University of Sao Paulo – PSWM project co-managed
- University of Victoria, ISICUE is jointly steered by university and community leaders
- UQAM, SAC mandates the execution of joint research projects with NGOs
- Rhodes University (SA), representation of external CE partners and NGOs

Institute for CUE, University of Victoria

Comparative Analysis of Country Policies, Institutional Structures, and Networks

10. **Provision of awards,** recognitions and accreditations of universities for engaging in CE activities further incentivizes CUE.

L, McIlrath, Ireland

- Argentina, National Ministry of Education (NME) created Presidential prize 'Solidarity School'
- Brazil uses tax exemption to motivate universities with philanthropic status to play a civic role in society
- *Uvic's* Engaged Scholar awards for distinguished professorship to recognize excellence CER
- Indonesia and India, CE is an important element in National Accreditation of HEIs

Some Conclusions

- When national policy creates formal expectations to promote CE, HEIs tend to show greater readiness; earmarked funding for CE further facilitates CE by HEIs

- 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, centre, association

- 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;

- widespread systematisation of practitioner knowledge and sensitisation of next generation of researchers can make a difference

D.Thomas, Canada