# The Next Gen project: A Global Study on Training, Teaching and Learning Community-Based Research (CBR)

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# Content and Goals

- The Next Gen project

- Lessons

- Next steps

# The UNESCO Chair in CBR-SR

**Objective**: to work with other global networks to support capacity building in the fields CBR and SR in higher education through South-South and North-South-South partnerships.

**Project IDRC**: *Mainstreaming Community-University Research Partnerships*

**Project SSHRC**: *Building the Next Generation of Community-based Researchers ("The Next Gen project")*

# Next Gen project

**Motivation**: High demand of CBR training but little research at a global level on the training opportunities within HEIs and CSOs.

**Objective**: to create new interdisciplinary knowledge on pedagogies of learning and teaching CBR in four thematic areas increasing access to high quality training at HEIs and CSOs

**Thematic areas**: (i) asset-based community development, (ii) governance and citizenship, (iii) water governance, and (iv) Indigenous research methodologies.

**Partners**: Coady International Institute at SFXU (Canada), PRIA (India), IRES at UBC (Canada), ISICUE at UVic (Canada).

**Data collection instruments** to describe existing pedagogies and strategies for building capacities:

**Thematic literature reviews on CBR training**

**Global web based survey**

**Institutional case studies**
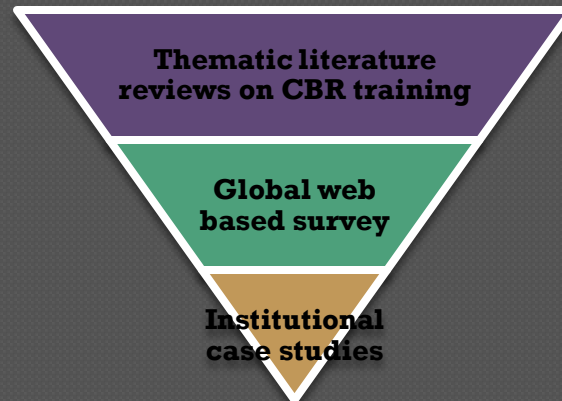
# Systematic reviews – Next Gen

**Goal**: to conduct online searches to identify, categorize and analyze:

i) academic and non-academic literature on TTL within CBR in global and local settings;

ii) pedagogies, strategies and materials for building CBR capacities (e.g., curricula, participatory video, photovoice, community theatre, community consultations, etc.);

iii) best practices related to each thematic area and lessons learned in several pilot studies on training CBR.

**Focus**: training modalities, content, pedagogy, and expected impacts
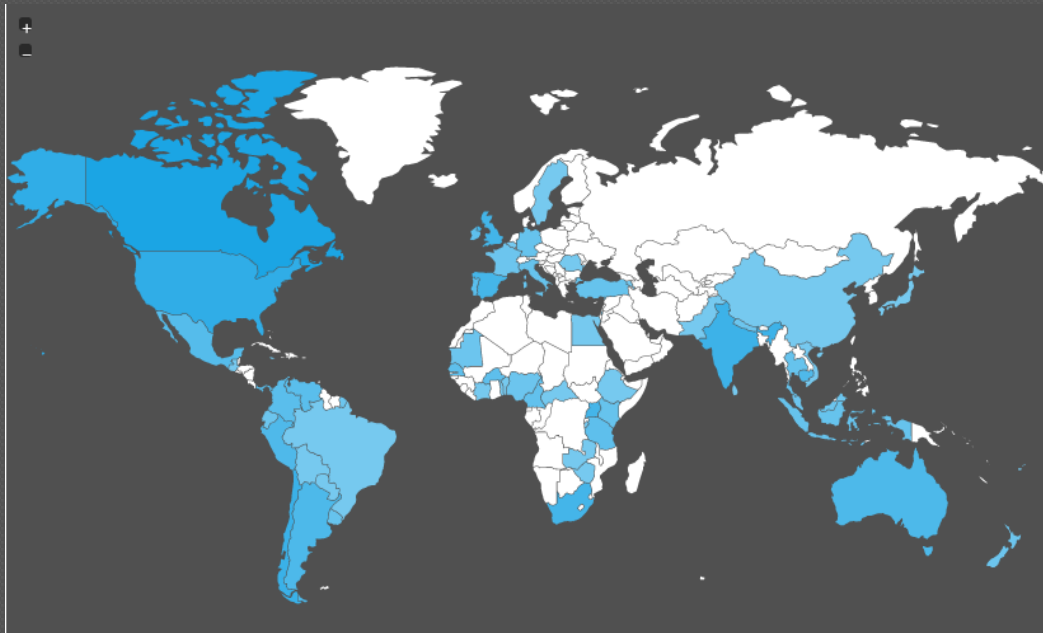
# Systematic reviews – Next Gen

**Findings**:

1. Terminology

2. Location, length and type of training

3. Content

4. Underlying pedagogies

**Limitations**

# Global Survey – Next Gen

Total 413 valid responses from 60 countries (Global South: 56%). 71.4% responses came from individuals working at HEIs and only 17.7% from CSOs . Over 90% of the respondents have had previous experience in CBR.

# Global Survey – Next Gen

**Key findings**

- Most respondents have not had any formal training experience in CBR. The predominant ways of acquiring CBR capabilities are self-directed learning and on-the-job training. Among the formal opportunities: workshops (1 to 10 days) and university courses.

- The most effective training approach to CBR is participating in community actions (60%), 48% valued performing art-based activities (e.g., music, theatre, storytelling) as very or extremely useful for building capacities in CBR. However, over a third of students enrolled in HEIs (36,8%) have never taken community actions or performed art-based activities as part of their training in CBR.

- Almost a quarter of respondents (24%) have never received any CBR training using video materials.

- 9 out of 10 respondents manifested their interest in building capacities and receiving more training in CBR. 31.8% have considered intense short-term programs, such as workshops, as the preferred learning modality. Differences across geographical regions: Africa – short-term courses of 2 to 10 weeks duration, Asian – workshops, Latin America – university courses and online training.

# Global Survey – Next Gen

## Recommendations

1. Knowledge systematization and dissemination

2. Leadership and mentorship

3. Funding and incentives

4. Teaching and training

5. Community-university engagement and partnerships

# Global Survey – Next Gen

## Conclusions

There is a **high demand** for training and learning about doing CBR, but formal, structured training opportunities have been scarce.

CBR provided at HEIs usually offers **little practical exposure** to real life experience and community problems.

There needs to be a **mix of training opportunities** in every region.

Different **dimensions** have to be taken into account when providing CBR training: location; length; content; profile.

**More training** is needed not only on CBR methodologies and theories, but also on knowledge mobilization and dissemination, consultation and community engagement, research ethics and equity in interdisciplinary partnerships.

Importance of putting the **emphasis on praxis** and improving the existing CBR fieldwork. Field experience is the single most useful learning approach to CBR.

# Case Studies – Next Gen

**Selection** of 'good practices' based on the findings of the thematic reviews and the global survey.

**Objectives**:
(i) state-of-the art in pedagogies and strategies for building capacities in CBR, accounting for the variety of approaches, regional differences, learners, training needs, etc.;
(ii) identification of potential partners for the creation of an international consortium on training in CBR.

**Sample**: 12 CSOs and 9 HEIs located in 14 countries. Canada (4), India (3), New Zealand (2), U.K. (2), Argentina, Brazil, Ecuador, U.S., Italy, Egypt, South Africa, Zimbabwe, Philippines and Indonesia.

# Case Studies – Next Gen

| Type | Name | Country |
|------|------|---------|
| HEI | Coady International Institute (SFXU) | Canada |
| | The National Islamic University | Indonesia |
| | Te Kotahi Research Institute (Waikato University) | New Zealand |
| | National University of Ireland | Ireland |
| | FOIST laboratory (University of Sassari) | Italy |
| | York University | Canada |
| | Durham University | UK |
| | First Nations University of Canada | Canada |
| | Public Science Project (CUNY) | USA |
| CSO | Training and Research Support Centre (TARSC) | Zimbabwe |
| | International Institute for Rural Reconstruction (IIRR) | Phillipines |
| | Artic Institute of Community-Based Research (AICBR) | Canada |
| | Centre for Development Service (CDS) | Egypt |
| | Participatory Research in Asia (PRIA) | India |
| | PRAXIS | India |
| | PUKAR | India |
| | Umphilo waManzi | South Africa |
| | Ceiba Foundation | Ecuador |
| | Centro Experimental de la Vivienda Económica (CEVE) | Argentina |
| | Katoa Ltd | New Zealand |
| | COEP | Brazil |

# Case Studies – Next Gen

## Key findings

**Collaborative training efforts are still missing**.

Most institutions emphasized a sense of **respect for communities values & belief systems**. E.g., 'enculturation' process to orient the researchers towards the practices and beliefs of the community, etc.

Much emphasis was on **'partnership/relationship building'** with the community, through field exposures; rather than developing a deeper understanding of **power differentials and structure** present within a community.

HEIs appear to be in a better position with respect **to balancing classroom sessions and field practice** for CBR training. CSOs training researchers via project mode; limitations with respect to provision of a structured classroom component.

# Lessons

**<u>Five common themes (i.e., 'pedagogical principles')</u>**

1. **An orientation towards research ethics & values**

2. **The development of a deep understanding of power & partnerships**

3. **The incorporation of multiple modes of enquiry**

4. **Participation in learning CBR and balance between classroom /theory & field/practice**

5. **The role of the researcher as CBR facilitator**

# Next steps

**Five immediate questions**:

1. What are the main strategies to strengthen fieldworks in HEIs settings and improve theoretical and analytical content provided by CSOs so as to co-create knowledge that would help them collectively address specific community problems?

2. How can international collaborations strengthen globally-relevant and locally-appropriate training opportunities and participatory research capacities at HEI and CSO level?

3. How can formal accreditation and certification in CBR help ensure training standards and quality for a variety of learners in different settings and regions of the world?

4. How do personal, social, professional and cultural contexts influence capacity building for the co-construction of knowledge at HEIs and CSOs?

5. How do university-community research partnerships and the pedagogies for training in CBR evolve over time and vary across local contexts?

# *Thank you!*

*Materials available at*
*Website: http://unescochair-cbrsr.org/*
*Open access repository:*
  *http://dspace.library.uvic.ca/handle/1828/5949*