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From Words to Action: Two Year Report On The Global Alliance on Community-Engaged Research

This report covers activities undertaken from April of 2009 through April of 2011.

Rajesh Tandon, Chair, GACER
Budd L Hall, Secretary, GACER

Background

Who/what is the Global Alliance on Community-Engaged Research?

GACER is a 'network of networks'. It is a loose 21st century space composed of several independent global and regional networks that focus on community-based research, community-university research partnerships and research and knowledge creation linkages between communities and social movements and higher education institutions. The main objective of the Alliance is to facilitate the sharing of knowledge and information across continents and countries to enable interaction and collaboration to further the application and impact of community-based research for a sustainable just future for the people of the world. The key international and regional partners as of January, 2011 are: Asia Pacific University Community Engagement Network (Penang, Malaysia), Centro Boliviano de Estudios Multidisciplinario (CEBEM-La Paz Bolivia), Community-Campus Partnerships for Health (CCPH- USA, Canada), Global University Networks for Innovation (GUNI-Barcelona, Spain), Living Knowledge Network (Bonn, Germany and Groningen, Netherlands), African Participatory Research Network (REPAS-Dakar, Senegal) and Society for Participatory Research in Asia (PRIA-New Delhi, India)

Coordination of GACER activities is carried out by the Chair, Dr. Rajesh Tandon of PRIA, the Secretary, Dr. Budd Hall from the University of Victoria with support from Nirmala Lall, the Research Officer and Charlotte Charlie, Communications (web-site) in consultation with a Steering Committee with representatives of the key international/regional partners.

Acknowledgements

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support from many of the team at the Society for Participatory Research in Asia who provide such a well organized base for our Chair, Dr. Tandon! Thanks as well to Professor Sir David Watson and staff at the Institute of Education in London for their support of the Global Video Dialogue, to Professor Emilio Lucio-Villegas of the Catedra Paulo Freire at the Universisdad de Sevilla and the Paulo Freire Network of Spain for their support of the special issue of the journal Rizoma Freireano. Special thanks to all the members of the GACER Executive and Steering Committee and to friends colleagues in PASCAL, Talloires, Commonwealth Network for Extension and Engagement

Higher Education, Community Engagement and the World We Want: GACER's Policy Brief to the UNESCO World Conference on Higher Education, July 5-8, 2009

GACER was invited to participate in the UNESCO World Conference on Higher Education in Paris, July 5-8. It sent representatives from Latin America, Canada, Asia and Europe. A Policy Brief was prepared, a panel session was organized and GACER was able to get a considerable number of suggestions into the final communiqué of the conference. The policy brief is contained in Appendix A. This was the first major policy initiative undertaken by GACER and the positive repercussions are still being experienced.

International Conference of the Living Knowledge Network, Belfast, Northern Ireland, September, 2009

Queen's University Belfast (QUB) played host to about 200 participants from 17 countries who participated in the fourth International Conference of the Living Knowledge Network (LKN) between August 25 and 29, 2009. The conference took place in the lovely mid 19th century buildings of QUB in the welcoming city of Belfast. The Science Shop at the University of Belfast has been in operation for over 20 years. Eileen Martin and Emma McKenna were the key organizers of the event for QUB. Eileen is a founding member of the Living Knowledge Network. Henk Mulder and Norbert Steinhaus were the key Living Knowledge Network leaders. Henk Mulder from the Chemistry Science Shop at the University of Groningen, Netherlands is the lead on the new EU Living Knowledge project.

Some overall observations

The Science Shop movement is not only sustaining its strengths, but is expanding in the numbers of science shops that are being established. The European Unions' Science and Society research funding unit is on the verge of making a large $5 million four year grant to the Living Knowledge Network to consolidate and deepen the work of the science shops in Europe. But the science shop idea is taking roots elsewhere as well. There are some 14 new science shops established in Shanghai for example, a new one in Osaka Japan and one in the University of Zululand in South Africa.

There are an increasing number of more senior university, government and funding council leaders showing an interest in the broader idea of community

university research partnerships as evidenced by participation by the senior government official for university and research funding with the Government of Ireland, the Pro-Vice Chancellor at the University of Brighton, the Pro Vice-Chancellor for Queens University Belfast itself, the Director of the English Coordinating Centre for Public Engagement and key funding agencies from Europe, Ireland and the UK.

The international space for dialogue and policy development made possible through the launching of the Global Alliance on Community Engaged Research (GACER) with support from IDRC and SSHRC seemed to have found an initial welcome. The Living Knowledge Network (which is a founding member of GACER) provided many opportunities for visibility and discussion at the global level. The early success by GACER in getting some buy-in from the World Conference on Higher Education organized by UNESCO in July of 2009 provided solid evidence of the value of having a global space made up of the already existing other networks in various parts of the world. GACER members were able to meet and discuss the plans for the international comparative study in some detail.

The Comparative International Study

One of the major projects of GACER has been to engage international collaboration in the strengthening of community-university research partnerships in sustainable human, social and economic development through evidence-based analysis and knowledge mobilization. The data sets and preliminary findings have been completed and are in draft form. There is continuing work being done on the analytic chapters. Manchester University Press and the PASCAL International Observatory have agreed to publish the study as a book within their series on Higher Education.

<u>Specific objectives included</u>:

1. Increase the scope and number of community university research partnerships by mobilizing knowledge amongst civil society, higher education, government, research funding, and international agency stakeholders of models and cases of community university research partnerships that demonstrate successful outcomes in applying community based research to practice and policy for sustainable development in all regions of the globe.

2. Increase and improve policies, funding mechanisms and institutional arrangements that support community university research partnerships by analyzing success factors and examples of effective arrangements and engaging stakeholders in learning from them.

3. Influence reform and direction for higher education to become more effective at community engagement by generating advice to UNESCO, national governments and international agencies based on participatory research, knowledge mobilization and engagement with practitioners and stakeholders.

Methodology

1. The project involved a process of participatory action research amongst participants in the Global Alliance for Community Engaged Research and their network members and partners. We established an on-line resource for exchange of ideas, resources and manage work plan progress and deliverables amongst the key partners. We used teleconferencing at regular intervals to manage components of the work plan and adjust project design as needed. We held in-person meetings of the partners in association with existing international events (e.g. the Living Knowledge Conference in Belfast August 2009) to workshop key activities and deliverables and advance progress.

2. A series of case studies were completed by partners in each region of the world, with an inventory and examples of partnerships that demonstrate successful outcomes in a range of subject areas (e.g. environmental sustainability, human development, poverty reduction, indigenous people's self determination, community economic development and the social economy, health promotion). Each partner will conducted this research using a template, analyzing existing public materials and conducting key informant interviews. The inventory and case studies are available on the Moodle site and will be published in a book by Manchester University Press and promoted on-line, and at events/conferences.

3. An analysis is being carried out on policies, funding mechanisms and institutional arrangements supportive of community university research partnerships with key informants in those jurisdictions identified by the partners, from public documents and recent conference proceedings.

4. An analysis will be carried out of outcomes in public policy development from community university research partnerships, and the success factors in achieving policy impact, inclusive of key informant interviews with participants.

5. Preparatory data were produced in time for the UNESCO World Conference on Higher Education in July 2009 to influence higher education policy and direction through collaboration amongst partners on key issues to present.

The Draft Outline of the book- Knowledge, Democracy and Action: Community-University Research Partnerships in Global Perspectives - The final manuscript is due end of November, 2011

Introduction

Chapter One: **Knowledge, Democracy and Action: Community-University Research Partnerships in Global Perspectives-**Budd ---draft done

Case study boxes: Bouncing Back + Brazil Recycling Movement

Chapter Two: **Sustaining Community-University Research Partnerships -**Ted Jackson (has two sets of reflections to draw on)

Case study boxes: Indigenous approaches to governance in Bolivia+ Indigenous Learning in BC

Chapter Three: **Networking and Support Structures -**Juliet Millican (has some good raw material)

Case study boxes: Senegal - Lamine + Bouba +small scale forest workers in Bolivia

Chapter Four: **Developing Training Materials -** Mandakini Pant (good piece almost ready)

Case study boxes"Knowledge from the Hills + Legacy of Tagore"

Chapter Five: **Influencing the Curriculum of Higher Education** - Felix Bivins (good draft done)

Case study box: Cheers-Adults and Alcohol in Brighton

Chapter Six: **Influencing Policies: The Science Shop Movement -** Norbert Steinhaus (can be extended as a full chapter...could we add GACER policy stuff here?)

Case study boxes: Cleaning up our Lakes-Denmark + Clean Drinking water-Romania

Chapter Seven: **Evaluating Research Partnerships -** Jean Marc Fontan and Denis Bussierere (good draft done)

Case Study box: Chantier de l'economie sociale

Chapter Eight: **Measuring the Impact -** Nirmala Lall (has a good piece in another publication that could be adapted)

Case study box: Environmental Governance-Philippines

Chapter Nine: **Lessons Learned -** (Rajesh Tandon and Ted Jackson)

Chapter Ten: **Towards a Knowledge Democracy Movement: An Agenda for Action (**Budd to take a lead)

Appendices

Networks

Web sites

References

Impact of GACER to date

As we have noted in the overall objectives of GACER, our intention is influence reform and direction in higher education policy and funding to become more effective at community engagement, more open to the co-creation of knowledge with community groups and social movements. We are working with the data in its as yet incomplete form whenever we have an opportunity or are invited to make a contribution. Below we have listed a number of events where our work has been featured.

International Conference on Higher Education Engagement for Sustainability, Nov 24-27, 2009 Universiti Sains Malaysia, Penang, Malaysia

With organizing energies from Dr. Chan Lean Heng, academic staff member of the USM and GACER Executive Committee Member and the leadership of the Rector of the Universiti Sains Malaysia, the USM organized the first Asian regional conference on community-university engagement. The conference brought nearly 500 participants to Penang and was co-sponsored by GACER and the UNESCO Regional Office. Dr. Rajesh Tandon and Dr. Budd Hall from GACER were keynote speakers and offered workshops on establishing structures for community-university research partnerships.

Global Dialogue on North-South Collaboration on Community-University Engagement September 23, 2010

On September 23rd 2010, eight international networks supporting community university engagement across the world gathered to participate in the first Global Video Dialogue on Enhancing North-South Cooperation in Community-University Engagement. These networks, some of which did not know of each other, represent several thousand universities, professional bodies and civil society organisations. Networks that gathered for the Global Dialogue on Enhancing North-South Cooperation in Community-University Engagement are both university-led and community-led and were as follows: the Centro Boliviano de Estudios Multidisciplinarios, Commonwealth Universities Extension and Engagement Network, Global Alliance on Community Engaged Research (GACER), Global Universities Network for Innovation (GUNI), Living Knowledge Network, PASCAL International Observatory, Participatory Research in Asia, and the Talloires Network. The National Coordinating Centre for Public Engagement (UK) provided additional support.

In this age of faltering financial economies and particular attention to environmental sustainability, the video platform of the dialogue intentionally set out to explore a new way of working together by gathering from various corners of the globe without taxing already limited resources. The Global Dialogue as hosted by the Institute of Education at the University of London and Co-Chaired by Professor Sir David Watson,

with the Centre for Higher Education Studies at the Institute of Education in London and Principal of Green Templeton College at Oxford University and Dr. Rajesh Tandon, President of PRIA and Chair of GACER. David Watson describes the exercise as having "all the joy of good professional companionship, along with the excitement of an innovative format and the reassurance that we were achieving results without burning significant natural or financial resources." The idea of gathering internationally focused Community-University Engagement networks to discuss the unique role and perspective of each network, tensions and challenges faced, and ways in which such networks can work together to make an impact on complex issues affecting local, national and international communities originated with Budd Hall from the University of Victoria's Office of Community-Based Research. Rajesh Tandon noted that, "as higher education in India and China expand dramatically to meet the needs of our rapidly changing nations, the responsibility of higher education to their communities and regions must be a central concern."

Complementary and Collaborative

The dialogue provided a space to begin a conversation about how knowledge created in both communities and other sites as well as our higher education institutions can be respected in the process of responding better to the needs of our communities; on how to address needs and demands for alternative appraisal systems to existing global 'League Tables' for ranking universities; brainstorming appropriate roles and contributions of international agencies such as UNESCO, World Bank, bi-lateral aid agencies, philanthropic foundations and religious institutions towards broadening the practices of community-university partnerships; beginning to strategise how the networks can reach out to missing voices, regions and vulnerable communities, as well as establishing relationships to address how such an alliance of networks can support future scholars, activists and administrators.

One significant outcome emerging from the Global Dialogue is that we have begun to understand ways in which networks, such as those who participated, are complementary. Each network present expressed a desire to develop ways of working together. With such a critical mass, the potential exists to collectively influence institutions, governing agencies and bodies to broaden the scope, visibility, practice and impact of community-university partnerships making a real difference in the lives of people in local and regional communities across the world. The Global Dialogue group has agreed to give visibility to each others networks, conferences and projects, to continue to organize a series of video dialogues and podcasts and to explore a time for a face to face meeting something in the future.

Communiqué (Appendix B)

Months before the Global Dialogue took place, networks and their community and university partners contributed in a collaborative process to develop a Communiqué of principles and agreements that could serve to enhance North-South cooperation in

community-university engagement across the globe. It was drafted then discussed and revised in the space of the Global Dialogue. Subsequent iterations were made with further revisions reflecting the voices of a broad spectrum of networks and their partners recognising that different networks have quite different constituencies. The Communiqué belongs to all the various networks to use within their own networks to demonstrate that we are all part of a wider world of theory and practice. International community and university networks are encouraged to use it strategically wherever it might be helpful. For example, it is being used to alert international funding bodies of these kinds of strategies for investment and support and to send to national research granting higher education councils and bodies and local government. Translations in Spanish, Portuguese, French, and Danish are available. Versions in Japanese, Chinese, German and Swedish are underway. Additional offers to translate the Communiqué are most welcome. Please feel free to issue releases and distribute it throughout your networks, use it for policy and climate enhancing purposes and in ways it may be most effective within your circles.

Strengthening Links in Africa: Uganda and Senegal

GACER has been working closely with REPAS, the African Participatory Research Network on building visibility and support for the first African conference on Community University Research and Engagement which is scheduled to take place in Dakar, Senegal March 25 and 26, 2011. This conference is supported by a strong GACER ally, the Community-University Partnership Programme of the University of Brighton with support from the British Council as well. GACER will report on the study in the Dakar conference and share the results of the international study as well.

Between November 4-14, Budd Hall was in Uganda working to strengthen linkages with both community groups and Makerere University. The bulk of the time was spent with the Mpambo Afrikan Multiversity based in Busoga Kingdon and led by Professor Paulo Wangoola. A presentation on GACER, the GACER study and the on the Global Call for Action was made on November 6th at Makerere University. It resulted in Makerere agreeing to collaborate with GACER on next steps in strengthening African networking in these areas. (www.mpambomultiversity.org)

Roundtable on Community-Based Research and Professional Education, November 16, 2010, New Delhi

This Round-Table was organized by PRIA (Society for Participatory Research in Asia), India and the University of Victoria (UVic), Canada, on 16 November 2010. Eminent practitioners from the academic field were present at the meeting and provided a brief insight about the world that has entered a new era of economic growth. The Round Table agreed that economic development alone is not enough to address problems of human deprivation in developing countries today. It is essential that inclusive outreach in professional education for social development is supported.

According to Dr Tandon, GACER Chair and President of PRIA, Indigenous and

other socially excluded households and communities are feeling marginalized; access to new internet and mobile technology makes connectivity and access much easier and faster; the youth of today are moving to a new form of social interaction; urbanization is increasing at a fast pace along with economic growth. But, in this paradox and tapestry of contradictory forces and trends, the challenge is to find innovative and sustainable solutions. Finding such solutions requires synthesis of several forms of knowledge—knowledge derived from research, from action research, from pilot experimentations, from policy reviews, from indigenous communities, and from daily practice. Today, the challenge of systematizing diverse yet valuable forms of knowledge is so widespread that no single community, institution, and country can do it alone. It is precisely through forging new forms of partnerships—between communities and academia, between civil society and governments, between business and communities; from local to national and global—that innovative and sustainable solutions to the challenges faced by humanity can be found and implemented.

Issues raised in the IDRC study were discussed thoroughly amongst the participants without reaching any final conclusions. Strengthening community-university research partnerships were certainly seen by most as a critical step forward if we are to find ways to move beyond economic growth as the only approach to meeting human needs. (see www.pria.org for full report)

Fifth International Barcelona Conference on Higher Education, November 23-27, 2010, Barcelona -Higher Education, and Sustainability

The Global University Networks for Innovation is a founding member of GACER and one of the two truly global networks working in Higher Education policy and advocacy. It brings Higher Education leaders from around the world together on issues of contemporary importance. This year about 250 representatives from more than 90 countries gathered to explore how best higher education institutions might play a role in building sustainable communities and a more sustainable world. GACER was invited to release the Global Call for Action on this occasion and to share preliminary findings from the IDRC/SSHRC study (http://www.guninetwork.org/conference2010)

Engage 2010! First National Conference of the National Coordinating Council on Public Engagement in Higher Education, December 7 and 8, London, United Kingdom

The Executive Director of NPPCE, Paul Manners was a participant in the Belfast Living Knowledge Conference in September of 2009. He was also a member of the drafting committee for the Global Call for Action on Community Engaged Research and Engagement. Paul made it possible for copies of the Global Dialogue Call to Action to be distributed to nearly 200 or so participants. Budd Hall worked with Paul to organize a meeting of international and national funders of community engaged research and engagement to meet twice, once in a plenary session and the second in a closed door session where funders were able to explore potential working relations together. In

addition Professor Sir David Watson and Budd Hall lead a session on international developments, which featured the work of the Talloires network, and the IDRC/SSHRC supported GACER study.

Through the means of this conference we were able to speak with and share ideas with the major Higher Education funders in the UK and some of the leading research funding bodies in Europe (Sweden, European Council).

OECD Higher Education in Cities and Regions for Stronger, Cleaner and Fairer Regions
10-11 February 2011**,** Sevilla, Spain

Budd Hall represented GACER at the OECD conference. About 300 participants, senior university officials with a large proportion from Spain, but also other European OECD countries. A few from the Global South including Dzul Razack , Rector of USM and some others. The main purpose of this conference was to share the lessons of the 19 regional Higher Education Reviews that have been done in the second round of OECD regional reviews.

Aart de Gues, Dp DG of OECD did the opening keynote

Some highlights:

"We are seeing signs of recovery from the economic crisis, but the price that has been paid is very high. For example in Andalucía, there is a 28 per cent unemployment rate and a 52 per cent unemployment rate for youth"

"In an era of globalisation, location still plays a very important point. It is locally that tacit knowledge is created"

"Universities have to come out of their Ivory Towers and engage through lifelong learning with their regions including business and industry"

"Universities are also in some case contributing to inequity. We cannot afford to overlook the needs of the immigrants and the more marginalized"

Reasons why Universities Fail

National HE systems provide insufficient support to regional engagement
Incentive structures are inadequate-for academic staff and re league tables
Tensions between publishing needs in universities and needs in community or industry

<u>Recommendations</u>
All universities must have regional engagement strategies
Systems of benchmarking and accountability needed

Incentives need to be changed
Regions must look beyond high tech for regional growth and build on the assets of the region itself
We need networks to hep HE, local government and regional partners to share experiences

Overall highlights were:

Opening address by Aart de Geus, overview of how OECD sees the present situation

Jamil Salmi, Director of Teriary Education for World Bank : "Remarkable growth in Higher Education but growing gaps between the rich and the poor as well"

Linda Rosenman's (Victoria University) question; "Are questions of access and inclusion the responsibility only of regional universities?"

Susan Christopherson, Cornell University - the Anglo-American High Tech Knowledge Transfer model has not produced jobs!

Dzulkifli Abdul Razak, Vice-Chancellor, University of Science of Malaysia - "the economic is one part of three elements which also include inclusion and sustainability-it is a question of balance"

John Goddard, Newcastle University - the idea of the Civic University

African Regional Conference on University-Community Partnership in Dakar, March 25-26, 2011

More than 100 academics, NGO leaders, journalists and activists from 25 or so different countries in the world gathered in Dakar for an historic, exciting and stimulating conference. Organized by the African Participatory Research Network (REPAS), Cheikh Anta Diop University (UCAD), the British Council and the Community University Partnership Programme of the University of Brighton in cooperation with GACER, which provided both financial support and networking visibility over the past nine months. The key persons providing leadership were Prof. Aliou Guisse of UCAD, Dr. Lamine Kane of REPAS and Dr. Juliette Millican of the University of Brighton.

Keynote speaker was Dr. Sambou N'Diaye. Some of the other speakers included: Jacque Therrien from UNILAB, Brazil, Majura Evarist of Mount Meru University, Tanzania, Mohan Isaac, South Africa, Antonio Benitez, Beacons Project, UK, Ali Abdi and Lynette Shultz, University of Alberta, Thibaut Lauwerier, University of Geneva,

Stephen Thompson, Mozambique, Anne-Marie Turnage, USA, Peter Walker, Derby University, UK, Daryl Harris, USA, Saradoum Goy, Tchad, Latyr Diouf, ENEA, Senegal, Peter Weesie, Groningen, Netherlands, Judith Mathews and Maurine Murenga, Kenya, Emmanuel Kamara, Fourah Bay, Sierra Leone, Rob Hollister, Talloires Network, Juliette Millican, CUPP, UK, Babacar Diop, UCAD and Budd Hall, GACER and UVic, Canada

2. CUExpo2011-Kitchener-Waterloo, May 10-14, 2011(www.cuexpo2011.ca/) GACER was born in May of 2008 thanks in part to the generous support of the IDRC that brought delegates from majority-world countries to Victoria, British Columbia, Canada. The next meeting of CUExpo, CUExpo 2011 promises to be the best one ever. This will be the first one organized by a community group rather than a university. It will also be the next planning meeting of GACER itself.

3. Publishing the study: This is an on-going activity now.

4. Proposal to establish a UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education

The Higher Education section of UNESCO has invited GACER through the University of Victoria and PRIA to submit a proposal to establish a UNESCO Chair within the context of its UNITWIN framework of action. The proposal call for there to an initial co-chaired structure with the first two chairs to come from the Universities of Victoria and the Society for Participatory Research in Asia. This structure has the potential to strengthen the links between the worlds of higher education policy and funding which will give GACER more visibility and influence.

Appendix A

Document: Higher Education, Community and the World We Want

HIGHER EDUCATION, COMMUNITY ENGAGEMENT AND THE WORLD WE WANT

A Policy Brief to the World Conference on Higher Education, July 5-8, 2009

Global Alliance on Community Engaged Research

June 2009

Summary
At this critical time in human and sustainable development for the world, it is imperative that we harness the potential of community higher education partnerships to inform progress. There is a large aggregate trend to unite civil society and higher education institutions and networks in common efforts to co-create knowledge, mobilize it to inform practice and policy, and enhance the social, economic and environmental conditions of people, communities, nations and the world. However, these efforts are fragmented and face many unnecessary barriers. We therefore propose an Action Plan for University-Community Engagement for Societal Change and Development, one that unleashes the resources of higher education and government, in collaboration with civil society and its socio-economic development actors to create the sustainable world we want.

1.0 Preamble
1.1 The Global Alliance for Community Engaged Research (GACER) was created by representatives of universities, networks and civil society organizations in May 2008 at the Community University Expo Conference in Victoria, BC, Canada, hosted by the University of Victoria. The International Development Research Centre of Canada funded a specific Global Networking meeting on May 5th 2008 at which representatives of 14 countries throughout the world developed a Declaration of The Global Alliance (attached), which was then endorsed by many of the 600 delegates at the conference.
1.2 The Alliance is producing this policy brief to the UNESCO 2009 World Conference on Higher Education to share findings and propose next steps in the effective utilization of higher education partnerships with communities and civil society to address the social, economic and environmental challenges that the people of the world face.
1.3 Specifically we are concerned to raise with Member States and stakeholders the importance of community university partnerships in learning and research to strengthen the role of higher education in sustainable development, social responsibility and civic engagement. As UNESCO has noted in the convening of this World Conference
"Owing to the scope and pace of change, society has become increasingly knowledge-based so that higher learning and research now act as essential components of cultural, socio-economic and environmentally sustainable development of individuals, communities and nations." [1]
We believe that it is essential that higher learning and knowledge creation involve effective partnerships between academic and non-academic learning institutions and communities (geographic and population-based) to create and apply learning and knowledge with stakeholders (including local governments and small and medium sized enterprises) that are managing and creating sustainable development initiatives. We suggest examples of initiatives that are carrying out this task that could be scaled up and adapted by Member States and stakeholders.
1.4 To create effective partnerships we suggest that a more systemic approach is required by Member States, United Nations agencies, higher education institutions and civil society networks (including those representing cooperative and small/medium sized enterprises that contribute to sustainable livelihoods) to generate strategies and outcomes that are effective in meeting the global challenges of sustainable development.
1.5 We therefore propose to the UNESCO Conference some recommendations for action based on real experiences in Member States by stakeholders for strengthening community

university partnerships in achieving collective goals for reforming the role of higher education in sustainable development. We believe these recommendations could contribute to the success of UNESCO's forward planning for global collaboration on the future trajectory of higher education's role in contributing to the challenges facing our nations, people and world.

2.0 A Troubling Global Context: Importance and Need for New Knowledge:

2.1 In 2000, amid great fanfare and optimism, the UN World Assembly endorsed a set of Millennium Development Goals to eliminate world poverty by 2015. In 2008, the scene is more somber: the World Bank says, "no developing country is likely to meet the Millennium Development Goals" (Tandon, 2008). Violence and armed struggle persists killing, wounding and displacing large numbers of people in several regions of the world. In dealing with post-conflict areas, new research strategies and kinds of knowledge are needed, since "post-conflict recovery policy must begin with a robust understanding of the indigenous drivers of recovery" (UNDP, 2008, xix).

2.2 The economic meltdown now spreading into all parts of the world calls into question the capacity of market strategies to reduce poverty, close the gap between the rich and the poor or even provide a stable economic base for trade and development. Overall, global GDP is estimated to have contracted by an alarming six percent (annualized) in the fourth quarter of 2008 (a swing from 4 percent growth one year earlier) and to have fallen almost as fast in the first quarter of 2009. All economies around the world have been seriously affected, although the direction of the blows has varied. (IMF, 2009:4)

2.3 In effect, a new knowledge strategy and networking capacity is being called for. "In a globalized world, in which public issues and social problems stretch across wide spaces, affecting ever larger numbers of people, it becomes increasingly important for individuals and communities to learn together" (Gurstein and Angeles, 2007, 3). Knowledge must be mobilized and activated by all social and economic actors, in new and creative ways. In alliance with the communities in which they are based, and through the use of community-based research strategies, higher education institutions need to align and focus their considerable capacities on promoting innovative and effective government policies and civic action. Community-university research partnerships are emerging as an important strategy mobilizing just such research and action (Global Alliance on Community-Engaged Research, 2008).

3.0 Community University Partnerships in Sustainable Development and Social Responsibility

3.1 Community-University partnerships in research, learning and knowledge mobilization are a growing trend in countries around the world, in both the South and North, as nations and regions seek solutions to inter-related social, economic and environmental issues and challenges to their sustainability.

3.2 In its report, New Paths to Social Development (2000), the World Bank concludes: "The development community now recognizes that it needs greater understanding of community institutions, networks, norms, and values to enable people to capture the benefits of development and build their capacity to help themselves."

3.3 Amongst universities there has been a growing focus on curriculum, programs, research and knowledge mobilization activity to apply the resources of faculty, students and

researchers to the needs of communities and civil society active in applying knowledge to planning and action in society to manage and create change.

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3.4 The 2008 World Report on Higher Education, researched and written under the direction of the Global University Networks for Innovation (GUNI), focused on the role of higher education in strengthening social integration and democracy, economic well-being and sustainability. They report on the growing discourse around the world on engagement and renewed examinations of the relationship of higher education to the societies within which they are located. One of the contributors to the GUNI report, Dr. Rajesh Tandon, President of the Society for Participatory Research in Asia and Chair of the Global Alliance in Community-Engaged Research has noted:

*Inside the universities many more changes are needed. First of all, they must consider the different civil society actors as legitimate sources of knowledge and work together with them. There is a lot of analytical reflection and educational work outside the university. Secondly, universities have to reform their curriculum, including practical work as an element of learning. In many of our countries, universities only do classroom teaching, without practical immersion. In every subject you can learn from experience, from the field. Finally, the internal incentive structure for professors and researchers must include civic engagement and the co-production of knowledge with civil society. (*Tandon, Rajesh, Interview in the May 2009 GUNI electronic newsletter (http://www.guni-rmies.net/)

3.5 In the 1970s in the Netherlands, a structure for linking academic research to communities needs was created called Science Shops (http://www.livingknowledge.org). In Tanzania, India, Latin America and elsewhere, a new research approach called "participatory research", which recognized the knowledge creating capacities of community, organizations and social movements, was also gaining visibility (Hall, 1975).

3.6 More recently there has been a wave of research and knowledge mobilization initiatives that build on the early work of the Science Shops and the Participatory Research practitioners and others. It is promoted and supported by a new set of networks and structures such as Sciences Citoyennes in France (http://sciencescitoyennes.org); the Living Knowledge Network based in Germany (http://www.scienceshops.org); The Popular Education Network based in Scotland (Crowther, 1999); Community-Based Research Canada (http://uvic.ca/ocbr); Community-Campus Partnerships for Health in the United States (http://depts.washington.edu/ccph/); as well as the National CBR Networking Initiative (http://www.bonner.org/campus/cbr/home.htm) and the University-Community Partnership for Social Action Network (http://www.igloo.org/ucpsarnet). Additional networks and structures include the Society for Participatory Research in Asia (http://www.pria.org); The Global University Network for Innovation in Barcelona (http://www.guni-rmies.net); the Sub-Saharan African Participatory Research Network in Senegal; the Developing Research on Citizenship network based at the University of Sussex (http://www.drc-citizenship.org);Observatory PASCAL on Place Management, Community Engagement and

Learning Regions (http://www.obs-pascal.com); the Australian University Community Engagement Association (Temple et al, 2005) Australian Universities Community Engagement Alliance (http://www.aucea.net.au), Academe Civil Society Network in SEAsia (ACSN), University Social Responsibility Alliance (USR) and there are many other emerging networks.

3.6 A recent study "The Funding and Development of Community University Research Partnerships in Canada"(Hall, Tremblay and Downing, University of Victoria, May 2009) identified a growing trend amongst Research Councils in that country to invest in community university research partnerships in health, social and economic development, ecological stewardship and other areas of multi-disciplinary research. The Community University Research Alliance program of the Social Science and Humanities Research Council of Canada is cited as an example of new funding arrangements to support these partnership models, now being applied to international research and development partnerships through the International Development Research Centre of Canada.

3.7 There is evidence of systemic investment by higher education institutions in extension and community engagement activities as institution-wide commitments to social responsibility and mutually beneficial partnerships with civil society. Some are the result of targeted funding by Research Councils encouraging universities to engage in community partnerships.

The Canadian Social Economy Research Partnerships funded by the Social Science and Humanities Research Council brings together social and economic development actors with universities across the country to strengthen the use of the third sector in producing socio-economic and environmental outcomes for sustainable development. The Partnerships are structured as a Community University Research Alliance involving over 12 universities across a range of faculties with community and civil society partners in every region of the country. Universities engaged in the Partnerships commit to join management of the research and knowledge mobilization activities with their community partners, through six regional alliances and a national centre or "hub". Students, practitioners and faculty are jointly involved in and responsible for research activities.

The National Coordinating Centre for Public Engagement is part of the Beacons for Public Engagement project which was launched in April 2008 and funded by the UK higher education funding councils, Research Councils UK and the Wellcome Trust. The four-year project aims to work with universities to increase the quality and quantity of their public engagement activities. Public engagement goes beyond the facilitation of research partnership to encompass a huge range of activities that bring university staff, students and the public together in two-way interactions that are mutually beneficial.[2] They stress the importance of strengthening what they refer to as engaged research (including the co-production of knowledge with end-users), knowledge exchange and engaged teaching and learning. There are six "Beacons" of public engagement in the UK at the Universities of Bristol, University of the West of England, University of Newcastle, University of Durham, University of Manchester, University College London, University of East Anglia, University of Wales and Edinburgh Beltrane.

3.8 Others are the product of commitments by universities to enlarging the opportunities

for “service learning” for students in communities.
The service learning movement in the United States involves colleges and universities across the country in partnerships with community based organizations to create learning opportunities for students that also contribute to community well being. Students receive credits for service learning as part of their curriculum, are supported in reflecting on their experiences in working in community, and contribute to real priorities for applied research in the communities they work with. Disciplines involved in service learning include science, technology, engineering, public health, social work, and many others. Six hundred and thirty-five colleges and universities were recognized in 2008 for their civic engagement through service-learning.
3.9 A third category involves institution-wide commitments to community engagement as an explicit mission of universities across a range of research, learning and knowledge mobilization activities to advance their social responsibility mandate.
The Community University Partnership Programme was created at the University of Brighton in southern England in 2003 with an initial grant from the Transatlantic Foundation and in the context of a visionary Rector at the time, Sir David Watson. CUPP currently has an annual central university grant of $500,000 for its core operations. It has engaged 130 academics, 1000 students and 500 community partners over the period of its existence. They support community needs in research, strategic planning, evaluation, and access issues in terms of negotiating the university. Projects engaged include mental health studies, health promotion, urban gardening, art and social integration, citizen action on climate change, family unemployment strategies and a large regional project covering three counties in the south of England, the Southeast Coastal Communities Project.
3.10 A fourth category of community university engagement involves leadership by civil society networks and organizations to bring together university-based representatives with community representatives to achieve social and sustainable development objectives.
Fondation Science Citoyennes (Citizen Science Foundation) was created in 2002 as a non-governmental organization for the democratization of science and scientific research. It aims to promote and extend the issues of democratic citizenship through debates, discussions and networking activities that seek to strengthen and better link science with the goals of a democratic and just society. Its board of directors is made up of distinguished scientists in France. Science Citoyennes has three central focuses for its work. First, bringing scientists and civil society actors together in issues of critical contemporary concern (social, medical, environmental). Second, create a common space for science and civil society to work together in areas that are fragmented politically and disciplinarily (ie: nanoscience, genetic modification or organisms, indigenous knowledge). Third is increasing the research or knowledge creation capacity of civil society organizations, regulatory bodies and trade unions, the creation of what they call “a third science”.

The Society for Participatory Research in Asia (PRIA) has been promoting for the past three decades innovations and practice of such research approaches that make communities stakeholders in generating and mobilizing knowledge. It has engaged with nearly one hundred higher education institutions in India, South Asia and South-east Asia to enable researchers to partner with communities for joint investigations and mutual learning. Students from the faculties of social work, humanities, sociology, political science, environment, public administration, management, rural development, regional planning,

economics, public health, education, etc have been trained by PRIA in situ, as well as in classrooms. PRIA has stimulated and brokered partnerships to address such problems as illiteracy, girls' education, drinking water, forest conservation, occupational health, women' livelihood, local planning, urban sanitation, etc. It has coached researchers and teachers in methodologies of community-engaged research from numerous institutions of higher education.

The Centro Boliviano de Estudios Multidisciplinarios (CEBEM)[1] is conducting an intiative, "Cooperation, Knowledge & Development: A North- South Project for Cooperation and Training. Latin America – The Caribbean – Canada" in partnership with six university centres and a civil society network in Canada. This initiative promotes visibility and access to sources of knowledge with the purpose to update professionals that are working in the front line of development projects and policies. This approach is supported by a system that combines a (virtual) learning platform for delivery of short term updating courses on cutting-edge issues, and a portal with information resources and communication tools. The thematic focus is on virtual education; local and regional development; intercultural relations; human and social Development; community economic development; international relations and; participatory research methods. Specific objectives are to consolidate a model of North-South and South–South collaboration for the design, exchange, adaptation, and delivery of short online courses for professional updating; to provide short-term work and learning opportunities to Canadian and Latin American graduate students, professors, and practitioners; and, to contribute to furthering the development of participatory research methods. This initiative includes a Newsletter that reaches over 130,000 professionals, university professors, researchers, policy makers, and development practitioners across Latin America and the Caribbean.

The Sub-Sahara Africa Participatory Research Network (REPAS) promotes the use of participatory action research to meet the needs of people and communities in achieving sustainable development throughout Africa. It develops popular knowledge through university community partnerships in areas such as: community development; women's issues; poverty alleviation; health; education and literacy; sustainable development, and; culture. The Network has been particularly active in Senegal, Gambia, Mauritania and Chad.

4.0 Outcomes

4.1 Collaboration and research amongst partners in the Global Alliance for Community-Engaged Research suggests that community engagement with higher education institutions on every continent has reached a critical mass and momentum. There is significant evidence of beneficial outcomes from these forms of engagement.

4.2 Knowledge being co-produced and applied to real challenges to human development and sustainability is offering pathways and solutions that would not otherwise exist. Communities and their social and economic development actors are directly benefiting from their engagement in research and learning partnerships, obtaining access to participatory action research and learning opportunities that build their capacity to manage and create their own evidence-based strategies for sustainable development.

4.3 Knowledge mobilization from research partnerships are being applied to real-time (policy creation by governments across the globe who need multi-disciplinary evidence-

based strategies for public policy development that includes scientific rigor and the knowledge and engagement of civil society actors (their citizens) in solutions to sustainable development.

4.4 Higher education institutions are benefiting from increased learning and engagement of their students and faculty in real-life learning and knowledge creation opportunities. They are also benefiting from increased support from the public and stakeholders from demonstrating their commitment to social responsibility.

4.5 Public agencies and research councils are benefitting from multiple returns on their investment in research that informs policy, practice and learning across a range of relevant stakeholders, and builds, through student, faculty and community practitioner engagement, a new generation of informed stakeholders.

4.6 Civil society organizations are benefiting from enhanced resource partnerships that inform the public good they are working to achieve while strengthening the scientific rigour they need to demonstrate and use evidence of solutions to the public issues they are working on.

5.0 Issues and Conclusions

5.1 The emerging trends in community higher education engagement offer an important knowledge creation and mobilization system to respond to the world's sustainable development challenges. However it is currently fragmented and lacking recognition and systematic means to address its potential.

5.2 The 2008 Higher Education in the World Report provide a wide-ranging global analysis of the challenges and opportunities we face in bridging the gap between communities and universities in human and social development (Taylor, 2008). Bawa (2007) has noted that for developing countries, and we would argue for the richer countries as well, one of the challenges for community engagement strategies is to systematically incorporate capacity building of community participants and communities to be part of networked society (Castells, 1996).

5.3 It is noted that the "agenda has moved on from a desire to simply increase the general education of the population and the output of scientific research; there is now a greater concern to harness university education and research to specific economic and social objectives" (OECD 1999, p. 9), and this raises a series of questions: How can the leadership in Higher Education structures become more sensitized to the needs and opportunities? How do we move community-engaged research from the individual and research centre model to university-wide effective functions? What kinds of capacities are needed within the universities and within community partners in order to create the most productive partnerships? How do we facilitate south-south, south-north and horizontal global collaboration in pursuit of community-university partnerships for sustainable development ? How can we ensure that graduates – particularly those involved in policy-making and project implementation in the South – may keep abreast with advances in knowledge? In order to answer these questions effectively, we need a strong global evidence base, and UNESCO with its Member States are ideally positioned to facilitate this at this critical point in time.

5.4 There is also a need to engage Member States in policy development informed by evidence of how higher education can be reformed to scale up successful forms of engagement with community that produce relevant outcomes for social, economic and

environmental conditions in their countries. Community and civil society engagement in higher education as a policy focus could unleash multiple returns in sustainable development, but only if higher education policy by nation states provides the flexibility and incentives for that engagement to take place. Member states also have a huge opportunity to benefit from community university partnerships in research and knowledge mobilization for sustainable development if they focus their own investment in research on community university partnership models through their external funding mechanisms and their respective research funding councils.

5.5 Higher Education stakeholders can benefit from collaboration and learning on how emerging models of partnership with community produce enhanced outcomes for their institutions, faculties and students. In particular the extension learning, service learning, applied research functions of higher education institutions are developing models of partnership that could be scaled up. University-wide social responsibility and civic engagement structures are an emerging trend that appears to be producing results that benefit the institutions themselves as well as communities, but on which little dialogue, support, or research has taken place. Incentives for faculty and student involvement in community engagement are lacking, and many traditional academic structures within higher education systems (e.g. recognition, tenure, advancement) are barriers to such engagement. In many regions of the world, specialized NGOs are providing a key role in updating of graduates and professionals after they finish training, to meet the challenges of practice in their real-time situations through upgrading and knowledge transfer – a role that universities rarely play but that is vital to advancing knowledge transfer for sustainable development in practice.

Higher education institutions and their associations could benefit from dialogue and collaboration on models of community and civic engagement and the institutional structures and policies that strengthen such partnerships.

5.6 Civil society stakeholders have an immense knowledge and expertise in planning and action for sustainable development. As former UN Secretary General Koffi Annan has stated civil society is the emerging world superpower. Networks and organizations at the local, regional, national, continental and global level have contributed major initiatives to create and mobilize knowledge for sustainable development. They also have created space for indigenous and community wisdom and organization as the infrastructure for sustainable development that respects local and traditional cultures – a prerequisite in our experience for sustainable development. However, they are under resourced and fragmented, and lack capacity to conduct evidence-based research and planning in many settings. There is a need to network and harness the knowledge of civil society stakeholders on how partnerships with higher education can be designed to support their efforts and needs, particularly in the context of democratic governance and engagement that rely on grassroots capacity of people and communities to create and manage change.

6.0 Conclusions and Recommendations

6.1 At this critical time in human and sustainable development for the world, it is imperative that we harness the potential of community higher education partnerships to inform progress. Our research indicates a large aggregate trend to unite civil society and higher education institutions and networks in common efforts to co-create knowledge, mobilize it to inform practice and policy, and enhance the social, economic and environmental condi-

tions of people, communities, nations and the world. However, these efforts are fragmented and face many unnecessary barriers. We therefore propose the following recommendations to stakeholders at the World Conference on Higher Education.

6.2 UNESCO

6.2.1 The UNESCO World Conference on Higher Education include in its declaration a commitment to supporting community higher education partnerships in research, learning and knowledge mobilization as a strategic vehicle to achieve Member State objectives for sustainable development and societal responsibility.

6.2.2 UNESCO and its Member States initiate and support a participatory process with higher education institutions, community university research networks, civil society representatives (including those from producers), and other appropriate international agencies to profile effective practices in community engagement and their outcomes. The process include:

•Profiling best practices, models and their outcomes in community-based research, knowledge mobilization, service-learning, and civic engagement involving community university partnerships.

•Profiling effective funding models for community university research partnerships amongst Member States.

•Analyzing the linkages between these partnerships and policy development needs of Member States in sustainable development.

•Soliciting recommendations from practitioners in community-based research partnership activity from higher education institutions, government, and civil society on how to strengthen a supportive policy environment for this activity to increase relevant outcomes.

•Convening a special international conference on community university partnerships to discuss and advance recommendations arising from the process.

•Create a UNESCO Chair in Community Engaged Scholarship

6.3 MEMBER STATES

6.3.1 Member states collaborate with the Global Alliance for Community Engaged Research, its members in their respective regions and other similar networks/alliances in identifying research funding models that support community university research partnerships to generate applied and evidence-based policy to address sustainable development and other public policy priorities.

6.3.2 Member states support a lead role by national Research Granting Councils (where they exist) in supporting community university research and knowledge mobilization partnerships, and work to strengthen the investment of international development co-funding organizations in stronger and more organic links between higher education institutions and their communities and regions, and strengthen that role by:

a) Investing in analysis and sharing of results and lessons learned of previously funded Community Higher Education research partnerships in many parts of the world and the creation of an ongoing database and resource for sharing of experiences and results.

b) Supporting national and international networks of practitioners to increase excellence in CBR partnerships and practices, knowledge mobilization from CU partnership activities, and enhance tools, resources and outcomes.

c) Increasing the relative allocation of funds to community university research partnerships

by Research Granting Councils, including the introduction of civil society partners as eligible recipients.
d) Adjusting grant conditions for CU research partnerships to invest more equitably in community based organizations and ensure that the review and selection process is inclusive of civil society and community interests as well as higher education interests.
e) Increasing funding for International Community University Research Alliance partnerships such as those supported by the International Development Research Centre and the Social Sciences and Humanities Research Council of Canada and by the UK Department of International Development.
6.3.3 Member states work to identify effective higher education policy incentives to increase the relevance and engagement of higher education institutions with community and civil society partners to enhance partnership learning that benefit institutions, students and communities.
6.3.4 Member states engage in collaborative exchanges of knowledge on community university research alliance funding models that are demonstrating outcomes in some jurisdictions and could be adapted to other settings.

6.4 HIGHER EDUCATION STAKEHOLDERS

6.4.1 Higher education stakeholders engage through their respective associations in a specific collaborative study of emerging models for community engagement and the structures and incentives that are working within their institutional frameworks that could be adapted and scaled up within the global higher education sector.

6.5 CIVIL SOCIETY STAKEHOLDERS

6.5.1 Civil society stakeholders in UNESCO and other UN agencies convene to discuss how to enhance collaboration on community-based research, learning and knowledge mobilization for sustainable development, with the Global Alliance for Community Engaged Research and other similar networks/alliances.

Appendix B

Communique developed through Global Video Dialgue, September 23, 2010 Enhancing North-South Cooperation in Community-University Engagement

We, international community and university networks representing several thousand universities, professional bodies and civil society organisations: the Centro Bolivianode Estudios Multidisciplinarios, Commonwealth Universities Extension and Engagement Network, Global Alliance on Community Engaged Research, Global Universities Network for Innovation, Living Knowledge Network, PASCAL International Observatory, Participatory Research in Asia, and the Talloires Network, held a global dialogue on North-South Cooperation in Community-University Engagement on September 23 2010;

Deeply concerned with local, national and global challenges in the form of complex issues of an economic, social justice, health, cultural, environmental and sustainability nature;

Taking Account of the growing interest in global higher education circles of the importance of the expansion of and support for structures, practices and policies to support community-university engagement;

Respecting previous statements of principle by each of our networks;

Aware that while there are some extremely innovative examples of community university partnerships in the majority world, nevertheless there remains a significant imbalance in resources for strengthening strategic knowledge partnerships especially in vulnerable populations and poorer countries of the global South;

Supported by Evidence that the co-creation of knowledge, the use and sharing of such knowledge through the engagement of our students and scholars jointly by our higher education institutions and our community partners is a critical contribution to meeting the challenges of our times;

Recognizing that knowledge is created in multiple sites such as universities, communities, the private sector, civil society organizations, government agencies, international organisations and social movements;

In Respect of Indigenous knowledge systems and other ways of knowing and being;

Understanding Community-University Engagement to mean respectful and genuine collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of democratic partnership and reciprocity;

Underscore the following principles in our Call to Action:

1. All higher education institutions express a strategic commitment to genuine community engagement, societal relevance of research and education and social responsibility as a core principle.

2. Community engagement activities be based on two-way communication and guided by values of inclusion, mutual respect, integrity, freedom and democratic decision-making.

3. Recognise and support the role of community partners in the creation and cocreation of knowledge.
4. Scholars, researchers, students, practitioners, communities and their networks be enabled to participate in public engagement activities through appropriate training, and support.
5. Scholars, researchers, students, practitioners, communities and their networks be recognised and valued for their involvement with public engagement.

6. In the interest of achieving global targets and world equity challenges as expressed by the Millennium Development Goals and other such statements, investment be strengthened to build community-university engagement capacities especially in the global South with attention to vulnerable populations and less wealthy countries.

7. Rather than world-ranking systems for higher education that are often ineffective in advancing engagement practices, we support appraisal systems such as the Alternative University Appraisal system (in collaboration with the United Nations University) as development tools.

We believe that the transformative potential of our community sector organisations and our higher education institutions is enhanced when we combine our collective knowledge, global connections, skills and resources to address the myriad of social, economic, cultural, health and environmental challenges in our places and regions.