L'Orangerie Room, 13.45-15.00

Community Engagement

Wendy Naus (Chair)

Richard Gordon

Crystal Tremblay

AESIS

Community engagement

Wendy Naus

Executive Director, Consortium of Social Science Associations (COSSA), USA

Accelerating Impact Outside the Academic World:
Community Engagement

Impact of Science 2018 Annual Conference
June 14, 2018

Speakers

- **Wendy Naus**, Executive Director, Consortium of Social Science Associations (USA), *Chair*
- **Richard Gordon**, Chief Executive, Landcare Research (New Zealand)
- **Crystal Tremblay**, UNESCO Chair in Community-based Research and Social Responsibility in Higher Education (Canada)
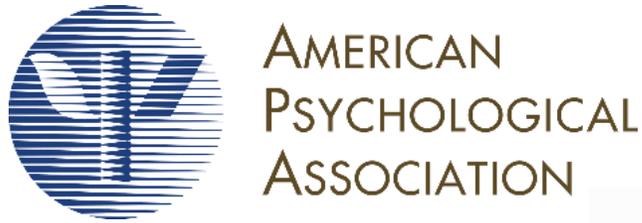
MEMBERSHIP ORGANIZATIONS

Academy of Criminal Justice Sciences
African Studies Association
American Association of Geographers
American Council of Learned Societies
American Evaluation Association
American Historical Association
American Psychosomatic Society
Association for Behavioral and Cognitive Therapies
Association for Public Policy Analysis and Management
Association of Academic Survey Research Organizations
Association of Research Libraries
Council of Colleges of Arts & Sciences
Council on Social Work Education
Economic History Association
History of Science Society
Midwest Sociological Society
National Association of Social Workers
National Council on Family Relations
North American Regional Science Council
Rural Sociological Society
Social Science History Association
Society for Prevention Research
Society for Research on Adolescence
Society for Social Work and Research
Society for the Psychological Study of Social Issues
Society of Behavioral Medicine
Southern Political Science Association
Southern Sociological Society
Southwestern Social Science Association

COLLEGES & UNIVERSITIES

Arizona State University
Boston University
Brown University
Carnegie Mellon University
Columbia University
Cornell University
Duke University
Fielding Graduate University
George Mason University
Georgetown University
Harvard University
Indiana University
John Jay College of Criminal Justice, CUNY
Johns Hopkins University
Massachusetts Institute of Technology
Michigan State University
New York University
North Carolina State University
Northwestern University
Pennsylvania State University
Princeton University
Rutgers, The State University of New Jersey
Stanford University
Texas A&M University
The George Washington University
The Ohio State University
University of California, Berkeley
University of California, Irvine
University of California, Los Angeles
University of California, Santa Barbara
University of Colorado, Boulder
University of Chicago

University of Georgia
University of Illinois
University of Iowa
University of Maryland
University of Michigan
University of Minnesota
University of Nebraska, Lincoln
University of North Carolina, Chapel Hill
University of Oklahoma
University of Pennsylvania
University of Pittsburgh
University of Texas, Austin
University of Texas, San Antonio
University of Virginia
University of Washington
University of Wisconsin, Madison
Virginia Tech
West Virginia University
Yale University

CENTERS & INSTITUTES

American Academy of Arts and Sciences
American Academy of Political and Social Science
Center for Advanced Study in the Behavioral Sciences
Cornell Institute for Social and Economic Research
Institute for Social Research, University of Michigan
Institute for Social Science Research, University of Massachusetts, Amherst
NORC at the University of Chicago
RTI International
Social Science Research Council

- The term "science" is interpreted differently by different individuals.
- The "Deficit Model" (i.e. the assumption that improving "science literacy" and knowledge will lead to more favorable public attitudes/acceptance of scientific findings) is proving not to be the panacea some had thought.

What is the Very First Thing That Comes to Mind When You Hear the Phrase _____?

"Scientific Research"

- **52%** No response
- **13%** Health/Medicine/Medical Research
- **5%** Disease Cures/Drugs/Treatments
- **4%** White Coats/Laboratories

(Axis: 0% 10% 20% 30% 40% 50% 60%)
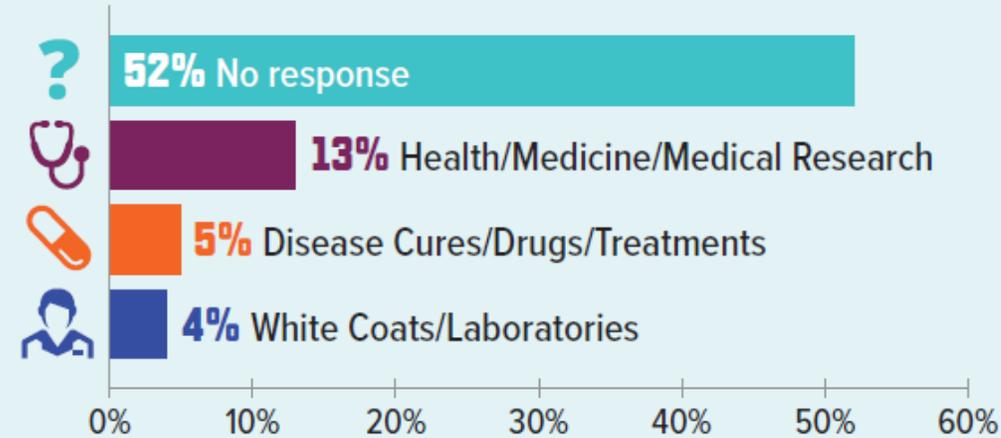
"Scientific Discoveries and Advances"
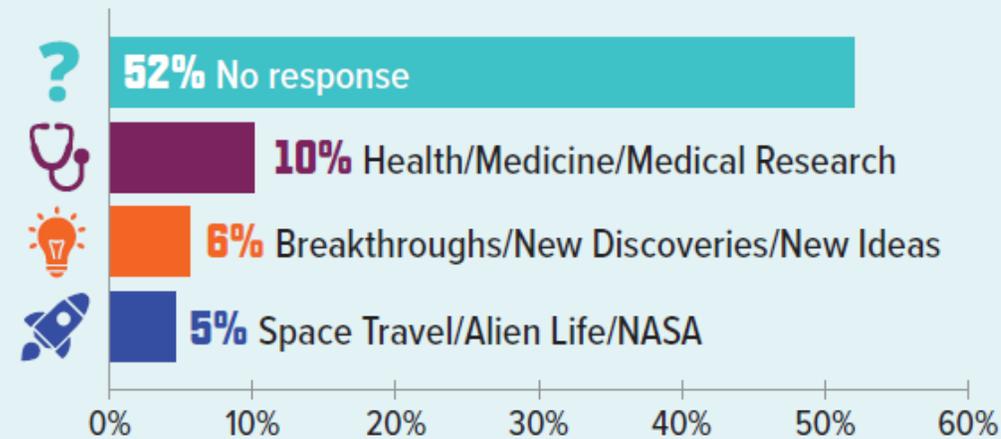
- **52%** No response
- **10%** Health/Medicine/Medical Research
- **6%** Breakthroughs/New Discoveries/New Ideas
- **5%** Space Travel/Alien Life/NASA

(Axis: 0% 10% 20% 30% 40% 50% 60%)

Confidence in Scientific Leaders Remains Relatively Stable

Percentage of U.S. Adults with a "Great Deal" of Confidence in the Leaders of the Following Institutions:

Military · Scientific Community · Banks and Financial Institutions · Press · Congress

A Majority of Americans Views Scientific Research as Beneficial

Percentage of People Who Say That:

- Benefits of Scientific Research Outweigh Harmful Results
- Benefits of Scientific Research are about Equal to Harmful Results
- Harmful Results of Scientific Research Outweigh Benefits
- Don't Know

Percentage of Respondents Who Consider These Outcomes of Scientific Research to be an "Urgent Priority":
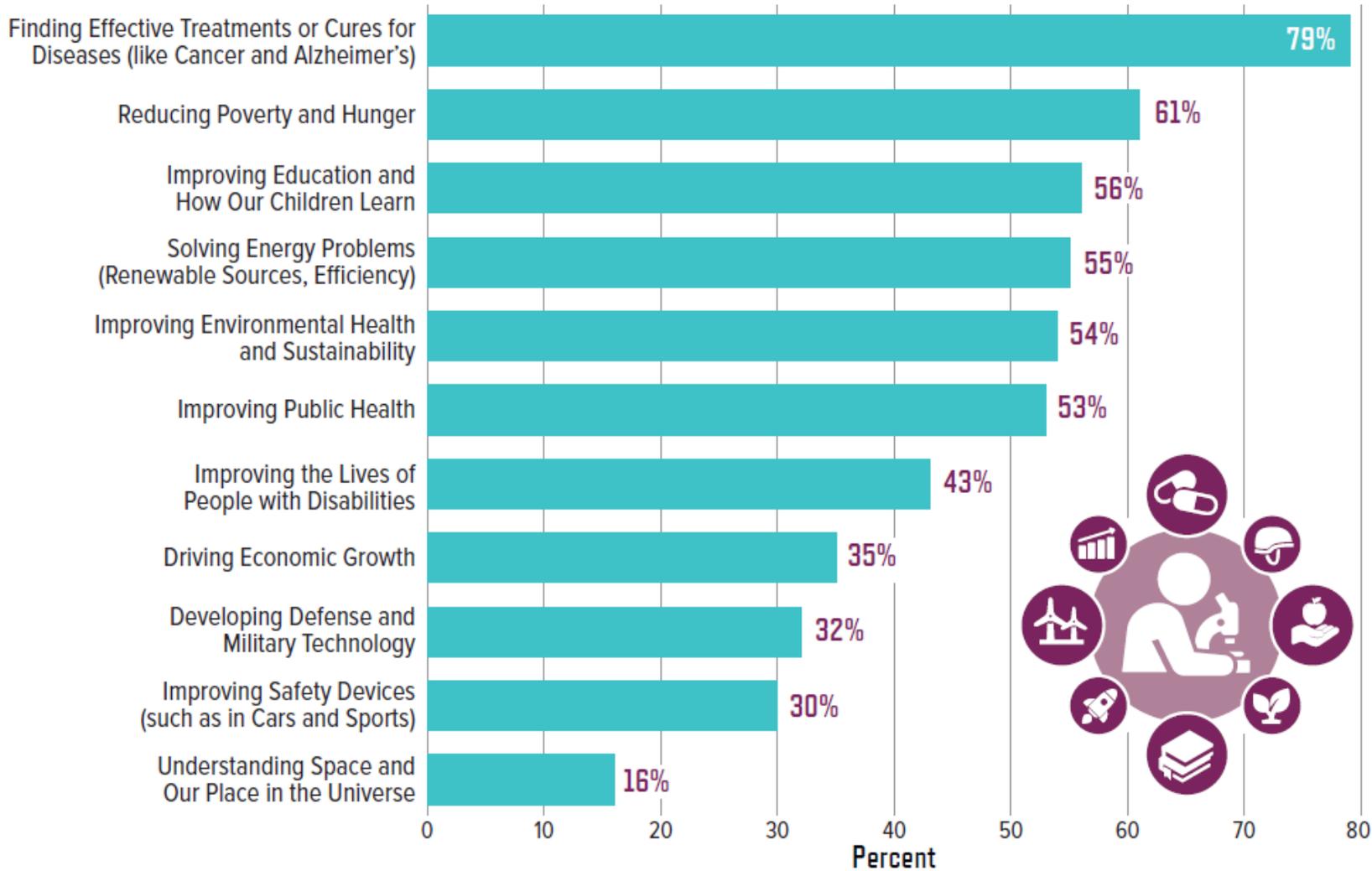
Outcome	Percent
Finding Effective Treatments or Cures for Diseases (like Cancer and Alzheimer's)	79%
Reducing Poverty and Hunger	61%
Improving Education and How Our Children Learn	56%
Solving Energy Problems (Renewable Sources, Efficiency)	55%
Improving Environmental Health and Sustainability	54%
Improving Public Health	53%
Improving the Lives of People with Disabilities	43%
Driving Economic Growth	35%
Developing Defense and Military Technology	32%
Improving Safety Devices (such as in Cars and Sports)	30%
Understanding Space and Our Place in the Universe	16%

CASE STUDY: Vaccine Safety

Degree of Trust in Medical Scientists to Provide Full and Accurate Information on the MMR Vaccine, by Age of Respondent:

	A Lot	Some	Not Too Much/Not at All
U.S. Adults	55%	35%	9%
18–29	59%	24%	15%
30–64	54%	38%	8%
65+	54%	37%	6%
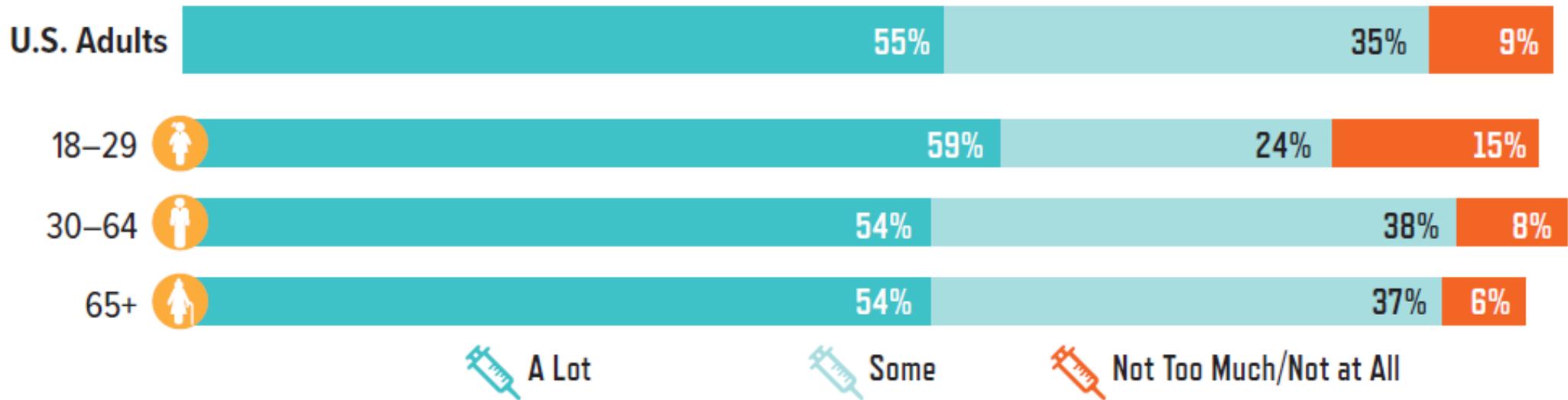
CASE STUDY: Genetically Modified Foods

Degree of Trust in Scientists to Provide Full and Accurate Information on the Health Effects of GM Foods, by Science Knowledge of Respondent:

	A Lot	Some	Not Too Much/Not at All
U.S. Adults	35%	43%	21%
High Science Knowledge	51%		
Medium Science Knowledge	38%		
Low Science Knowledge	18%		
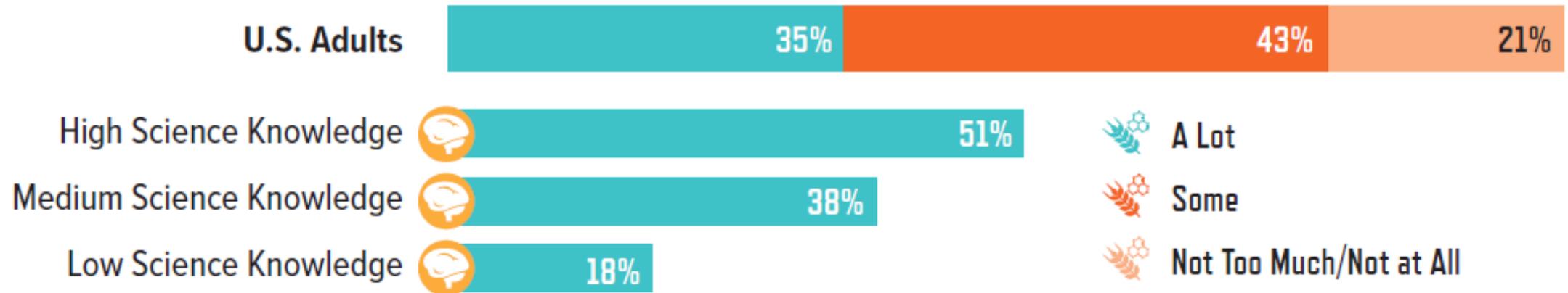
CASE STUDY: Climate Change

Degree of Trust in Climate Scientists to Provide Full and Accurate Information about the Causes of Climate Change, by Political Affiliation of Respondent:

	A Lot	Some	Not Too Much/Not at All
U.S. Adults	39%	39%	22%
Conservative Republicans	15%		
Moderate/Liberal Republicans	32%		
Moderate/Conservative Democrats	45%		
Liberal Democrats	70%		
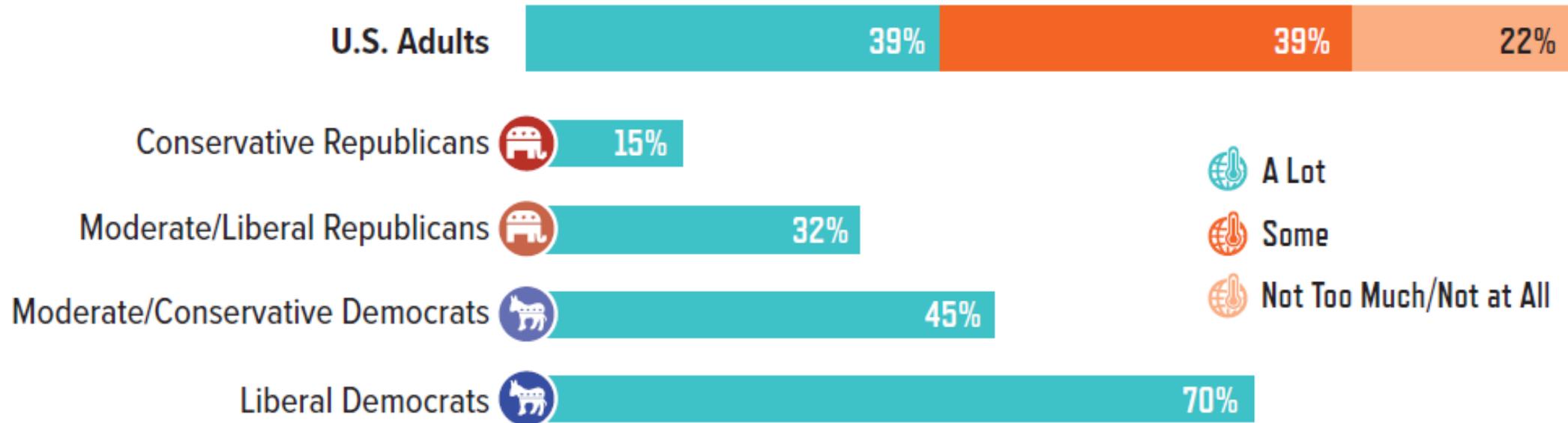
Conclusions

- There is no single "public" that perceives science through a shared lens of experiences and values.

- Mindfulness among science communicators, advocates, and researchers of the inherent multiplicity of attitudes toward science is necessary for effective, evidence-based communication and outreach efforts.

Context for today's discussion…

1. Communities need/want scientific solutions to local challenges.
2. Trust of science/scientists is critical to success.
3. Place and relevance matter.

Wendy Naus, Executive Director

Email: wnaus@cossa.org

Visit Us:

www.cossa.org

www.whysocialscience.com

@COSSADC ★ #WhySocialScience

Washington, DC ★ USA

Speakers

- **Richard Gordon**, Chief Executive, Landcare Research (New Zealand)
- **Crystal Tremblay**, UNESCO Chair in Community-based Research and Social Responsibility in Higher Education (Canada)

Community engagement

Richard Gordon

*Chief Executive at Landcare
Research, New Zealand*

Impact of science interacting with an Indigenous world view

Science and Māori Indigenous knowledge in Aotearoa New Zealand

Richard Gordon Chief Executive

Holden Hohaia General Manager Māori Development

Hei mihi tautahi ki te atua, tuarua, ki ngā mate,

I pay respects to the spirits and those who have gone before us

Tēnei te mihi nui ki te mana whenua,

I greet the Indigenous people with authority over this land

E ngā mana, e ngā reo, rau rangatira ma

To the spiritual power of this gathering, the people and the leaders

Tēnā koutou, tēnā koutou, tēnā tātou katoa

Greetings, greetings, to everyone here.

Purpose and Overview

- **Hypothesis:** Societal impact is enhanced when western science interacts with an Indigenous people's world view

- **Challenges:** Interaction of different world views demands openness to new concepts and possibilities; and sharing of values and aspirations

- **Context:** New Zealand science funding policy expects relevance and contribution to Māori economic, social and environmental development

- **Approach:** Examples of science conducted by a government research institute, Manaaki Whenua – Landcare Research with Māori partners

Key Findings

2016 AESIS conference paper: leading indicators of science impact for Māori:

- Māori value trusted partnerships

- Value comes from science complementing Indigenous knowledge and aspirations

2018: Science complementing Indigenous knowledge has multiple values:

- Builds mutual understanding and trust

- Re-connects people to their own Indigenous knowledge

- Provides a framework to integrate cultural, economic, environmental and spiritual goals

- Empowerment in the post-Treaty Settlement era

Māori in Aotearoa New Zealand

First arrival

Traditional knowledge 1000+ AD

Scientific evidence 1280–1300 AD

Colonisation

Europeans arrived late 1700s

Seed of matai tree (ca. 5mm)

Treaty

Treaty of Waitangi 1840 guaranteed Māori the possession of their lands and other 'treasures' as subjects of the British Crown

Māori Today

Treaty Settlements

Reparation for loss of assets. Restoring opportunities to Māori groups.

Māori economy

Estimated US$35 billion in 2013   (~6% of total New Zealand GDP)

Challenges

Poor quality land; social deprivation; poor infrastructure

Māori land

Land is not sold; value is in sustainability

Whatungarongaro te tangata, toitū te whenua

People come and go but the land endures

Proportion of NZ assets classes owned by Māori

Māori in Science Policy

Vision Mātauranga

"Unlocking the innovation potential of Māori knowledge, resources and people" (2005)

Strategic focus

To direct government research funding relevant to Māori interests:

1. Indigenous innovation
2. Environmental sustainability
3. Improving health and social well-being
4. Exploring Indigenous knowledge at the interface with RS&T

Māori in Science Policy

Implementation

All research proposals contain some Vision Mātauranga elements

Vision Mātauranga Capability Fund [approx US$2.8m pa]

VISION MĀTAURANGA PROJECTS

Manaaki Whenua
Landcare Research

73
65
Research specifically relevant to Māori

45
31
Research involving Māori

26
18
Māori-related research

13
10
Kaupapa Māori

2016/17
2015/16
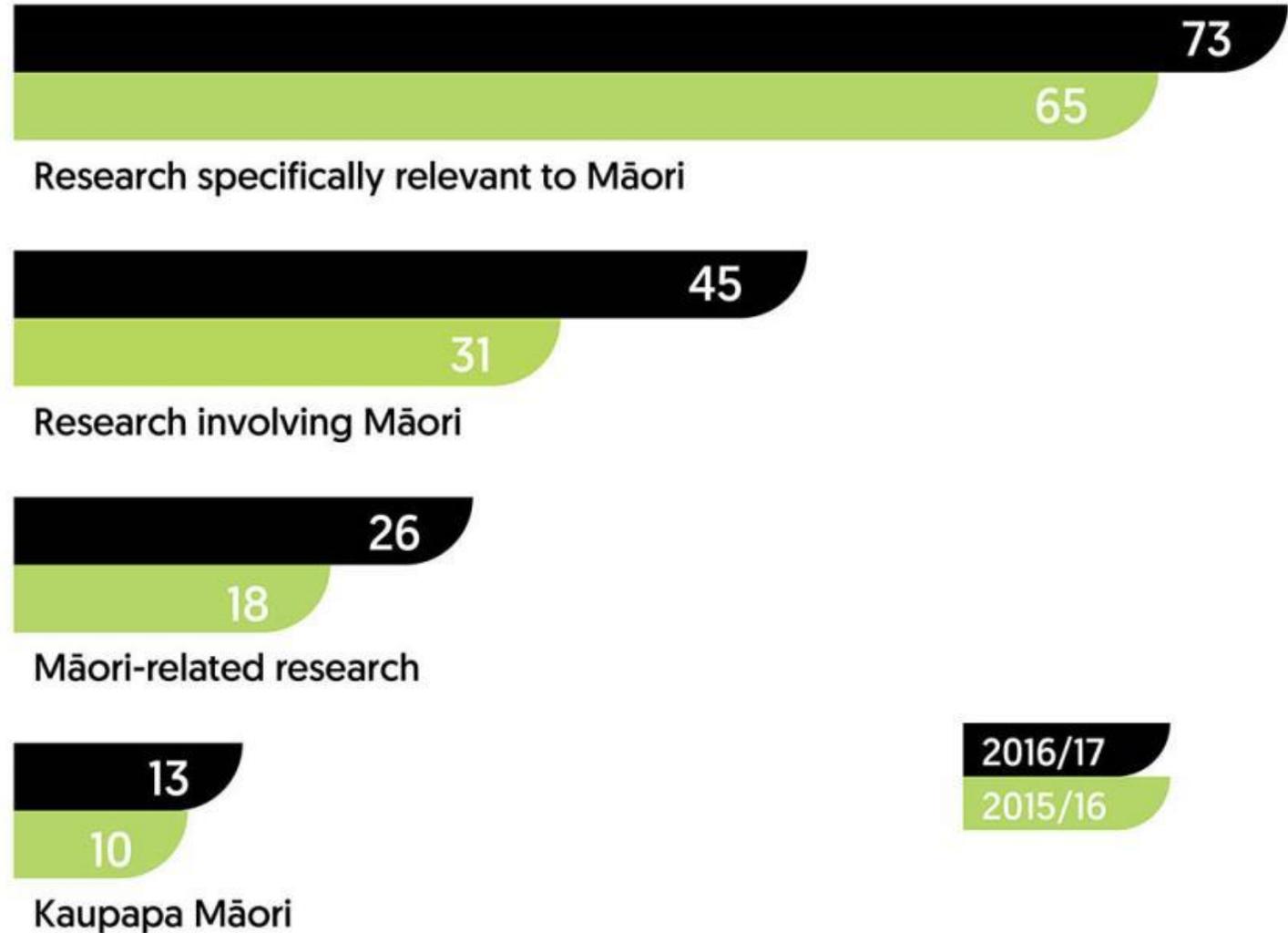
Māori Knowledge System as an Integrating Framework

Māori consider people to be inextricably linked to their environment – the land, forests and animals.

Guiding values and principles – **Ngā tikanga o**:

Wairua – spirit, peace, safety

Mauri – life force, healthy environment

Mana – authority, justice

Kaitiakitanga – guardianship of land and people that are in one's care

Manaakitanga – reciprocity of actions to the environment, to other people

Science at the Interface with Mātauranga Māori
examples from Manaaki Whenua – Landcare Research

1. **Kaupapa Māori** assessment of land-use options

2. **Rāhui** – traditional practice for a new challenge: Kauri dieback disease

3. **Wai Ora Wai Māori** – traditional assessment of natural resources with an app.

4. **Ngā Hekaheka (Fungi) of New Zealand** – re-connecting with traditional knowledge

5. **Ahi Pepe Moth-Net** – opening eyes to changes in our environment

Science at the Interface with Mātauranga Māori
Kaupapa Māori Assessment of Land-Use Options

Kaupapa Māori Assessment of Land-Use Options

Scientific tools help to assess:

- Future climate change adaptations
- Land-use investment options

Investment scenarios tested against Māori values:

- Kaitiakitanga (sustainable resource management)
- Manaakitanga (reciprocal obligations in relationships)
- Whakatipu Rawa (growing the asset base)
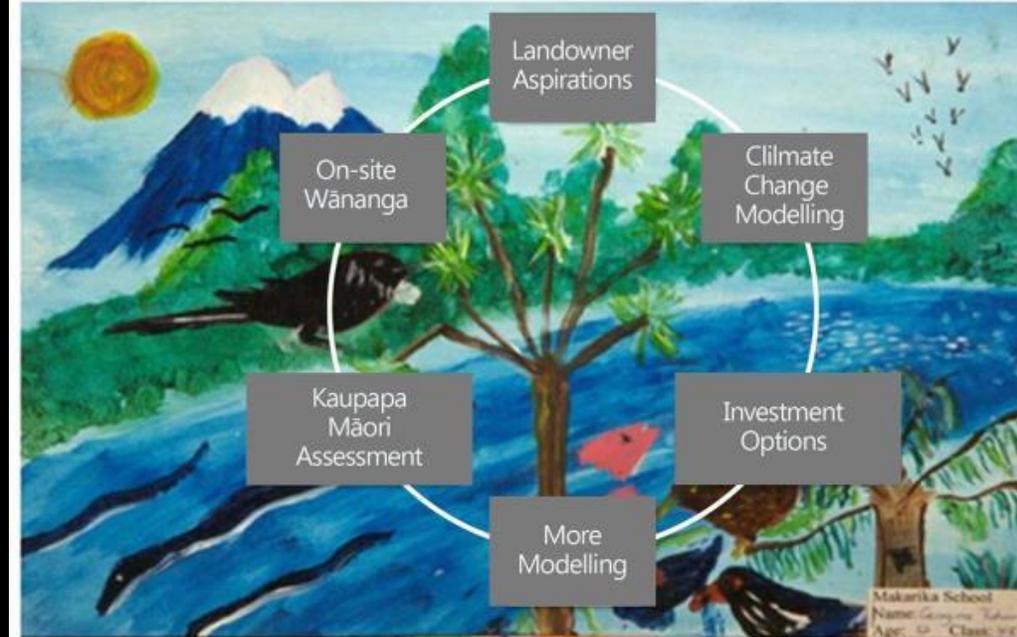
Research approach for the
Climate Resilient Māori Land project

Kaupapa Māori Assessment of Land-Use Options

Criteria		Baseline	Mānuka	Mānuka + Tōtara	Mānuka + Tōtara + Kawakawa	Afforestation +Horticulture
Kaitiakitanga	Mahinga/ Kai	2	3	4	4	4
	Ngā Wai Tipuna	1	3	3	3	3
	Wāhi Tapu/Taonga		3	4	4	4
	Ngā Otaota Māori	2	3	4	4	4
Manaakitanga	Whanaungatanga	1	3	4	4	4
	Akoranga	1	3	4	4	4
	Kia Mahi Ngātahi	1	3	3	3	4
Whakatipu Rawa	Mana Taurite	2	3	4	4	4
	Labour FTEs	1	3	3	4	4
	Whakapūmautanga	1	3	4	4	4

Kaupapa Māori Assessment for Tapuaeroa
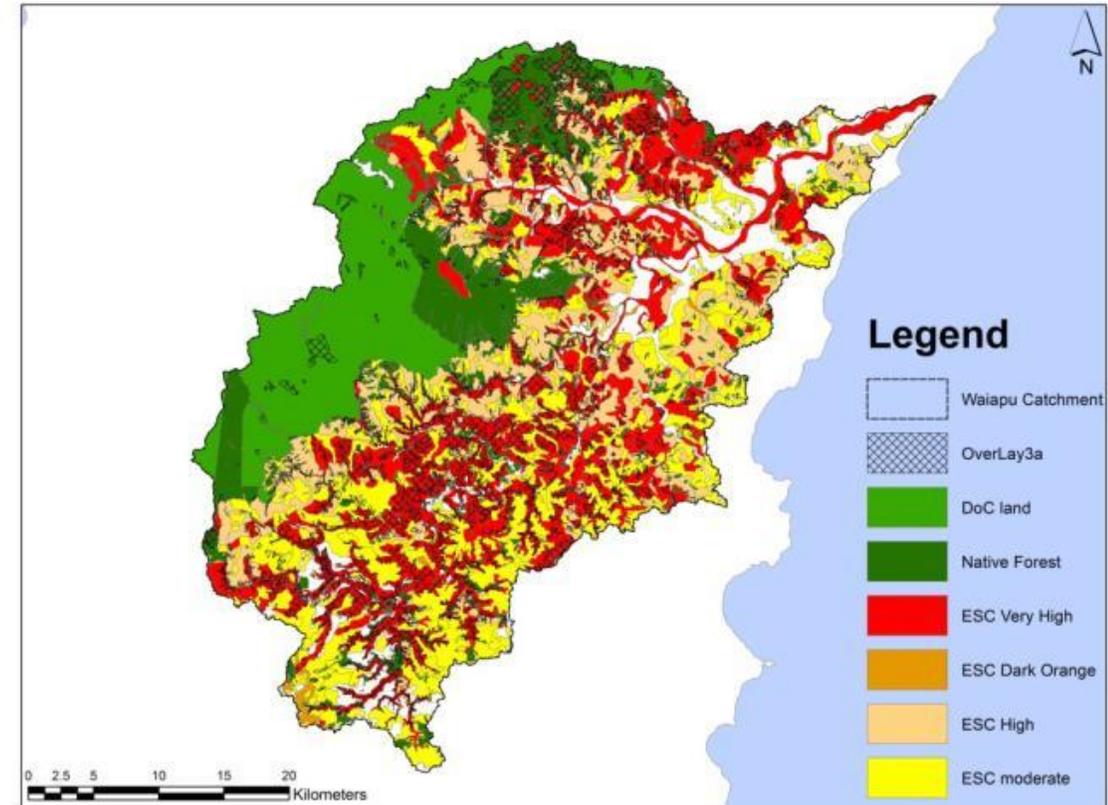
Areas suitable for forestry in the Waiapu catchment, reflecting land ownership and erosion potential.

Science at the Interface with Mātauranga Māori
A Rāhui for Kauri Dieback Disease

A Rāhui for Kauri Dieback Disease

- Soil-borne disease-causing organism

- Science seeking a solution in the soil microflora (mahi ngātahi)?

- A Māori rāhui (traditional ban on access) imposed on the Waitakere Ranges.

- 1 million people visited the Waitākeres each year.

- The city government voted to endorse the rāhui.

MANAAKI WHENUA – LANDCARE RESEARCH

Science at the Interface with Mātauranga Māori
Wai Ora Wai Māori App

Wai Ora Wai Māori App

Traditional assessment of natural resources – built into an app.

- **Taiao Ora** – flourishing nature
  E.g. Does the treasured species have a suitable habitat?

- **Whanau Ora** – thriving families
  E.g. Is food available from the land for family gatherings?

- **Mauri Ora** – the essence of vitality
  Are your gut feeling, hearing, smell, look and taste invigorated?
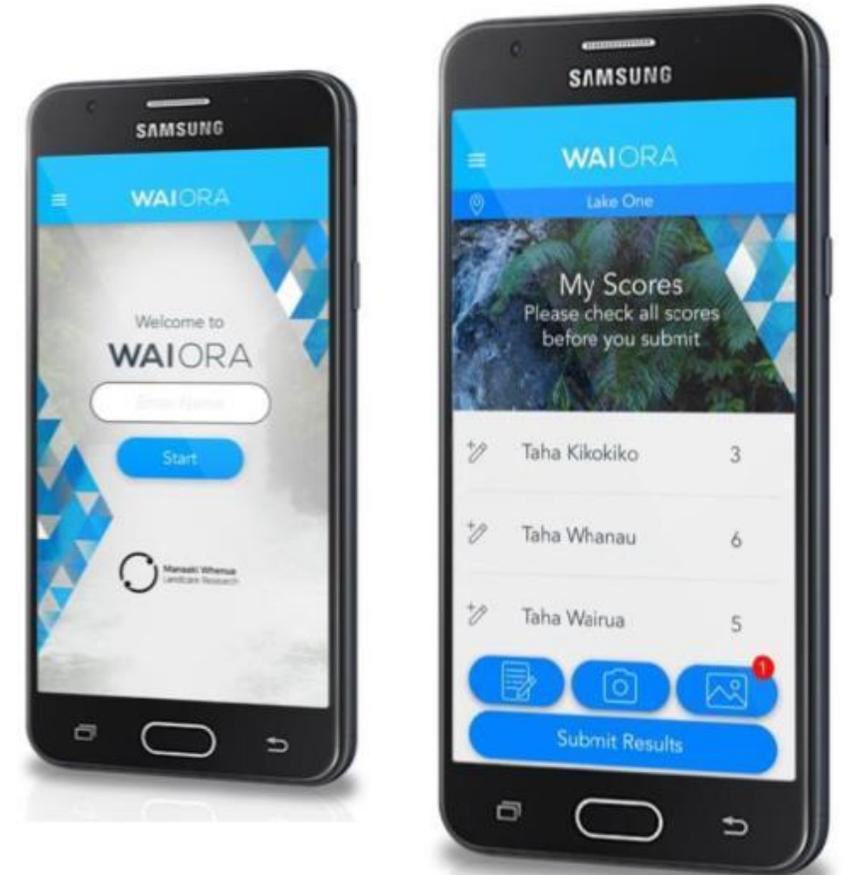
Wai Ora Wai Māori

MAHINGA KAI	Kaimahi 1	Kaimahi 2	Kaimahi 3	Kaimahi 4
Ingoa	Torepatutahi	Torepatutahi	Torepatutahi	Torepatutahi
Ra	21/04/2017	21/04/2017	21/04/2017	21/04/2017
Wa	12:40:00 a.m.	12:40:00 a.m.	12:40:00 a.m.	12:40:00 a.m.
Taunga	38°29'11.54"S, 176°20'4.54"E	38°29'11.54"S, 176°20'4.54"E	38°29'11.54"S, 176°20'4.54"E	38°29'11.54"S, 176°20'4.54"E
TAIAO ORA				
Is it safe to eat taonga species from this site?	AE	AE	AE	AE
Do toanga species have a suitable habitat?	PAI	PAI	PAI	PAI
WHANAU ORA				
Can whanau exercise manaakitanga?	AHUA PAI	PAI	PAI	PAI
Can whanau particpate effectively in whanaungatanga?	PAI	PAI	PAI	PAI
MAURI ORA				
Are the senses awakened at the mahinga kai?	MAURI PIKI	MAURI OHO	MAURI OHO	MAURI OHO
Do tangata tiaki feel connected to the mahinga kai?	MAURI OHO	MAURI OHO	MAURI OHO	MAURI OHO
MAHINGA KAI INDEX SCORE	14	14	14	14
AGGREGATE SITE SCORE				14
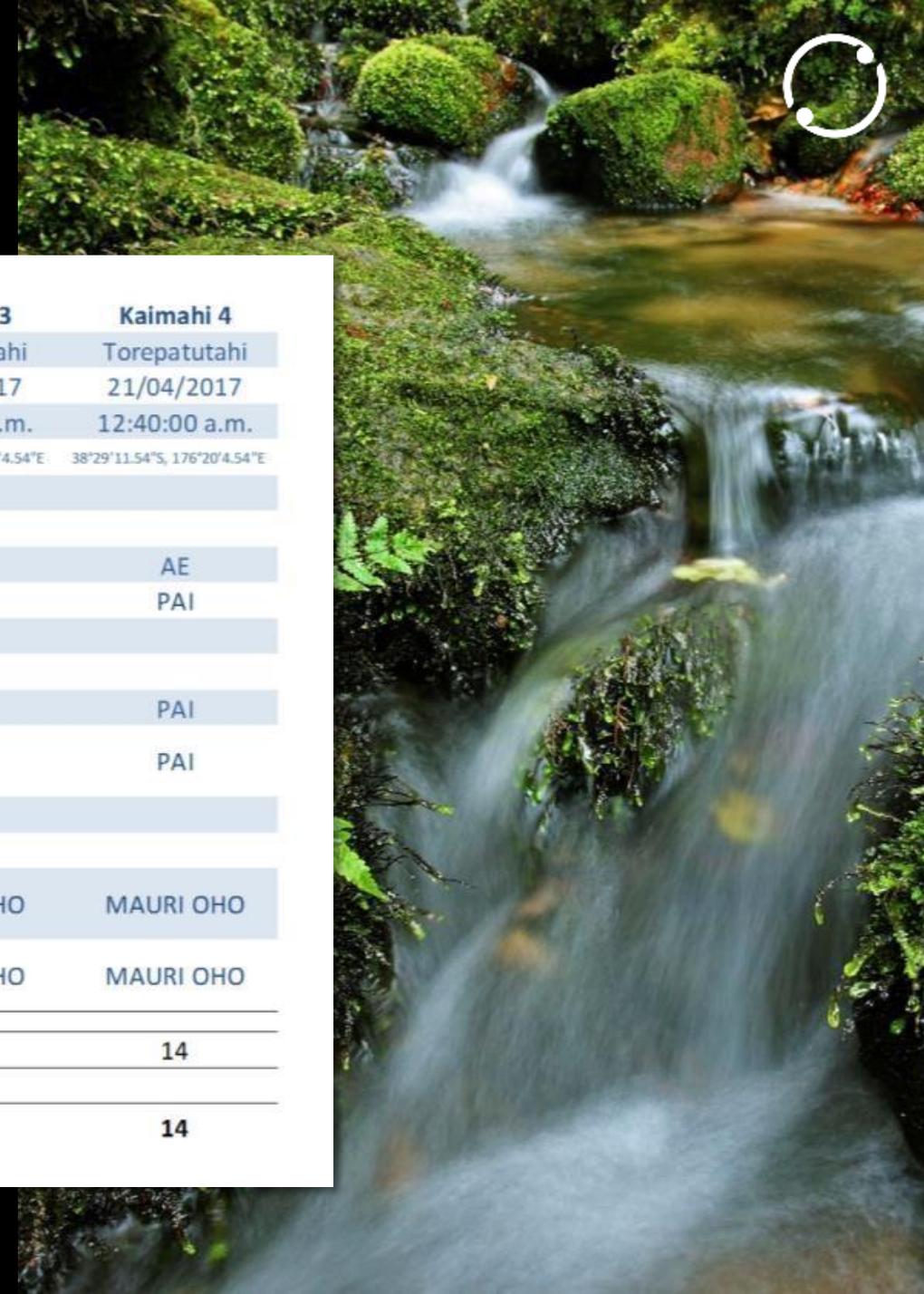
Science at the Interface with Mātauranga Māori

Ngā Hekaheka (Fungi) of New Zealand

Ngā Hekaheka (Fungi) of New Zealand

- A teaching project that re-connects students and their families with Indigenous knowledge and culture

- The role of fungi in ecosystems

- Fungi for tattooing, fire carrying, food and   me

- Fungi in cultural stories and proverbs

Science at the Interface with Mātauranga Māori

Ahi Pepe Moth-Net

Ahi Pepe Moth-Net

- A Citizen Science project that aims to engage teachers, students and whānau (families) with moths, and through moths with nature and science.

- Opening eyes to changes in our environment

- Vision of a "Nation of Observers"

Te Kura Kaupapa Māori o Ōtepoti children attending the WIPC 2017
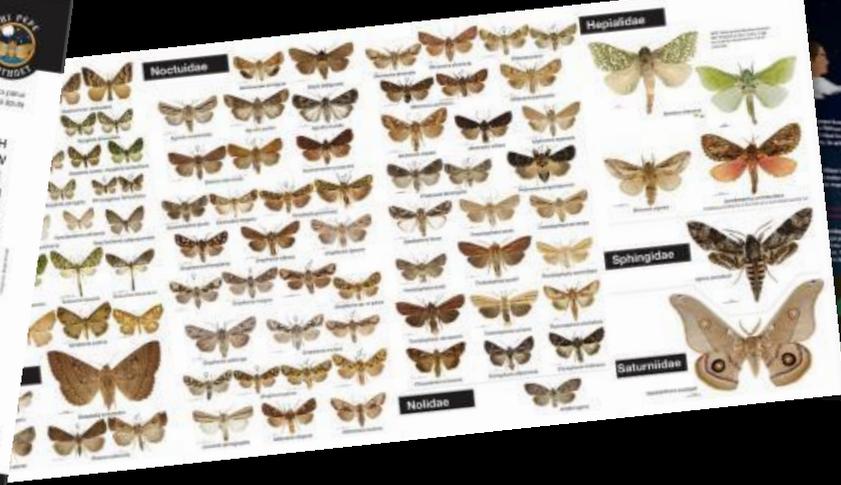
Future of Science Interaction with Māori

Opportunities

Māori in Citizen Science

Māori in science governance & management

Challenges

Shortage of Māori science capability

Shortage of Māori teaching resources

Science silos versus Māori inter-connectedness

Learnings

Hypothesis

Societal impact is enhanced when western science interacts with an Indigenous people's world view

Challenges

Interaction of different world views demands openness to new concepts and possibilities

Learnings

Walking the journey together brings value to both.

Science will face disruption from new approaches but can adapt. We are positive.

Thank you!

Acknowledgements:

This paper reflects the work of a great many people and organisations – too numerous to name comprehensively.

In Manaaki Whenua – Landcare Research the following staff have contributed in a major way:

Garth Harmsworth, Shaun Awatere, Peter Buchanan, Stanley Bellgard, Barbara Anderson

MANAAKI WHENUA – LANDCARE RESEARCH

Contacts

Richard Gordon

GordonR@LandcareResearch.co.nz

Holden Hohaia

HohaiaH@LandcareResearch.co.nz

Community engagement

Crystal Tremblay

Research Director, UNESCO Chair in Community
Based Research & Social Responsibility in HE, Canada

COMMUNITY BASED RESEARCH: KNOWLEDGE, DEMOCRACY AND A SUSTAINABLE FUTURE?

Dr. Crystal Tremblay, University of Victoria, Canada

Special Advisor on Community Engaged Scholarship

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

AESIS Conference, Ottawa, June 14th-15th

CONTENTS

- Understanding knowledge: a changing world

- Global trends: HEI's and UN SDGs

- Case studies of impact:
  - Institutional assessment of CBR & UN SDGs
  - UNESCO Chair Knowledge 4 Change (K4C) global consortium

![University of Victoria logo]

UNDERSTANDING KNOWLEDGE:
A CHANGING WORLD

- A broadened understanding of knowledge – towards a knowledge democracy

- Increasing recognition that citizens, social movements, CSOs, public and private sectors are generating useful knowledge for positive social change

- In addition the emergence of recognition of indigenous ways of knowing and the concept of the *decolonization of knowledge* is a new important discourse in this space

- The co-creation of knowledge between community and academia has undergone a dramatic shift in recent years.

University of Victoria

GLOBAL TRENDS: HEI & UN SDG'S

- International and national momentum to change university culture, policies and practices to advance CE in research and learning

- Tri-Council funding agencies/foundations have moved aggressively to promote and fund collaborative partnership research

- One way that impact is measured on a global scale is through the attainment of the UN SDGs

- The language in these reports refer to 2 major research contributions – monitoring and evaluation and the use of digital technology focused on achieving targets

- What is silent is the *implementation of the SDGs* – CBR is an avenue for co-constructed locally contextualized knowledge that address local needs

University of Victoria

"An approach to the co-construction of knowledge will entail shifting the lens from the internal to external. Research questions can be generated from external actors around locally prioritized SDGs. Research could be conducted as a partnership between academics and community actors, businesses, local governments and civil society. The nurture of such partnerships requires openness on the part of academics to new research questions and methods." (R. Tandon, GUNi report, 2017)

CBR IMPACT
AN INSTITUTIONAL ASSESSMENT: UNIVERSITY OF VICTORIA

- Strong history of institutional commitment to CBR
- Contingency of CBR scholars (*estimated over 150*)
- Spectrum and diversity of engagement in research across campus is vast
  - *Over 20 typologies identified across the disciplines*
- Some inventories of CBR (*international CUE map*) – first comprehensive picture of impact of CE activities across the campus

University of Victoria

Community-Engaged Research

Community-engaged research and how it happens at UVic is explained below.

University of Victoria
Office of Community-University Engagement

Summary of Community-Engaged Research

Definition of community-engaged research (CER): CER is often used as an umbrella term for various action-oriented and participatory approaches to research, including community-based research (CBR), participatory action research (PAR) and a number of other traditions and terminology described below. CER is a collaborative process between researchers and community partners with the aim of creating and disseminating knowledge with the goal of contributing to the discipline and well-being of the community. The degree of community engagement in the research process is often conceptualized on a spectrum (figure below), ranging from low levels ('inform') to high levels ('co-creation') of engagement. Research that reaches into the more engaged areas of the continuum may be described as community-based, which is designed to enable engagement in all aspects of the research process, including shared decision making power and ownership. The glossary of terminology below describes these traditions along the continuum (adapted from Etmanksi et al, 2014) and provides some examples at UVic.

Key aspects of community-engaged research (from Wiebe & Taylor, 2014)

Partnerships	Research Design	Process	Outcomes
– Community relevance – Flexibility – Co-creation of knowledge – Questions originate in the community – Long-term	– Building the research team – Clarifying responsibilities – Collaborative problem definition	– Equitable participation – Recognizing community expertise – Participatory methods	– Action – Change and knowledge – Skills development and resource transfer – Integrated knowledge mobilization

Spectrum of engagement:

Inform:	Consult:	Involve:	Collaborate:	Co-Create:
Provide objective information to assist in understanding the problems and solutions.	Obtain public feedback on analysis, alternatives and/or decisions.	Work directly with community throughout the process to ensure community issues and concerns are understood and considered.	Partner with communities in each phase of the research including decision making and data analysis.	Community and academics co-create knowledge. Decision making and financial power is equal.

Low engagement and reciprocity ←——————————————————→ High engagement and reciprocity

Glossary of community-engaged research at the University of Victoria

Action Research (AR): AR is a reflective process that allows for inquiry and discussion as components of the "research." Often, action research is a collaborative activity among colleagues searching for solutions to everyday, real problems (Stringer, 2007). AR is often used in fields such as Organizational Development (Lewin, 1958) and Leadership Studies (Weisbord, 2012) with the underlying assumption that if people are active in decisions affecting them, they are more likely to adopt new ways.

Arts-based Research: Arts-based research can be defined as the systematic use of the artistic process, the actual making of artistic expressions in all of the different forms of the arts, as a primary way of understanding and examining experience by both researchers and the people that they involve in their studies (Knowles and Cole, 2008)). A number of terms are used to define the coming together of the arts and research, including visual methodologies, performance inquiry, image-based research, installation art-as-research, story-work research, or lyric inquiry (Clover, 2014). Emerging from the qualitative paradigm, arts-based research grew out of the practice of creative arts therapy taking place in the fields of psychiatry and psychology. Arts-based research occurs across many disciplines, and often brings together a mixture of disciplinary lenses. The last few decades has seen a marked growth in understanding and using the power and potential of the arts as tools in adult education and learning (Clover & Stalker; 2007).

SCOPE OF THE PROJECT

- Document the outputs and outcomes of institutional structures (OCBR/ISICUE) between 2009-2015;

- Provide a campus-wide assessment of impact aligning to OCUE's 5 pillars of engagement, UVic's International Plan and the **UN Sustainable Development Goals**;

- Showcase, through in-depth case studies, **qualitative stories of impact** resulting from exemplar CER, as well as institutional supports, challenges and recommendations (community/academic);

- Develop **an impact rubric to assess Community-engaged Scholarship**; and

- Develop **guidelines to inform criteria for the assessment of community engaged scholarship** in reviewing grant applications, partnership proposals, and faculty tenure, promotion, and merit applications.

University of Victoria

COMMUNITY-ENGAGED RESEARCH AT THE UNIVERSITY OF VICTORIA

An impact summary: 2009–2015

Every day, UVic makes a positive impact around the world through community engagement initiatives. In 2017, the Office of Community-University Engagement (OCUE) and the Office of the Vice-President Research (VPR) co-sponsored a research project led by Dr. Crystal Tremblay that examined the breadth and impact of community engagement initiatives such as community-engaged research (CER) and community-engaged learning (CEL) at UVic between 2009 and 2015.

Dr. Tremblay considered how community engagement initiatives at UVic intersect with the **United Nations' 17 Sustainable Development Goals** (see these at *sustainabledevelopment.un.org*), as well as the **five guiding pillars of OCUE** and the **four areas of international impact** identified in UVic's International Plan:

OCUE PILLARS	AREAS OF INTERNATIONAL IMPACT
1. Community-engaged learning (CEL)	1. International development, health and education
2. Community-engaged research (CER)	2. Science, technology and sustainability
3. Knowledge mobilization (KM)	3. Borders, trade, immigration, laws and government
4. Being a good neighbor (GN)	4. Arts, language, culture and history
5. Institutional policies and supports (IPS)	

Based on these intersections, Dr. Tremblay identified five key ways that UVic has made an impact in the community. The following is a summary of these **five key indicators of impact** (to see the full report, contact ocuehelp@uvic.ca).

INDICATOR 1 — $21 million in research funding

From 2009–2015, staff and research affiliates from the former Office of Community-Based Research (OCBR) and the former Institute for Studies and Innovation in Community-University Engagement (ISICUE) secured **$21 million** in funding for community-engaged research.

Research topics included:

- affordable housing
- homelessness
- aging
- environmental health
- Indigenous child welfare
- social innovation
- HIV prevention
- sustainable waste management

INDICATOR 2 — 167 instances of community engagement impact

Dr. Tremblay reviewed data from the Enhanced Planning Tool[1] (2014–2015) to identify the impact of community engagement across all academic units at UVic. She also identified and surveyed 12 case study participants to showcase specific community-engaged research projects from across the university.

The result: 167 instances where UVic community engagement initiatives directly aligned with one or more of the five OCUE pillars as well as UN Sustainable Development Goals[2].

How does community engagement initiatives at UVic intersect with the UN Sustainable Development Goals?

Dr. Tremblay identified that there are three types of impact within each UN Sustainable Development Goal and categorized the 167 instances into these three areas:

INDIVIDUAL	COMMUNITY	SYSTEMS
Changes to individuals' skills, behaviour, attitudes, knowledge or understanding.	Changes to a larger project and encourages new collaborations or ideas.	Changes to policies, structures and government agendas.

ALIGNMENT OF UVIC INSTANCES OF IMPACT WITH UN SUSTAINABLE DEVELOPMENT GOALS

UN GOALS	INDIVIDUAL	COMMUNITY	SYSTEMS	UN GOALS	INDIVIDUAL	COMMUNITY	SYSTEMS
1 NO POVERTY	-	-	-	10 REDUCED INEQUALITIES	16	23	1
2 ZERO HUNGER	1	1	-	11 SUSTAINABLE CITIES AND COMMUNITIES	8	2	1
3 GOOD HEALTH AND WELL-BEING	42	41	7	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	1	-	-
4 QUALITY EDUCATION	30	35	1	13 CLIMATE ACTION	5	2	3
5 GENDER EQUALITY	3	4	-	14 LIFE BELOW WATER	7	4	5
6 CLEAN WATER AND SANITATION	3	-	-	15 LIFE ON LAND	14	6	4
7 AFFORDABLE AND CLEAN ENERGY	2	-	5	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	36	34	9
8 DECENT WORK AND ECONOMIC GROWTH	1	2	-	17 PARTNERSHIPS FOR THE GOALS	2	2	2
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	22	12	5	OTHER	7	10	1

Case studies of exemplar CER

LINKING CER IMPACT TO THE UN SUSTAINABLE DEVDELOPMENT GOALS

12 in-depth case studies from across the disciplines demonstrate impact locally and globally.

Tłįchǫ Multimedia Dictionary, NWT
UNSD Goals 3, 4

Municipal Stormwater Management, Victoria
UNSD Goals 3, 4, 11, 15

Removal, Transitions and Trauma: Children and Youth, Nanaimo, Duncan
UNSD Goals 3, 16

Aboriginal child and youth mental health, Vancouver Island
UNSD Goals 3, 4, 10

Participatory Sustainable Waste Management, Brazil.
UNSD Goal 3, 5, 8, 10, 12

Rural Women's strategies of community building & self reliance, South Africa
UNSD Goals 5,8,10,11,13,15,16

Strengthening Community University Research Partnerships, Global
UNSD Goals 3, 4, 11, 15

Institute for Integrated Energy Systems

School of Child & Youth Care

School of Public Administration

Geography

Environmental Studies

Business

History

School of Public Administration

Institute on Aging & Lifelong Health

Institute for the Studies and Innovation in Community University Engagement

KEY FINDINGS

- Study not exhaustive of all CE activity: limitations in terminology, reporting structure of impact at EPT level – a pilot

- Strong evidence of impact to **students** (skills, employment and professional development), **community partners** (systems change, improved services, infrastructure) and **quality of research** (societal relevance, co-creation of knowledge)

- Wide range and diversity of research outputs as demonstrated from the case studies. Non-refereed publications represent significant output. ***Non-academic forms of knowledge mobilization have high impact.***

- Research supports P&T CER guidelines and impact rubric

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 (2013-15): *Mainstreaming Community-University Research Partnerships*

Project SSHRC (2014-16): *Building the Next Generation of Community-based Researchers ("The Next Gen project")*

LESSONS & KEY FINDINGS

Most respondents have not had any **formal training** in CBR.

- CBR capabilities are acquired mostly through self-directed learning and on-the-job (workplace) training, workshops and university courses (theory-based).

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

- Collaborative training efforts are still missing. Need of university involvement beyond individual thesis researches and short-term projects to long term engagement.
- Importance of **long-term relationships** between communities and HEIs or CSOs

Content of training: Focus on specific methods/data collection techniques.

- Ethics, mutuality, partnership, cross-cultural communication, group facilitation are critical for practitioners of CBR but rarely included in any formal training.

Over 50% of the survey respondents consider that the most effective training approaches for building capacities in CBR are participating in **community actions** [field practice] and/or performing **art-based activities** (e.g., music, theatre, storytelling).

- Almost 40% of students enrolled in HEIs have never taken community actions or performed art-based activities as part of their training in CBR.

THE KNOWLEDGE FOR CHANGE (K4C) CONSORTIUM

- K4C is a global initiative of the UNESCO Chair, under the joint leadership of UVic and PRIA, and its HEIs and CSOs partners.

- Purpose: 1) to train of a new generation of community workers and students in the theory and practice of CBR;

- 2) to create an international communication network on knowledge democracy, justice and equity as a contribution to local, national and global challenges such as the UN SDGs.

Creation of **local training hubs** in India, Indonesia, Italy, South Africa, Colombia and Cuba (2018), and Canada, UK, Brazil and Spain (2019)

University of Victoria

K4C MENTOR TRAINING PROGRAM

K4C Co-Directors (UNESCO Chair in CBR)

1) Designation of local Hubs as centres of excellence for the training of CBR

2) Certified CBR Mentor (Mentor Training Program)

3) Localized CBR course offered at the Hubs by certified Mentors
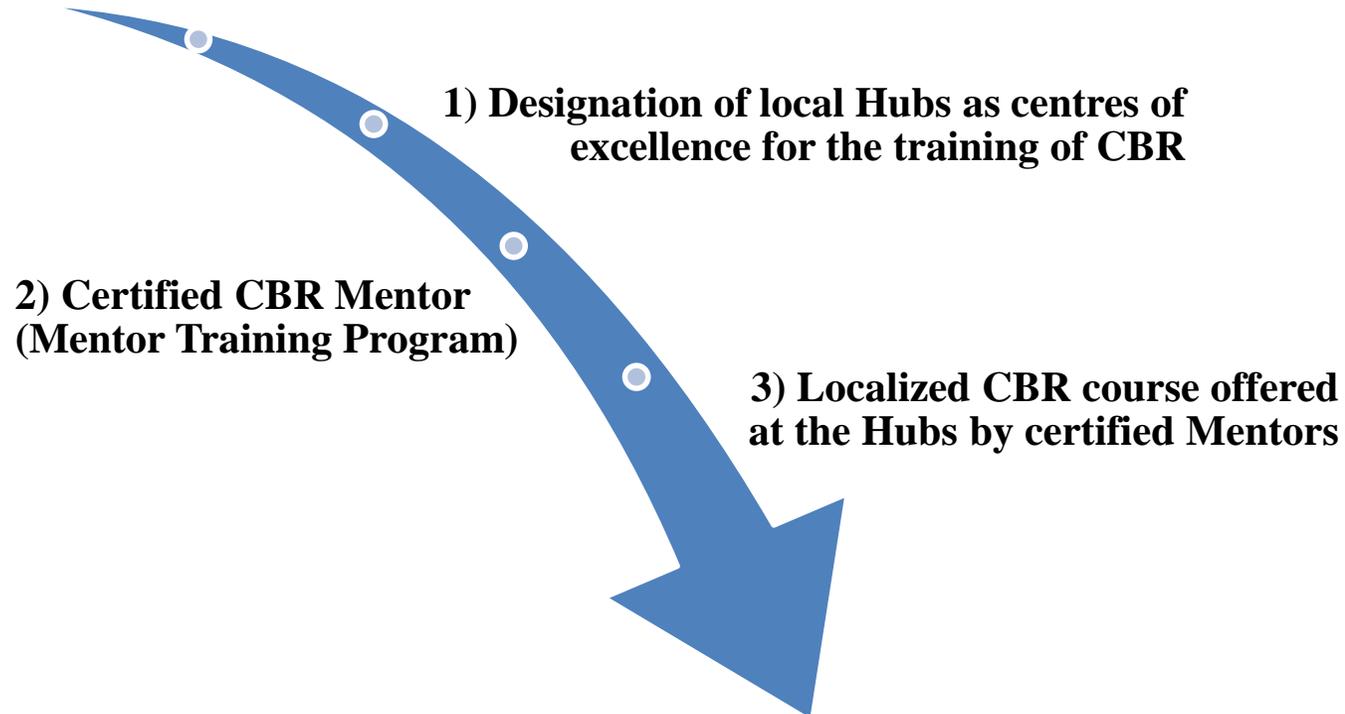
CBR trained expertise in Global South and excluded North to promote social transformation and community change in line with the UN SDGs

University of Victoria

K4C MENTOR TRAINING PROGRAM

- The MTP is a **21-week non-credit course** consisting primarily of 3 components: *online* learning activities, a two-week *face-to-face* learning component, and a *field work* component to be carried out locally under the guidance of a local supervisor.

- The MTP is designed for experienced civil society and community based participatory researchers in higher education institutions.

- The UNESCO Chair will provide a certificate to the mentors, on the successful completion of the course requirements. This will be the only valid global certification for CBR mentors that currently exists.

University of Victoria

K4C MENTOR TRAINING PROGRAM (GOALS)

1. Build a common vocabulary for CBR.

2. Understand the theory and practice of CBR.

3. Understand the personal and social skills critical for working in CBR.

4. Development of strong skills in working with communities and students, and teaching CBR.

5. Prepare case studies in local/national languages as future training materials for local training based on a field experience.

6. Use research findings to find/build local solutions linked to the UN SDGs

7. Discover new sources of text, audio, video resources, that may be useful for the hub and the local community.

8. Share experiences with others around the world who are engaged in training for CBR as well.

University of Victoria

KNOWLEDGE PRODUCTS
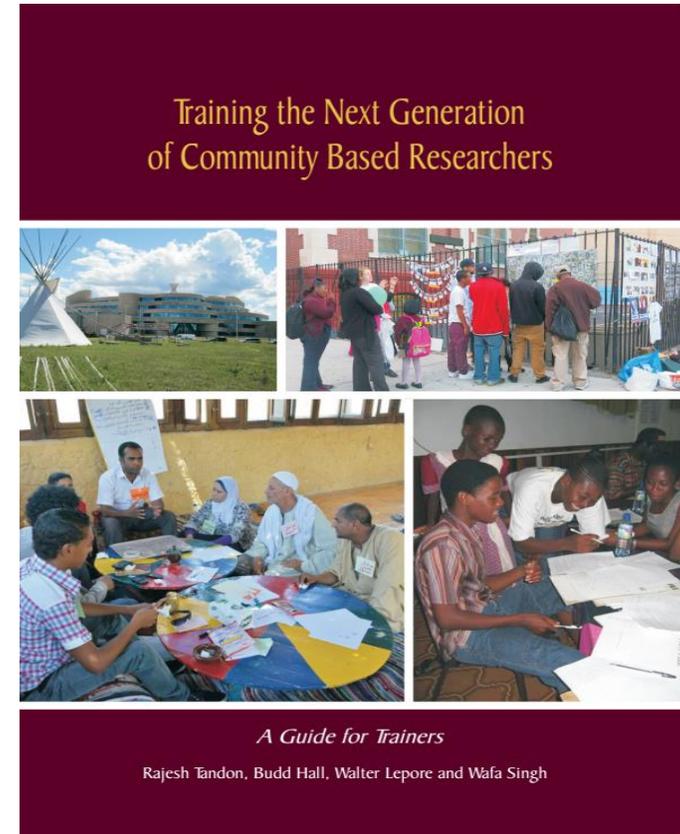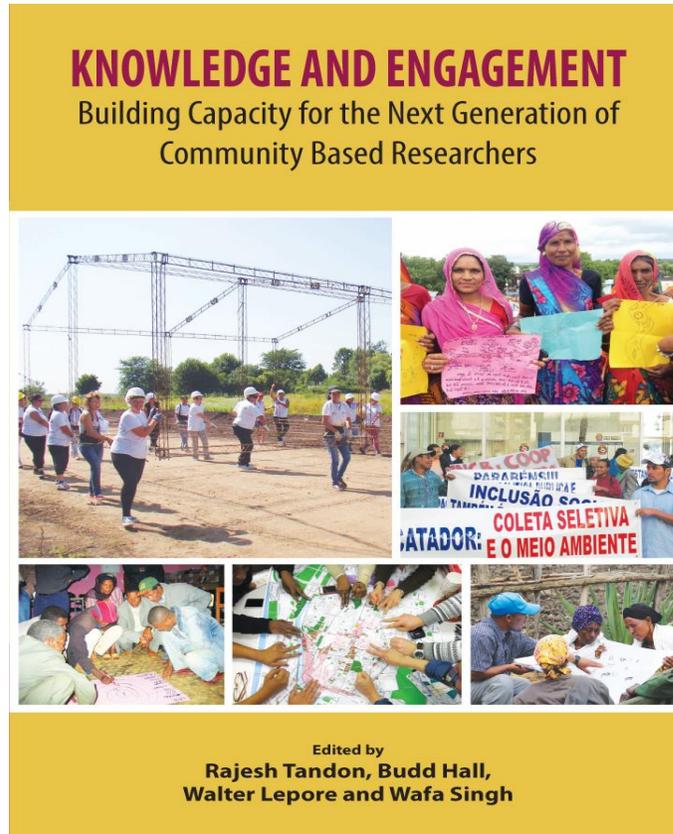
Thank you!

More materials available at: http://unescochair-cbrsr.org/

http://dspace.library.uvic.ca/handle/1828/5949

Follow us:

https://twitter.com/UNESCOchairCBR (@UNESCOchairCBR)

https://www.facebook.com/UNESCOchairCBR/