Global Trends in Training Community-based Research in Higher Education Institutions and Civil Society Organizations

Survey Results - July 2015

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Table of Contents

Introduction

Our research program in the UNESCO Chair in Community-based Research and Social Responsibility (CBR-SR) in Higher Education has evolved over the past three years. We have worked with many global and regional partners in identifying issues of policy development and advocacy for the vision of knowledge democracy, community-university research partnerships, the role of civil society in knowledge creation, and in the theory and practice of the co-construction of knowledge. Our research on the variety and distribution of administrative structures to facilitate respectful community university research partnerships is available in the open access and free book *Strengthening Community University Research Partnerships: Global Perspectives* from our web site. It provides evidence that the concepts of Community-based Research are gaining acceptance around the world and that structures of some type are becoming more common. Our previous research also provides us with evidence that there is a large appetite for training and learning about how to do Community-based Research.

This survey is the first part of our Next Gen project, funded by the Social Sciences and Humanities Research Council of Canada, that provides much needed information about the current state-of-the-art in CBR training in various regions of the world. It is clear that a movement that links knowledge to social change needs spaces to deepen and extend methods and approaches. We are grateful to the many individuals, organizations, networks and partners who have helped us reach out to so many to seek their ideas and experiences.

We welcome your comments, additions, contributions and involvement in helping to build the *next generation* of activist researchers with the tools and perspectives needed.

Budd L. Hall and Rajesh Tandon, UNESCO Co-Chairs

Project Description

This document presents the main findings of the first global survey that we know of on training in Community-based Research (CBR). The survey was conducted by the UNESCO Chair in CBR and Social Responsibility in Higher Education between November 2014 and May 2015. We received 413 responses from 60 countries, covering each region of the world. The questionnaire was designed in collaboration with our partners in order to capture a diverse and broad understanding of concepts, materials, approaches and practices of training and teaching CBR around the world.

Before describing the survey instrument and analyzing its main findings, it is important to explain what we mean by "Community-based Research" (CBR) and provide context and background for our research. In this publication we use the term CBR as an umbrella concept that encompasses a variety of participatory research approaches –such as action learning, engaged scholarship, participatory action research, and collaborative inquiry– that actively engages community members and groups in knowledge production processes, ranging from community consultation to initiation and control of research.

Over the past two decades a variety of CBR strategies have gained acceptance as particularly valuable for addressing complex socio-environmental issues, comprising a rich and evolving literature. Works along these lines mostly address reasons why CBR is an effective contributor to social and community change, or how CBR has been used within a variety of contexts (including Indigenous communities, residents of coastal communities, or affordable housing, just to mention a few examples). This literature also considers ways that various participatory research methods and tools can be used in CBR, such as Indigenous research methodologies, participatory video, photo voice, community theatre, community consultations and more. However, there is very little research to date on how best to develop capacities in CBR in university and community settings, and scarce data on what types of CBR training are currently available, especially in the global South.

In order to fill this gap, the UNESCO Chair in CBR-SR is undertaking a global project titled *Building the Next Generation of Community-based Researchers* (a.k.a. **the Next Gen project**). This initiative aims to create new interdisciplinary knowledge on pedagogies of learning and teaching participatory research in four thematic areas: (i) asset-based community development, (ii) governance and citizenship, (iii) water governance, and (iv) Indigenous research methodologies. Our partnership includes four international lead organizations respectively working in those areas: the Coady International Institute at St. Francis Xavier University (Canada), the Society for Participatory Research in Asia (PRIA, India), the Institute for Resources, Environment and Sustainability (IRES) at the University of

British Columbia (Canada), and the Institute for Studies & Innovation in Community-University Engagement (ISICUE) at the University of Victoria (Canada).

The overall objective of the Next Gen project is to increase access to high quality training in CBR within higher education institutions (HEIs) and civil society organizations (CSOs). Our goal is to identify and examine:

1) current regional sources for the training of new community-based researchers;

2) CBR training practices and programs related to the four thematic areas of interest;

3) lessons learned in pilot studies on training in CBR; and

4) experts and institutions involved in participatory research to collaborate as partners in a global network of training in CBR.

Our four thematic lead partners have extensive research, teaching experience and global reputations providing CBR training in their areas of expertise. We also have diverse regional and global partners working in the broader field of community-university engagement in Latin America, Asia, Europe, North America and the Arabic speaking countries. Our network builds on these existing efforts and it is intended to constitute the heart of information and outreach on training in CBR for years to come.

Conceptual framework

The Next Gen project is grounded in theories of knowledge that recognize the value of linking community-based knowledge with academic, scientific knowledge in the creation of 'knowledge democracy'. Increased knowledge democracy means, among other things, recognizing civil society or communities as a source of knowledge about complex issues. It means, for example, valuing the knowledge of those living without adequate access to water in Africa, women elected officials in local government in India, or those holding traditional Indigenous knowledge in Latin America. Thus, CBR refers to a diverse set of methods of partnership research between HEIs and civil society actors that facilitate co-creation of knowledge and promote social and community change.

Of critical importance is the issue of how the next generation of knowledge practitioners and researchers will gain access to the methods, tools and values of CBR in order to promote the use of research by community members and encourage the collaborative creation of knowledge democracy. This research project aims to understand the current state-of-the art in pedagogies and strategies for building CBR capacities, and to work towards the strengthening of the existing training fieldwork and the theoretical and curricular content on participatory research in HEIs and CSOs around the world.

Expected outcomes

The Next Gen project will develop three main products: a practical guide to facilitate CBR in university and community settings, a book on the theory and practice of training CBR, and a collection of video training materials. In order to disseminate these and other resources of the UNESCO Chair CBR-SR, we have created a web 2.0 interactive website and a blog space to promote regional and global networking (see http://unescochair-cbrsr.org/). We have also built an online open-access repository for studies, curricular materials, course modules, conference findings and policy recommendations on training and teaching CBR (see http://dspace.library.uvic.ca/handle/1828/5949).

Methods

To collect relevant data on training in participatory research and describe existing pedagogies and strategies for building CBR capacities, we triangulate information gathered through three instruments:

(i) four thematic reviews on CBR training (including practices, literature, curricula, material, best practices, institutions and experts, etc.);

(ii) a global web based survey on training CBR that supplements what we know from the existing literature and materials on training in participatory research; and

(iii) 20 institutional in-depth case studies identified as 'top training practices' in the previous two stages.

As mentioned above, this document presents the main findings of our global survey on training in CBR which was administered globally through our national and regional network partners between November 2014 and May 2015.

Support and partners

The Next Gen project is funded by a Partnership Development Grant from the Social Sciences and Humanities Research Council of Canada (SSHRC). Our partnership is led by Drs. Budd L. Hall and Rajesh Tandon, co-chairs of the UNESCO Chair in CBR and Social Responsibility in Higher Education, and Dr. Crystal Tremblay, research coordinator for the UNESCO Chair CBR-SR. Expertise in the thematic clusters comes from Dr. Leila Harris with the IRES at UBC, Dr. Alison Mathie with the Coady International Institute at SFXU, Dr. Leslie Brown, Director of the ISICUE at the University of Victoria, and Dr. Martha Farrell, Director of the PRIA Academy for Lifelong Learning. Of critical importance is also the inclusion of diverse global and regional networks on community-university engagement, such as the Talloires Network, the Association of Commonwealth Universities, the Global University

Network for Innovation (GUNi), Living Knowledge Network, the Asia-Pacific University-Community Engagement Network (APUCEN), Centro Latinoamericano de Aprendizaje y Servicio Solidario (CLAYSS) and PASCAL Observatories, as well as PRIA, the University of Victoria, the University of Alberta, Royal Roads University, Lignan University, Makerere University, Gulu University and the University of Kwazulu-Natal.

Description of the Survey Instrument

The design of a survey aimed at collecting data from different regions of the world and capturing very diverse training experiences has to consider the limitations and challenges raised by different languages and contextually important teaching approaches. In order to increase the validity and reliability of our instrument and reduce confusions about key terms –such as 'community-based' or even 'training'–, a pilot survey was launched in October 2014. The pilot was answered by 26 respondents from 10 different countries.

After making adjustments to increase the quality of the questions, the survey was launched globally in November 2014 and remained open until May 2015. We developed a self-administered internet-based questionnaire using the Fluidsurvey's online survey software (http://fluidsurveys.com/surveys/crystal-G8c/next-gen-final/). The questionnaire was initially designed in English and then translated into Spanish, French and Portuguese. Given the large diversity of conceptualizations and training practices in CBR, we decided to translate the term 'community-based research' (widely accepted in North America) as 'participatory research' which, in other parts of the world, is the most common way of naming research which originates in the community and flows back to the civil society. The survey consists of 12 questions organized into four primary sections: 1) geographical and demographic characteristics; 2) learning and teaching CBR; 3) training the next generation of CBR practitioners and scholars; 4) recommendations and suggestions. The questionnaire was designed to be complete in 15 minutes on average. The survey instrument is available in Appendix 1.

To reach the highest amount of respondents possible we used a snowball technique. Invitation emails were sent to 598 potential participants (response rate: 32.1%) who were also asked to forward the invitation to their colleagues and contacts who have experience as learners and/or instructors of CBR. We received 413 responses (average completion rate: 91%) from 60 countries, as it is shown in Figure 1.

Figure 1. Map of survey responses
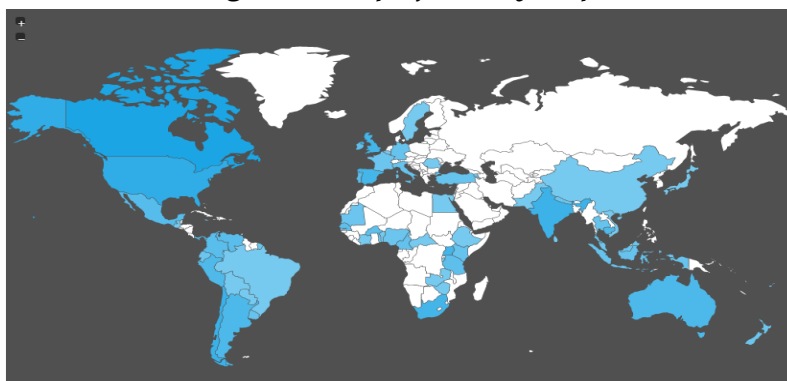
Survey Findings

I. Geographical and demographic characteristics

We received responses from a diversity of countries and regions of the world. In addition to places that have strong CBR tradition (e.g., U.K., Canada and the U.S.), we also found CBR training practices to be present in 'less common' countries (e.g., Armenia, Cisjordan, Burundi). As shown in Table 1, we obtained a broad and well-balanced representation of the Global South –especially from Africa, Asia and Latin America– that taken together represents 56.4% of our sample. Despite the questionnaire being available in four languages, limited language capacities may explain the low responses rate we received in certain regions of the world (e.g. Middle East and Eastern Europe).

Table 1. Survey responses by region of the world

Response	Count		
Africa	78	18.9%	
Asia	58	14.0%	
Australasia	13	3.1%	
Europe	54	13.1%	
Latin America/South America	91	22.0%	
Middle East	4	1.0%	
North America	113	27.4%	
The Caribbean	2	0.5%	
	Total: 413		

The majority of the survey responses (71.4%) came from individuals working at Higher Educational Institutions, primarily faculty members and professors (Table 2). We also found that other members of the university community are actively involved in CBR projects or have experience as learners and/or trainers of CBR. Practitioners and researchers affiliated to university centres and university managers (e.g., school directors and deans) represent over 16% of our sample and a fifth of the responses we received from HEIs.

Although the questionnaire was sent to various CSO networks around the world, the response rate was relatively low for this target group (17.7%). This could indicate the existence of a small number (and a limited web presence) of CSOs providing training in CBR compared to HEIs, but also scarce resources at the CSO level –such as time and personnel– to conduct the survey and a different understanding of the language associated to training, teaching and learning participatory research. In this sense, it is possible that many CSOs are

actually offering and receiving some kind of CBR training –either informally or formally– without using the academic terminology identified in this survey.

We also found that only 8% of respondents identify themselves as 'CBR trainers/instructors'. In other words, just a minor fraction of respondents dedicate themselves exclusively to teach participatory research in HEIs or CSOs. This finding may suggest the need to build more capacity for training CBR and more dedicated instructors in a variety of settings (HEIS, CSOs, communities, etc.) and different education levels (undergraduate, graduate and post-graduate level).

Table 2. Institutional affiliation and roles of the survey respondents

Response	College/University instructor	Facilitator/Trainer	Practitioner (e.g., program manager, project coordinator, etc.)	Student (enrolled in a formal institution)	Other, please specify...	
Higher Education Institution (HEI)	185 62.7%	17 5.8%	39 13.2%	27 9.2%	27 9.2%	Total: 295
Civil Society Organization (CSO)	2 2.7%	13 17.8%	52 71.2%	1 1.4%	5 6.8%	Total: 73
Government	1 6.7%	2 13.3%	12 80.0%	0 0.0%	0 0.0%	Total: 15
Private Sector	1 12.5%	1 12.5%	5 62.5%	0 0.0%	1 12.5%	Total: 8
Other, please specify...	1 4.5%	0 0.0%	10 45.5%	2 9.1%	9 40.9%	Total: 22

II. Learning and Teaching Community-based Research (CBR)

On average, 90% of the respondents have had previous experience in CBR. Similar results were found across groups of respondents (Table 3). However, when we asked more specific questions about the type of CBR training they have received, we discovered that 16% of respondents were never trained to do CBR, while most respondents have not had any formal learning experience in participatory research. This result is consistent with the study of Tremblay, Hall & Tandon (2014) that found that over half (52.4%) of surveyed practitioners and researchers never received training in CBR or simply learn it to do it through trial and error.[1]

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[1] Tremblay, C., Hall, B. & Tandon, R. (2014). *Global trends in support structures for community university research partnerships. Survey results - September 2014.* UNESCO Chair in Community-based Research and Social Responsibility in Higher Education. Retrieved from http://unescochair-cbrsr.org/unesco/pdf/IDRC_Survey_Results_2014.pdf

Table 3. Previous involvement in CBR

Response	College/University instructor	Facilitator/Trainer	Practitioner (e.g., program manager, project coordinator, etc.)	Student (enrolled in a formal institution)	Other, please specify...	
Yes	173 46.3%	30 8.0%	105 28.1%	28 7.5%	38 10.2%	Total: 374
No	17 43.6%	3 7.7%	13 33.3%	2 5.1%	4 10.3%	Total: 39

As shown in Table 4, the predominant ways of acquiring CBR capabilities are autodidactic, self-directed learning (56.9%) and on-the-job training (47.7%). Among the formal opportunities, the training is mainly dominated by workshops (1 to 10 days duration) and university courses, and to a lesser extent by short-term courses (2 to 10 weeks), medium-term training programs (3 to 6 months) and online training programs. These results are consistent also across groups of respondents as it is shown in Table 5.

Table 4. Types of training in CBR

| Response	Count	
Workshop (1 -10 days)	137	33.2%
Short course (2 to 10 weeks)	59	14.3%
Medium term program (3 to 6 months)	31	7.5%
Undergraduate/Graduate course	123	29.8%
On-the-job training	197	47.7%
Self-taught/Self-directed learning	235	56.9%
One-on-one mentoring/Research assistantship	84	20.3%
Online training	29	7.0%
Other, please specify...	31	7.5%
	Total: 413	

Table 5. Types of training in CBR by group of respondents

Response	College/University instructor	Facilitator/Trainer	Practitioner (e.g., program manager, project coordinator, etc.)	Student (enrolled in a formal institution)	Other, please specify...	
Workshop (1 -10 days)	60 / 14.6%	14 / 20.3%	38 / 14.2%	9 / 12.5%	16 / 15.0%	Total: 137
Short course (2 to 10 weeks)	21 / 5.1%	5 / 7.2%	22 / 8.2%	3 / 4.2%	8 / 7.5%	Total: 59
Medium term program (3 to 6 months)	18 / 4.4%	1 / 1.4%	5 / 1.9%	3 / 4.2%	4 / 3.7%	Total: 31
Undergraduate/Graduate course	57 / 13.9%	8 / 11.6%	37 / 13.8%	7 / 9.7%	14 / 13.1%	Total: 123
On-the-job training	77 / 18.8%	17 / 24.6%	67 / 25.0%	10 / 13.9%	26 / 24.3%	Total: 197
Self-taught/Self-directed learning	112 / 27.3%	15 / 21.7%	63 / 23.5%	24 / 33.3%	21 / 19.6%	Total: 235
One-on-one mentoring/Research assistantship	38 / 9.3%	5 / 7.2%	22 / 8.2%	10 / 13.9%	9 / 8.4%	Total: 84
Online training	11 / 2.7%	3 / 4.3%	6 / 2.2%	3 / 4.2%	6 / 5.6%	Total: 29
Other, please specify...	16 / 3.9%	1 / 1.4%	8 / 3.0%	3 / 4.2%	3 / 2.8%	Total: 31

Regarding teaching and training materials, activities and resources, approximately 45% of respondents believe that traditional published research and grey literature were highly useful for learning CBR (see Table 6). Over 60% of the survey respondents consider that the most effective training approach to CBR is participating in community actions –i.e., any collective action taken with a community to address or engage with a particular issue– and almost half (47.9%) valued performing creative activities (e.g., music, theatre, storytelling) as very or extremely useful for building capacities in CBR.

We also found that almost a quarter of respondents (24.1%) have never received any CBR training using video materials although there are lots of educational videos on participatory research available on the Internet. For instance, in June 2015 a quick search on YouTube of the terms 'community based participatory research' and 'participatory research' revealed 2,340 and 9,390 results, respectively. The relatively low usage of these resources could indicate a lack of systematization of available video materials that, in turn, makes their use difficult for teaching purposes. It has to be also noted that web-based video training is relatively new (approximately less than 10 years old) and most of our respondents may have more experience with traditional educational activities, such as lectures, face-to-face interactions and audio-visual tools.

Table 6. Usefulness of teaching and training material, resources and activities
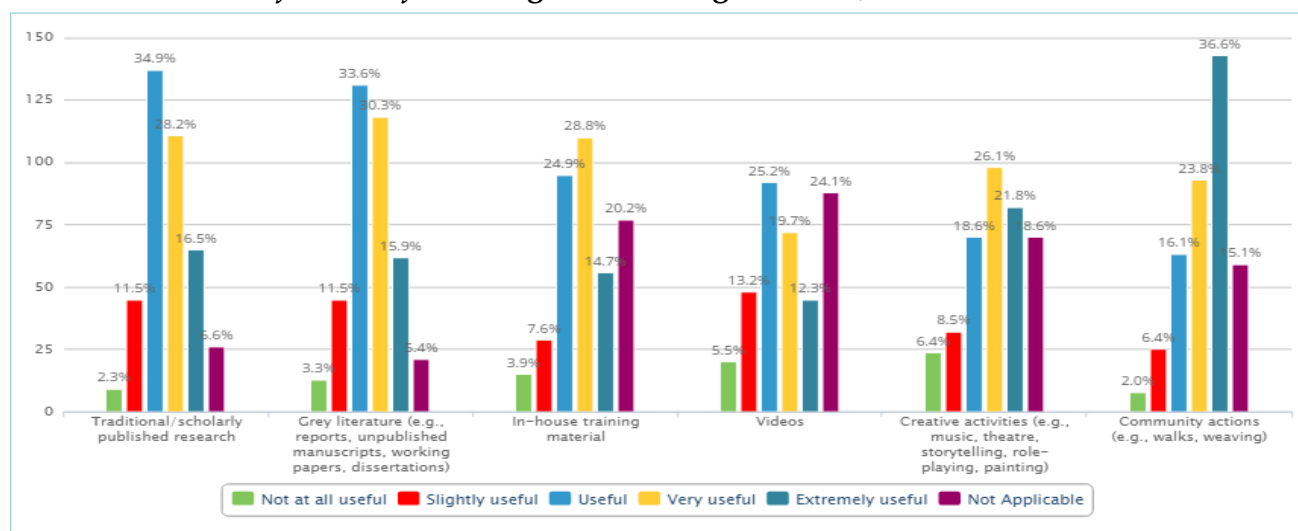
Despite the aforementioned relevance of experiential learning approaches, our survey results reveal that almost a third (30%) of students enrolled in HEIs have never taken community actions or performed creative activities as part of their training in CBR. As shown in Table 7, the predominant learning materials offered to students are traditional and grey literatures; however, many of them rated those resources as slightly or not at all useful to learn CBR. Experiential learning activities and less traditional training materials, such as videos, are still not commonly used in university courses to teach CBR. In other words, HEI-based training continues to be taught in traditional classroom-type approaches for the most part, while learners are calling for experiential opportunities to develop CBR capacities that most current academic programs are not properly structured to offer.

Table 7. Usefulness of training material, resources and activities (Student responses)
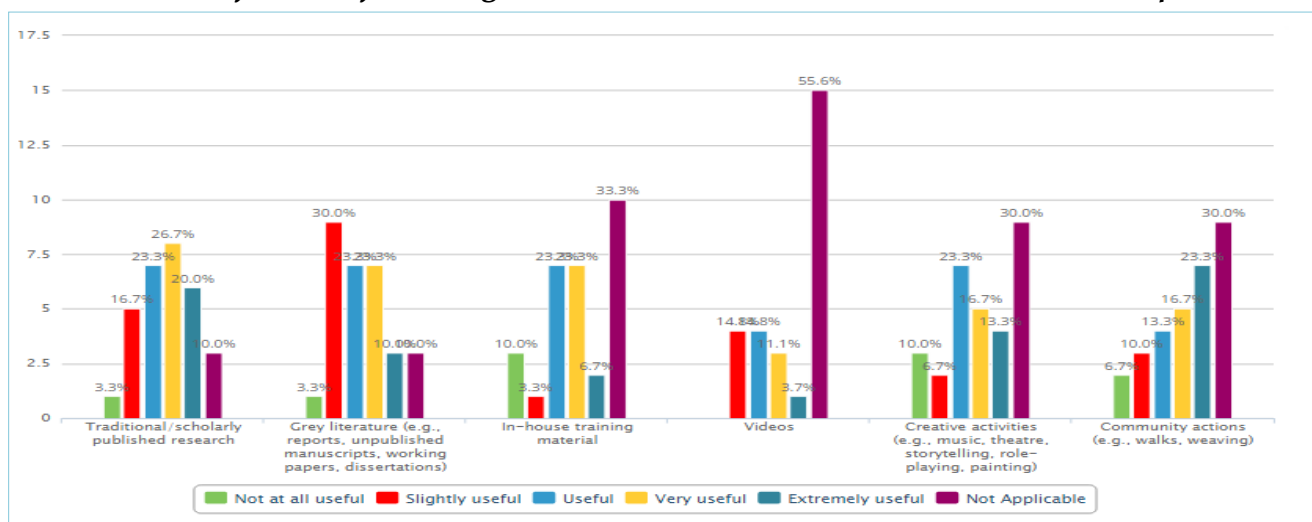
III. Training the next generation of CBR practitioners and scholars

Our survey underscores a strong interest in the provision of training for participatory research: 9 out of 10 respondents manifested their interest in receiving more training opportunities in CBR. Different groups of respondents show similar results on average (Table 8). It has to be noted though that among the respondents who are not interested in learning more CBR over 60% are university professors, while 100% of surveyed students expressed their interest in getting more training in CBR.

Table 8. Interest in receiving more training in CBR

Response	College/University instructor	Facilitator/Trainer	Practitioner (e.g., program manager, project coordinator, etc.)	Student (enrolled in a formal institution)	Other, please specify...	
Yes	165 *44.7%*	30 *8.1%*	109 *29.5%*	29 *7.9%*	36 *9.8%*	*Total:* 369
No	24 *61.5%*	2 *5.1%*	8 *20.5%*	0 *0.0%*	5 *12.8%*	*Total:* 39

Almost a third of respondents (31.8%) considered short-term learning experiences (i.e., workshops) as the most useful training they would like to receive in the future, followed by short-term courses (26.3%), online training courses (23.2%), medium-term programs (18.8%) and university courses (15.1%) (See Table 9 below).[2] Among the informal types of training, respondents would prefer to get on-the-job (workplace) learning and one-on-one mentorship, rather than self-directed, autodidactic experiences which so far have been the predominant ways of learning CBR, as shown above. These results indicate that most respondents are interested in learning CBR in different ways, but they need different training options –for instance, not everybody has the resources to pay for an intensive training course– and a minimal structure and guidance to reflect on the work done and develop CBR capacities based on experiential learning.

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[2] In this section we consider a high interest/preference for a particular type of training when the respondent labeled the answer option as 'very useful' or 'extremely useful'.

Table 9. Usefulness of future training opportunities in CBR

Variable	Not at all useful	Slightly useful	Useful	Very useful	Extremely useful	
Workshop (1 -10 days)	17 6.0%	37 11.2%	100 13.6%	119 15.3%	77 16.5%	Total: 350
Short course (2 to 10 weeks)	28 10.0%	35 10.6%	92 12.5%	115 14.8%	54 11.5%	Total: 324
Medium term program (3 to 6 month)	56 19.9%	54 16.3%	80 10.9%	73 9.4%	44 9.4%	Total: 307
Undergraduate/Graduate course	83 29.5%	47 14.2%	72 9.8%	56 7.2%	37 7.9%	Total: 295
On-the-job training	17 6.0%	18 5.4%	89 12.1%	130 16.8%	72 15.4%	Total: 326
Self-taught/Self-directed learning	26 9.3%	45 13.6%	117 15.9%	88 11.3%	50 10.7%	Total: 326
One-on-one mentoring/Research assistantship	22 7.8%	35 10.6%	77 10.4%	120 15.5%	71 15.2%	Total: 325
Online training	32 11.4%	60 18.1%	110 14.9%	75 9.7%	63 13.5%	Total: 340

Although we didn't find major differences when we compared these answers among the groups of respondents, we discovered different training preferences across geographical regions. Looking at the Global South, for example, we noticed in Africa a stronger interest in short-term courses (31.6%) but not so much in university courses (6.8%) as in other parts of the world (see Table 10). Asian respondents, on the other side, expressed a much higher interest in workshops (38%) and short-term courses (33.5%) but less in online training (16.7%) (see Table 11). In Latin America, on the contrary, less than 20% of respondents consider workshops as a highly useful training option, but there is a much higher demand of university courses (30.8%), online training (30.5%) and 3-to-6 month courses (25.1%) than in the rest of the world (see Table 12).

Different training preferences may be related to cultural factors (e.g., learning pedagogies, language), structural aspects (i.e., infrastructure, access to computers and Internet) and personal interests of the survey respondents (e.g., while online training is mostly an individual experience, others may prefer collective learning practices). Notwithstanding, what seems clear from these results is that there is a high interest in CBR training around the world, demanding diversified training and teaching modalities in a variety of settings.

Table 10. Usefulness of future training opportunities in CBR (Africa)

Variable	Not at all useful	Slightly useful	Useful	Very useful	Extremely useful	
Workshop (1 -10 days)	3 6.5%	8 12.5%	17 14.9%	18 13.7%	19 20.4%	Total: 65
Short course (2 to 10 weeks)	4 8.7%	6 9.4%	12 10.5%	23 17.6%	13 14.0%	Total: 58
Medium term program (3 to 6 month)	6 13.0%	9 14.1%	15 13.2%	11 8.4%	13 14.0%	Total: 54
Undergraduate/Graduate course	18 39.1%	7 10.9%	14 12.3%	6 4.6%	2 2.2%	Total: 47
On-the-job training	1 2.2%	3 4.7%	10 8.8%	33 25.2%	11 11.8%	Total: 58
Self-taught/Self-directed learning	8 17.4%	10 15.6%	16 14.0%	14 10.7%	6 6.5%	Total: 54
One-on-one mentoring/Research assistantship	3 6.5%	7 10.9%	16 14.0%	16 12.2%	15 16.1%	Total: 57
Online training	3 6.5%	14 21.9%	14 12.3%	10 7.6%	14 15.1%	Total: 55

Table 11. Usefulness of future training opportunities in CBR (Asia)

Variable	Not at all useful	Slightly useful	Useful	Very useful	Extremely useful	
Workshop (1 -10 days)	0 0%	4 8.9%	12 10.5%	24 20.7%	9 17.3%	Total: 49
Short course (2 to 10 weeks)	0 0%	2 4.4%	15 13.2%	21 18.1%	8 15.4%	Total: 46
Medium term program (3 to 6 month)	1 7.7%	10 22.2%	10 8.8%	12 10.3%	5 9.6%	Total: 38
Undergraduate/Graduate course	3 23.1%	10 22.2%	14 12.3%	7 6.0%	2 3.8%	Total: 36
On-the-job training	1 7.7%	1 2.2%	16 14.0%	17 14.7%	9 17.3%	Total: 44
Self-taught/Self-directed learning	2 15.4%	6 13.3%	15 13.2%	13 11.2%	6 11.5%	Total: 42
One-on-one mentoring/Research assistantship	2 15.4%	5 11.1%	12 10.5%	16 13.8%	7 13.5%	Total: 42
Online training	4 30.8%	7 15.6%	20 17.5%	6 5.2%	6 11.5%	Total: 43

Table 12. Usefulness of future training opportunities in CBR (Latin America)

Variable	Not at all useful	Slightly useful	Useful	Very useful	Extremely useful	
Workshop (1 -10 days)	4 10.8%	16 23.2%	24 12.5%	21 10.8%	10 8.3%	Total: 75
Short course (2 to 10 weeks)	2 5.4%	10 14.5%	22 11.5%	25 12.8%	14 11.6%	Total: 73
Medium term program (3 to 6 month)	8 21.6%	4 5.8%	23 12.0%	28 14.4%	13 10.7%	Total: 76
Undergraduate/Graduate course	11 29.7%	4 5.8%	17 8.9%	23 11.8%	23 19.0%	Total: 78
On-the-job training	3 8.1%	8 11.6%	23 12.0%	25 12.8%	16 13.2%	Total: 75
Self-taught/Self-directed learning	4 10.8%	9 13.0%	35 18.2%	18 9.2%	9 7.4%	Total: 75
One-on-one mentoring/Research assistantship	1 2.7%	8 11.6%	22 11.5%	31 15.9%	14 11.6%	Total: 76
Online training	4 10.8%	10 14.5%	26 13.5%	24 12.3%	22 18.2%	Total: 86

Regarding the funding mechanisms for supporting future training in CBR, we noticed a diversity of potential sources (Table 13). While we didn't discover major differences among groups of respondents or geographical regions in this regard, we found different preferences for funding sources according to the institutional affiliation of our respondents. As shown in Table 14, the majority of people working in HEIs and the private sector would be supported from professional development funds, those in CSOs would mostly apply for grants of national/international foundations, while respondents working in the public sector would consider government funding agencies as the primary source of funding to receive more training in CBR. As we will see in more detail in the next section, greater targeted funding is still required for those mandated to learn research methodologies, as well as for training needed for CSOs and courses for HEI students.

Table 13. Potential funding opportunities for receiving training in CBR

Response	Count	
Self-funded	134	33.0%
Professional development funding	145	35.7%
Grant from government funding agency	92	22.7%
Grant from national or international foundation	109	26.8%
Bursary/Scholarship	99	24.4%
Don't know	138	34.0%
Other, please specify...	20	4.9%
	Total: 406	

Table 14. Potential funding opportunities (Filtered by institutional affiliation)

Response	Higher Education Institution (HEI)	Civil Society Organization (CSO)	Government	Private Sector	Other, please specify...	
Self-funded	95 70.9%	21 15.7%	6 4.5%	3 2.2%	9 6.7%	Total: 134
Professional development funding	112 77.2%	17 11.7%	4 2.8%	4 2.8%	8 5.5%	Total: 145
Grant from government funding agency	64 69.6%	12 13.0%	7 7.6%	3 3.3%	6 6.5%	Total: 92
Grant from national or international foundation	71 65.1%	27 24.8%	4 3.7%	2 1.8%	5 4.6%	Total: 109
Bursary/Scholarship	65 65.7%	24 24.2%	3 3.0%	1 1.0%	6 6.1%	Total: 99
Don't know	102 73.9%	23 16.7%	3 2.2%	2 1.4%	8 5.8%	Total: 138
Other, please specify...	15 75.0%	4 20.0%	0 0.0%	0 0.0%	1 5.0%	Total: 20

IV. Recommendations and suggestions

The last part of the survey included a set of open-ended questions for the respondents to provide more information about relevant resources, key experts and institutions that have proved the most useful in their CBR experience. We also asked for recommendations that would help improve teaching and training in CBR. The main findings are synthesized below.

The following table shows some examples of HEIs and CSOs providing top CBR training programs, projects or practices recommended by the survey respondents. The institutions have been grouped according to our four thematic areas of interest and geographic regions. This list is non-exhaustive. In Appendix 2 we include institutions providing CBR training in other thematic areas not addressed in this project (e.g., health, women rights, social justice, etc.).

Table 15. Some examples of 'best CBR training programs/institutions' from the survey.

	Africa	Asia	Australasia	Europe	L America/S America	N America
Water Governance	University of Zambia (Zambia)	University of Peradeniya (Sri Lanka)		International Water and Sanitation Centre (The Netherlands)	Instituto Desarrollo (Paraguay)	University of Guelph (Canada)
	Mbarara University of Science and Technology (Uganda)	PALM Community Development Service Ltd (Sri Lanka)		Institute of Environmental Systems Research (Germany)	Centro de Investigaciones en Geografía Ambiental, UNAM (Mexico)	
	Uganda Coalition for Sustainable Development (Uganda)	International Collective in Support of Fisheries (India)		University of West England and National Association of Professional Environmentalists (UK)		
	Aurecon Ltd (South Africa)	S M Sehgal Foundation (India)				
	Africa Groundwater Network	Anjuman Samaji Behbood (Pakistan)				
	University of the Witwatersrand (South Africa)	India Water Portal (India)				
		Environment Support Group (India)				
		Center for Biodiversity and Indigenous Knowledge (China)				
		PALM community development service limited				
Indigenous Research Methodologies	Centre for Civil Society, University of KwaZulu-Natal (South Africa)	Anjuman Samaji Behbood (Pakistan)	Katoa Ltd (New Zealand)			University of Manitoba (Canada)
	Uganda Adult Education Network (Uganda)					University of Victoria (Canada)
						Arctic Institute of Community-Based Research (Canada)
						Centre for Aboriginal Health Research, University of Victoria (Canada)
						University of Saskatchewan (Canada)
						National Congress of American Indians Research Centre (USA)
						Indigenous Geographies Group, Association of American Geographers
Asset-based Development	University of Pretoria (South Africa)		University on Canberra (Australia)	Swiss Agency for Development and Cooperation (Switzerland)	Grupo Balsas (Mexico)	Coady Institute
	Geography Department, University of South Africa (South Africa)					
	Uganda Coalition for Sustainable Development (Uganda)					
	Daystar University (Kenya)					
	Tai Solarin University of Education (Nigeria)					
Governance and Citizenship	Makerere University (Uganda)	National University of Singapore (Singapore)		University of Barcelona (Spain)	Misión Urbana y Rural América Latina (Peru)	Social Planning and Research Council of BC (Canada)
	Mbarara University of Science and Technology (Uganda)	Freedom Forum (Nepal)		Campus Engage Network (Ireland)		Toulan School of Urban Studies and Planning, Portland State University (USA)
		PRIA (India)		HelpAge International (UK)		
				Durham University, Centre for Social Justice (UK)		
				Research Centre for Migration Studies, University of Huelva (Spain)		
				Insight Share (UK)		

As said above, the survey respondents also suggest diverse actions and strategies to improve teaching and training in CBR in both HEIs and CSOs. We grouped those recommendations under five main themes: (i) knowledge systematization and dissemination; (ii) leadership and mentorship; (iii) funding and incentives; (iv) teaching and training; (v) community-university engagement (CUE) and partnerships.

(i) Knowledge systematization and dissemination. A common suggestion of our respondents is to systematize the existing information and exchange experiences so academics and communities from different parts of the world can share directly the challenges and successes of participatory research projects in different contexts. We need greater documentation and open data demonstrating the value and impact (both global and local) associated with CBR work; for example, how quantitative data could be validated and substantiated through using mechanisms of CBR. Some specific recommendations include the creation of national and regional hubs where practitioners and researches could exchange ideas, more avenues for publishing CBR based researches, regular conferences and symposia to generate recognition of the importance of CBR amongst the more 'traditional' sectors in the university and the professional communities, and the use of social media to disseminate current work, events, activities and debates.

(ii) Leadership and mentorship. Several respondents underscored the importance of finding passionate people to participate and expand CBR projects to others and to build on the passion of the youth and young researchers. Some recommendations in this regard include good mentors at the graduate level who have experience doing quality CBR and a critical pedagogical approach, experts in the community who do CBR well to collaborate as partners, and the appointment of innovative individuals to drive the CUE and CBR at the university and community levels. The challenge here is to find committed tutors and educators with a wealth of experience in the field, willing to share their experience and practice and build champions in the participating institutions. Passion about CBR is an essential pre-requisite for teaching and learning participatory research in any setting and context.

(iii) Funding and incentives. Many respondents consider the lack of support for citizen-focused initiatives and institutional resources as a major obstacle for providing workshops and courses on CBR. Strengthening the relationships between the community and HEIs is a key condition to do CBR, but it requires a significant investment to build capacity for CBR. More access to funding for community practitioners is needed, as well as more funding opportunities for dissemination events outside of the northern hemisphere and for supporting university awards and recognition to CUE practices (e.g., formal accreditation for

the work that CBR practitioners are doing on the ground). A major strategic line of action in this area is the institutionalization of CBR within the academic institutions to include policies supportive of faculty and students who engaged in CBR, such as internships, scholarships for students, use of the institution's facilities for CBR, and the use of community engagement as one of the major criterion for the personal promotions of academics and tenure decisions.

(iv) Teaching and training. One of the most recurrent –but also ambitious– suggestions is to encourage the 'early immersion' of students in participatory methodologies since their first years at the university and, then, mainstreaming CBR into all research methods and related courses. This strategy, suggested by many respondents, would expose as many students as possible to participatory research tools, principles and benefits as part of their degree programs. Thus, the role for university engagement in CBR has to extend beyond individual thesis researches and short-term projects to long term engagement with recognized accountability pathways. Embedding CBR within the curricula at all levels of HEIs would require, among other actions, not only changes in existing teaching programs but also co-developing research projects with community partners and students; providing students the opportunity to work alongside faculty members right from the beginning of the project so they can understand and appreciate the time, effort and thinking that happens behind the scenes; and building a fluid learning environment so the community members are invited into the classroom, while students and faculty members go into the community setting as a platform for mutual learning.

In this same vein, there is a high demand for practical training with solid theoretical background outside of the higher education sector. This would entail a better use of community resources, informal training from community members, and the necessary modification of training modules based on participants' feedback. In this sense, it is important to put the emphasis on praxis and improve the existing CBR fieldwork. In order to do so, some recommendations involved the engagement of community members in HEIs teaching function, using practical teaching sites, offering 'job shadowing' opportunities to learn in applied settings, on-site programs that provide hands on experience to participants, and practical mentored internships within the community, to name just a few examples.

Most respondents agree that field experience is the single most useful learning approach to CBR. Preparation and formal training can obviously help ensure that standards of ethics and scientific rigor are met, but there is no substitute for interacting with people. The university community needs to get out of the classroom and into the field, encourage experiences in the design and implementation of CBR projects, set multidisciplinary teams and include more practical exercises when teaching and training CBR. Overall, these

recommendations aim to help put theory into practice through experiencing realistic situations and challenges.

(v) Community-university engagement and partnerships. A major concern of several respondents is the huge disconnect between HEIs and the knowledge it produces and is expected to produce (journal articles and books), and the research and knowledge produced in the community (via CSOs). As such, the available teaching and training in CBR tends to be siloed, marginalized and without the quality of resources often directed towards other teaching and training opportunities. Different recommendations were suggested to enhance long-lasting relationship between these two bodies: for instance, providing funding that is specifically directed towards meaningful community-based partnerships (i.e., sustainable, with longer term impacts and mutual benefits); rewarding scholars who engage in community-based projects and produce community-based knowledge, not just publications in scholarly journals; advocating with funders to provide resources and reward to non-profit organizations who pursue research connections with universities; and supporting institutional framework for CUE and CBR at higher organizational levels. These activities aim to support interest from the best and brightest scholars to engage in teaching and training in CBR, as well as attract the time and attention necessary to develop and provide high quality training opportunities.

Other recommendations include training in group facilitation skills –in particular, consensus decision making, conflict resolution, delegation of tasks, and cross-cultural communication–, continuous reflection on ethics issues, and the creation of community-based advisory communities for long-term projects. Developing interpersonal relational capacities is critical to accurately reflect the needs of the community over the goal of the researchers, treat the community as active and not passive participants in the research projects and teaching programs, and involve community partners from the very beginning in the development of research priorities, research questions and methodology. Actions like these may help develop real equal partnerships between HEIs and communities, focusing on inclusion and recognizing the huge value of knowledge gained from practical experience.

Overall, more training is needed on how to actually work in the community. Research methods can be developed and learned but a way of being that makes community partners feel valued and builds their confidence, so that they can participate fully, is a skill that takes time to master. As some respondents expressed, what many researchers need is not only an open mind but also an open heart, sit down and listen with empathy.

Concluding Remarks

- There is a high demand and a low offer of CBR training opportunities. The main challenge is how to meet the existing demand of training in CBR and how to complement the existing offer.

- Specialized training is needed in CBR in the four thematic areas of our project (water governance, Indigenous research methodologies, asset-based development, and governance and citizenship) as well as in broader multi- and inter-sectoral fields.

- There needs to be a mix of training opportunities in every region that includes face to face learning, online options, experiential learning, as well as short and long term training courses.

- Future training opportunities should take into account regional differences (e.g., learning cultures, infrastructures, languages) and provide contextually important learning materials.

- Different dimensions have to be taken into account when designing and offering more training opportunities in CBR, for instance: the location of training (e.g., HEIs, CSOs, community settings); the expected length of engagement in CBR (i.e., over a long period and/or controlled by local community, or short term CBR like in some participatory action research and service learning activities); the content of training (e.g., specialized training in CBR and participatory methodologies, or training in thematic areas including a participatory component); the profile of the CBR learners and the skill set that they are expected to acquire (e.g., general and/or specific capacities, skills and knowledge to undertake participatory research).

- Immediate challenges: (i) how to strengthen fieldworks in HEIs settings and how to improve theoretical and analytical content provided by CSOs; (ii) how experiential learning can be an integral component to teaching CBR to students and, at the same time, an effective way to tackle a specific community problem; (iii) how international collaborations can strengthen training opportunities at both HEI and CSO level; (iv) how formal accreditation and certification in CBR may help ensure training standards and quality for a variety of learners in different settings and regions of the world; (v) how to build a cadre of master CBR mentors in multiple locations addressing the challenge of learning in local language.

Acknowledgements

Appendix 1. Survey Instrument (English Version)

Part 1: General Information

Full Name:

☐

Email:

☐

Name of Institution/Organization:

☐

Which geographical region are you from?

○ Africa

○ Asia

○ Australasia

○ Europe

○ Latin America/South America

○ Middle East

○ North America

○ The Caribbean

1. You work primarily in:

○ Higher Education Institution (HEI)

○ Civil Society Organization (CSO)

○ Government

○ Private Sector

○ Other, please specify… _____

2. Your role in the institution/organization can be best described as…

○ College/University instructor

○ Facilitator/Trainer

○ Practitioner (e.g., program manager, project coordinator, etc.)

○ Student (enrolled in a formal institution)

○ Other, please specify… _____

Part 2: Learning Community-based Research (CBR)

3. Have you been involved in CBR?

Various terms are used to describe CBR as an action-oriented and participatory approach to research. Some examples of CBR are: Action Research, Participatory Action Research, Action Learning, Participatory Research, Community-University Partnerships, Arts Based Research, Community Service Learning, Knowledge Mobilization, Science Shops, etc.

○ Yes

○ No

4. Where have you learned to do CBR? (Check all that apply)

☐ Community setting

☐ Higher Education Institution (HEI)

☐ Civil Society Organization (CSO)

☐ Government unit

☐ Research organization/network

☐ Never received training in CBR

☐ Other, please specify… _____

5. How have you learned to do CBR? (Check all that apply)

☐ Workshop (1 -10 days)

☐ Short course (2 to 10 weeks)

☐ Medium term program (3 to 6 months)

☐ Undergraduate/Graduate course

☐ On-the-job training

☐ Self-taught/Self-directed learning

☐ One-on-one mentoring/Research assistantship

☐ Online training

☐ Other, please specify… _____

6. What materials, activities and resources have been the most useful during or after your training in CBR?

	Not at all useful	Slightly useful	Useful	Very useful	Extremely useful	Not Applicable
Traditional/scholarly published research	○	○	○	○	○	○
Grey literature (e.g., reports, unpublished manuscripts, working papers, dissertations)	○	○	○	○	○	○
In-house training material	○	○	○	○	○	○
Videos	○	○	○	○	○	○

Creative activities (e.g., music, theatre, storytelling, role-playing, painting)	○	○	○	○	○	○
Community actions (e.g., walks, weaving)	○	○	○	○	○	○

Part 3: Training the next generation of CBR practitioners and scholars

7.Would you be interested in receiving more training in CBR?

○ Yes

○ No

8. Which of the following learning opportunities in CBR would be the most useful for you?

	Not at all useful	Slightly useful	Useful	Very useful	Extremely useful
Workshop (1 -10 days)	○	○	○	○	○
Short course (2 to 10 weeks)	○	○	○	○	○
Medium term program (3 to 6 month)	○	○	○	○	○
Undergraduate/Graduate course	○	○	○	○	○
On-the-job training	○	○	○	○	○
Self-taught/Self-directed learning	○	○	○	○	○
One-on-one mentoring/Research assistantship	○	○	○	○	○
Online training	○	○	○	○	○

9. How would you access funds for participating in a training in CBR? (Check all that apply)

☐ Self-funded

☐ Professional development funding

☐ Grant from government funding agency

☐ Grant from national or international foundation

☐ Bursary/Scholarship

☐ Don't know

☐ Other, please specify... _____

Part 4: Recommendations and Suggestions

10. We are particularly interested in the practice of CBR in the following thematic areas: water governance, Indigenous research methodologies, asset-based development, and participatory citizenship. Can you please indicate relevant resources (e.g. books, videos, papers, curricula), key experts and/or training and teaching institutions that have proved the most useful in your CBR experience. Please provide information and/or URL.

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11. Does your institution qualify as a 'best practice' in CBR training?

○ Yes

○ No

11a. If yes, please describe what makes it unique and a best practice.

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12. Could you please provide any recommendation that would help improve teaching and training in CBR?

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Thank you. We appreciate your time and contribution to the Next Gen project.

Appendix 2. Other suggested institutions providing top CBR training

Africa	Asia	Australasia	Europe	L America/S America	N America
Universite Polytechnique de Bobo Dioulasso (Burkina Faso)	Jawaharlal Nehru University (India)	Queensland University of Technology (Australia)	University of Huddersfield (UK)	Universidad de Panama (Panama)	Progreso Community Center/Nashville Latino Health Coalition (USA)
Réseau MARP-Burkina (Burkina Faso)	Department of Development Communication, University of Delhi (India)	James Cook University (Australia)	University of Strathclyde (UK)	Centro Latinoamericano de Aprendizaje y Servicio Solidario (CLAYSS) (Argentina)	Kettering Foundation (USA)
University of Malawi	Centre for Society University Interface and Research, BPS Women University (India)		EdQual Research Program (UK)	Universidad Nacional de General Sarmiento (Argentina)	UN GEF Small Grants Program (USA)
ONG Agir en Faveur de l'Environnement (Mauritania)	University of Mumbai (India)		University of Liverpool (UK)	Universidad Nacional de Mar del Plata (Argentina)	Medical University of South Carolina, Community Engaged Scholars Program (USA)
Institut Pan Africain pour le Developpement Afrique Centrale (Cameroon)	University of Allahabad (India)		Practical Action Organization (UK)	Universidad de Buenos Aires (Argentina)	Michigan State University (USA)
Institut Pan Africain pour le Développement de la Région Afrique de l'Ouest et Sahel (IPD/AOS)	Assam University (India)		Scottish Community Development Centre (UK)	Centro experimental de la Vivienda Económica y Universidad Católica de Córdoba	Ohio State University (USA)
University of the Free State (S. Africa)	Tata Institute for Social Science (India)		CADISPA Scotland (UK)	Fundación Ensayos para el Aprendizaje Permanente (FEPAP) (Venezuela)	Center for Participatory Research, University of New Mexico (USA)
Ujamaa Centre for Biblical and Theological Community Development and Research (S.	Community Development Centre (India)		Laboratorio de Investigación Prosocial Aplicada, Universidad Autónoma de Barcelona (Spain)	Ministerio de Educacion y Cultura, Consejo de Educación Primaria (Uruguay)	University of Washinton Community-Campus Partnerships of Health (USA)
University of Witwatersrand (S. Africa)	Jyothi Welfare Society (India/Canada)		Universidad de Huelva (Spain)	CLAYSS Uruguay (Uruguay)	Empyrean Research (USA)
Ethekwini Municipality (S. Africa)	Yunnan Academy of Social Science (China)		Facultad de Ciencias Sociales, Universidad de Castilla-La Mancha (Spain)	Centro Boliviano de Estudios Multidisciplinarios CEBEM (Bolivia)	The Communication Initiative Network (Global)
University of Dar es Salaam (Tanzania)	Phnom Penh International University (Cambodia)		The Living Knowledge Network (Germany)	Universidad Católica de Colombia (Colombia)	McMaster Health Forum, McMaster University (Canada)
Association des Juristes Catholiques du Burundi (Burundi)	Royal University of Phnom Penh (Cambodia)		Swedish International Development Cooperation (Sweden)	COEP- Rede Nacional de Mobilizacao Social (Brazil)	Universite du Quebec a Montreal (Canada)
Kyambogo University (Uganda)	CBR Division, Thailand Research Fund (Thailand)		Centre for Social Studies, University of Coimbra (Portugal)	Universidad Alberto Hurtado (Chile)	ISICUE, UVic (Canada)
Institute of Peace and Strategic Studies, Gulu University (Uganda)	Directorate of Research and Community Engagement, Universitas Indonesia (Indonesia)		Red Cimas (Spain)	Universidad Católica de Temuco (Chile)	Department of Geography, UVic (Canada)
Uganda Adult Education Network (Uganda)	Villgro (India)		Programme REPERE du ministère français de l'Ecologie (France)	Universidad de Valparaíso (Chile)	Community First: Impacts of Community Engagement, Carleton University (Canada)
Vesta Network (Kenya)	Community Development Centre, Tata Institute of Social Sciences (India)		Programa GRUNDTVIG (Spain)	Universidad Central de Chile (Chile)	Centre for Healthy Communities Research, Vancouver Island University (Canada)
University of Nairobi (Kenya)			Firab (Italy)	Universidad de Chile	Dalhousie University (Canada)
Action-research programme PROFEIS			CAFS, Coventry University (UK)	Universidad Católica de Chile	Centre for Community Based Research (Canada)
Formation Développement et Education de Adultes, 'Université de Ouagadougou (Burkina			FRACP (Switzerland)	Univ. Pedagógica Nacional (Unit 161 Morelia, Mexico)	PeerNet Association of British Columbia (Canada)
Rhodes University (S. Africa)			Universidad de Valladolid (Spain)	Red Iberoamericana de Compromiso Social y Voluntariado Universitario (REDIVU) (Mexico)	University of Toronto (Canada)
Assemblée Citoyenne Sahélo-Saharienne (Mauritania)			Fondation Sciences Citoyennes (France)	Universidad Autónoma Metropolitana (Mexico)	Institute for Community Engaged Scholarship (Canada)
Enda Tiers Monde (Senegal)				Centro de perfeccionamiento pedagógico (CEPES), Universidad de la Habana (Cuba)	Natural Resources Institute, University of Manitoba (Canada)
WiLDAF/FeDDAF				Fundación Universitaria Claretiana (Colombia)	Centre for Health Education Scholarship at UBC (Canada)
				Universidad de Antioquia (Colombia)	Clearfork Community Institute, U. Notre Dame, (USA)
				Universidad Pontificia Bolivariana (Colombia)	State of Alaska (USA)
				Universidad Tecnológia de Pereira (Colombia)	
				Fundación Solidaridad por Colombia	