



# Why Community-Based Research is Important for Positive Societal Change

## **Part 2: The International Perspective**

Three-part Webinar Series brought to you by  
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July 3rd, 2018

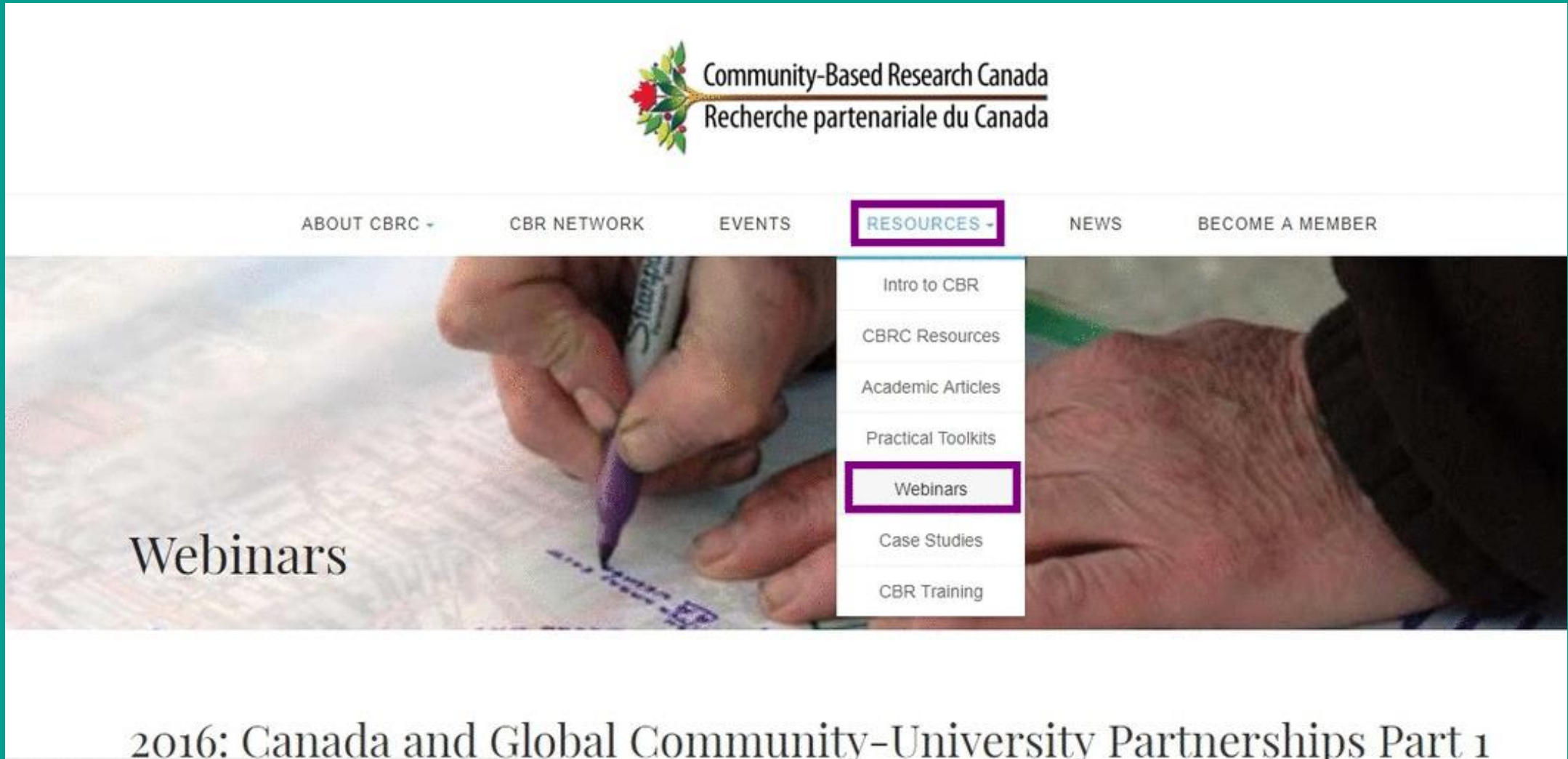
# Presenter



**Crystal Tremblay**

(Assistant Professor, University of Victoria  
Department of Geography)

# Webinar Recordings



The screenshot displays the homepage of the Community-Based Research Canada website. At the top, the logo features a stylized tree with red and green leaves, followed by the text "Community-Based Research Canada" and "Recherche partenariale du Canada". Below the logo is a navigation bar with links: "ABOUT CBRC +", "CBR NETWORK", "EVENTS", "RESOURCES -", "NEWS", and "BECOME A MEMBER". The "RESOURCES" link is highlighted with a purple border. A dropdown menu is open under "RESOURCES", listing "Intro to CBR", "CBRC Resources", "Academic Articles", "Practical Toolkits", "Webinars", "Case Studies", and "CBR Training". The "Webinars" link is also highlighted with a purple border. Below the navigation bar is a large banner image showing hands writing on a document. The word "Webinars" is overlaid on the left side of the banner. At the bottom of the banner, the text "2016: Canada and Global Community-University Partnerships Part 1" is displayed.

Community-Based Research Canada  
Recherche partenariale du Canada

ABOUT CBRC + CBR NETWORK EVENTS **RESOURCES -** NEWS BECOME A MEMBER

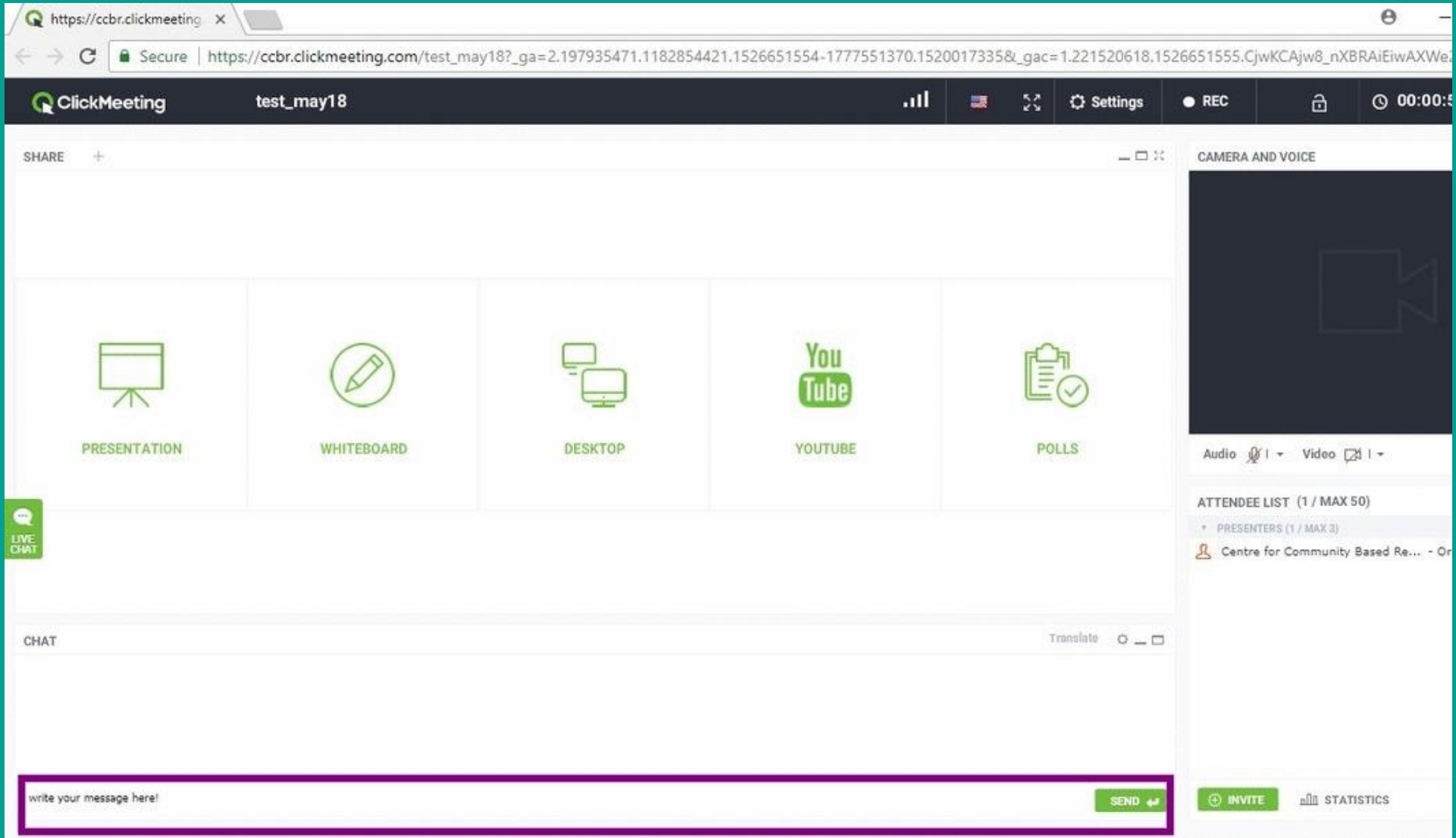
Intro to CBR  
CBRC Resources  
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Case Studies  
CBR Training

Webinars

2016: Canada and Global Community-University Partnerships Part 1

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# We Want to Hear from You!



# Contents

- Understanding knowledge: a changing world
- Global trends: HEI's and CBR for societal change
- UNESCO Chair global projects
  - Strengthening CU Research Partnerships: Global perspectives
  - The 'Next Gen': Training in CBR
- Global case studies:
  1. Impact assessment of CBR @ UVic – global engagement map
  2. Participatory Sustainable Waste Management (PSWM) in Brazil/Global
  3. CBR & water governance in Ghana and South Africa

# 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
- Recognizing and valuing indigenous ways of knowing and the concept of the *decolonization of knowledge* is an important discourse in this space internationally
  - Institutions are being called to action to address reconciliation
- The co-creation of knowledge between community and academia has undergone a dramatic shift in recent years.

ARNA 2017  
ACTION RESEARCH NETWORK OF THE AMERICAS  
CONFERENCE

1<sup>ST</sup>  
GLOBAL ASSEMBLY  
FOR KNOWLEDGE DEMOCRACY

PARTICIPATION AND DEMOCRATIZATION OF KNOWLEDGE:  
NEW CONVERGENCES FOR RECONCILIATION  
CARTAGENA, COLOMBIA - JUNE 12-16 2017

United Nations  
DECLARATION  
on the RIGHTS  
of INDIGENOUS  
PEOPLES



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UAKN  
Urban Aboriginal  
Knowledge Network

UNIVERSITIES  
lifelong learning

Knowledge,  
democracy and action

Community-university research  
partnerships in global perspectives

Edited by  
Budd Hall, Edward Jackson, Rajesh Tandon,  
Jean-Marc Fontan & Nirmala Lal

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Editor

Knowledge  
Democracy

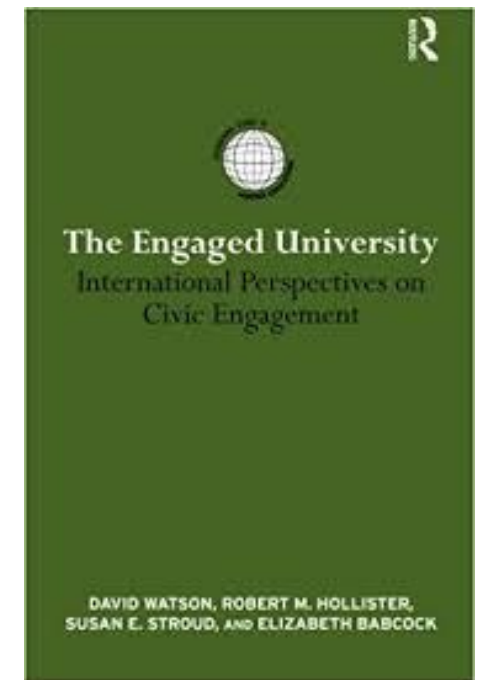
Consequences for Science,  
Politics, and Media

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# Global Trends: HEI & CBR for societal change

- International momentum to change university culture, policies and practices to advance CE in research and learning – the Engaged University
- CUE networks (*GUNi, Talloires, AsiaEngage, CLAYSS, Ma'an Arab Network*), Academic Journals (*Engaged Scholar, Research for All*), movement towards open source and citizen science
- Governments, funding agencies/foundations have moved aggressively to promote and fund collaborative partnership research (Hall et al., 2016)
- CBR now strongly accepted as an approach that can solve local challenges *with community* – locally relevant, context-specific, place-based, participatory and action-oriented and timely
- One way that impact is measured on a global scale is through the attainment of the UN SDGs (upcoming webinar with Dr. Budd Hall) – *implementation of the SDG's through CBR*



Higher Education  
in the World 6  
Towards a Socially  
Responsible University:  
Balancing the Global with the Local

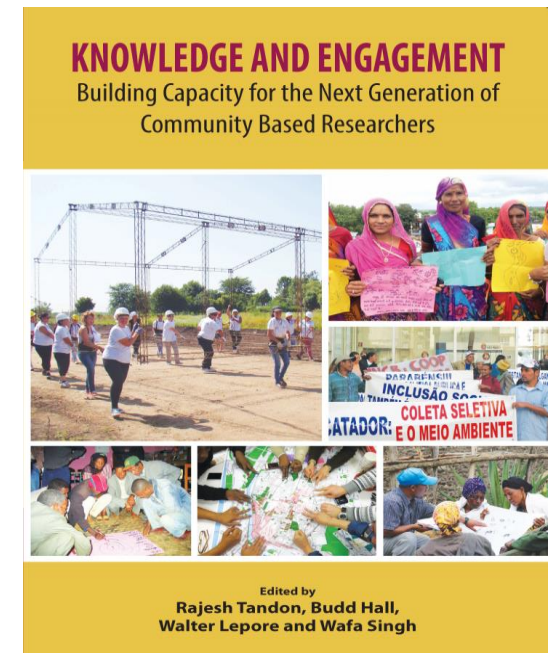
# The UNESCO Chair in CBR-SR

**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 (12 country case study)*

**Project SSHRC (2014-16):** *Building the Next Generation of Community-based Researchers (“The Next Gen project”) (21 case studies)*





## 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)

## Community-Engaged Research

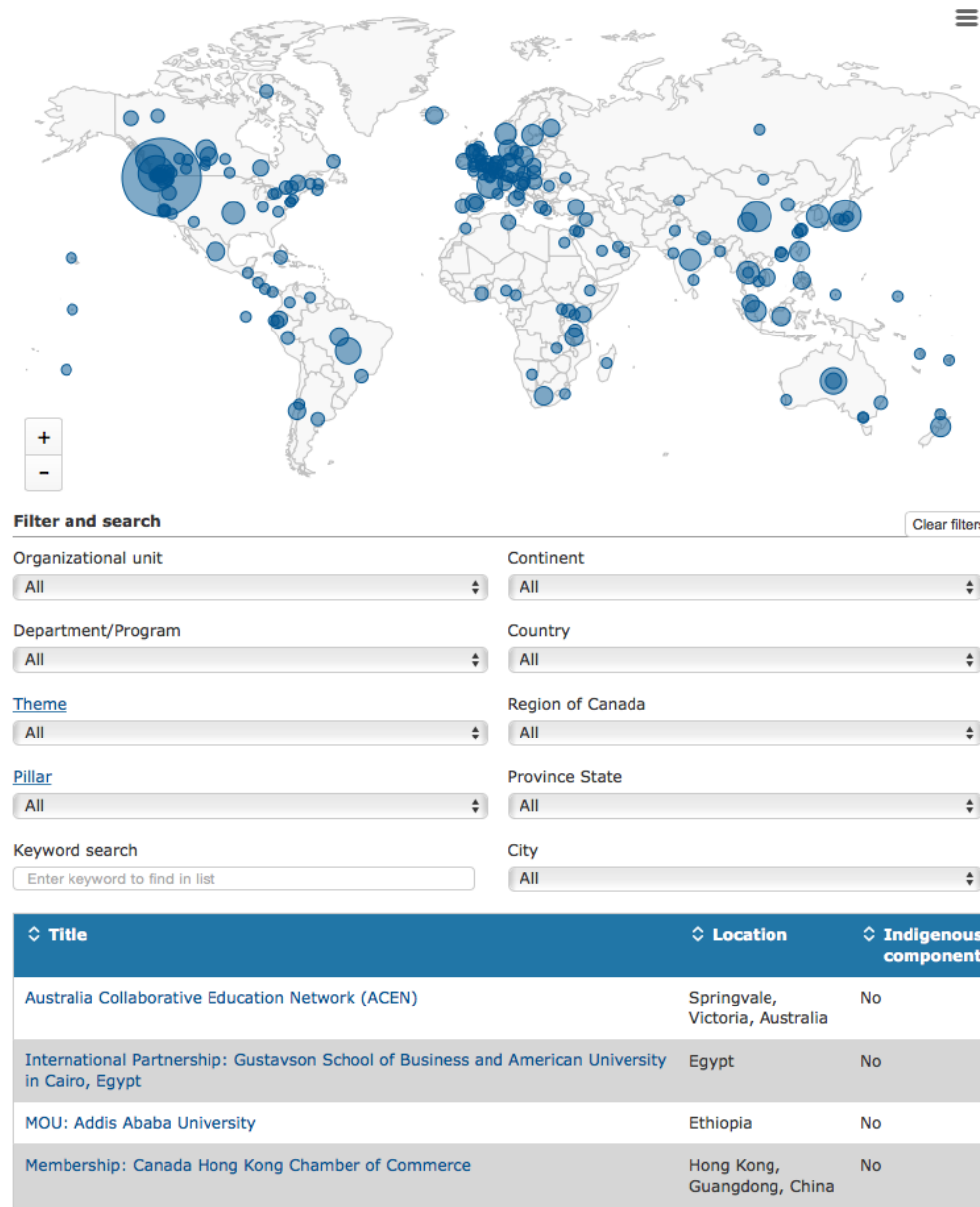
Community-engaged research and how it happens at UVic is explained below.

- ## Summary of Community-Engaged Research

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

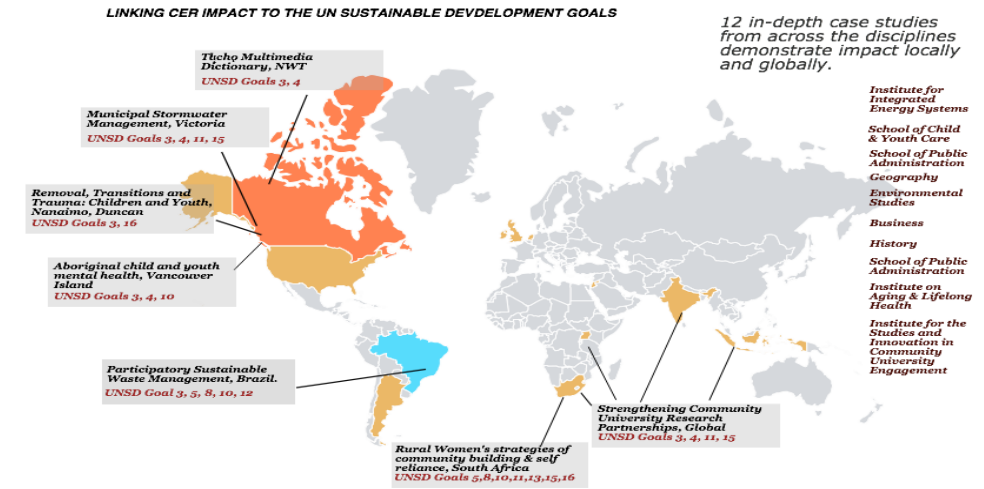


**Arts-based Research:** Arts-based research can be defined as the systematic use of the artistic process, the actual making of artistic expressions in all of the different forms of the arts, as a primary way of understanding and examining experience by both researchers and the people that they involve 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).



The Community-Engagement Map that displays more than 1,300 records of engagement in 85 countries during 2016/17 (see <https://www.uvic.ca/ocue/engagement-map/>).

# 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.

# 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](https://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) 2. Community-engaged research (CER) 3. Knowledge mobilization (KM) 4. Being a good neighbor (GN) 5. Institutional policies and supports (IPS)	1. International development, health and education 2. Science, technology and sustainability 3. Borders, trade, immigration, laws and government 4. Arts, language, culture and history

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](mailto: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<sup>1</sup> (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<sup>2</sup>.

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

# Key findings

- Study not exhaustive of all CE activity: different 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 – *a major hurdle to advance CBR around the world*

## Impact Assessment

Community-engaged Research (CER) at the University of Victoria

2009-2015

*Locally relevant - internationally significant!*

Prepared for the Office of Vice President Research, University of Victoria

Dr. Crystal Tremblay, Research Associate  
Office of Community University Engagement  
University of Victoria

March 2017







# PARTICIPATORY SUSTAINABLE WASTE MANAGEMENT

Inclusive solid waste management policy design, promoting resource recovery over waste

**Increasing the effectiveness, safety and income generation of organized waste recycling in the metropolitan region of Sao Paulo, Brazil**

- CIDA PSWM 2005-2011
- Introduced participatory approaches into waste management in Brazil
- Connected to national and global waste pickers networks
- SSHRC PDG: Social Innovation in waste governance 2017-2019
  - Canada, Brazil, Nicaragua, Argentina, Kenya, Tanzania

*“Many of us, and particularly the waste pickers, have become strongly empowered, helping these individuals to emancipate themselves from oppressive structures. Many waste pickers became leaders in the National Waste Pickers Movement and thus were able to influence policy on a much broader scale” (PSWM catadore)*



# Shifting water governance structures in Urban Africa: exploring narratives through PV

UBC Program on Water Governance: <http://www.watergovernance.ca>



Water is Life: Participatory Video in Teshie, Ghana

This Participatory Video is the product of a Community-based Research (CBR) project with members of local government, civil society organizations and residents of LEKMA, in the Greater Accra region of Ghana. The project is a partnership between the Integrated Social Development Centre (ISODEC) in Accra, and the Program on Water Governance at the Institute for Resources, Environment and Sustainability at the University of British Columbia (UBC), Canada.



It's Your Chance - Ithuba Lakh, South Africa

This Participatory Video is a product of a Community-based Research (CBR) project with youth members of Iliso Care Society in Khayelitsha, Cape Town, and the Program on Water Governance at the Institute for Resources, Environment and Sustainability at the University of British Columbia (UBC), Canada. Between November 2014 and April 2015, participatory research was conducted in Khayelitsha (Site C) using video to document community stories and raise awareness on issues related to water and sanitation. For more information please visit: [www.watergovernance.ca](http://www.watergovernance.ca).

“The analysis highlights how the participants themselves reflect on PV as a vehicle for personal transformation, knowledge co-creation and a shifting sense of their own ‘watered’ subjectivity. We find that the PV process helps to uncover and identify knowledge and process gaps on by enabling individuals and communities—often unheard—to participate in civic and political debates around resource governance.” (Tremblay & Harris, 2018)

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Geoforum

journal homepage: [www.elsevier.com/locate/geoforum](http://www.elsevier.com/locate/geoforum)



Critical video engagements: Empathy, subjectivity and changing narratives of water resources through participatory video

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ARTICLE INFO

ABSTRACT

Keywords:  
Water governance  
Community-based research  
Subjectivity  
Emotions  
Participatory video  
Urban Africa  
Methods

This article engages a critical feminist analysis of a community-based participatory video (PV) process focused on water and sanitation issues in underserved settlements of Accra, Ghana and Cape Town, South Africa. With focus on emotions and empathy, we highlight these concepts in relation to participant narratives and shifting subjectivities. In so doing, we consider how arts based engagement (in this case, through participatory video), might serve to foster new ways of relating to water resources and water infrastructures. The analysis highlights how the participants themselves reflect on PV as a vehicle for personal transformation, knowledge co-creation and a shifting sense of their own ‘watered’ subjectivity. We find that the PV process helps to uncover and identify knowledge and process gaps on by enabling individuals and communities—often unheard—to participate in civic and political debates around resource governance. While many positive elements were emphasized, we also suggest that there is a need for critical engagements that also address challenges associated with these methods, including limitations with respect to fostering fundamental long-term change in communities. In the conclusion, we broaden beyond our individual case studies to consider implications for community engagement and citizenship practices in the realm of natural resource governance.

1. Introduction

This paper critically assesses the role Participatory Video (PV) can play in water and sanitation governance through case studies with communities in underserved settlements of Accra, Ghana and Cape Town, South Africa. These case study sites, as with many other regions of the world, are important given concerns related to equitable access and governance of water and sanitation resources. While the broader context of our work highlights issues of citizen engagement, our focus here is on the participants’ changing subjectivities through the research process and the important role emotions and empathy play, both in resource governance, and also in how we understand water and water infrastructures.

It is estimated that globally 783 million people lack access to clean drinking water and an additional 2.5 billion people lack access to improved sanitation – meaning that as much as 37% of the world’s population lack access to basic water and sanitation (UNICEF, 2012). According to UNESCO (2006), this crisis has been mainly caused not by a lack of supply or technology, but rather is a consequence of failures in water governance. Water governance, as described by Castro (2007), involves the interactions around water, including those between

governments, large businesses and political parties, civil and other organizations representing sectoral interests, international agencies, NGOs and other relevant power holders. These competing interests inevitably result in socio-political confrontations around how water and water infrastructures should be governed, and by whom. Developing governance practices and processes grounded in the principles of sustainability and social justice therefore “is one of the most urgent challenges facing water governance in the 21st century” (Castro, 2007; p. 99).

There are a number of approaches that attempt to address these complex environmental, political, and social processes that shape the management of water and sanitation, many with the goal of improving access for vulnerable and underserved populations. One approach is through action-oriented community-based initiatives intended to enable communities to participate more meaningfully in decisions that affect their lives. Community-based Research (CBR), including Participatory Action Research (PAR), involves focus on collaboration with the populations affected by the issue being studied, for purposes of education, enhancing community agency, or effectuating change (Evans and Foster, 2009; Bergold and Thomas, 2012; Hall et al., 2015; Tandon et al., 2016). Those concerned with water governance have highlighted key opportunities that

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## Final thoughts

- CBR as a **space for social transformation**, to build agency and research capacity in the community to solve local challenges
- Art engagements can be particularly useful for **legitimizing and valuing multiple ways of knowing** in the world and to bring forth citizens narratives – the way that residents describe the issues, tensions and key points of resonance
- These approaches lead to greater potential for decisions (i.e. water, waste, resources) to be more informed, inclusive and potentially accepted locally.
- **We need long-term continuity** for the capacity of such engagements to have concrete political and social impacts – we need long-term partnerships
- Challenges in affecting **broader power dynamics and top down governance** common for resource management (e.g. *highly contested political space*)
- Building community research capacity to play equitable roles in the research partnerships is critical for a knowledge democracy
- CBR enables critical experiential learning for students – *towards global citizens*

# *Thank you!*

Contact: [crystalt@uvic.ca](mailto:crystalt@uvic.ca); Website: [www.crystaltremblay.com](http://www.crystaltremblay.com)

Youtube channel: <https://www.youtube.com/user/crystaltremblay>

More materials available at: <http://unescochair-cbrsr.org/>  
<http://dspace.library.uvic.ca/handle/1828/5949>

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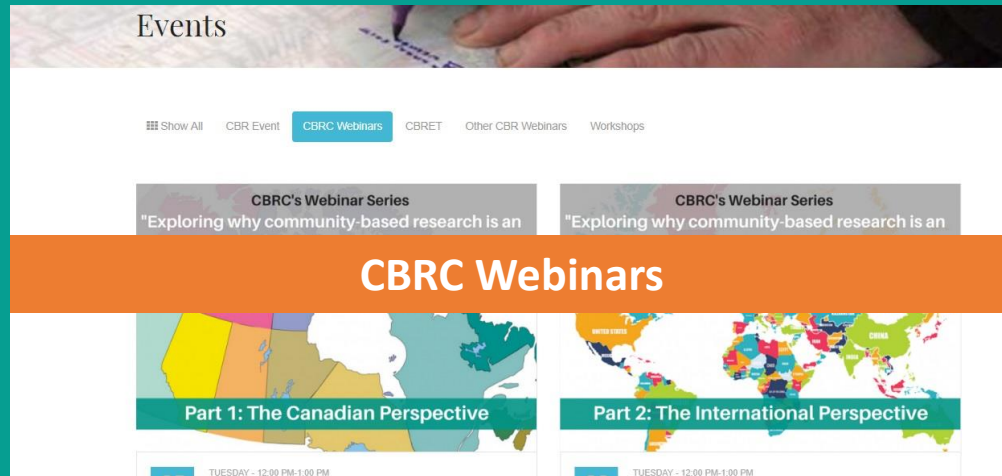
<https://www.facebook.com/UNESCOchairCBR/>



# Q & A

The screenshot shows a web browser window with the URL `https://ccbr.clickmeeting.com/test_may18?_ga=2.197935471.1182854421.1526651554-1777551370.1520017335&_gac=1.221520618.1526651555.CjwKCAjw8_nXBRAiEiwAXWe2`. The page title is "ClickMeeting test\_may18". The interface includes a top navigation bar with "ClickMeeting", "test\_may18", and icons for signal strength, language, settings, recording, and a timer at "00:00:5". Below the navigation bar is a "SHARE" button and a "+" icon. The main content area features five large buttons: "PRESENTATION" (with a screen icon), "WHITEBOARD" (with a pencil icon), "DESKTOP" (with a monitor icon), "YOUTUBE" (with the YouTube logo), and "POLLS" (with a clipboard icon). On the left side, there is a "LIVE CHAT" button. At the bottom, there is a "CHAT" section with a text input field containing the placeholder "write your message here!" and a "SEND" button. On the right side, there is a "CAMERA AND VOICE" section with a video feed area, "Audio" and "Video" controls, an "ATTENDEE LIST (1 / MAX 50)" showing one presenter "Centre for Community Based Re...", and buttons for "INVITE" and "STATISTICS".

# More Ways to Get Involved With CBRC





# Q & A

The screenshot shows a web browser window with the URL `https://ccbr.clickmeeting.com/test_may18?_ga=2.197935471.1182854421.1526651554-1777551370.1520017335&_gac=1.221520618.1526651555.CjwKCAjw8_nXBRAiEiwAXWe2`. The page title is "ClickMeeting test\_may18". The interface includes a top navigation bar with "ClickMeeting", "test\_may18", and icons for signal strength, language, settings, recording, and a timer at "00:00:5". Below the navigation bar is a "SHARE" button and a "+" icon. The main content area features five large icons: "PRESENTATION" (screen icon), "WHITEBOARD" (pencil icon), "DESKTOP" (computer icon), "YOUTUBE" (YouTube logo), and "POLLS" (clipboard icon). A "LIVE CHAT" button is on the left. The bottom section is a "CHAT" area with a text input field containing "write your message here!" and a "SEND" button. On the right side, there is a "CAMERA AND VOICE" section with a video feed placeholder, "Audio" and "Video" controls, an "ATTENDEE LIST (1 / MAX 50)" showing one presenter "Centre for Community Based Re...", and buttons for "INVITE" and "STATISTICS".

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"Tell us what  
you think!"



Feedback Form:

Why Community-Based Research is Important for Positive Societal  
Change - Part 1: the Canadian Perspective

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