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UNESCO Chair in Community Based
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in Higher Education



University
of Victoria



Global Trends in Support Structures for Community University Research Partnerships

Survey Results - September 2014



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Project Description

Strengthening Community-University Research Partnerships is a global study of institutional arrangements for the facilitation and support of research partnerships between Civil Society Organizations (CSO) and Higher Education Institutions (HEI). This project is an initiative of the UNESCO Chair of Community-based Research and Social Responsibility in Higher Education and is funded by the International Development Research Centre (IDRC) with additional in-kind resources from the University of Victoria, Makerere University, the Society for Participatory Research in Asia (PRIA), Social Sciences and Humanities Research Council (SSHRC) of Canada, the Centro Boliviano de Estudios Multidisciplinarios (CEBEM) and a number of regional and global networking organisations including the Living Knowledge Network, Talloires Network, TRUCEN and PASCAL International Observatory.

The project aims to: 1) develop an understanding of how research partnerships are initiated, supported, and evaluated through a comparative study of different types of institutional arrangements; 2) promote awareness of the significance and appropriateness of creating and/or supporting such enabling structures amongst decision-makers in higher education institutions (HEIs) in the Global South; and 3) mobilize knowledge for practitioner and policy actions in creating appropriate structures in different countries through the identification of best practices and recommendations.

In order to gain an overview of trends and patterns around the world on Community University Research Partnership (CURP) facilitating structures, we conducted a multi-lingual global survey in cooperation with our regional and global network partners. In addition to documenting advanced Community-University Research Partnership (CURP) structures, the survey has captured those working in pre-formal structures or intermediary mechanisms of engagement, to inform on challenges faced to progress toward institutionalization. The survey was designed in collaboration with regional partners and aims to capture a diverse and broad understanding and practice of CURP structures around the world.

Community University Research Partnerships (CURP) largely but not exclusively involve community-based research as a distinct methodology that is participatory. The term “community based research” that is in use at the University of Victoria, Canada encompasses a spectrum of research that actively engages community members or groups to various

degrees, ranging from community participation to community initiation and control of research. From a university perspective, community based research refers to a wide variety of practices and is supported by several academic traditions: Academic or scientific knowledge put at the service of community needs; Joint university and community partnerships in the identification of research problems and development of methods and applications; Research that is generated in community settings without formal academic links at all; Academic research under the full leadership and control of community or non-university groups; Joint research, which was conceived as part of organizing, mobilizing or social advocacy or action. From a civil society perspective, CURP can take many forms. This includes building and fostering partnerships with government, Higher Education Institutions (HEI), and other civil society organizations, in responding to a wide range of community needs and services and is often focused on capacity building, knowledge building, participatory research, citizen-centric development, and policy advocacy.

From the perspective of community, the Centre for Community-based Research in Canada recognizes CBR as research that begins in the community, involves community and is used by community. CBR often strives for social change that embraces equal collaboration and power relations between individuals, institutions and organizations.

There are a variety of organizational and administrative structures involved in facilitating community-university research partnerships where co-creation of knowledge or joint engagement in the research is the goal:

- Projects led by individual either from the community or the university
- Projects based in universities centres or disciplinary structures
- Projects based in university-wide structures
- Projects based in joint university community networks
- Projects based in NGOs or community-based organisations
- Projects based in government structures
- National, regional or international networks of solidarity

This document presents the main findings of a global survey on support structures for CURP, from the perspective of individuals working in Higher Education Institutions, Civil Society Organization, Public Policy and Funding agencies. The survey was conducted between January - March 2014, and administered globally through our national and global network partners. We received 336 responses from 53 countries, covering each region of the world (See Regional Map).

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Main Findings

This is the first global survey that we know of of structures for facilitating Community University Research Partnerships (CURP). What do we mean by structures to facilitate Community University Research Partnerships? We mean the existence or creation of administrative or organisational structures such as Science Shops, Community University Partnership Programmes, Services Aux Collectivités, Research Mobilisation offices or many other names of research partnership services. We mean that these exist both within Higher Education Institutions (HEIs) and within civil society as independent research partnership bodies such as the Society for Participatory Research in Asia, the Bonn Science Shop and the Community Based Research Centre in Canada. CURPs are one element in the larger picture of higher education and Community University Engagement (CUE).

Other dimensions most often linked to CUE are student experiential learning, sometimes called service learning, knowledge mobilisation or attention to the impact of knowledge generated within HEIs within the non-university world and attention to policy dimensions or issues of the culture within HEIs that support or hinder respectful engagement. We believe that moving CURPs from a fragmented and occasional practice towards a broader 'mainstreamed' practice with community based research as one of the research approaches to be desired. CUE itself is an approach to strengthening the social responsibility of higher education institutions. As with all such first research efforts, more questions remain than we have answers for, but there are nevertheless some important findings that we are pleased to share with others in the movement.

1. In spite of extensive efforts in translating our survey and making use of various networks, data from the global South, with the exception of India and South Africa, has been very difficult to obtain. There is much more work needed and more creative and effective ways to be found to dig deeper into these parts of the world.

2. We have been surprised that at least amongst the respondents to this survey, that some kinds of facilitative research partnership structures have been in place for a longer time and across a wider range of HEIs than we had previously thought. The University of Quebec in Montreal, the Science Shops in the Netherlands and structures in some of the South African universities have been around for 30-40 years. The USA land grant institutions claim

a heritage of 150 years. This means that the institutionalisation of research facilitative structures is very uneven with some new structures being created in the past year or two and others much earlier.

3. However uneven the distribution of models of community university research structures might be there seems to be consensus that if CBR or CBPR is to be mainstreamed, institutional investment in structures to support and facilitate community interests and academic research interests is a key step forward. Support is needed to allow for brokering of interests, visibility of community based work, bridging across disciplines and credit for academic career development for this kind of work.

4. While there is obviously no common term for research which originates in the community and flows back to the community across all languages, it is noteworthy that the terms community based research (CBR) and community based participatory research (CBPR) have emerged as the most common way of naming these kinds of knowledge partnerships. Our survey also underscores the strong interest in the provision of training for these research approaches.

5. There is strong evidence suggesting that the 'knowledge cultures' of civil society organisations and HEIs are very different. The uses of knowledge, the kinds of knowledge needed, methods used, links to social change and advocacy are understood and practiced very differently. CSOs are looking for answers to concrete issues in the community. They are not interested in nuanced and subtle 'maybe this or maybe that' kind of results that academics often favour. Academics need to write often to a kind of academic formula that is required by journals or books, this language is often obtuse and mysterious to outsiders. These and many other knowledge culture differences need to become more transparent if deeper and more respectful partnerships are to evolve.

6. There is, we suggest, an emerging or a continuing contradiction between professed commitment to co-construction of knowledge and partnerships with communities on the part of university based scholars, and the actual practice of doing CBR which has to do with the origins of projects, sharing of resources and building of community capacities. A significant finding in our study is that when discussing the origins of recent research projects or

question, in less than 15 per cent of the cases did research questions or projects originate at the CSO or community level.

7. Linked to this is perception of relative apathy in CSO and Community organisations about continued efforts to partner with HEIs taking into account the difficulties entailed, and the frustrations of past experiences in moving the practice beyond the rhetoric. There is an expressed need for building community capacity to play equitable roles in the research partnerships

8. Finally, in part because our survey did not contain language around these dimensions, the lack of a discourse around what some call knowledge democracy, attention to excluded or marginalized knowledge leaves us with further work to do in this critical area.

Survey Highlights

Regional Characteristics

- Community University Research Partnerships (CURP) activities are predominantly identified within the typology of Community-based Research, Community-based Participatory Research, and Engaged Scholarship;
- There is a large variation in the language, conceptualization and practice of these engagements, from 'extension' to 'co-creation' of knowledge.

Institutional Support Structures and Funding

- Just over 60% of Higher Education Institutions identified in this research have some form of structure created to support CURPs within the last 10 years.
- 45% of financial support for CURPs are coming from Government; 30% from within the HEIs, as apposed to CSOs, which seem to be more self funded, with less coming from Government (35%).
- Just over 40% of all respondents are dissatisfied/very dissatisfied with funding support for planning and partnership development.
- Over 60% of CSOs do not have access to library and academic funding opportunities. There is a need for capacity at CSO level.

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- CSOs rely heavily on volunteers. More than 65% of CSOs have between 1-20 volunteers.

Goals, Outcomes and Motivations for CURP

- Over 95% of all respondents believe that the co-creation of knowledge is a primary goal in CURP.
- The different cultures of knowledge are using the CURP process to achieve different objectives. The main goals of HEIs are student training, co-creation of new knowledge, KM and problem solving; the main goals for CSOs are co-creation of new knowledge, capacity building, social change and support community services.

Role and Process of Partnership

- Less than 15% of CURPs originate in the community. These partnerships are still very much top down, initiated at the HEI level.
- Active participation in decision-making and distribution of funds in research projects is predominantly controlled by HEIs.
- In terms of the criteria most important in a CURP, overwhelmingly respondents agree that trust and mutual respect are essential, but also point to 'funding support for planning and partnership development'.
- Just over 25% of respondents are dissatisfied with the governance structure of the research partnership - and are not based on consensual decision making. Also, very dissatisfied in community review process for funding and ethics.
- There seems to be a trend in the engagement and decision-making process of CSOs in the life-span of the research partnership. They have higher active participation in networking and framing research agenda, and much less so when it comes to administration in research funding and data analysis. In addition, CSOs ranked high in participation of policy advocacy and development community action plan.

Challenges and Recommendations

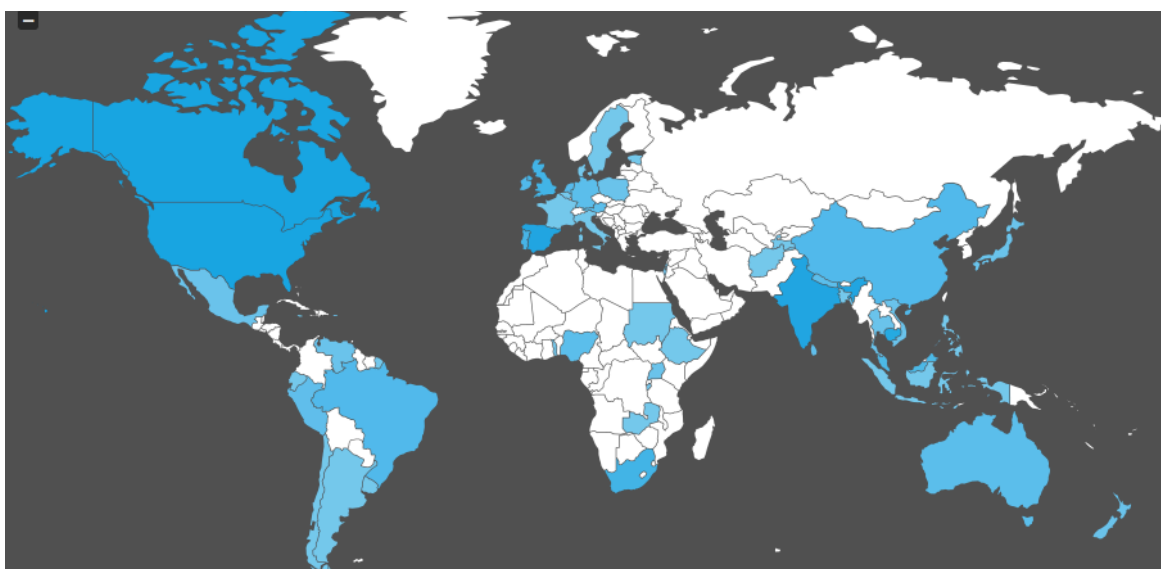
- The most common challenges indicated by respondents are differences in timeline expectations (43.7%), and the participation of members (42.9%). These challenges are indicative of a very different culture of process and practice between HEIs and CSOs.. It is clear from these results that there is a different nature of knowledge cultures and diverse institutional processes that shape how research partnerships function, and ideally, flourish.

Training in CBR

- Over half (52.4%) the respondents have not had training in CBR. The most common training need identified in this survey is ‘methodology for participatory research’, including the philosophy and practice of co-created knowledge and ways of increasing equity in partnerships, methods and tools in participatory research, research design, data collection and analysis.

Regional Characteristics

Map 1. Regional map of survey responses.









Geographically, we received responses from a diversity of countries and regions of the world. In addition to places that have strong CURP cultures (i.e. Netherlands, Canada), we also discovered these partnership structures to be present in less ‘common’ countries (i.e. Albania).

Table 1. Survey responses by region of the world.

Africa Continent	20	7.5%	
ASIA	70	26.4%	
EUROPE	75	28.3%	
LATIN AMERICA	13	4.9%	
Middle East	8	3.0%	
NORTH AMERICA	73	27.5%	
Pacific	6	2.3%	















Although we received responses from each region of the world, there is an overwhelming response rate from Asia, Europe and North America. This could be for several reasons including; strong partner networks in these regions (i.e Talloires, GUNi, PRIA); limited language capacities in certain regions despite the survey being available in four languages; and perhaps the most significant limitation is the terminology, practice and understanding of CURPs varies significantly around the world.

Table 2. Type of institution/organization.

Higher Education Institution (HEI)	171	63.6%	
Civil Society Organization (CSO)	41	15.2%	
Funding Agency/Foundations/Philanthropic/Non-government Funding Agencies	16	5.9%	
Government/Policy-making	8	3.0%	
Intermediary Organization or Unit	6	2.2%	
Other, please specify...	27	10.0%	

The majority of responses came from individuals working at Higher Educational Institutions, primarily researchers and academics. Despite the survey being sent to various CSO networks around the world, our response rate was quite low for this target group. This could be indicative of limited resources at the CSO level (e.g time, personnel) to conduct the survey, or a different understanding of the language of community-university research partnerships (e.g *Most CSOs practice CBR without using the various academic terminology identified in this survey*).





Table 3. Terminology to best describe the practice of CURP.

Community-based Research	74	54.4%	
Academic Enterprise	36	26.5%	
Implementation Science	25	18.4%	
Knowledge Mobilization	36	26.5%	
Extension/Outreach Services	24	17.6%	
Civic Engagement	26	19.1%	
Community Programming	9	6.6%	
Service/Solidarity Learning	12	8.8%	
Science Shop	10	7.4%	
Engaged Scholarship	29	21.3%	
Community-based Participatory Research	53	39.0%	
Community-based Learning	29	21.3%	
None of the above	2	1.5%	
Other, please specify...	6	4.4%	

The terminology to describe research partnerships differs around the world and as well by organizational type. Indeed, the conceptualization and practice can be dramatically different, from one end of the structure of community involvement (i.e. ‘community outreach’ or ‘extension services’) to the other which would entail the co-creation of knowledge between Community and University members (i.e. Participatory Action Research’). Even within the approach of Community-based Research (CBR) for example, the practice on the ground can look very different. From this research, we can suggest that CURP activities are predominantly identified within the areas of CBR (54.4%), CBPR (39%) and Engaged Scholarship.







Institutional Support Structures - HIEs and CSOs

Table 4. Support structures for CURPs at Higher Education Institutions

Decentralized (course/department/faculty based)	48	38%	
Centralized (Centre or unit across the entire HEI)	48	38%	
We have no support	13	10%	
Other, please specify...	19	15%	

The results show that almost half of the institutions participating have centralized support structures for CURPS, and another almost 40% of them have support structures of some kind (course, department). This is significant in that almost 80% of institutions in this survey have some structure for CURP.







Table 5. Duration of time support structures have been in place

Less than 1 year	6	8.8%	
1-3 years	10	14.7%	
3-5 years	10	14.7%	
5-10 years	19	27.9%	
10-15 years	7	10.3%	
20 years +	16	23.5%	

Just over 60% of HEIs that participated in this survey have developed some form of structure to support CURP within the last 10 years. The recent World Report of Higher Education highlights that over the past 10-15 years there has been a growth of the theory and practice of engagement as a key








feature in the evolution of higher education. Growing global networks such as Talloires, GUNi and GACER are also indicative of the commitment of Higher Education institutions around the world to redefine the value and use of community knowledge in society, and embrace it's social responsibility to citizens and societies.

Table 6. The type of support at Higher Education Institutions for CURP.

Staff support	62	53.4%	
Small start-up funding	38	32.8%	
Support to develop research proposals	55	47.4%	
Student internships or similar	46	39.7%	
Communications support	27	23.3%	
Other, please specify...	30	25.9%	

The most common type of support for academics working in research partnerships is staff support, followed by support for research proposals and student research support. 'Other' supports included community advisory boards, Science Shop facilitators, in-kind support from community partners, training and funding for students in CBR, and capacity development.

Table 7. The number of paid and volunteer support staff in most recent CURP - Civil Society Organization

paid staff 1-2	10	27.8%	
paid staff 3-4	5	13.9%	
paid staff more then 5	12	33.3%	
Volunteers 1-5 (unpaid)	9	25.0%	
Volunteers 5-20 (unpaid)	6	16.7%	
Volunteers over 20	8	22.2%	
Other, please specify...	5	13.9%	
Total: 36			

Civil Society Organizations rely heavily on volunteers and operate on limited funding and timelines. More than 65% of respondents working in CSOs have between 1-20 volunteers.

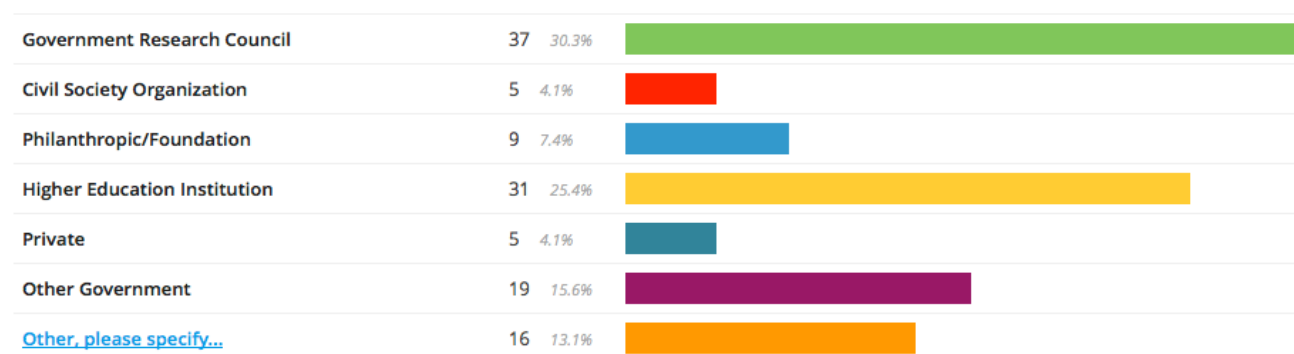
Funding and Policy Mechanisms

Table 8. Funding mechanisms to support CURPs - response from Funders



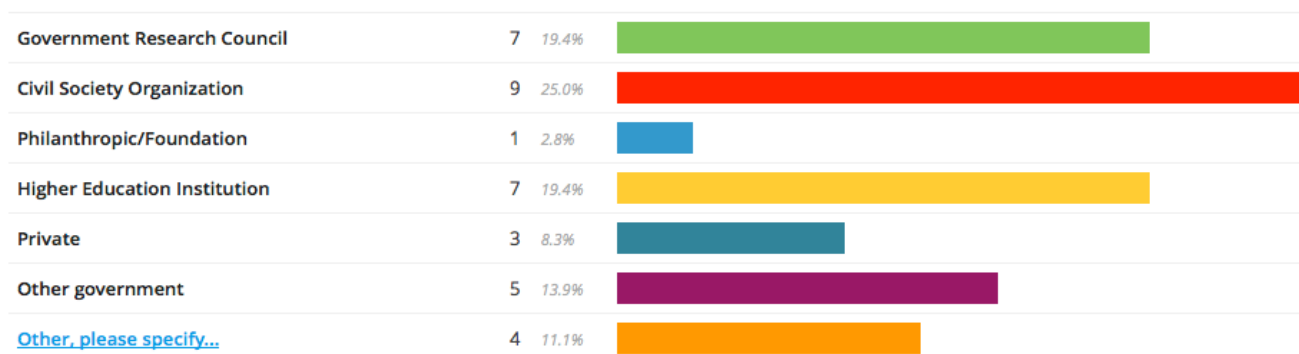
The most common support from the perspective of funders is in providing advice and assistance on collaborative research proposals, networking with both HEIs and CSOs and by providing funding to support CURPs. Knowledge mobilization within and outside of government as they relate to CURPs is also an important aid, as is policy and legislative instruments.

Table 9. Source of funding for Higher Education Institutions



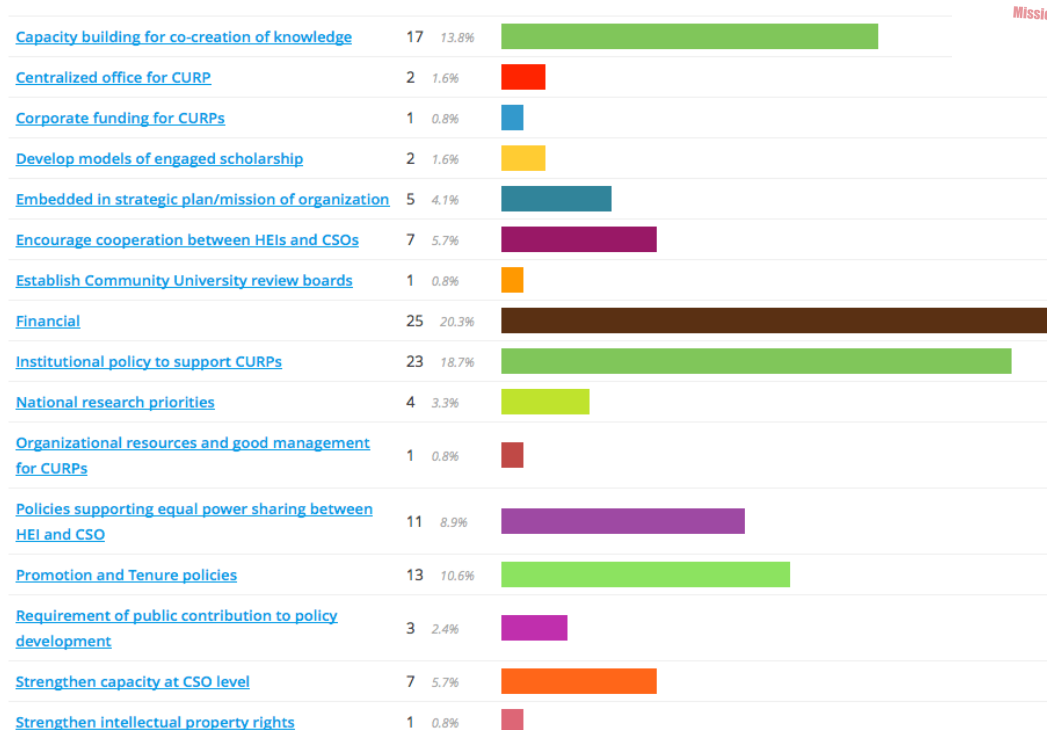
The primary source of funding for HEIs to operate CURPs are through government research councils. These are important structures that are helping to link national and international institutions, organizations, local municipal governments and networks. These grants are competitive and are often in line with national thematic foci such as environmental sustainability, reducing poverty and social exclusion and economic development for example. In some cases (15%), Higher Educational Institutions will provide support for local community partnership initiatives.

Table 10. Source of funding for Civil Society Organizations



The primary source of funding for community sectors organizations comes from the CSOs themselves. A significant source is also from government research councils and Higher Education Institutions.

Table 11. Types of policies needed to support CURPs



Financial programs, instruments and mechanisms are the most identified support needed for CURP's for both HEIs and CSOs. From the perspective of one CSO, *"we need more small funding envelopes that support innovation, and can be nimble in terms of responding to emerging civil society organization needs"*..as well as *"allowance for extra staffing support to facilitate partnerships"*.

Institutional policies to support collaborative partnerships are also needed at all levels (institution and national level). *"Public policy that encourages and supports inter-sectoral collaboration (e.g. health in all policies; aboriginal peoples/perspectives in all policy); institutional policy that acknowledges community based learning and partnerships as equally important in merit/advancement; institutional and public policy that encourages measurement of community/societal outcomes related to CURP; public policy to require public participation/contribution to policy and knowledge development - leading to increased attention and support for this to take place within CURP; and Professional Standard of Practice for relevant disciplines that require authentic community partnership - leading to more upstream focus on curriculum"*. Another suggestion is for policies that identify and communicate HEI and CSO organizational culture and identity, *"so that academics, community organizations, and students understands and tracks the needs and assets of both organizations"*.

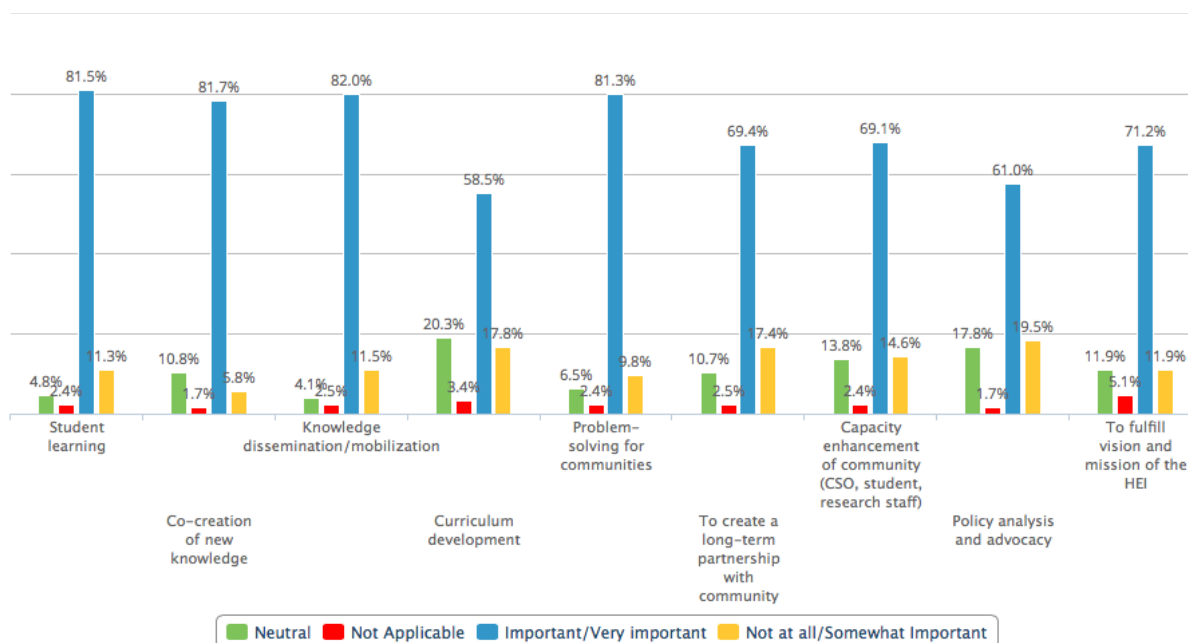
In addition to having a centralized office and strategic plan in support of CURPs within HEIs, *"Institutional policies would entail a policy framework for setting up governance, staffing, operational and evaluation processes"*. In terms of faculty and tenure promotion, this is a common contentious issue, *"At the moment untenured faculty engaged in this type of work are at risk of not meeting the standards and expectations associated with conventional research and this greatly undermines the level of engagement in CBPR and the overall reputation and standing it has as a field of research"*.

This research also reveals there needs capacity building to support the co-creation of knowledge, and to enable more cooperative and equitable partnerships. *"Policies need to be put in place to ensure proper power balance between communities and HEI. Too often relationships are not partnerships at all rather the community fulfils the role of provider of research material for the HEI"*. This also extends to knowledge dissemination practices, in which policies need to *"promote collaborative research and co-writing as opposed the current policies which promote single academic authorship"*.

Strengthened capacity at the CSO level is a policy priority. In the US for example, funding is limited for community-campus partnerships and *"there are limited vehicles for projects that are community-led...putting an imbalance in power in favour of academia"*.

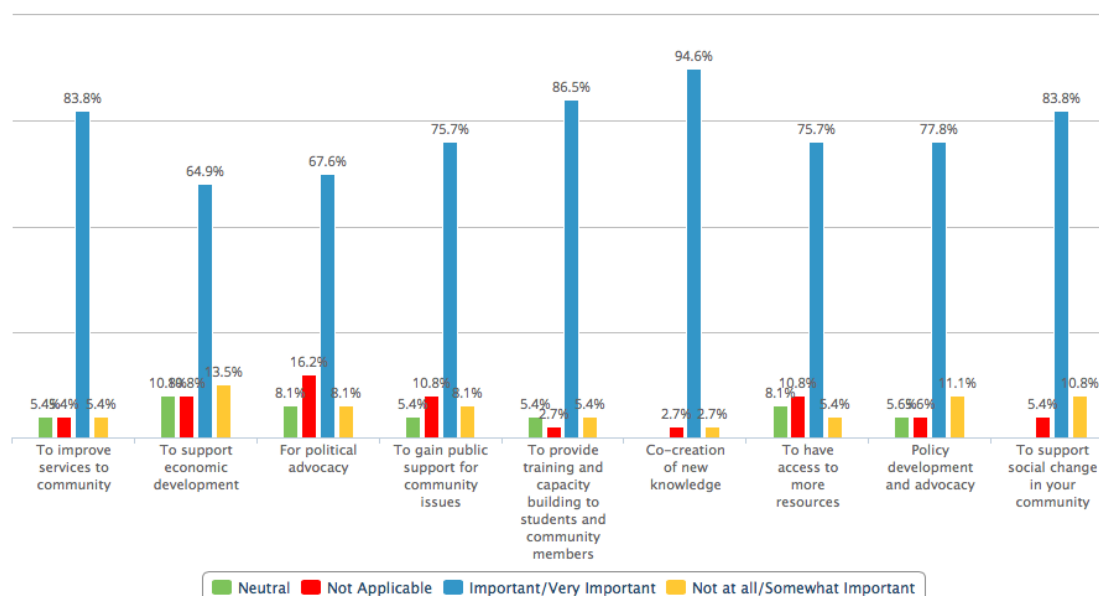
Goals, Outcomes and Motivation of most recent CURP - HEI and CSO

Table 12. The criteria that best describes the goals of CURP - Higher Education Institutions.













The primary goals of CURP from the perspective of individuals working within HEIs is for knowledge dissemination/mobilization, the co-creation of new knowledge and for student learning.

Table 13. The criteria that best describes the goals of CURP - Civil Society Organizations.



Similarly, individuals working in CSOs overwhelmingly value the co-creation of new knowledge as a primary goal of CURPs (95% of respondents), in addition to improving services to community and to support social change. Providing training and capacity building to community members and students is also a major goal. Additional goals not mentioned above include: reducing barriers between research and practice; the creation of culturally specific programming that is owned by and respected of the community; and to facilitate knowledge and culture exchange between indigenous communities and research institutions.

Table 14. Outcomes resulting from most recent CURP - Higher Education Institution

Student training/experiential learning	89	67.9%	
Improved receptivity for research alliances	44	33.6%	
Development of new courses, and programs	45	34.4%	
Increased inter-university linkages	48	36.6%	
Development of new and improved theory	32	24.4%	
Mainstreaming community knowledge	44	33.6%	
Legitimizing Indigenous knowledge	21	16.0%	
Policy and legislative impacts	25	19.1%	
Building community sector organizational capacities	45	34.4%	
Developing and strengthening community-university relationships	75	57.3%	

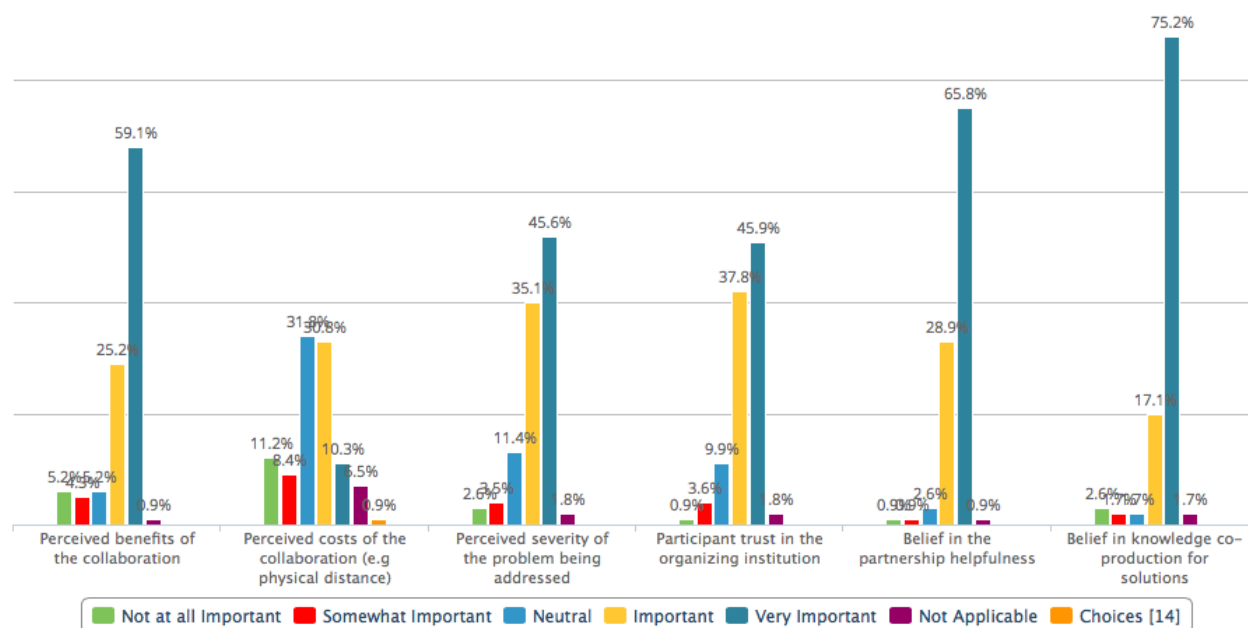
The most significant outcomes resulting from CURPs from the perspective of individuals working in HEIs is student training and experiential learning. Developing and maintaining community university relationships is also seen as a major outcome.

Table 15. Outcomes resulting from most recent CURP - Civil Society Organizations

Student training/experiential learning	20	54.1%	
Improved receptivity for research alliances	15	40.5%	
Development of new courses, and programs	8	21.6%	
Increased inter-university linkages	9	24.3%	
Development of new and improved theory	12	32.4%	
Mainstreaming community knowledge	19	51.4%	
Legitimizing Indigenous knowledge	11	29.7%	
Policy and legislative impacts	13	35.1%	
Improvement to community services	19	51.4%	
Economic contributions	5	13.5%	

Student training is also viewed as a major outcome of partnered research from the perspective of CSOs. Other significant outcomes include: improvement to services, mainstreaming community knowledge and improved receptivity for research alliances.

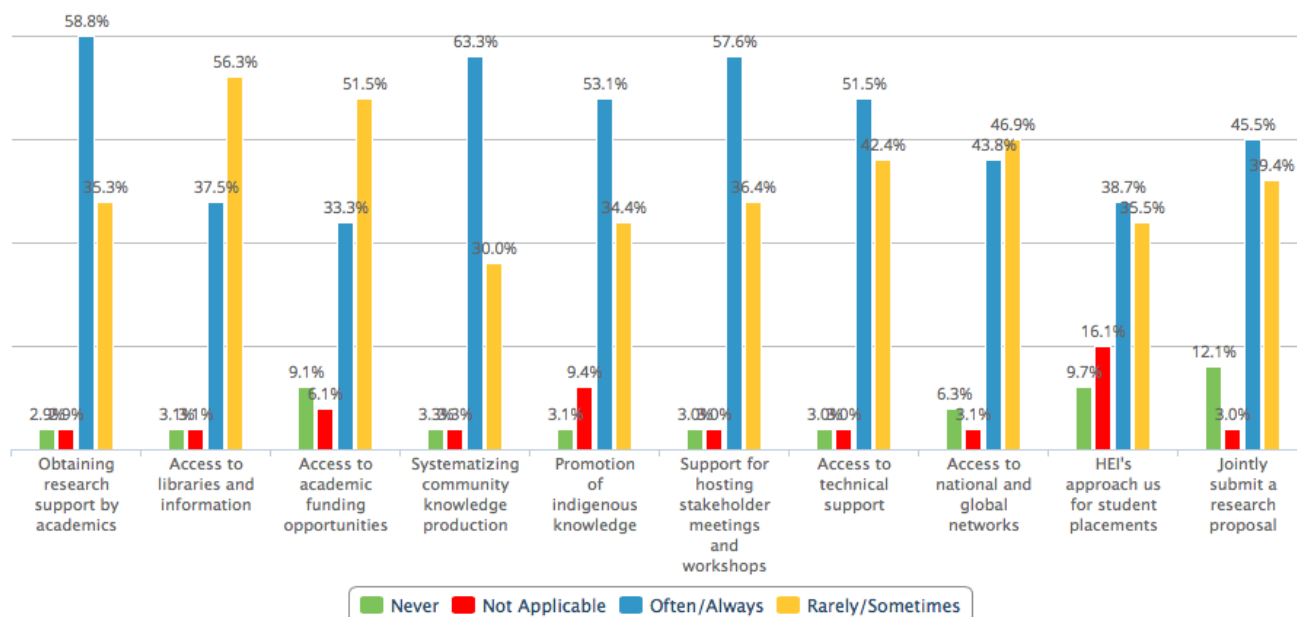
Table 16. Primary motivation for forming most recent CURP



The primary motivation for engaging in CURPs is the belief of knowledge co-production for solutions and perceived benefits and helpfulness of the partnership.

Role and Process of Partnership

Table 17. Frequency of the following criteria when working in CURP partnership with HEI - CSO response



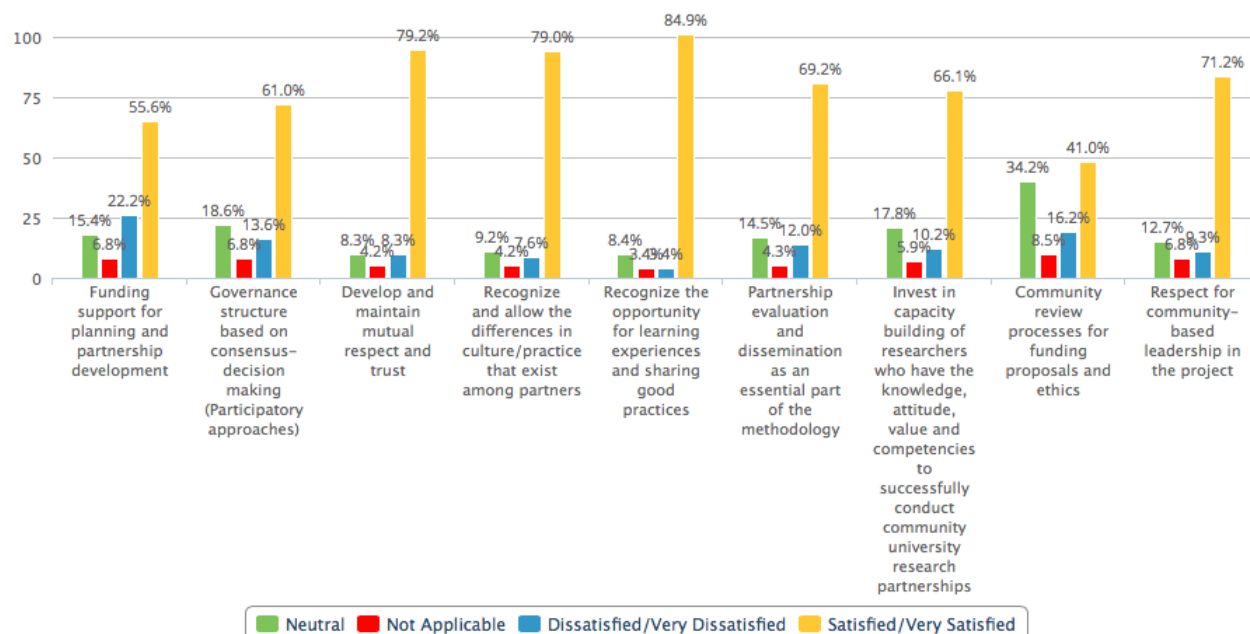
It is clear from the research results that CSOs lack institutional and financial support in order to equitable collaborate in partnership research. Some of these supports include access to library and information, technical support, funding opportunities and access to national and global supports. Just over 60% of the respondents have not (or rarely) jointly submitted a research proposal when working in collaborative research partnerships, identifying a serious lack of equity and decision-making power.

Table 18. Origin of most recent CURP

Other, please specify...	10	8.1%	
Industry initiative	1	0.8%	
Originated in an indigenous community or organization	7	5.7%	
Originated in the community	17	13.8%	
A Government initiative	13	10.6%	
Initiated by a Higher Education Institution	25	20.3%	
As part of a research group project	26	21.1%	
Personal motivation or interest	24	19.5%	

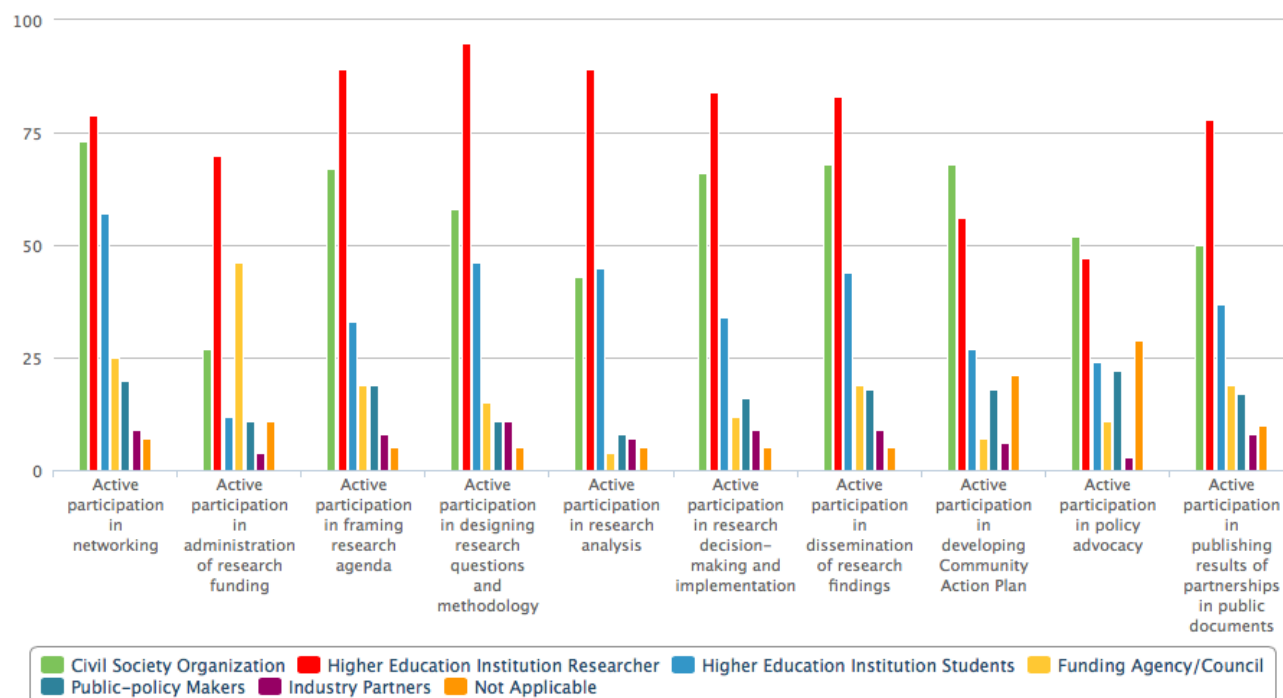
Less than 15% of CURPs identified in this research have originated in the community. These partnerships are overwhelmingly top down from the HEIs and outside sources (government, industry or research groups).

Table 19. Ranking of participation criteria in most recent CURP - CSO and HEI combined



When describing how each of the above criteria ranked in their most recent CURP, the majority of respondents highlighted partnership development and practice as very important, including developing and maintaining mutual trust and respect, recognizing the opportunity for learning experiences and sharing good practice, and recognizing the differences in culture/practice that exist among partners. Approximately 40% of respondents are dissatisfied with the governance structure of their most recent CURP, in which the structure is not based on participatory and consensual decision-making. Also 60% of respondents revealed dissatisfaction in the community review process for funding proposals and ethics. Another 30% of respondents are also dissatisfied with 'respect for community-based leadership in the project'.











Table 20. Distinctive contribution or role performed by each partner in most recent CURP



There is a clear trend in the engagement and decision-making inclusion of CSOs in the life-span of the research partnership. Individuals working within CSOs reveal higher active participation in networking and framing research agenda, and much less so when it comes to administration in research funding and data analysis. In addition, CSOs ranked high in participation of policy advocacy and the development of community action plans. Likewise, individuals from HEIs ranked high in their participation in designing research questions and methodology, revealing an unequal balance in the ownership and direction of the research agenda.

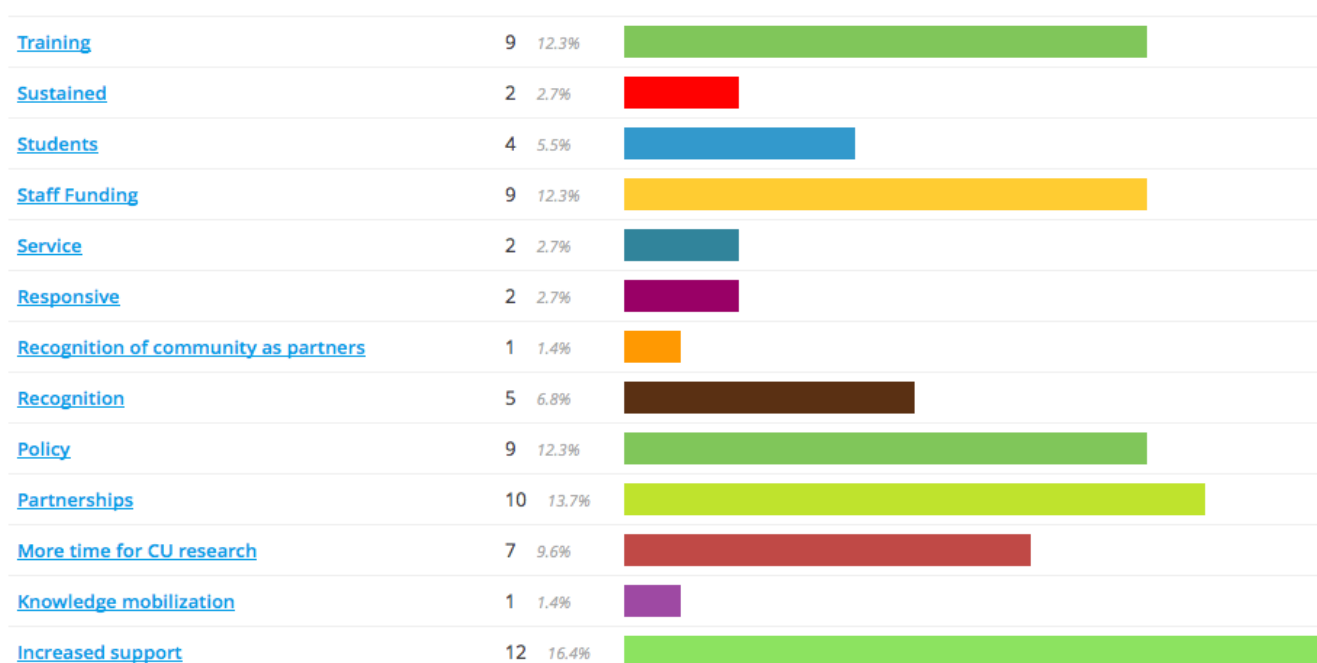
Challenges and Recommendations

Table 21. Challenges indicated in most recent CURP.

Other, please specify...	18	15.1%	
Lack of flexibility to allow for changes once the project had started	26	21.8%	
Differences in research goals	33	27.7%	
Use and control of the research findings (i.e the development or outputs such as articles, workshops, tools)	42	35.3%	
Different language. Representatives from HEI's and CSO's speaking in a 'different language' in research projects	40	33.6%	
Differences in timeline expectations	52	43.7%	
Student learning and training	30	25.2%	
Participation of members	51	42.9%	
Leadership	27	22.7%	
Visioning process	26	21.8%	

The most common challenges indicated by respondents are differences in timeline expectations (43.7%) , and the participation of members (42.9%). These challenges are indicative of a very different culture of process and practice between HEIs and CSOs. It is clear from these results that there is a 'different language' between these cultures and diverse institutional processes that shape how research partnerships function, and ideally, flourish. The majority of the 'Other' responses fall within the category of funding, and most particularly the emphasis on CSOs needing to play a key role in management of funds to support staff. The challenge of 'member participation' can be indicative of unequal power and decision-making in partnership research. Research has shown that when equal and participatory processes in partnerships are established and respected, participants feel valued and are more likely to be active and engaged in the research process.

Table 22. Recommendations to improve institutional structure and support of CURPs



Respondents recommended a number of criteria to improve support for CURPs including: support in the way of funding, and policy instruments, increased responsiveness of government respond to societal challenges (i.e Portugal). Other suggestions include investing in training for CBR, and the development of partnerships (i.e develop the vision, project parameters and governance prior to any submission for funding), which takes a significant amount of time. This also links to the time required for students to be involved in CBR, and more effective integration of CBR into course curricula. A suggestion for enhancing partnerships is through communication pathway for identifying potential community partners and matching needs with student learning opportunities.















Training in CBR

Table 23. Access to training in CBR.



53% of respondents have not had access to training in CBR.

Table 24. Training needs in collaborative research.

Writing research proposals	2	2.5%	
Technical training (e.g mapping)	5	6.3%	
Teaching curriculum for CBR	2	2.5%	
Skills in Project Management	2	2.5%	
National and international networking	1	1.3%	
Monitoring and evaluation	5	6.3%	
Methodology for collaborative research	32	40.5%	
Knowledge mobilization (e.g policy)	2	2.5%	
Institutional capacity for CURP	2	2.5%	
Indigenous knowledge	3	3.8%	
Increased inclusivity of CBR (e.g. disabilities, literacy)	1	1.3%	
Community-driven research design	8	10.1%	
Community conflict resolution	1	1.3%	
Access to funding	13	16.5%	

There were over 80 open-ended responses to training needs, with the overwhelming theme being ‘methodological training’ to support collaborative research. This included both training at the university and community level in all aspects of CBR such as; valuing co-created knowledge and ways of increasing equity in partnerships, philosophy and practice of partnered research, methods and tools in participatory research, research design, data collection and analysis. There is also a need for how to do ‘community-driven’ research design, including protocols around community and indigenous knowledge ownership, intellectual copyright, partnerships structure and the implementation of activities. Awareness and capacity-building is also needed at the level of funding agencies and academic journals *“to embrace community co-created knowledge”*.

There is a need for skills in project management, the development of research and funding proposals, technical training (e.g mapping), knowledge mobilization and collaborative monitoring and evaluation. In addition, recognition of and funding support from institutions for capacity-building programs in CBR for community and university members. *“The cost for community sector already plagued by under-funding is a block to accessing the capacity building that would engender more equity in control and design of research”*.

Table 25. Some examples of 'best practice' CURPs from the survey.

Country	Policy/Program/Network	Description
South Africa	The Ujamaa Centre, University of KwaZulu-Natal	Program has had enduring and sustained relationships with local communities of the poor and marginalised for 25 years, traversing the struggle against apartheid and the emergence of our new democracy.
United States	TRUCEN	The Research Universities Civic Engagement Network
	Midwest Knowledge Mobilization Network	Network of 6 US institutions (including CURL in Chicago)
	Tri-Lab, Brown Unieversity	
Netherlands	Science Shop model	
Nigeria	Ibarapa Programme, University of Ibadan	Students from all disciplines, participation in a "Town Hall" research-to-policy presentation of the student research topics, methods and findings for community and other specifically invited interest group discussion and policy decisions at the various levels of society
	Tai Solarin university	Department of Education
India	Centre for Society-University Interface	The disconnect between the society and the university was removed by way of carefully designed courses for students in areas like Micro financing, Integrated Energy Resource Management and Folk Medicine which are held on 50:50 basis, meaning thereby, 50% of the course is imparted in the classrooms and 50% in the villages

Country	Policy/Program/Network	Description
Malaysia	ASEAN Youth Volunteer Programme - Measurement of Impact	Youth volunteerism platforms that intend to create opportunities in knowledge-driven volunteerism, support the exchange of learning experiences, develop capacity, enhance cross-cultural understanding.
Europe Commission	Science in Society	