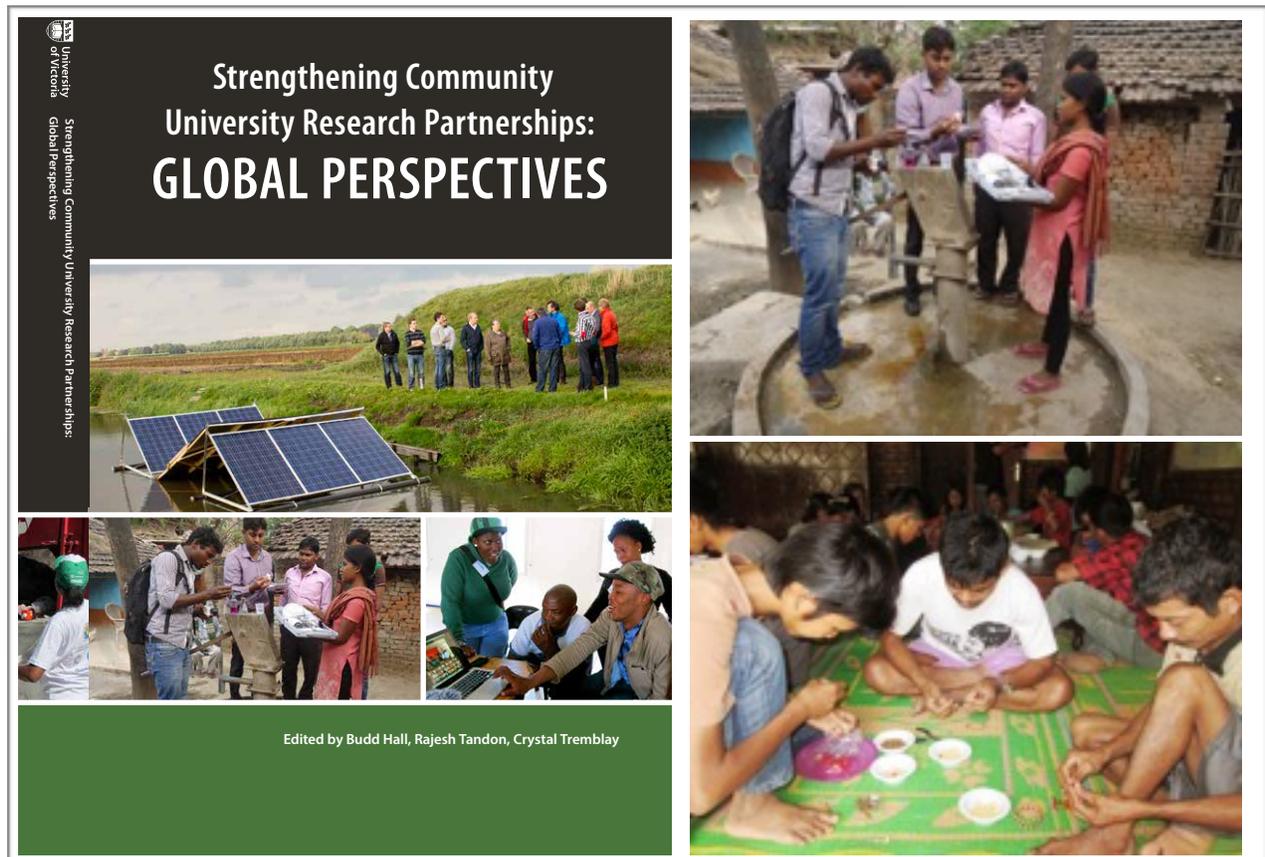**Report Type:** Final Technical Report

Period covered by the report: September 2013 – June 2015

Strengthening Community University Research Partnerships: A global study of effective institutional arrangements for the facilitation and support of research partnership between community and universities.

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Date: July 2015

Country/Region: Global

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Table of Contents

i) Basic project information

Title: Strengthening Community University Research Partnerships: A global study of effective institutional arrangements for the facilitation and support of research partnership between community groups and universities.

Abstract: The practices of community-based research (CBR) and all of its variations have developed and evolved over the past 35 years. With roots in the Global South the practices have spread throughout the international development community and supporting bodies such as IDRC. Over the past 15 years, CBR has been 'discovered' in the Global North as the Carnegie and WK Kellogg Foundations, the European Union, the Research Councils of the UK and Canada and the AUCC have been promoting research partnerships as key engagement strategies for higher education. A variety of institutional structures are being created to facilitate authentic and respectful research partnerships. Community-University research partnerships are therefore no longer a South or a North issue, but are an evolving global field of action with several global networks supporting them, including the Canadian-based Global Alliance for Community Engaged Research (GACER).

Our ability to benefit from the promises of drawing the resources of universities further into the solution of community problems on their terms depends in part on our answers to several questions: 1. What are the institutional arrangements and processes that show the most promise in facilitating effective, respectful and impactful community-university research partnerships? 2. What are the institutional policies needed to mainstream CBR? What are the most promising policies that national governments and funding bodies could implement to improve the quality of CBR and create effective structures and processes? To answer these questions we have carried out five steps: A global survey, case studies, systematisation process, knowledge dissemination and policy dialogues. The deliverables will include recommendations for the future development of the field shared on virtual platforms of the UNESCO Chair and through regional policy dialogues, development of targeted policy briefs, a practical e-handbook on best practices

and an e-book on the theory and practices of facilitating community university partnerships.

This final report provides an overview of progress and project activities, research outcomes and knowledge mobilization efforts and highlights the main research findings from a global survey (phase I) and country case studies (phase II). We have completed all research activities and are currently in the process of finalizing the open source e-book highlighting the main research findings and a practical handbook. The case studies illustrate how country policies on community-university partnerships are being institutionalized and practiced at the level of Higher Education Institutions and Civil Society Organizations.

ii) The Research Problem

While CBR in its many varieties has been in existence for 35 years or so, the past 10 years have seen an emergence of a new set of institutional arrangements and structures designed to overcome some of the constraints that have limited the full potential of CBR. These new structures with specialized knowledge of how to create community university research partnerships have been located in universities (such as the Office of Community-Based Research at the University of Victoria) in community organisations (such as PRIA in India) and in networks (such as the National Coordinating Council for Public Engagement in Higher Education in the UK). Our study is focussed on these new structures and the associated policies.

The mainstreaming of community-based research linked to Higher Education Institutions (HEIs) is constrained by a number of roadblocks. There is a severe underestimate of the skills and time required to jointly develop a research question for the most impact in the community. While new administrative structures have emerged to deal with this issue in some universities, most universities do not yet have a dedicated institutional capacity to facilitate Community-University research partnerships. There has not been a comparative study that we are aware of that looks at the emergence of new institutional arrangements to facilitate support community university research partnerships on a global basis in any part of the world. What kinds of institutional arrangements have emerged? How are they funded? What is the relationship between public and private needs? What kind of impact have they had on local or regional issues? What are the challenges faced by the different knowledge cultures working together? Are there methodological lessons to be learned? What kinds of new structures should be supported in the Global South? A second roadblock is the lack of incentive structures within Higher Education Institutions to encourage faculty to begin working in new ways. While the category of 'impact' has been added recently to the research assessment exercises in the UK, the gold standard for career advancement for the vast majority of researchers all over the world is still the number of peer-reviewed journal articles accumulated.

A further roadblock is the unevenness of the research capacities within community organisations themselves. Being an equal player in knowledge creation terms means having the time and specialized skills. Moreover the nature of the knowledge culture is different in community settings. Academics tend towards abstractions, cautions and tentativeness in making knowledge claims. Civil society organisations need equal opportunity in terms of resources and time to both co-create meaningful work and have the space to reflect on and build capacity within their organizations.

iii) Objectives

The objectives of our research were to examine the institutional structures that support community university partnerships. This query is based on the assumption that without such structures in community and in university, the partnerships cannot be realized. There are a few emerging examples of such structures in several countries; an analysis of these brings out the salient features of such structures for effective CUE. The three types of inter-related elements of such structures that can be identified in the study are: Community-based structure, University-based structure and facilitating network structure.

The Objectives of this study are:

a) To develop an understanding of the dynamics of inter-relationships between different components of the structures in twelve different country contexts;

b) To promote awareness of the significance and appropriateness of structures for ensuring effective CUE amongst decision-makers in higher education institutions (HEIs) in southern contexts;

c) To mobilize knowledge for practitioner and policy actions in creating appropriate structures in different countries

iv) Methodology

Our research employed a mixed approach involving both qualitative and quantitative methods. The methodology for achieving the above three stated objectives are explained below.

1. *Survey:* 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. 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.

The survey data reveals a variety of institutional arrangements and processes that show promise for facilitating effective respectful and impactful community-university research partnerships. Furthermore, the data points to important current challenges and opportunities for strengthening civil society and higher education to work collaboratively on societies pressing issues. The results have been instrumental in informing knowledge in the following key areas of our inquiry: CURP characteristics, institutional structures and funding support, goals, outcomes and motivations, process and roles of partnerships, challenges, recommendations, and training needs in CBR.

The results from the global survey have contributed to addressing our stated research objectives by providing knowledge on: a) the current trends and best practice in CURP structures and process from around the world, and b) consensus around the role and type of structures needed to support CURP. The case study research will inquire in more depth the 'best practice' policies and structures

In addition to informing our stated objectives, the survey has provided valuable insight into the following areas:

a) the differences in the knowledge cultures of HEIs and CSOs;

b) the emerging contradiction between professed commitment to co-construction of knowledge and partnerships with communities, and the actual practice of origins of projects, sharing of resources and building of community capacities;

c) the challenges of moving the practice of collaborate research past the rhetoric;

d) the emergence of a common typology of community based and community based participatory research;

e) the extent of institutionalization amongst the countries that responded to our survey;

f) the lack of data from Africa and other parts of Latin America and Asia;

g) the expressed need for training in CBR/PR methodologies

h) the expressed need for building community capacity to play equitable roles in the research partnership; and

i) that less than 15% of the research projects originate at CSO/community level.

2. Country case studies: The case studies illustrate how country policies on community-university partnerships are being institutionalized and practiced at the level of Higher Education Institutions and Civil Society Organizations. We have identified 2 categories of countries;

- First category comprises of those where a clear national/provincial policy for supporting such engagements and partnerships already exist. List of countries identified comprise of:

    o *Canada, South Africa, United Kingdom, Indonesia, Argentina, Netherlands, United States, Palestine, Brazil*

- Second category comprises of those countries where such policies are in the making and potential for institutionalization of such policies is very high; these comprise of

    o *India, Uganda, Korea, Ireland, Jordan*

In each selected country, existing policies and funding mechanisms were reviewed through secondary sources, and assessments of the same obtained through knowledgeable sources through personal and/or skype interviews. Based on this assessment/review, 2 HEIs were selected in each country for review of institutional aspects; this part may have required study of existing documents and interviews with knowledgeable people inside the HEIs. These two HEIs in each country may have been selected as to provide for diversity—national/local, urban/rural, large/small, public/private, etc. In relation to those selected HEIs, experiences of partnership of local civil society and community structures were systematically collected through field visits and conversations to identify what is working well and how. 2 CSOs were also identified in each country – 1 of which is working in partnership with a selected HEI. Assessment of civil society networks and mechanisms operating at provincial/national levels in those countries were made both with secondary materials available, and primary data through interviews and FGDs.

The framework for analysis included a number of questions relating to: National/ Provincial Policy, National/Provincial Funding Mechanisms. Institutional Structures, Institutional Incentives, Institutional Capacity, Civil Society, Networks, Structure and Capacity.

v) Project Activities

The table below describes the activities during the entire project and times of completion. Details below also include research methods, and analytical techniques, and any changes that occurred since project design. The main research activities included the global survey and country case studies, with further details below:

Global Survey and Systemization of Results

The primary research activity during 2014 has been the design, implementation, analysis and dissemination of the global survey. The data was analyzed collaboratively with project partners at a systemization workshop May 17-19 in Victoria, BC (*Not New Delhi, as originally planned*). The workshop was planned in conjunction with a

conference on Community University Engagement at the University of Victoria. An open workshop was held at the conference where the survey data was presented and discussed; an estimated 40 national and global leaders in this field participated.

Other opportunities for survey analysis and discussion of case study sampling occurred at the Living Knowledge Network in Copenhagen, Denmark April 9-11, 2014. Crystal Tremblay hosted a working session with European and global partners on the preliminary analysis of the global survey. This was also an opportunity to further disseminate the survey to target global regions where we had minimal response (*i.e parts of Latin America, Africa and Asia)*.

Case Studies

The framework and methodology for case study selection occurred during June-August 2014, in collaboration with project partners. We then identified 13 countries, based on the global survey data and consultations, where national policies for engagement exist (Category 1) or are in development (Category 2). Contributors in each country were identified and invited to conduct the case study in July 2014. Case studies field visits and research were conducted September –October 2014 with the final drafts due in December. We are in the final process of publishing an open source e-book, featuring the 12 country case studies and results of the global survey. Each case-study is between 15-20 pages (4500-5000 words) highlighting practical policies, tools and instruments.

Policy Dialogues

There have been a number of policy dialogues throughout the world during this reporting period, including Asia, Africa, Europe, and North America. The policy dialogues have been in conjunction with planned conferences and symposia in each region.

Asia Policy Dialogues

The policy dialogue titled "Strengthening Community Engagement in Higher Education Institutions" saw the participation from a number of sectors including academia, NGOs, Government representatives, students, etc. Some of the premier UK

academicians also attended the conference to share their experience on the theme. They are Dr Michael Osborne (Chair and Professor, Adult & Lifelong Education, University of Glasgow, UK), Dr. Emma McKenna (Co-ordinator, Queen's University, Belfast) and Dr Jenny Chambers (Senior Policy Manager, North Star Avenue, Wiltshire).

A similar conference was also scheduled in Delhi on the 5th of March' 2014. It witnessed extensive deliberations between an array of stakeholders, spanning government representatives, NGOs, academicians, etc. The Delhi event also witnessed the launch of the 5th GUNi World Report on Higher Education. The Report provides visibility and critically examines the theory and practice of engagement. It approaches the challenge of Community-University Engagement (CUE) in an integrated manner. It explores ways in which engagement enhances teaching and learning, research, knowledge mobilization and dissemination.

UNESCO Chair-India organized a symposium on 'Mainstreaming Community University Research Partnerships' on April 9, 2015. This symposium primarily focused on the practices of CURPs all across the world. The first session focused on the global experiences, and witnessed sharing of the findings emerging from the global survey on community university research partnerships, by Dr Budd L Hall. Dr Carol Ma shared experiences from East Asia, while the European experiences was shared by Mr Denis Dambois. Prof B L Mungekar, who was the respective chair for the session provided an outline on the broader perspective of community engagement and how it is viewed in India, in particular. Following the session, were open discussions which saw the participants sharing their local experiences, in addition to providing some concrete action points to be taken forward from the symposium. The second session saw the sharing of Indian experiences, with Dr Ronki Ram, Dr Pahi Saikia sharing experiences from the Indian states of Punjab and Assam respectively. Additionally, Dr Devi Prasad from TISS Mumbai shared his perspectives on the topic and brought to the forefront certain key issues which need to be addressed. Prof Furqan Qamar, Secretary General, Association of Indian Universities who was the chair of the session, presented a brief overview on Indian HEIs and the scope of integration of community engagement within the regular curriculum. This session again concluded with an open discussion, which saw extensive

deliberations, particularly focusing on the Indian education framework, the constraints, challenges with respect to community engagement and action points for future

UNESCO Chair-India also organized a dialogue on 'Building the Next Generation of Community Based Researchers', on April 10, 2015. The proceedings for the day began with an interactive PRIA-logue between Dr Rajesh Tandon and Dr Budd Hall, on the future of participatory research. This was followed by a series of presentations by various members who have been actively involved in Participatory Research. Mr. Walter Lepore from University of Victoria, Canada gave a presentation on 'Global Status of Capacity Building on Participatory Research' which was based on the findings of the global survey on the same. This survey was conducted as a part of the Next-Gen Project, funded by the Social Science and Humanities Research Council (SSHRC), Govt. of Canada. This was followed by a presentation by Dr. Andrea Vargiu from University of Sassari, Italy on 'Teaching Participatory Research: Issues and Challenges'.

The second half of the day saw a panel discussion on 'Mobilising Resources for Building Capacity in Community-based Participatory Research'. The members of the panel discussion brought in viewpoints from different geographical locations as well as different sectors. Dr. Cristina Escrigas shared her experiences from Europe as an Advisor in the Global University Network for Innovation (GUNi) in Barcelona. Similarly Dr. Carol Ma shared her experiences from East Asia as the Associate-Director of Service-Learning (OSL) in Lingnan University, Hong Kong, China. Mr. Jagadananda, Member Secretary, Centre for Youth & Social Development (CYSD), Odisha, India shared his experiences as being a part of the civil society in India. Finally, Dr. Surajit Sarkar, Associated Professor in Ambedkar University, Delhi, shared his experiences as being part of the novel initiative called Centre for Community Knowledge in his University.

Africa Policy Dialogues

Rajesh Tandon provided a keynote presentation to a high profile policy event in Cape Town, South Africa at the end of August, 2014 in cooperation with the University of Cape Town. An additional policy dialogue was held at Stellenbosch University where we

combined our findings with the launch of the World Report on Higher Education. There were 300 participants, many senior policy leaders in the region, at both events

We are in the planning phase of a networking and policy dialogue session to take place in October of 2014 at Makerere University in Kampala that will bring in representatives from Rwanda, Tanzania, Kenya, Sudan as well as other parts of Uganda.

Latin America Policy Dialogues

Crystal Tremblay led a discussion about our mainstreaming CBR project at the founding meeting of the Better Futures Network that took place in Rio de Janeiro in November of 2013. Walter Lepore from out research team has just completed discussions as part of the Annual General Meeting of the Latin American Network for Solidarity and Service Learning in Buenos Aires, August 2014.

North America Policy Dialogue

Dr Budd Hall and Dr Rajesh Tandon participated in the 'Going Global' Conference, held in Miami, Florida, USA on May1, 2014. The conference was attended by nearly 1000 delegates from 70 countries. Dr Hall & Dr Tandon launched the 5th GUNi World Report on Higher Education. In presenting the highlights of recommendations in this Report, Dr Tandon (Founder-President, Participatory Research in Asia) argued for recognition and legitimacy of multiple epistemologies, modes of production of knowledge and its utilisation (http://unescochair-cbrsr.org/going-global-ppt/).

Dr Paul Manners, Director of National Coordinating Centre for public Engagement in UK demonstrated how the pressure from UK's research council for demonstrating 'impacts' of research is opening doors for serious efforts by universities at public engagement.(http://unescochair-cbrsr.org/presentation-on-deepening-public-engagement-in-uk-universities/) More than 100 delegates from nearly 40 countries, mostly of global south, had a highly stimulating conversation on this theme following the launch.

Challenges: There were a few challenges in the design of the survey stemming from a very diverse language and practice of CURP. Although this also provides interesting observation on the scope and culture of this practice globally, the dissemination was modestly delayed. Likewise, we received a low response rate from the Global South, despite continued efforts to target Community and University networks in these regions.

This was the first open-source e-book published by the research team and we highly underestimated the lengthy process this entailed. At least twice the amount of time was needed then expected to go through the final editing process with the University of Victoria Press.

What was learned about the implementation and management of the project's activities? We were fortunate to have the excellent support of our administrative staff at the Faculty of Human and Social Development, who helped to coordinate all our activities including research and travel expenses. This ensured a very smooth administration of otherwise complicated procedures (e.g. supporting case study researchers globally).

Additionally, proper and effective coordination between the two legs of the UNESCO Chair (PRIA & University of Victoria), situated at two ends of the globe, was a major lesson that was learnt while implementing the project and managing its activities. This being a global study, we also learnt to effectively manage the coordination between researchers and partners based in different time zones, belonging to institutions which differed in nature, and also, living in countries, which differed in culture aspects. All such variations, differences were some of the important points which were paid due attention to, while managing the project, and which proved to be a challenge and an opportunity both.

Were certain aspects of project management and implementation particularly important to the success of the project? Clear communication, guidelines and adhering to deadlines enabled the successful completion of this project, given the number of partners involved at various stages of the research.

Table 1. Project Activities 2013-2015

Project Activities	Details
1. Global Survey *Completed August 2014*	a. Design and development of a multi-lingual global survey and platform selection
	b. Development of national, regional distribution lists
	c. Disseminate the global survey
	d. Analyze the quantitative and qualitative data in collaboration with project partners
	e. Derive criteria for case study selection
2. Case Studies *Completed January 2015*	a. Identification of case studies through consultations
	b. Field visits and in-depth interviews with key stakeholder c. A collective analysis workshop on case studies in Victoria, January 2015
3. Systemization of Results	a. A collective analysis workshop to analyze findings of survey data with research team and invited practitioners and policy makers in Victoria, BC, May 2014.
	b. A second systemization meeting to develop the methodology framework for the case studies in Victoria, BC, May 2014
4. Policy Dialogues	a. Latin American policy dialogue in Buenos Aires, Argentina at the World Congress on Comparative and International Education, June 26-28, 2013.
	b. Asian policy dialogue in New Delhi (linked to first systemization meeting) – Feb 2014
	c. European policy dialogue event at the Living Knowledge Network conference in Denmark, April 2014.

Project Activities	Details
	d. North American policy dialogue at the "Beyond Engagement" International Conference at the University of Victoria, June 2014.
	e. African policy dialogue event at Makerere University, November 2014
5. Dissemination	a. Enhancing the UNESCO Chair website as a virtual platform for sharing on-going web-based discussion and findings on the: b. Development of a series of policy briefs for: • bi-lateral and other international funding bodies; • global networks working in the field of CU research partnerships; • national granting councils in research and bi-lateral granting agencies investing in international development; and • UNESCO, GUNi and their regional networks in Latin America, Asia and Africa. c. Publication of results • E-publication of a practical handbook on "facilitating effective CURPs; • Publication of an electronic open access book of theory, practice and policy; and • Electronic open access publishing of case study materials. • Short video featuring the book included in the dissemination

vi) Project Outputs (September 2013- June 2015)

The following outputs are the directly achievable products of the project:

Research

Reports:

1. Global Trends in Support Structures for Community University Research Partnerships: Survey Results is a 40-page synthesis of the global survey "Strengthening institutional structure for Community University Research Partnerships'. The complete document is available on the UNESCO chair website under projects.

2. Community Engagement Practices in Punjab University' Chandigarh, India - See more at: http://unescochair-cbrsr.org/unesco/resources/#sthash.H6SM9f28.dpuf

3. Community Engagement Practices in North Bengal University' Siliguri, India - See more at: http://unescochair-cbrsr.org/unesco/resources/#sthash.H6SM9f28.dpuf

4. Community Engagement Practices in Assam, India. See more at: http://unescochair-cbrsr.org/unesco/pdf/Assam_Study%20Note.pdf

5. Report on the educational dialogue on Strengthening Community Engagement and Social Responsibility in Higher Education, Assam. See more at: http://unescochair-cbrsr.org/unesco/pdf/IITG_Conf_2014_Detailed_Report.pdf

6. Community Engagement Practices in Karnataka, India. See more at: http://unescochair-cbrsr.org/unesco/pdf/Karnataka_Compiled_report_10March.pdf

7. Community Engagement in Higher Education Institutions in India: Status Report 2015. See more at: http://unescochair-cbrsr.org/unesco/pdf/Community_Engagement_in_HEIs_Status_Report_2015.pdf

8. Consultation on new UGC scheme on community engagement in India. See more at: http://unescochair-cbrsr.org/unesco/pdf/Report_UGC_Sch_me_ion_30Jan2015.pdf

9. Report on the launch of the book on 'Higher Education & Community Based Research: Creating a global vision. See more at: http://unescochair-cbrsr.org/unesco/pdf/resource/Launch_of_HE_and_CBR_book_15.12.14.pdf

10. Report on the educational dialogue on Strengthening Community Engagement and Social Responsibility in Higher Education, Bangalore, Karnataka. See more at: http://unescochair-cbrsr.org/unesco/pdf/Bangalore_Conference_Report.pdf

11. Report on the symposium on Community University Research Partnerships, New Delhi, India. See more at: http://unescochair-cbrsr.org/unesco/pdf/9_April_2015_event_report.pdf

12. Report on Building the Capacities of Next Generation of Community Based Researchers, New Delhi, India. See more at: http://unescochair-cbrsr.org/unesco/pdf/10_April_2015_event_report.pdf

13. Report on the visit to Dayalbagh Educational Institute, Agra on the 11th April, 2015. See more at: http://unescochair-cbrsr.org/unesco/wp-content/uploads/2015/05/Report-on-visit-to-DEI-Agra.pdf

14. Reports on the Community University Exposition Conference, Ottawa, Canada. See more at: http://unescochair-cbrsr.org/unesco/category/canada-event/

Publications:

Open-source E-Book: Hall, B., Tandon, R., & Tremblay. C. (2015). Strengthening Community University Research Partnerships: Global Perspectives. University of Victoria Press: Victoria, Canada. *(Release date August 5th, 2015)*

Practice Guidelines: UNESCO Chair in CBR. (2015). Institutionalizing Community University Research Partnerships: User's manual on taking the first foot forward.

Conferences:

1. Dr Budd Hall & Ms. Wafa Singh participated in the Community University exposition Conference, held from the 25th – 29th of May, 2015, as part of the panel discussion on the occasion of the launch of the book on 'Mainstreaming Community University Research Partnerships: Global Perspectives'. Dr Hall & Ms. Singh also participated in a policy roundtable, held on May 25, 2014, titled 'Accelerating Change: Policy Innovation through and for Community Campus Engagement. Apart from this, the they also participated in two pre-conference workshops on 'Impacts, Policy & Funding' and 'Practical/theoretical dimensions of engagement' , on May 26, 2015.

2. *Dr. Budd Halll and Dr. Crystal Tremblay presented at the International Association of Universities.* Session: Strengthening Community University Research Partnerships Globally. Montreal, Quebec. May 7-8, 2015.

3. The UNESCO Chair- India conducted a dialogue on "How to build next generation of practitioners in community-based participatory research in global south?" on 10 April 2015 at PRIA's head office in New Delhi. Dr Budd Hall and Dr Rajesh Tandon started the deliberations with a PRIA-logue on 'Participatory Research in Action: Where is the future', which was followed by detailed discussions and sharing of experiences from around the world.

   Read more on the April events held in India at: http://unescochair-cbrsr.org/ unesco/symposium-on-mainstreaming-university-community-research-partnerships-building-capacities-of-the-next-generation-of-community-based-researchers-2/

4. UNESCO Chair-India organized a symposium on Community University Research Partnerships in India, on the 9th of April' 2015, in New Delhi, India. Dr Budd Hall, Mr Walter Lepore, Dr Carol Ma (Lingnan University, Hongkong), Dr Cristina Escrigas (GUNi, Barcelona) and Dr Andrea Vargiu (University of Sassari, Italy) participated in the deliberations.

5. UNESCO Chair-India, in association with British Council India, and Jain University, Bangalore, co-convened an educational dialogue on Strengthening

Community Engagement and Social Responsibility in Higher Education, 18th & 19th of March' 2015, in Bangalore, India. The dialogue witnessed the sharing of findings of the survey on community engagement in Higher Educational Institutions in Assam, and brainstorming on strengthening it further.

6. UNESCO Chair-India convened a consultation on the new UGC scheme on community engagement, on 30th January' 2015. Dr Pankaj Mittal, UGC was the chief guest. The consultation witnessed participation from various universities. See more at: http://unescochair-cbrsr.org/unesco/consultative-meeting-on-proposal-development-under-the-new-ugc-scheme-for-establishing-centre-for-fostering-social-responsibility-and-community-engagement-pria-new-delhi-30th-january-2015/)

7. UNESCO Chair-India co-convened a consultation on 'Strengthening community engagement in Higher Education Institutions in India', in association with Bundelkhand University on 12th January, 2015. See more at: http://unescochair-cbrsr.org/unesco/consultation-on-strengthening-community-engagement-in-higher-education-institutions-bundelkhand-university-jhansi-uttar-pradesh-12th-january2015/

8. Dr Rajesh Tandon participated in the launch of the 5th GUNi World Report on Higher Education, in Lingnan University, Hongkong on the 02nd of December' 2014. See more at: http://unescochair-cbrsr.org/unesco/launch-of-the-5th-guni-world-report-02nd-december2014-hong-kong/

9. Dr. Crystal Tremblay presented at the *Talloires Network Leaders Conference*. Session: Global Trends in Community University Research Partnerships. Global results from the UNESCO Chair in CBR research supported by the International Development Research Council (IDRC) of Canada. Stellenbosch, South Africa. December 2-5, 2014.

10. Ms. Wafa Singh participated in the second Asia Engage Regional Conference, held in Bali, Indonesia, from the 17th – 21st of November' 2014. She presented a

paper on 'Gauging the impact of community university engagement initiatives in India'. The paper can be accessed at: http://unescochair-cbrsr.org/unesco/pdf/resource/Bali_Paper_formatted.pdf .

See more at: http://unescochair-cbrsr.org/unesco/the-second-asia-engage-regional-conference-17th-20th-november-2014-bali-indonesia/

11. Dr Budd Hall participated in the launch of the 5th GUNi World Report at Makerere University, Kampala, in October, 2014. See more at: http://unescochair-cbrsr.org/unesco/new-community-university-engagement-network-formed-in-east-africa-launch-of-the-5th-guni-world-report-at-makerere-university-kampala/

12. Dr Budd Hall & Dr Rajesh Tandon participated in the launch of the 5th GUNi World Report on Higher Education, in Barcelona, Spain on 14th October' 2014. Dr Rajesh Tandon gave a presentation on 'Knowledge, Engagement and Higher Education: The Civil Society Point of View'. See more at: http://unescochair-cbrsr.org/unesco/launch-of-the-5th-guni-world-report-14th-october2014-barcelona-spain/

13. Dr Crystal Tremblay and Dr. Rajesh Tandon presented at the Engagement Scholarship Consortium. Panel: Networking the Networks with B. Tryon. Alberta. October 6-8, 2014.

14. UNESCO Chair-India, in association with British Council India, and Indian Institute of Technology, Guwahati, co-convened an educational dialogue on Strengthening Community Engagement and Social Responsibility in Higher Education, 17th & 18th of September' 2014, in Guwahati, Assam. The dialogue witnessed the sharing of findings of the survey on community engagement in Higher Educational Institutions in Assam, and brainstorming on strengthening it further.

15. Budd Hall attended the Congress of the Humanities at Brock University, St. Catherines, May 25, 2014. Presentation: Learning from Community-University

Engagements: A national study on Community Outcomes Achievements and Conditions for Success.

16. Crystal Tremblay, Budd Hall and Rajesh Tandon co-presented a workshop at the CUVIC conference, University of Victoria, May 21 2014. Workshop session: Institutional structures to support Community University Research Partnerships: A Global Study.

17. Crystal Tremblay presented at the Living Knowledge Network: An Innovative Civil Society: Impact through Co-creation and Participation, in Copenhagen, Denmark, April 9-11, 2014. Presentation: Global Launch of the 6th report on Higher Education, and networking session on preliminary findings of global survey.

18. Budd Hall presented at the Community-Based Research Conversations – University of Massachusetts and other regional universities September 2013 – four sessions in different parts of Boston.

19. Crystal Tremblay was keynote at the Engagement Scholarship Consortium 14th Annual Conference. Texas Tech University, Lubbock, Texas. October 6-10th, 2013. Panel discussant for the Global University Network for Innovation session and Plenary speaker for the closing ceremonies.

20. Education for a Better World: Our Global Responsibility-Canadian Bureau of International Education-Vancouver, BC, Canada November 2013 Budd Hall-keynote

21. Crystal Tremblay presented at the Better Future Network: Building an International Network and Forum Communities, Universities, Livelihoods and Citizenship. Presentation: Empowerment and Communication in Brazil, the PSWM project. Rio de Janeiro, Brazil, November 25-28, 2013.

22. Rajesh Tandon was keynote at the Learning Cities Conference, PASCAL International Observatory, Hong Kong, November 2013.

23. Budd Hall was keynote at the Education for a Better World: Our Global Responsibility-Canadian Bureau of International Education-Vancouver, BC, Canada November, 2013.

Websites:

The UNESCO Chair website posts project updates regularly. See more at: http://unescochair-cbrsr.org/unesco/

- Links to some of the blogs written by Dr Rajesh Tandon and Dr Budd Hall (and posted on the UNESCO Chair website) are as follows:

  - The People's University: By Dr Rajesh Tandon (http://unescochair-cbrsr.org/unesco/the-peoples-university/)

  - The Maturing of a Movement: CUExpo 2015 in Ottawa: By Dr Budd Hall (http://unescochair-cbrsr.org/unesco/the-maturing-of-a-movement-cuexpo-2015-in-ottawa/)

  - Academic excellence, overcoming disability: By Dr Rajesh Tandon (http://unescochair-cbrsr.org/unesco/academic-excellence-overcoming-disability/)

  - There are no neutrals there: By Dr Budd Hall (http://unescochair-cbrsr.org/unesco/there-are-no-neutrals-there/)

  - Transforming higher education through community engagement in India: Dr Rajesh Tandon (http://unescochair-cbrsr.org/unesco/transforming-higher-education-through-community-engagement-in-india/)

* Social innovation, power and transformation: A disquieting conversation (http://unescochair-cbrsr.org/unesco/social-innovation-power-and-transformation-a-disquieting-conversation/)

More blogposts can be accessed at: http://unescochair-cbrsr.org/unesco/category/blog/

The UNESCO Chair website is maintained regularly and recently was updated to a more user-friendly platform. In addition, we have created a Facebook page, and a twitter account, both of which are very active. @buddhall is also active with twitter having over 1,200 followers at the time of the report.

In addition to the above KM events and dissemination efforts, the results from this research have been featured in the following media sources:

1. World University News, Munyaradzi Makoni (December 2014). 'Building community research partnerships worldwide'.

2. University World News, Rajesh Tandon & Wafa Singh (February 2015). 'Transforming higher education through community engagement'. (http://www.universityworldnews.com/article.php?story=20150217102602953)

3. PASCAL International Observatory News Digest, Wafa Singh (December, 2014). 'University Grants Commission of India and Community Engagement'. (http://pascalobservatory.org/pascalnow/blogentry/universities-third-mission/university-grants-commission-india-and-community-enga)

4. Association of Commonwealth Universities News Digest, Wafa Singh (March 2015). 'Engagement Agenda in India goes LIVE'.

vii) Project outcomes

There are a number of outcomes related to knowledge creation, capacity building and policy as a result of the project activities and process. The following provides an overview of these outcomes.

a. *Scientific, Research/Knowledge Innovations*

A study of this nature which purports to provide a look into the state of institutionalization of community based research at a global level is hard to summarize, however we note a number of key insights and knowledge outcomes here:

- Although it may seem obvious, evidence from our study shows that top leadership of Ministries and HEIs can have huge impacts on the promotion of CUE in general, and research partnerships in particular. For example, in India, the higher education department in Karnataka has shown great amount of interest in promoting the agenda of community university engagement in the state. It has also committed to undertaking an intensive mapping of existing engagement practices in the state universities, in association with Jain University, Bengaluru.

- We have found that even when engagement is highlighted as part of the mandate of the HEIs, it is only rarely that research is explicitly mandated as a part of CE; earmarked research funding for CURP is rarer, but can make a crucial difference in readiness amongst HEIs to build CURPs

- Within the institutions, we have found that the middle level leadership—Deans, Chairs, Unit Heads and Centre Directors, play critical roles. They are the persons who mediate between the academic staff and students and the higher levels of administration. Their openness to change, their leadership and support, when available, can make a remarkable difference. This was particularly true in the case of North Bengal University in India. Here, the UNESCO Chair carried out a CUE mapping intervention in association with the university. Professor Mohammad Yasin, Head, Department of Lifelong Learning and Extension extended a great deal of support, and also played a crucial role in chalking out a community engagement plan at the university. This plan involved 4 components, certificate courses, training of trainers, organisation of self-help groups, and sensitisation/ awareness programs for women, children, with respect to health, nutrition, etc. Considering the valued work being done by the Department of Lifelong Learning

& Extension (NBU), the University authorities have given it an additional responsibility of coming up with an action plan in relation to disaster management.

- Even in cases where there are national policy mandates for CURPs, several other factors make a difference: an inclusion of CURPs in the strategic plans of the HEIs, support from middle level academics and initiatives by students and researchers; and the creation of boundary-spanning structures, structures for facilitating CURPs

- Related to this is the importance of long term commitment to partnerships. The traditional research partnership is limited to the length of the funding. When the funding is over, the academics often disappear. What is needed is an institutional commitment to long term partnerships of 5-10 years and that such partnerships become part of the new culture of HEIs.

- While a preponderance of change drivers may come from governmental or funding circles or from within the organisational culture of HEIs themselves, we feel that community and civil society organisations can also make an impact. For some historical reasons, civil society has not adequately engaged with institutions and structures of higher education so far. This clearly needs to change if CURPs have to be mainstreamed.

- A final conclusion to be drawn from our work is the value of networks. As analysed in our research, a large number of networks have been able to galvanise mutual learning and collective advocacy in respect of CURPs. Therefore, particular efforts to strengthen existing networks, and to facilitate cross-network conversations, (like the *'Big Tent'* dialogues facilitated by UNESCO Chair) will be crucial in furthering the agenda of mainstreaming community-university research partnerships in the future.

b. *Capacity building and Training*

There have been numerous opportunities for capacity building and training throughout the project. The following students and emerging scholars have benefited from the project in the form of research capacity (methods, theory, project management) and communication/networking skills:

- Two undergraduate students (word study) at the University of Victoria have worked closely with the development of the project, have accompanied the policy dialogues, and contributed to social media and knowledge mobilization;

- Dr. Crystal Tremblay (UVic), research coordinator and postdoctoral fellow, has gained valuable skills in conducting global partnerships research, throughout the life cycle of the project, and as a co-editor for the open source e-book, and presenting research data at several conferences;

- Wafa Singh (PRIA), research coordinator, has gained skills in coordinating and writing case study research in Asia, in the preparation of the Practical Handbook and event reports, and in presenting research data and various events;

- Dr. Crystal Tremblay and Dr. Sarah Wiebe (postdoctoral fellows) co-hosted an emerging scholars workshop *'The Arts of Engagement'*, as a conference capacity training initiative of the CUVic conference 'Beyond Engagement: Creating Integration, Innovation and Impact' at the University of Victoria, May 22-23, 2014. This interdisciplinary workshop, sponsored by Community-Based Research Canada, brought together over forty emerging scholars and experienced practitioners in community-university engagement to present, discuss and share the promises and challenges of this approach to scholarship. The workshop featured experts versed in arts-based, visual and participatory research methods to provide a reflective and interactive space for emerging and established scholars. Emerging scholars had the opportunity to work with the workshop convener's on a project integrating social media, photography and film throughout the conference. On the last day of the conference, a visual presentation was presented for all conference participants on the theme of: "What does community engagement mean?" The final video can be seen here: http://vimeo.com/96133566

- Of the 30 authors involved in the publication of the e-book the following emerging scholars (PhD Candidates/post-doctoral fellows/Research Centre staff) were invited to co-author the country case studies: Walter Lepore (Argentina), Michelle Bonnatti (Brazil), Nur Sri Ubaya Asri (Indonesia), Danielle Feinstein (Jordan). Mohammed Rabai (Jordan), Johanna A. Haffenden (UK), Sonwabo Ngcelwane (South Africa), and Citra Wardhani (Indonesia).

- The Chair provided appropriate technical support to colleagues from Indonesia in the preparation of their country case study. In the process, they were guided with the research questions, and the outline of the study, and also provided feedback on the same for further improvement.

- The UNESCO Chair-India also built capacities of funding institutions such as the British Council, as part of a joint project intervention aimed at 'strengthening community engagement in higher education institutions'. The Chair was able to broaden the perspectives of the agency in the field of higher education, and with relation to community engagement, in particular. It provided the council with useful suggestions on how to strengthen the idea of engagement in higher education, and areas where it can invest its monetary resources in the future.

- The UNESCO Chair-India also facilitated the capacity building of emerging scholars and students at various universities, with which it partnered as a part of various project interventions. While the scholars were imparted skills on research implementation, the students were equipped with skills such as mapping, surveying, etc.

- The UNESCO Chair-India also hosted interns from Lingnan University, Hong Kong in 2014 & 2015, and helped build their capacities in community based research and community university engagement by facilitating their research work with Bhagat Phool Singh Vishwavidyalaya, Sonepat, Haryana, and Dayalbagh Educational Institute, Agra. The internship program was a combined initiative of the UNESCO Chair & Lingnan University, Hong Kong,. The students who benefitted by this program are Mr Kelvin Ching, Mr Manlai Cheung and Mr Sunny Wong.

Apart from the above, the project has also resulted in awareness generation, sensitization and capacity building of individuals and institutions in the areas of community university engagement and participatory research. The Indian leg of the UNESCO Chair has been involved in extensive awareness generation and capacity building of Indian policy makers, NGOs and HEIs on community university engagement and social responsibility of higher education. The most important among these has been the Association of Indian Universities (AIU), who sought assistance from the Chair on ideas of CUE implementation. In response, the Chair prepared a training manual for universities, which was submitted to AIU, which in turn, distributed it among various interested universities.

c. Policy/practice influence

There are several policy outcomes or policy influence as a direct result of the project, including:

- This research has had a significant impact in India where Rajesh Tandon has been working closely with the University Grants Commission, the Ministry of Higher Education, the Planning Commission and others on a series of meetings and policy discussions in various parts of India that have had very positive impact of directing significant government investment into programs to stimulate community university research collaboration.

- The highest body for regulating higher education in India, the University Grants Commission launched a new scheme on fostering community engagement in the country. This scheme provides for the establishment of a centre for fostering social responsibility and community engagement in select universities, with a funding to a tune of about half a million dollars per university. See more at: http://unescochair-cbrsr.org/unesco/university-grants-commission-ugc-to-establish-centre-for-fostering-social-responsibility-and-community-engagement-cfsrce-in-universities/

- UNESCO Chair-India prepared a practical guide for Association of Indian Universities (AIU) on 'Forms of Community Engagement', and its integration in the academic curricula. AIU also expressed its interest to work along with the UNESCO Chair to promoted community university engagement agenda in the country.

- The Indian leg of the UNESCO Chair, with the help of policy actors and other interested individuals/institutions will also be launching the Alliance of Community Engagement (ACE) in the near future. ACE would comprise the champions of engagement from the field of higher education and civil society. It is expected to act as a steering mechanism and a vehicle for sharing knowledge and good practices.

- Through the creation of the survey and its implementation, we have also found that the term 'community based research' is more and more understood and accepted.

- We have had positive policy outcomes at Makerere University in Uganda, where CBR has been given more visibility with excluded groups.

- We are seen by UNESCO, the International Association of Universities, Asia Engage, South African networks, CLAYSS, CEBEM, Talloires, PASCAL and others as sources of expertise on the theory and practice of CBR.

- Through South African policy dialogues, the UNESCO Chair was able to influence the South African Higher Education Council to incorporate the concept of co-governance in institutions promoting the engagement agenda. It also influenced them towards more transparency in the engagement process, in relation to sharing of resources.

d. *What was learned about approaches or broad design elements for conducting research, building capacity or influencing policy or practice in the field and circumstances of the project?*

In relation to the approach or the broad design elements for conducting research, we believe that the methodology we followed greatly facilitated our research process. Firstly, We learnt that before embarking on a research initiative, it is essential to have thorough information on the current state-of-the-art practices being carried out. These pre-research findings (global survey in this case) helps to identify the core/weak/problem areas. Accordingly, the research design can be modified, in order to give more attention to issues that need it. This not only helps to analyse and scrutinize the final research findings, in relation to the pre-research scenario, but also helps to come up with recommendations which are useful, relevant and meaningful to the prevailing context and environment. Secondly, our approach in which we used the expertise of locally embedded and engaged scholars as authors of the various case studies, served a great purpose. This way, we were able to capture the local situation effectively and efficiently.

Coming to approaches for building capacity, we learnt that the primary requirement for this was proper, useful and timely information dissemination. Once the initial sensitization has been done, various capacity building initiatives such as seminars/ trainings, etc. can be facilitated, which can serve as a brewing ground for exchange of ideas. Further, we discovered that the approach of 'learning by doing' served a great purpose. We therefore provided for practical capacity building, rather than classroom based capacity building by providing our research team an opportunity to participate in the research, analyze data and present the findings independently.

In relation to approaches for influencing policy, we believe that extensive and sincere lobbying and advocacy with the policy actors can play an important role in bringing about the desired changes in the policy climates. With proper technical support and appropriate orientation, the policy makers can play the role of crucial change agents in the society. The approach that we adopted in this case was facilitating a series of multi-stakeholder dialogues. These dialogues served as a platform for sharing of perspectives, ideas, experiences etc. across various sectors and disciplines. An example of this can be the dialogue on 'community engagement & social responsibility in higher education' in Delhi and Karnataka, which witnessed the participation of policy makers from the

erstwhile Planning Commission and state higher education department respectively. Along with this, the symposium on community university research partnerships held in New Delhi, in April, 2015 facilitated the exchange of ideas between policy makers, academia and the civil society.

e. *What problems arose, and what changes in orientation occurred?*

Starting with the global survey, we would like to share some of the limitations that were associated with it. This, being an online survey proved to be a big limitation in itself, considering the differing cultures of communities across the world, specially the ones who do not respond to such online surveys. Language barriers and differing concepts (with respect to CUE/CURP/CBR) in different parts of the world further limited the scope of the survey.

Among the country case studies, we missed out on covering Korea and Palestine, mainly because of coordination problems. Although we did network with our partners in the respective countries, time limitation and prefixed schedules at their end, prevented them from joining us in our initiative.

Coming to the second limitation that we faced, we would like to share that since we had promised two deliverables out of the project (Book & Practical Guidelines), the funds available to us were exhausted by the time we wrapped up the book. As a result, the cost incurred over the production, preparation and printing of the practical guidelines had to be managed from other resources.

Barring these two limitations, the project proceeded quite successfully, and we also completed it in a time bound manner.

f. *Were certain aspects of project design particularly important to the degree of success of the project?*

The first two phases of the project, i.e. the global survey and the country case studies contributed to the essence of the project and the research findings which emerged. The survey helped us assess the state-of-the-art engagement practices all across the world, and also draw conclusions and select countries which could be reflected as model examples of engagement practices. The country case studies on the other hand, presented rich academic literature on community university engagement from all over the world, which is also the first of its kind database on the issue. The comparison of the country policies, practices and the role of the institutions helped us draw some very important conclusions, as also suggest crucial recommendations. It is this analysis which is at the heart of the book (titled, '*Mainstreaming Community University Research Partnerships: Global Perspectives*') we are coming up with.

g. *What contributed to these outcomes and what lessons did you draw from the experience?*

We believe that excellent team work by the UNESCO Chair team and encouraging and inspiring mentoring and leadership provided by our respective co-chairs played an important role in the successful completion of the project. Apart from this, extensive networking with our partners and colleagues in the field of higher education helped us in reaching out to as many people and countries as possible. Timely and exceptional support by our respective authors of the various country case studies is also something worthy of being mentioned. It is this splendid support system that helped us ride through the project with much ease.

Coming to the lessons drawn, we believe that among firsts, a methodical approach is what is required to pursue a research work. Such an approach gives the researchers and the research team, clarity on what is to follow. Secondly, having a timeline in place for delivery of various outputs is as important as anything else. This not only helps to keep pace with time, but also helps the team to give equal emphasis and importance to all parts of research work, its impact notwithstanding. Thirdly, networking and coordination with partner individuals and agencies is extremely crucial for any research work. Along with

contributing to professional rapport, such positive relationships reflects on the success of the project and its deliverables in a big way. Fourthly, keeping a track of the project budget and financing issues is also an important part of any project execution. Optimum and timely utilization of resources is something which must be ensured from the very beginning of the project work. Finally, the fifth lesson that we have been able to draw from our experience is that disseminating your research ideas among your fraternity (Academic/non-academic) is as important as doing the research itself. This is one aspect that we paid special attention to while conducting our research. During the entire duration of the project, we ensured that our team was involved in various events/conferences/seminars/workshops where we could not only disseminate and share our research ideas, but also gather feedback on the same, and work on it for bettering our research outputs and deliverables.

viii) Overall Assessment and Recommendations

a. *Comment on the usefulness in achieving the project's objectives through any partnerships with Canadian or other researchers, with Canadian or other capacity or policy-oriented organizations, and with other donors.*

In the Indian context, the project objectives have in particular proved to be crucial in bringing out changes at the policy level in the governmental sector and the behavioral level in the higher education institutions. Sensitizing individuals and institutions on the importance of institutionalizing community university research partnerships and lobbying with the University Grants Commission resulted in the UGC launching a scheme on fostering Community University Engagement. It provided for the establishment of '*Centre for Fostering Social Responsibility and Community Engagement*', in select Indian Universities. As a result of mobilizing knowledge and disseminating ideas on engagement and best practices on the issue, the Indian leg of the UNESCO Chair also managed to convince the Association of Indian Universities of the relevance and importance of community university research partnerships. The Chair also plans to

extend its partnership to the Indian wing of IDRC, and has also entered in a series of deliberations to work out future partnerships with the agency.

*b. **What contributions to development did the project make?***

The project made a contribution to development in the following ways:

1. Knowledge: One contribution is recognition, for development purposes, that communities generate valid and useful knowledge.
2. Resources: This research makes visible the access and resource opportunities that are available for community organization at higher education institutions (e.g. connection to networks, access to resources, student time).
3. Funding: By forming partnerships, universities improve the chances of broadening the choices of funding for development work. For example, an academic research fund may allow for some activities in the community or a development fund may allow for a combination of academic and community knowledge to compliment each other.
4. Partnerships: The establishment of partnerships in general increases the likelihood that community organizations and higher education institutions can access available funding – connections and strong relationships enable opportunistic possibilities for research that has value to community.
5. Policy development: Academic research often has more credibility then community knowledge does – so by working together community needs are made more visible in policy design and implementation.

*c. **What would you do differently as a result of this experience, and what general and useful lessons can be derived for improving future projects?***

From this research experience, we would like to now give more emphasis and importance to such dimensions of the research, which are usually pushed to the periphery, many a times because of their inconsequential impact to the core of the research design.

We felt that often there are small and varying collateral issues, which have a bearing to the research output. However, we tend to ignore them, considering their quantum of importance or contribution. It is these issues, which if paid attention to, can actually ease and facilitate the research process in due course.

Lessons learnt: Already stated earlier

   d. ***Briefly provide your own views on the value and importance of the project relative to the investment of time, effort, and funding.***

   In terms of the investment of time, effort and funding, we believe that all of these have been aptly justified in the execution of the project. From the kind of attention and interest, this project has gathered all over the world, and among the academic and non-academic fraternity, we can easily judge that the theme and idea has struck a chord with the audiences. This was, in particular, visible at the book launch in the Community University Exposition Conference held in Ottawa, Canada, in May, 2015. Curious questions and queries on the availability of the book, spoke volumes of the connection this research idea established with other stakeholders in the field of community university engagement. The vast experiences and rich findings that we were able to come up with under this project, is representative of the number of people we have managed to reach and the diverse experiences we have been able to cover. This justifies all the efforts and investment that we, as UNESCO Chair, and IDRC, as a funding institution has put across, in contributing to the project's success.

   e. ***Include any recommendations that you would like to make to IDRC. Candid observations about the overall experience with the project are encouraged. However, any sensitive or confidential information should be addressed through a direct exchange with the program officer, and documented and filed separately.***

   It has been a pleasure working with IDRC on this project so far. Dr. Luc Mougeot has been far more than a program officer, but has brought his very significant knowledge

and expertise to our work at several key times. We feel that we are working with colleagues at IDRC who share a common vision of the role of knowledge as a contributor to a more just, sustainable and fair world.

We have appreciated the flexibility with the budget re shifting funds from the Delhi meeting to the Victoria event and giving us a go ahead with the Uganda meetings that will necessitate a request for a modest supplement at the end of the project.

One thing that IDRC might think about is being able to offer advice on open source open access publishing. This is required of all IDRC projects, but when we asked about how to go about this, we were told that they did not have information on this. We have found a way to do this through the University of Victoria library, but the question of dissemination and library take up is still a big question.