Responding to Communities’ Information Needs:

Community-Based Research as Service-Learning

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Agenda

• Introductions
• Presentation - CBPR in Postsecondary Education
• Case examples: CBPR at Stanford, South Africa and Thailand
• Discussion - CBPR in the Asia-Pacific region?
Community-Based Partnership Research

What is Community-Based Participatory (Partnership) Research (CBPR)?

• “A collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings”.

  --W.K. Kellogg Foundation (2001)

• Research that responds to and addresses a community’s (organization’s) information needs.
What is CBPR?

• An orientation to research that alters researcher-community relationships

• **CBPR is NOT:**
  -- “Community-placed” research
  -- Sporadic or symbolic inclusion of communities
  -- Basic research
Why now?

- Growing recognition that “traditional” research approaches have failed to solve complex social problems
- Community demands for research addressing locally identified needs
- A new social contract between society and science is emerging, which will be constructed upon the opening up of universities to contextualisation of research, greater participation in the world, and involvement in the production of socially robust knowledge (Gibbons, 2006)
- In this new context, institutional autonomy implies becoming socially embedded, not the reverse.
Development of CBPR: Conceptual & Historical Roots

• Action Research (Lewin), 1940’s Social Psychology: Bridging gap between theory and practice by involving stakeholders within organizations
• Action research did not necessarily include a community/social change element, much practiced in business organizations
• Continues today as action science, insider-outsider research, educational action research, and collaborative action research
Development of CBPR: Conceptual & Historical Roots

• Participatory Research and Participatory Action Research (1960’s, Sociology, Anthropology, Community Planning): Involving citizens in research and community development process with an explicit community/social change focus

• Origins in the Third World—Africa, South America, Asia

• Influenced transformation of research relationship from communities as objects of study to communities as active participants
Development of CBPR: Conceptual & Historical Roots

Other Influences:

- Feminist Theory: promoting increased voice for women often marginalized by research
- Community Organizing: recognizing ordinary citizens’ ability to promote community change
- Community-Oriented Primary Care: health professionals and community members working together to diagnose and treat a community
Rationale For Conducting CBPR

1. Improves the quality and validity of research

2. Enhances the relevance and usefulness of research data for all partners

3. Joins together partners with diverse skills, knowledge, and expertise

4. Strengthens the research and program development capacity of partners
Rationale for Conducting CBPR (Cont...)

5. Increases possibility of overcoming distrust of research and researchers

6. Provides additional funds and possible employment opportunities for community partners

7. Aims to improve health and well-being of communities, both directly through examining identified needs, and indirectly through increasing control of research process

--Isreal, Schulz, Parker, & Becker (1998)
Features of Engaged Research

- Intentional public purpose
- Collaborative process
- Product has impact for both campus and community.
Features of Engaged Research

- Intentional **public purpose** - direct or indirect community impact locally or distant; advance knowledge - high standards of research quality.

**ENGAGEMENT PURPOSES**

- Public Education
- Assessment/Evaluation
- Problem-Solving
- Policy Analysis
- Democratic Practice
Features of Engaged Research-Product

Voting Patterns Analysis

Engagement Outcomes

Community Youth Development

Academic Impact: Advances in Knowledge – Publications, etc.

Low

Low/Indirect

Community Impact: Altered Community, Practice and/or Public Policy Change, etc.

High/Direct

Domestic Violence Victims
University Motivations to Support CBPR

• Responds to changing student body (1st generation, preference for active learning, commitment to communities they came from).

• Strengthens research impact - “it works.”

• Renews “public purpose,” revitalizes historic civic mission.

• Makes scholarly work visible to the public.

• Engaged scholarship increasingly is becoming a consideration for funding, accreditation, and classification.
CBPR at Stanford

- Public Service Scholars Program
- Community Partnership Medical Scholars
- John Gardner Center for Youth and Their Communities
- Bing Overseas Studies Programme in Cape Town
Public Service Scholars Program

The Public Service Scholars Program (PSSP) is a year-round program that supports students' efforts to write a thesis that is both academically rigorous and useful—directly or indirectly—to specific community organizations or public interest constituencies. Students participate in the PSSP during their senior year, concurrently with the honors program in their major academic department or interdisciplinary program of study. Students from all majors are welcome to apply for admission to PSSP.

If you are interested in theses written from 1994 to the present, please contact Gayton Hurd, Director of Public Service Research.
Community Partnership Medical Scholars (CPMS)

The Community Partnership Medical Scholars program (CPMS) provides grants to qualified medical students to pursue scholarly research related to medical science, health services delivery, and community health in partnership with community-based organizations. Research proposals should respond to a community-based organization's information needs and identify significant policy and/or practice issues for investigation. Successful projects will be a collaborative form of community service. As such, scholars are expected to work with and utilize the expertise of their community partners. Projects must be designed to have a specific and measurable impact on community health policy and/or practice. As scholarship, the research must also meet rigorous methodological standards and advance knowledge.

"...problems which are not amenable to the most expert medical approaches may be resolved in community by the very people who suffer from them and therefore understand them." - Rachel Naomi Remen, Kitchen Table Wisdom

"...There is no greater power than the right to define the question. From that right flows a set of necessary answers. If the servicer can effectively assert the right to define the appropriate question, he has power to determine the need of his neighbour rather than meeting his neighbour's need..." - John McKnight

Director of Community Studies, The Center for Urban Affairs and Policy Research, Northwestern University.
JGC partners with communities to develop leadership, conduct research, and effect change to improve the lives of youth.
Bing Overseas Studies Programme in Cape Town
Goals

1. Introduce students to post-apartheid South Africa - its people, history, politics and culture - through an integrated program of courses, service-learning, community-based partnership research, and extra-curricular activities.

2. Enable students to deepen their learning by contributing to development efforts in South Africa through collaboration -- service-learning and community-based research -- with development professionals, activists, and residents of ‘previously disadvantaged communities.’
Basic Facts

• 24 undergraduate students - Hum Bio, CSRE, Econ, Engineering, etc.
• 11 weeks in residence, together
• 7-8 courses, with content and instruction coordinated to be mutually reinforcing
• Service-learning strongly encouraged for all students through accredited service-learning seminar
• Community-based research seminar and projects – two quarter commitment required
• Bing Field Trip
Elective Courses – 2012-13

• Xhosa Language and Culture (Tyam)
• Genocide: The African Experience (Adhikari)
• Theory and Politics of Foreign Aid (Klingebiel)
• South Africa Sites of Memory (Stanton)
• From Apartheid to Democracy: Namibia and South Africa (Saunders)
• Public and Community Health in Sub-Saharan Africa (Cooper)
• Energy and Africa (Edwards)
• Learning, Development and Social Change: SL in the SA Context (McMillan)
Elective Courses

• Learning, Development and Social Change: SL in the SA Context (Simons)
• The Archaeology of Southern Africa Hunters and Gatherers (Parkington)
• Negotiating Home, Citizenship and the South African City (Oldfield)
• Biology and the Lion King (Siegel)
Service-Learning
Required Seminar: Learning, development & social change: Service-learning in the contemporary South African context

• Course provides opportunities for critical reflection on students’ service-learning practice framed by key concepts and lenses:
  – ‘partnership practice’
  – 3 domains of learning/practice: self, partner organisations, community or broader context
  – race, identity, positionality, power and social justice, which are explored as they emerge through students’ experiences in SA context (huge inequalities)
Community-Based Partnership Research
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Seminar: Preparation for Community-Based Partnership Research

- Research as a form of community service
- Research in the South African Context
- Defining community and its relevance to health and development
- Community-based research – theory, practice, contested issues
- Community partnerships in community-based research – issues, challenges, principles
Seminar: Preparation for Community-Based Partnership Research

- Qualitative data gathering in CBPR – practice, strategies, quagmires
- From information need to research question(s) – negotiating priorities and indicators
- Key informants – interviews, focus groups
- Power relations and the role of researchers in community settings
- Ethics and CBPR
Seminar: Preparation for Community-Based Partnership Research

• Identify partner – orientation, understanding information need(s)
• Establish research focus and question to be addressed
• Develop research plan
• Begin data gathering
• COORDINATING AND WHERE NEEDED NEGOTIATING WITH THE PARTNER ALL ALONG THE WAY!
2010-12 Partnership Research Projects
(sample list)

- South Africa’s National Health Insurance Scheme: Impacts on Female Agricultural Workers’ Access to Health Care – Women on Farms, Learning Network for Health and Human Rights
- The Criminal Economy of Education: Understanding Dropout in Lavender Hill – Extra-Mural Education Project (EMEP)
- Designing a Business Proficiency Assessment – The Clothing Bank
- Teacher Allocation in Post-Apartheid South Africa – Equal Education
- An Enumeration Survey of Monwabisi Park – VPUU
- Concepts of geographical and time horizons of residents of Khayelitsha Township – VPUU
- Assessment of a Junior EFAR Training Course – Emergency First Aid Response (EFAR)
2010-12 Partnership Research Projects (sample list)

- The Impacts of an Indigenous Intervention Method to Protect Children from Family Violence in Riebeeksrivier Valley - Geodgedacht
- Community Perceptions of Juvenile Crime and Restorative Justice in Cape Town – Young in Prison
- Financial Self-Sustainability in South African NGOs – Goedgedacht
- Investigating Determinants of Fruit and Vegetable Consumption for Children in Khayelitsha, South Africa – Philani Child and Nutrition Project.
- The Impact of a Social Development Fund on Community Cohesion and Healthy Communal Life in Khayelitsha – Violence Prevention Through Urban Upgrading (VPUU)
- The Feasibility of a Biodiversity Corridor in the Riebeeksrivier Valley - Goedgedacht
Investigating Determinants of Vegetable Consumption for Children in Khayelitsha

Allie Johnson
Targeted Research in Community Health and Development
Cape Town, Winter 2012
Research Question

• What are the most significant barriers that prevent mothers in Khayelitsha from ensuring that their children consume sufficient vegetables?
Tentative Research Design

• Challenge: eliciting honest responses (influence of mentor mothers)
  – 10 Educare parents (low-intensity intervention)
  – 10 community mothers (high-intensity intervention)
• Brief interviews
  – English or interpretation by outreach coordinator
• Interview guides to be reviewed and revised by Philani staff
• Potential to expand sample size, include more participatory techniques, introduce comparative aspect
Community Partnership

• Research facilitated by trusting relationships
• Goal is to provide useful information to the community partner
• Incorporating sustainable interventions to promote vegetable consumption at Educare center and in community?
What I’ve Learned

“Partnership means spending the time to develop trust and, most important, to develop the structures that support trust, so that moves in unexpected directions or setbacks can be seen as part of a long-term process that will continue.”

Wallerstein et al., p. 33
The Impact of the VPUU Social Development Fund on Community Cohesion in Khayelitsha, South Africa

Bridget Connolly and Lucy Litvak
B.A. Candidates, Stanford University Class of 2011
• VPUU seeks to reduce violence and improve quality of life in four areas within Khayelitsha Township
• Developed by the City of Cape Town, AIIT Khayelitsha Consortium, and the local community
• Co-finance by German development bank ‘KfW’ and CCT
Khayelitsha
Project Instruments

- **Establish “Safe Node Areas”**
  CAPITAL INFRASTRUCTURE

- **Social Development Fund (SDF)**
  SMALL INFRASTRUCTURE, COMMUNITY PROJECTS, COMMUNITY COHESION, GENDER EQUITY, REDUCE VIOLENCE

- **Supporting Measures (SUM)**
  CAPACITY BUILDING, OPERATION AND MANAGEMENT CONCEPTS

- **Ongoing M&E**
  CONSTANT ASSESSMENT, REVIEW, IMPROVE
Research Background

• Social Development Fund Coordinator identified the need for external, objective research on the impact of the SDF

• Why? Encourage others to use SDF model, get sustainable funding for the SDF, improve SDF’s own practice, popularize benefits of the SDF to get Khayelitsha projects to apply

• Decided to focus on SDF impact with respect to the SDF’s aim to promote “community cohesion and a healthy communal life”

Research Question: What is the impact of the Social Development Fund projects on community cohesion and a healthy communal life in the four Safe Node Areas?
Research Objectives

• To add to the existing knowledge regarding:
  1) The impacts of Social Funds on community dynamics
  2) Social Crime Prevention methods

• To empower SDF staff and projects in Khayelitsha through a community-based, participatory research process

• To present final products in forms that will be helpful to the SDF
  – Presentation to SDF Team
  – SDF promotional video
  – Formal Report
  – Flyer about research findings for community members in Khayelitsha
  – Manual of research methodology to help with future impact evaluations
Research Methodology

1. Plan research with VPUU staff
2. Review background documents on VPUU/SDF
3. What does “Community Cohesion and a Healthy Communal Life” mean in the Safe Node Areas? What does the SDF work look like on the ground?
   – Interviews with Community Facilitators in Khayelitsha
4. How does the SDF change community life?
   – 5 dimensions of the SDF that could impact community
     • Developing Area Strategy in Safety Node Areas/Reference Group Meetings
     • The SDF application process
     • Implementing SDF contribution projects
     • SDF contributions to the recipient projects
     • Community contributions and benefits
       *** The impact of the projects themselves on the project members, their families, and the neighborhood
5. How to evaluate these changes?
   – Gain project leaders’ and project participants’ perceptions of the impact of both their project and their experience with the SDF
6. Data Collection: Interviews with 44 Project Leaders and 16 Projects Participants
Importance of Community Guides
CBPR in Thailand

Money Sent. Money received. (2009-2012)

“To enable migrant workers and hill tribe communities in Thailand to send money through The Thailand Post Office”
2+ million migrant workers (90% Burmese) in Thailand
3 နေ့စျေးနားလည်ကောင်းမှု ကျောင်းသားတန်ဖိုးမှာ မရှိသောကျောင်းသားများ စာရင်း သမိုင်း ပြုလုပ်ခြင်း အား စိုးစံမှုများ (၂)လိုင်စင်စာသားကို အမှန်နေသောကျောင်းသားများ စာရင်း သမိုင်း ပြုလုပ်ခြင်း အား စိုးစံမှုများ

![Diagram](https://example.com/diagram.png)

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What’s important? Key Outcomes for Partners

- Significant contributions to work of community partners – through service and research. **Long term partnerships enable long term, substantive projects**, (e.g. VPUU).

- Significant role and contribution to students’ education and development.

- Ability to network with other programme partners through forums, workshops, etc.

- Staff development through work with students, e.g., supervision skills, computer skills, English language development, monitoring and evaluation skills.
What’s important? Key Outcomes for Students

• Transformative learning:
  – Community-based research skills
  – Partnership relationship building and maintenance skills
  – Organizing and collaboration skills
  – Knowledge development: insight into the relationship between service, learning, development and social change in an emergent democracy
  – Contextualising of personal beliefs about service and social change in relevant literature from the North and South
  – Ability to engage with and learn from diverse, often marginalised communities in pursuing development and change strategies
What’s Important? Key Outcomes for Students

- Understanding of constraints but also resources of communities engaged in development initiatives, and the importance of power relations and reciprocity in such processes
- Ability to reflect on both self and others as learners and as practitioners and to develop skills and processes to aid this reflection process
- Time management, planning, monitoring and evaluation skills
“Service combined with learning adds values to each and transforms both.”

CBPR in the Asia-Pacific Region?

• Who does it, where, who are the community partners? Which students are involved? Inventory?
• From where do colleagues find encouragement?
• What are the challenges?
• What are the rewards?
• Where do we go from here?
The Research University Civic Engagement Network (TRUCEN)
Civic Engagement at Research Universities

The Research University Civic Engagement Network (TRUCEN) works to advance civic engagement and engaged scholarship among research universities and to create resources and models for use across higher education. TRUCEN calls upon research university colleagues to embrace a bold vision for civic and community engagement and work to bring it about.
NEW TIMES DEMAND NEW SCHOLARSHIP

RESEARCH UNIVERSITIES AND ENGAGED SCHOLARSHIP:
A LEADERSHIP AGENDA FOR RENEWING THE CIVIC MISSION OF HIGHER EDUCATION

Cynthia M. Gibson, Writer/Editor
September, 2006

New Times Demand New Scholarship II:

RESEARCH UNIVERSITIES AND ENGAGED SCHOLARSHIP:
OPPORTUNITIES AND CHALLENGES

Timothy K. Stanton, Writer/Editor
November, 2007

UCLA in LA  Partnerships for a Greater Los Angeles
Available in PDF format at http://www.compact.org/resources/research_universities.
Research University Engaged Scholarship Toolkit (2012)

http://www.compact.org/initiatives/trucen/trucen-toolkit/
Some Helpful Resources

• Campus Compact: The Research University Civic Engagement Network (TRUCEN)
  http://www.compact.org/initiatives/civic-engagement-at-research-universities/

• Community Campus Partnerships for Health: Community Engaged Scholarship Project:
  http://depts.washington.edu/ccph/scholarship.html

• Imagining America: Artists and Scholars in Public Life:
  http://www.imaginingamerica.org/
Thank you for listening!