

COURSE OUTLINE

Autumn School on Community-Based Participatory Research

Theme: Climate Action and the Sustainable Development Goals

What is Community-based Participatory Research?

Community-based Participatory Research (CBPR) is a particular approach to research that involves active participation of actors, those whose lives are affected by the issues being studied, in all phases of research for the purpose of producing useful results to make positive changes. CBPR is used to promote mutual involvement, change and personal growth through the empowerment of community members. In this approach, both the researcher and participants are actively involved in developing the goals and methods for collection and data analysis, as well as implementation of the results that will promote change and increase awareness, generally to improve the lives of those involved.

Why CBPR for leadership in climate action and the Sustainable Development Goals?

The challenges facing people and the planet today require new ways of understanding and working together. Using a CBPR approach to better understand the local experiences and realities that individuals and communities are facing in our increasingly complex and challenging world - such as climate change and the myriad ways this impacts their lives and livelihoods – researchers, governments and local leaders will be better equipped to respond in meaningful and appropriate ways. Through participatory and asset-based approaches, communities are empowered to engage and bring their creativity, networks and knowledge to find solutions. The climate crisis – and growing uncertainty and vulnerability of all systems supporting life on earth – requires a localized approach, drawing on local community knowledge and strong leadership in local governments.

The goal of this hybrid course is to introduce students to the theory and practice of Community-based Participatory Research (CBPR) with a special focus on addressing community-identified research needs linked to the United Nations Sustainable Development Goals and their implementation. The autumn school will have two parallel tracks: one on Voluntary Local Reviews for the Sustainable Development goals and one on SDG 13 – Climate Action. Although the 17 SDGs are inextricably linked – i.e. climate change has differentiating impacts on gender equality, poverty, work and security – this course will focus specifically on building capacity in CBPR that responds to and helps advance locally identified climate solutions and actions.

The course will also introduce students to related discourses of knowledge democracy, anti-oppressive and Indigenous methodologies through study of the literature, case studies, guest speakers, and critical self-reflection. Students will gain an appreciation of CBPR processes and various methods necessary for participating in and facilitating projects. This is an introductory course and is intended to build a strong foundation for students preparing to undertake CBPR.

In this hybrid course, led by Dr. Crystal Tremblay and Maeva Gauthier, students will be guided through an experiential learning opportunity to practice facilitation and knowledge sharing through the various methods introduced in the course. Students will build confidence in applying these skills and methods in their own communities, and be provided with mentorship until the end of the course.

Curriculum Outline

Online phase: **September 28th to November 2nd 2022, Wednesdays from 15:00-16:30 (CET)**

In-person training: **Dar Es Salaam, 14th to 18th of November 2022**

Module 1 – Introduction to CBPR
Module 2 – SDGs: community engagement in mapping and reporting
Module 3 – Themes and issues in CBPR: Power dynamics, representation, ethics
Module 4 – Method I: Community Asset Mapping
Module 5 – Method II: Participatory Video & Photovoice
Module 6 – Turning Knowledge into Action

Platforms: Learnpress, Zoom (hosted by ICLD)

Learning objectives

By the end of the course, students will be able to:

1. Understand and discuss key theoretical and methodological dimensions of CBPR
2. Identify and apply ethical considerations in CBPR
3. Design and facilitate CBPR methods including Community Mapping and Participatory Video/Photovoice
4. Enhance understanding of Climate Action, the UN SDGs, and voluntary local reviews
5. Mobilize research into action

Appendix A. Modules – Detailed description

Module 1 – Introduction to Community-based Participatory Research (CBPR) & SDGs

In our introductory class, we will get to know each other and learn more about the course program. We will explore the key foundations, principles and history of CBPR, and how this approach has become a movement towards knowledge democracy, decolonization and social change. Students will be introduced to the UN SDGs as a global blueprint for dignity, peace and prosperity for people and the planet, and also speak to some of the challenges in realizing these efforts.

Module 2 – SDGs: Community engagement in mapping and reporting

The second module is dedicated to understanding the Sustainable Development Goals and the role of community engagement in mapping and reporting. We will explore instruments like the SDG Impact Assessment Tool and Voluntary Local Reviews (VLR), and make the link to community-based research as an approach to implementing the SDGs. This session is facilitated by the ICLD Knowledge Center in partnership with UN Habitat.

Module 3 – Themes and issues in CBPR: Power dynamics, representation, ethics

Why do we need ethical principles and guidelines for community-based participatory research (CBPR)? All research raises questions about ethics: about the rigor, responsibility and respect of the practices of researchers. As a result, there are strict systems in place to encourage and enforce ethical practice. However, some kinds of research create specific challenges, which may not be adequately addressed by institutional frameworks for ethical conduct in research. This is particularly the case with participatory research, where the boundaries between researchers and ‘research subjects’ begin to blur. We will explore a host of issues that need to be carefully negotiated in this kind of research, including the ways power and control are negotiated, how people’s very personal experiences are shared and made public, and how the different needs and expectations of the participants are balanced in the design of the research process.

Module 4 – Method I: Community Asset Mapping

Method I: Community Asset Mapping

Community-based mapping enables people to capture the uniqueness of a place. At its root it allows for voices usually silenced to be heard. Community mapping is used worldwide as a hands-on, engaging, knowledge-building approach for participatory and sustainable community activism. People of all ages can be involved in mapping the communities’ narratives, stories, knowledge and resources in the broadest sense. The maps they create can help support advocacy for resistance and change—literally changing the story by changing the map. Community Mapping is an excellent engagement tool in identifying and building on community assets and innovations often used for planning and advocacy.

Module 5 – Method II: Participatory Video & Photovoice

Method II: Participatory Video & Photovoice

Our lives are full of stories. They connect us to each other and hold deep knowledge about place and belonging. Worldwide, Participatory Video (PV) and Photovoice are being used as creative methodologies to spark dialogue amongst participants with the ultimate goal of promoting social and political change. The process promotes mutual involvement and empowerment of participants through storytelling and knowledge sharing. Researchers and participants are actively involved in developing research goals and data analysis, as well as implementation of the results that will promote social change. In doing so it opens up new dialogical spaces, new forms of communication and a better way of addressing research questions in a holistic and engaged way. In this module participants will gain practical knowledge on video making and editing.

Meaning Making

We will also learn how to make meaning of our data: also called research analysis. By thinking about and planning for the intended outcomes of our research (i.e ‘theory of change’) we are better equipped to have long-lasting and far-reaching impact. Engaging community partners in the meaning making process also furthers our efforts towards knowledge justice and rigour, by validating the interpretation of the research, and how this knowledge will be disseminated.

Module 6 – Turning Knowledge into Action

This week we will explore how to make meaning of our data: also called research analysis. By thinking about and planning for the intended outcomes of our research (i.e ‘theory of change’) we are better equipped to have long-lasting and far reaching impact. We will also learn how to translate research into impact, or as it is often referred to as knowledge mobilization (KMb) or knowledge bridging. The co-creation of knowledge in principle conveys the promise of significant social impacts, and translating research into action and impact is a critical feature of CBPR. It is why we do action-oriented research! In CBPR, knowledge bridging occurs throughout the entire research process and varies widely across regions and by researcher and community. Ultimately, there is no checklist of specific actions to ensure impactful knowledge bridging, nor would such a list be desirable given the need to tailor this to specific contexts. There are however some key principles of effective knowledge bridging including 1) respect, 2) mutual understanding, and 3) researcher responsibility. We will engage in interactive sessions to explore some of the ways we might translate our knowledge findings into action.

Voluntary Local Reviews

The Voluntary Local Review (VLR) is an analysis of the Sustainable Development Goals (SDGs) for a specific local context which is an important monitoring tool for their implementation at city or regional level. We will learn more about this process and identify helpful tools and resources for measuring SDGs on a local level.

Faculty

[Dr. Crystal Tremblay](#) is a faculty member in the Department of Geography and Director of CIFAL Victoria at the University of Victoria, Canada. CIFAL Victoria is part of the United Nations Institute of Training and Research (UNITAR) providing training and research addressing the [United Nations Sustainable Development Goals \(SDGs\)](#) and the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). She is a social geographer and community-based scholar specializing in participatory community-based research and arts-based methods for engagement, capacity building and program evaluation working across sectors with higher education institutions, governments, private sector and civil society. She is the academic lead for the Salish Sea Hub, an initiative of the [Knowledge for Change Global Consortium](#) founded by the UNESCO Chair in Community-based Research and Social Responsibility in Higher Education.

[Maeva Gauthier](#) (PhD Candidate, Geography) uses participatory video as a tool to engage Arctic communities around issues such as plastics in the environment and climate change. Her research helps personalize the issue of climate change and amplifies Indigenous youth voices from the North to address their concerns regarding social and environmental justice. She is actively involved in the [Community-based Research Laboratory](#) and works with the [UNESCO Chair](#) in Community-based Research and Social Responsibility in Higher Education. Advocating for education as a powerful agent of change, she is also the co-founder of [Live It Earth](#), which delivers educational series that connects kids to the real and natural world. She recently completed the graduate certificate in Learning and Teaching in Higher Education at the University of Victoria.

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