



HELLENIC REPUBLIC

National and Kapodistrian
University of Athens

— EST. 1837 —



SAPIENZA
UNIVERSITÀ DI ROMA

Pillole di Terza Missione - 11 ottobre 2023

CIVIC AND COMMUNITY ENGAGED SCHOLARSHIP:
FOCUSING ON PARTICIPATORY AND
COLLABORATIVE METHODS

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QUALITATIVE
RESEARCH
CENTRE

IN PSYCHOLOGY & PSYCHOSOCIAL WELL-BEING



The National and Kapodistrian University of Athens (NKUA) is a public university located in the Greek capital. Inaugurated in 1837, it was the first university in the newly established Modern Greek state, as well as in the Eastern Mediterranean region.

The University has been considered as **socially engaged** since the outset and committed to respond to the problems facing communities and society. Its role has been historically and socially decisive for education and promotion of cultural life in the country and beyond. Some of the most important contributions of our Institution to the society can be considered: national health, social solidarity, migration policy, gender equality, and social exclusion.

Historically

Transmission of knowledge through Teaching

Aristotle's **Luceum** in 335 B.C.E., one of the first examples of higher education institutions training of Athenian citizens (the elite members of the community)

Transmission of knowledge is the primary task of early universities in the middle ages. The word “university” was coined from the Latin expression *universitas magistrorum et scholarium*, which means “**community of masters and scholars**”. Community founded in **Bologna** (Italy), in 1088, in order to teach liberal arts (Rubens et al., 2017).

Combination of Teaching with Scientific Research

The German tradition: the University of Berlin, started to combine teaching with scientific research dual role (**1st revolution**) (Urdari et al., 2017)

Third Mission of universities:

An evolving concept

- Recently an increasing interest for Universities to shift from focusing primarily on teaching and performing research, and to add an equivocal Third Mission (TM) labelled “**a contribution to society**”.
- The TM is a multidisciplinary, complex, evolving phenomenon linked to the social and economic mission of Universities in a broad sense.
- involves a dialogue between university, industry, government and society (Giuri et al., 2019).
- involves **community engagement**

Began in the 1980s (mainly in US Universities) TM (**second revolution**)

Community engagement

- **community engagement** is a broad term
it is not clear what may be covered ,
or even how universities might embark on it (Barker, 2015).
- Community engagement could be seen as a two-way process
between universities and their wider constituencies, with
opportunities for mutual lifelong learning (Preece et al., 2011).
- universities can work to maintain a continuous dialogue with
groups of interest and to develop **participatory** mechanisms to
offer a bridge between their activities and the needs and
expectations of external actors (Pinheiro et al., 2015).

Qualitative Methods: Ways and Tools for Understanding and Engaging Communities

- They can help to identify community issues and needs, and provide a basis for planning community efforts that lead to long-term change.
- Enable researchers to obtain insights into what it feels like to be another person and to understand the world as another experiences it.
- Qualitative research is a type of research that explores and provides deeper insights into real-world problems.
- It uses methods that can actively engage participants from the community in designing a study, data production/collection and data presentation and dissemination (Issari & Pourkos, 2015)

Qualitative Methods: Ways and Tools for Understanding and Engaging Communities

- Qualitative inquiry can serve as a bridge between researchers and communities, allowing for group goal identification and priority setting.
- Qualitative techniques can transform the traditional participant-researcher relationship into a rich partnership steered by empowered representatives of a community.
- Respectful and effective collaborations between communities, local organizations, and researchers.
- Can also inform program planning through formative process evaluation and ongoing community engagement (Frasso et al., 2018)



Qualitative Methods: Ways & Tools for Understanding and Engaging Communities

Qualitative data collection methods vary widely

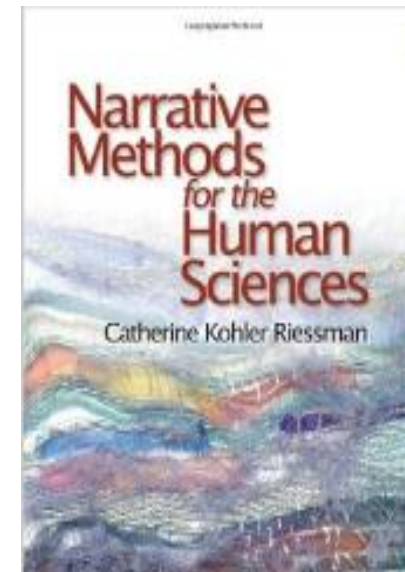
- interviews,
 - observations,
 - focus groups.
 - narratives/stories
 - community engaged mapping
- (Willig, 2008)



Qualitative Methods: Ways & Tools for Understanding and Engaging Communities

More **interactive** and **creative approaches**
narrative, visual & arts-based methods

- walking interviews
 - photo elicitation interviews
 - photovoice
-
- can enhance a researcher's ability to collaborate with a community and create lasting and effective partnerships.
 - (Frasso et al., 2018; Issari & Pourkos, 2023)



Community Based Participatory Research (CBPR) or Action Research

- Qualitative methods serve as a foundation for Community Based Participatory Research (CBPR) or Action Research
- Community-based participatory research (CBPR) is a collaborative approach to research that involves engaging community members, researchers, and organizational representatives as equal partners to enhance understanding of a given problem, create change and ideally improve social challenges.
- It is derived from several research approaches that are based on communities collaborating with researchers (ex. Community Based Research, Participatory Action Research) (Huffman, 2017)



Community Based Participatory Research (CBPR) or Action Research

- COMMUNITY BASED— grounded in the needs, issues, concerns, and strategies of communities and the community-based organizations that serve them
- PARTICIPATORY—directly engaging communities and community knowledge in the research process and its outcomes
- ACTION BASED AND ORIENTED—supporting and/or enhancing the strategic action that leads to community transformation and social change (Burns et al., 2011)

Participatory research

presupposes:

- genuine and meaningful participation by the people/communities and methods that offer “the ability to speak up, to participate, to experience oneself and be experienced as a person with the right to express yourself and to have the expression valued by others” (Abma et al., 2019, p. 127).
- inclusion of local people’s knowledge
- a focus on power and empowerment
- consciousness raising of the participants
- mobilization and political action (Vaughn & Jacquez, 2020).

Participatory research

- Participatory methods may involve researchers and community participants, who are not necessarily trained in research, collaborating to explore social issues and local priorities; they aim to get stakeholders engaged, aware, mobilized and to actively contribute towards building stronger communities through taking actions to bring about positive social change.
- The degree of participation may vary, and there are different options as to the ways that stakeholders are engaged in the stages of the research process in participatory projects (Vaughn & Jacquez, 2020).

Community-led and controlled research

Full Collaboration at all stages

- The community
- defines the issue and research questions
- creates data collection tools
- recruits participants
- collects data, analyzes data
- disseminates findings
- generates action plans
- carries out action plans

(Burns et al., 2011)

Key principles of CBPR as developed by Israel, et al.

- Acknowledging the community as a unit of identity. Acknowledging that the community as a whole has importance and should have its thought, opinions, and values heard and honored.
- Building on the strengths and resources of the community.
- Facilitating a collaborative, equitable partnership in all phases of research. Involving an empowering and power-sharing process that attends to social inequalities.
- Fostering co-learning (exchanging information and skills) and capacity building among all partners.

Key principles of CBPR as developed by Israel, et al.

- Achieving a balance between generating new knowledge and development of an intervention
- Both the new knowledge and the intervention should be for the mutual benefit of all partners.
- Disseminating results to all partners and involving them in the wider dissemination of results[2].
- Involving a long-term process and commitment to sustainable research projects.

Grazie!

