

**Collaborative research on**

**Community engagement in TVET**





# Collaborative research on community engagement in TVET

This study looks at how community engagement is carried out in UNEVOC Centres across the UNEVOC Network's five regions: Africa, Arab States, Asia and the Pacific, Europe, Commonwealth of Independent States (CIS) and North America, and Latin America and the Caribbean.

The objectives of the study are to:

- Collect information on how community engagement is addressed in technical and vocational education and training (TVET) institutions in different countries and regions
- Address how to adapt a community engagement framework to different situations and TVET systems. The study's methodology is adapted from the Delphi model, which is a survey-based methodology for obtaining consensus

The survey was successfully answered by seventy-three UNEVOC Centres from forty countries across the five UNEVOC regions. Survey results show that community engagement is carried out in all regions of the Network.

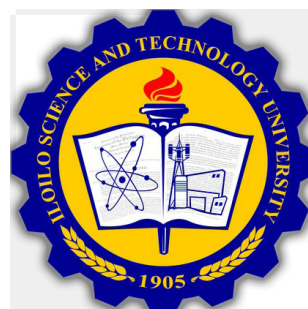
The most common forms of community engagement are continuing education, technical and further education and community service. UNEVOC Centres from Arab States displayed lower values on continuing education and community service because of difficulties in creating links with communities. The most active categories of community engagement stakeholders were identified as being students, teachers and staff, and government. The key factors playing a role in the success or failure of community engagement were institutional factors, political factors and politics, and the contribution of individuals. The main benefits of community engagement were identified as helping make institutions' education training programmes relevant for students and contributing to the development of communities. The main disadvantages were identified as imposing more work on staff and students. Some of the main types of support requested by UNEVOC Centres to improve their community engagement levels were capacity development, financial support, training and the sharing of best practices. The report then makes a series of specific recommendations about community engagement needs in the five UNEVOC regions. Finally, the report wraps up by introducing a community engagement framework for institutions interested in either initiating community engagement initiatives or scaling up ongoing initiatives.

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## Introduction

At some point during the methodology workshop for this study, two participants were arguing about how to best capture the essence of green entrepreneurship in TVET. One participant was talking about the challenges faced by young entrepreneurs when they try and come up with innovative ideas. Another respondent replied that solving that challenge is in fact easy, but that the solution eludes a lot of people. In a nutshell, that participant said that entrepreneurs have to work and interact with end users, go into the field and see what is happening in communities. What is directly affecting people's lives? What can be done to make life better for people? Surely if there is a need, somebody will be interested in buying the product or the service.

While this example refers to issues faced by young entrepreneurs, it is a fitting metaphor for a wide range of stakeholders who very much depend on feedback from their environment. Educational institutions, for instance, have the mandate to provide training and education for people so that they can fulfil their personal aspirations and contribute to the development of society. The extent to which institutions successfully fulfil that mandate is, however, very much dependent on their capacity to effectively respond to what society needs. Just like for young entrepreneurs looking for product or service ideas, to be successful institutions need to offer education and training programmes that resonate with students and respond to important social needs. This seems easy enough to do, but in fact, creating and maintaining links with communities can be a challenge. This process, usually referred to as community engagement, is important and worth investigating, especially in the broader context of the paradigm switch from traditional governing patterns to the multi-stakeholder nature of the concept of governance. In addition to ensuring the relevance of education and training programmes, community engagement can help tackle current issues such as youth unemployment, unsustainable development and gender inequalities.

The objective of this study is to look at how community engagement is conducted among UNEVOC Centres across all five regions of the UNEVOC Network. To achieve this objective, this study has two main goals. The first goal is to carry out a comparative baseline study on community engagement in UNEVOC Centres and present information on how community engagement is addressed in TVET training institutions in different countries and regions. The second goal is to address how to adapt a community engagement framework to different situations and TVET systems.

## Literature review

This literature review provides the core conceptual framework that guided researchers when they developed the methodology and conducted the research activities. The literature review is divided into two sections. The first section provides a conceptual background on community engagement and describes how universities tend to apply the concept. The second section focuses on how community engagement is applied by institutions working in technical and vocational education and training (TVET) with a focus on vocational education and training (VET).



## Key concepts and notions

### 1. Community engagement

Community engagement is a broad and wide-reaching concept. It is present in the specialized literature on education but also in so many other fields. For instance, community engagement is mentioned in fields such as power politics and democracy (Arnstein, 1969; Jackson, Johnson and Jolley, 2011; Benaim, Collins, and Raftis, 2008), urban planning, environmental planning and natural resource management (Howard, 2017; Aslin and Brown, 2004), public health (Bender, Clark and Gahagan, 2014; Zhu, 2011) or criminal justice research (Senior, 2013). In each of these contexts, community engagement takes on specific characteristics. Yet, in spite of all these differences, all strands of community engagement share a common core value, which is the importance of social involvement in initiatives led by individuals and organizations. In that regard, community engagement is closely related to the concept of social capital. Putnam (1995, p. 67) mentions that:

[by] analogy with notions of physical capital and human capital – tools and training that enhance individual productivity – ‘social capital’ refers to features of social organization such as networks, norms, and social trust that facilitate coordination and co-operation for mutual benefit.

As a result, community engagement is a term, notion or concept that refers to the benefits that people can gain from expanding and developing bonds with each other and resist the temptation to work in silos.

#### 1.1. Defining community engagement in higher education

Given that the concept of community engagement is used in a wide variety of human endeavours, does it take a particular shape when it is applied to higher education? To correctly answer the question, it is worth defining exactly what higher education is. UNESCO defines higher education as<sup>1</sup>:

all types of education (academic, professional, technical, artistic, pedagogical, long-distance learning, etc.) provided by universities, technological institutes, teacher training colleges, etc., which are normally intended for students having completed a secondary education, and whose educational objective is the acquisition of a title, a grade, certificate, or diploma of higher education.

UNESCO also identifies four goals for higher education institutions<sup>2</sup>: (i) developing new knowledge (research); (ii) training highly qualified personnel (teaching); (iii) providing services to society; and (iv) serving as an agent of social criticism and ethics.

Just like community engagement can be described differently based on the fields where it is applied, authors provide

different definitions for community engagement in higher education. For instance, according to Driscoll (2009, p. 5), ‘[community engagement] describes the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity’. Holland and Ramaley (2008, p. 33) on the other hand describe community engagement at the university level as:

a distinctive approach to teaching and research that recognizes that some learning or discovery outcomes require access to external entities with distinctive knowledge and expertise. The hallmark of engagement is the development of partnerships that ensure a mutually beneficial exchange of knowledge between the university and the community.

Similarly, the Kellogg Commission (1999, p. 9) refers to engagement as ‘institutions that have redesigned their teaching, research, and extension and service functions to become even more sympathetically and productively involved with their communities, however community may be defined’. The Commission’s authors (Kellogg Commission, 1999, p. 10) add that to be considered ‘engaged’, institutions must:

- be able to respond to the current and future needs of students;
- enrich students’ experiences by bringing research and engagement into the curriculum and offering practical opportunities to prepare for life outside of the campus;
- put their knowledge and expertise to work on the problems faced by the communities they serve.

Based on these definitions, one can generalize by stating that, in higher education, community engagement rests on the coordinated participation of two sets of stakeholders. The first set is university staff and students. The second set is the community. The Kellogg Commission (1999, p. 11) notes that ‘community’ in higher education is a very loose term, which can designate either the local neighbourhood or the entire world. Perhaps less abstract is the concept of community stakeholder or partner. According to UNESCO (2015, p. 1), ‘[a] community partner refers to individuals and/or entities within the community who may fairly represent their interests, needs and/or concerns because they are both knowledgeable about and empowered to represent that community’.

#### 1.2. Community engagement, society and higher-education institutions

The links and relationships that have developed over time between higher education institutions and the community have not always been smooth sailing. Indeed, they rest on a series of long and sometimes conflictual relationships between institutions that provide access to knowledge and the wider communities that host those institutions. In an essay on knowledge democracy and higher education, Hall

1 The World Conferences on Higher Education: Vision and Action. Paris, October 5, 1998: <http://www.unesco.org/education/educprog/wche/diaz-e.htm>

2 Idem

(2015, p. 2) provides an interesting historical insight when he discusses the development of the first European university cities:

The act of creating Oxford and the other medieval universities was an act of enclosing knowledge, limiting access to knowledge, exerting a form of control over knowledge and providing a means for a small elite to acquire this knowledge for purposes of leadership of a spiritual nature, of a governance nature or a cultural nature. Those within the walls became knowers; those outside the walls became non-knowers. Knowledge was removed from the land and from the relationships of those sharing the land.

The exclusivity of knowledge remained a tradition for a very long time as it was, and still is, closely associated with power and dominance. In that context, higher education institutions remained self-serving institutions disconnected from their environment, perhaps best exemplified by sometimes explosive 'town-and-gown relations', where university staff and students entertained a confrontational and condescending rapport with their direct social environment.

However, perhaps now more than ever, the idea that maintaining healthy relationships between universities and their social environments is generally accepted as the norm. If for no other reason, this can be justified by the fact that considerable amounts of public money are invested in order to fund university-level research and teaching. The quality and sustainability of universities are, as a result, highly dependent on public money. In addition, universities use those resources to create knowledge and expertise, which will then be shared in classrooms, specialized journals and publications. Such highly specialized knowledge is often not available anywhere else, except perhaps in large companies and organizations with important research and development resources. Results from privately funded research are, however, often targeting production and are rarely available to the public. As a result, universities have access to specialized knowledge, which without universities' strong community engagement commitments, would not be accessible to the public.

Some authors, like Tandon (2007), claim that strong relationships between higher education institutions and the community is perhaps more important than ever because of the gravity of some of our modern problems, for instance climate change, the need for a green economy and evolving social, economic and political dynamics like gender equality. Tandon (2007) also argues that the fragmentation of state power in favour of the private sector resulted in an emerging civil society and modified trends in community engagement dynamics. Non-governmental organizations (NGOs) are perhaps the civil stakeholders that have gained the most during this power shift. Although most of them may not have access to the same level of resources as multinational corporations, they are nonetheless increasingly called upon to participate in discussions informing policy. Such trends are directly linked to the shift from the traditional form of governing to the concept of governance, which promotes at least some level of consultation with civil society stakeholders.

Although increased levels of participation from civil society may be viewed as a good thing, the complexity of issues facing modern societies raises questions about the capacity of NGOs or such organizations to provide the needed expertise to shape policy. Indeed, issues like climate change, socioeconomic inequities and ecosystem destruction require inter-disciplinary expertise, which is often beyond the reach of independent organizations, be they civil, public or private. Higher education institutions can play a substantial role in providing this interdisciplinary expertise.

### 1.3. The third mission

It is worth highlighting that most of the literature on community engagement and higher education focuses on universities. This is not to say, however, that the literature explicitly excludes other types of higher education institutions. One of the reasons why the literature focuses on universities might be that universities worldwide adhere to similar values and frames of references. For instance, it is common for universities to classify their actions into either one of three categories, missions or roles. The first one is obviously teaching as it represents what universities are mostly known for. The second mission is research, either fundamental or applied. The third mission is usually a form of community engagement, although it can adopt many names. In spite of this variety in nomenclature, the 'third mission' always involves linking the university to its community or social environment. Bernardo, Butcher and Howard (2012) link universities to their environment by arguing that they are morally accountable to society in general. They mention that '[this] moral accountability includes the responsibility of higher education to be engaged in the process of social transformation as well as the performance of the university's natural function of instruction and research' (Bernardo et al., 2012, p. 187).

The third mission of universities can take different forms. Kroll, Schricke and Stahlecker (2012) emphasize how community engagement can contribute to knowledge production and regional development. Within these broad dynamics, Kroll, Schricke and Stahlecker (2012) identify five discussion strands: (i) community service; (ii) regional development; (iii) regional engagement; (iv) regional innovation organization; and (v) academic entrepreneurialism. The ways research and teaching should adapt to this third mission are divided into two broad categories, a 'generative' role and a 'broad developmental focus' role (Kroll et al., 2012). The generative approach argues that universities should be ambitious and attempt to assume a proactive role in regional development. According to this approach, universities should act as leaders and allow for greater technology transfer, more patenting, employment, and commercial outputs (Srinivas and Viljamaa, 2008, p. 324). This perception of the third role of universities is often conceptualized as the Triple Helix model, referring to the interactions between industry, university and government

(Etzkowitz and Leydesdorff, 2000). Different variants of this model exist, some assigning a strong leadership role to the government while others placing industry, university and government at similar or equal standing. Others, however, criticize this perception of the third role because it inherently transforms universities into yet another member of the market of private interests, turning academics and students into agents of academic capitalism (Slaughter and Leslie, 1997), which refers to the adoption of market-like behaviours by colleges and universities (Slaughter and Rhoades, 2004).

The broader developmental focus approach on the other hand, promotes 'refocusing the traditional university missions on 'research activities that have potential to benefit the regional society' and 'regionally focused teaching' (Kroll et al., 2012, p. 6). This approach might be closer to some of the strands previously identified, such as regional engagement and community service. Such a broad categorization is, however, far from perfect. Hall (2009, p. 15) points out that the:

[...] notion of a 'third mission' for higher education (teaching, research, and community service), with its narrower and separate realm of community service, is being replaced by a variety of ways to express community engagement that cut across both the research and the teaching functions.

Hall (2009, p. 16) also points out that the Kellogg Commission (1999) 'proposed a shift from the terms research, teaching and service to the use of the words discovery, learning and engagement'. According to Holland and Ramaley (2008, p. 39):

[in] so doing, the Commission opened up a consideration of who participates in scholarly work, where that work is done, who defines the questions of significance and who cares about the answers obtained and who is responsible for putting the resulting insights and knowledge to effective use in addressing complex, societal problems either in a particular community or on a global scale.

Although the three-mission typology is generally agreed upon, Hall, Tandon, Tremblay and Singh (2015) highlight the fact that the literature on university community engagement is far from homogeneous. They mention the point made by Facer et al. (2012) according to whom this lack of cohesion contributes to 'engagement's struggles as an emerging field of theory and practice because of a lack of a coherent knowledge base upon which to draw' (Hall et al., 2015, p. 1). In spite of the inherent differences in theoretical underpinnings, the authors stress the fact that there are common threads running between the different types of university-community initiatives (Table 1).

Table 1 - Common themes to various types of community engagement initiatives

Types of initiatives	Common themes
Outreach, service and service learning	Volunteerism and charitable action
Community learning	Community development
Civic engagement	Turning university students into active citizens
Community-based research and community-university research partnerships	Social and structural change through academic implication and universities' knowledge production role

## Community engagement in technical and vocational education and training

Although the literature on community engagement often refers to higher education in general terms, most of the theories, concepts and case studies that it presents are related to universities and the work that they do. A specialized literature on community engagement in TVET institutions does exist but it is not as expansive as the one focusing on universities. However, TVET institutions, just like universities, seek and maintain important links with their communities. The disparity in the literature could be explained by the very essence of TVET, its principles, and the nature of its links with community stakeholders. This is also apparent in the terms that universities and TVET institutions use to refer to similar concepts. Indeed,

the TVET literature rarely makes reference to the concept of 'community engagement'. Neither does it insist on the existence of a three-pillar mandate for TVET institutions. Instead, at least in the vocational education training (VET) literature, the closest concept to community engagement that one can find is the concept of 'social partnerships'<sup>3</sup>.

## 2. Partnerships

In their study on social partnerships in vocational education, Seddon and Billett (2004, p. 10) rely on the Copenhagen Centre (1999) to define social partnerships as:

People and organizations from some combination of public, business and civil constituencies who engage in voluntary, mutually beneficial, innovative relationships to address common societal aims through combining their resources and competencies.

According to Nielsen (2011, p. 7), strong relationships between social partners in VET can have considerable benefits such as improving collaboration between the worlds of work and education. Improved collaboration can help stakeholders identify relevant qualifications required in the world of work and translate them into up-to-date programmes and curricula. Social partnerships can also create links with organizations and create networking opportunities to facilitate learning processes in schools, enterprises or through apprenticeships.

According to Seddon and Billett (2004, p. 13), social partnerships in VET can be vehicles for positive results, including: (i) providing learning opportunities; (ii) serving as vehicles for addressing socioeconomic challenges; (iii) becoming a site for localized decision-making related to VET and broader community well-being; and (iv) providing local advice capable of informing centralized policy-making in and beyond VET. Partnerships can take different forms to achieve these results. However, Seddon and Billett (2004) boiled them down to two broad groups by focusing on the driving force behind the development of the partnerships. The first form is community partnerships. Seddon and Billett (2004, p. 15) suggest that community partnerships:

constitute localized networks which bring together some combination of local community groups, education and training providers, industry and local government to work on various local community and community-building activities. These community partnerships are often focused on a specific region or particular issues (for example, women's small business networks).

The second form of partnerships is enacted social partnerships. Enacted social partnerships 'are constructed by government or non-government sponsors who are external to the community but who have specific policy goals' (Seddon and Billett, 2004, p. 15).

### 2.1. Old and new partnerships

According to Seddon and Billett (2004, p. 21), '[the] long-term challenge of social partnerships is to develop capacity and reciprocity between the enacted partnership and both the local communities and sponsors [...]'. By using a typology based on the driving force behind the development of social partnerships, Seddon and Billett highlight the importance of stakeholders in shaping the goals and profiles of social partnerships. The evolution of social partnerships is also representative of a shift in socio-economic and political relations where non-state actors' voices are given more credentials. The evolution can perhaps best be summarized by the shift from old to new partnerships. In a nutshell, old social partnerships rest on the traditional perception of a strong and centralized government where relationships between stakeholders are highly institutionalized. Indeed (Seddon and Billett, 2004, p. 16):

Regulation of the relationships and the ways of working within those relationships are often highly codified or are embedded within long-standing tacit understandings held by the partners. Structural arrangements are supported by cultural understandings of the norms, values and expectations associated with the social partnership. These understandings need not be consensual but they rest on shared understandings about what can be fought over, acceptable forms of conflict and how conflict can be demonstrated and resolved.

On the other hand, new partnerships are characterized by a more eclectic set of socio-economic stakeholders that interact with public authorities under paradigms of governance. New social partnerships also tend:

to be characterized by explicit and prescriptive structures, processes and specifications of goals and expectations. [...] Understandings between partners may be dissonant, and part of the work of the partnership is to build shared vision, goals and commitments (Seddon and Billett, 2004, p. 16).

### 2.2. Social partners

The differences between old and new partnerships are perhaps most apparent in the social partners that are involved in the partnership and where they are located on the work-education continuum. Relying on documentation from the International Labour Organization (ILO), the ETF (2013, p. 1) suggests that 'a social partner should be independent from government, represent the sector to which it belongs and be based on freedom of association. Independent social partner organizations receive their legitimacy and mandate from their members'. The most obvious partners in VET are employers' and employees' organizations. According to the ILO<sup>4</sup>, the enterprises that are represented by employers' organizations are a critical social asset:

Successful enterprises are at the heart of any strategy to create employment and improve living standards. Employers' organizations help to create the conditions for enterprise success by influencing the environment in which they do business and by providing services that improve their individual performance.

<sup>3</sup> Technical education is rarely discussed in either the community engagement or social partnership literature.

<sup>4</sup> <http://www.ilo.org/pardev/partnerships/employers-workers-organizations/lang-en/index.htm>

Employees' organizations, or trade unions, also perform key social functions in democratic societies by promoting the interests of workers, for instance: 'decent work, safe conditions of work, living wages, basic social security, gender equality and fair income distribution call for better global governance and the universal application and enforcement of international labour standards'<sup>5</sup>. Although employers and unions might seek to promote different policy objectives, their engagement in VET should rest on common grounds. For instance, both employers and unions would see value in vocational programmes that respond to the needs of the labour market. According to Fazekas and Litjens (2014, pp. 28-29):

Alongside the students, teaching staff and parents that play a role in all education systems, labour market actors such as employers and unions are critically important. But the level of engagement in VET policy varies markedly among countries. At the national level social partner engagement in policy development is essential if policy is to be successfully implemented, since social partners that bought into policies during their development will be much readier to collaborate in their implementation (OECD, 2010). Organised social partnerships and strong apprenticeship systems often support high levels of engagement.

Together, employers' and employees' organizations represent the bipartite model (ETF, 2013). The bipartite model is, however, not the only one. Indeed, in some instances, TVET dialogue between partners strays from the ILO's prescription that a social partner should be independent from government and includes public authorities from key governmental bodies. The inclusion of public authorities is usually referred to as the tripartite model. In some countries, public authorities play an active role in coordinating TVET alongside employers' and employees' organizations. On the other hand, governmental involvement can considerably skew discussions among social partners as there will inevitably be an imbalance

<sup>5</sup> <http://www.ilo.org/pardev/partnerships/employers-workers-organizations/lang--en/index.htm>

regarding authority, access to information and availability of resources between social partners. Large organizations will undoubtedly be better informed and have more resources than sectoral trade unions, small and medium enterprises (SMEs) or employers from the informal economy (ETF, 2013).

In countries where governance is growing at the expense of traditional forms of governing, the number of stakeholders involved in social partnerships can be even higher than what is the norm in both the bi- and tripartite models. Nielsen (2011, p. 9) refers to these as 'multiparty partnerships', linking them to the rise of new social partnerships. Ebbinghausen (2001) suggests that these new partnerships involve a greater number of stakeholders than the old partnerships because they integrate stakeholders who have historically gravitated outside of the bipartite and tripartite models, for instance: community agencies, ethnic groups, social inclusion advocates, NGOs, young job-seekers, people with a disability, one-parent families, ethnic minorities, the long-term unemployed, the unskilled, and atypical workers. According to Ebbinghausen (2001, p. 117), '[these] new social partnerships take a more decentralized, unstructured and open form with their main functions being deliberation and exploring alternative solutions to social problems'.

### 2.3. Forms of partnerships

The types of partnerships promoted by social partners can greatly vary and will often be dictated by the driving force that pushed them to look for partners. Table 2 presents various examples of partnerships based on four broad categories of forms of partnerships: (i) curriculum; (ii) financial; (iii) internship opportunities; and (iv) community.

Table 2 - Categories of partnerships in TVET

Programmes and curriculum	Financial	Internship opportunities	Community
Instructional materials	Scholarships	Pre-occupational preparation programme at potential employers	Community service
Continuing education aimed at the underserved	Loans	Work placements and vocational education experiences for students with learning or study difficulties	
Active participation in job analysis workshops	Development funds		
Active participation in curriculum review			

Programmes and curriculum	Financial	Internship opportunities	Community
National, regional or local advisory boards and councils			
Intercultural and intercommunity programmes for remote indigenous communities			
Programmes to help students from disadvantaged, lower socioeconomic status and special needs groups to move into technical and further education (TAFE), employment and further study			

References: Collins (1984), Gunbayi (2014), Seddon and Billett (2004), OECD (2010)

## Methodology

The literature references many methodological frameworks to analyse community engagement in higher education. For instance, Vargiu (2014) analyses and compares three major studies that developed indicators for community engagement. Those reports were produced by the British National Coordination Centre for Public Engagement (Hart, Northmore and Gerhardt, 2009), by the Science and Technology Policy Research for the Russell Group of University (Molas-Gallart, Salter, Patel, Scott and Duran, 2002) and by the E3M Project on European Indicators and Ranking Methodology for University Third Mission (E3M, 2011). All of those reports specifically targeted universities. This collaborative research on community engagement, however, must take into consideration a more varied group of institutions since the UNEVOC Network consists of national bodies, training centres, ministries, universities and research centres. Each type of institution is likely to exhibit and be shaped by different sets of objectives, functions and dynamics. As a result, there is need for a methodological framework that allows for diversity and consensus.

To take those features into consideration, this research project will implement a methodology inspired by the Delphi model (E3M, 2011, p. 6):

The Delphi technique is a method for obtaining consensus. It consists of a series of questionnaires that are developed and refined in sequential stages until consensus is achieved. [...] A

Delphi survey is a structured group interaction process organized in several rounds of opinion collection and feedback. Opinion collection is achieved by conducting a series of surveys using questionnaires.

### 1. Methodology workshop

An international methodology workshop was identified as the best way to ensure that diversity was included in the research instrument.

#### 1.1. Workshop participants

The identification of partners for the workshop started at the 2017 Colleges and Institutes Canada Annual Conference in Ottawa, Canada. A number of representatives from UNEVOC Centres and from the UNEVOC International Centre participated in the event. Discussions during the event led to the identification of UNEVOC colleagues interested in participating in the collaborative research. Their participation was confirmed during the fall of 2017.

#### 1.2. Objectives of the workshop

The research methodology workshop took place at the Cégep de la Gaspésie et des Îles' UNEVOC Centre, in Carleton-sur-Mer, November 27-29, 2017<sup>6</sup>. The goals of the workshop were to

<sup>6</sup> See Appendix 1 for the workshops programme



The following people took part in the workshop (see picture: starting from left, back row):

- Daniel Labillois – Daniel Labillois – UNEVOC coordinator, pedagogical advisor and teacher researcher, Cégep de la Gaspésie et des Îles, Canada
- Alex Stephens – Specialist, Monitoring, Evaluation and Learning, Education for Employment, Colleges and Institutes Canada (CICan), Canada
- Pierre-Luc Gagnon – Research project manager, Centre d’initiation à la recherche et d’aide au développement durable (CIRADD) / Cégep de la Gaspésie et des Îles, Canada
- John N. Telesford – Associate dean and lecturer, T.A. Marryshow Community College, Grenada
- Étienne Jean-St-Laurent - Research project manager, Centre d’initiation à la recherche et d’aide au développement durable (CIRADD) / Cégep de la Gaspésie et des Îles, Canada
- Nehema Misola – Vice president for external affairs, Iloilo Science and Technology University, Philippines
- Khaled Grayaa – Full professor and Director of research laboratory of smart grid and nanotechnology École nationale d’ingénieurs des sciences et technologies avancées à Borj Cédria, Tunisia
- Jefferson de Azevedo – Rector, Instituto Federal Fluminense, Brazil
- Laurent Millot – Research coordinator, Cégep de la Gaspésie et des Îles, Canada
- Virgile Deroche – Professional researcher; Centre d’initiation à la recherche et d’aide au développement durable (CIRADD) / Cégep de la Gaspésie et des Îles, Canada
- Dame Diop – Manager, Fonds de Financement de la Formation professionnelle et technique, Sénégal
- Craig Elias – Entrepreneur in Residence, Bow Valley College; Canada
- David Bourdages – General manager, Centre d’initiation à la recherche et d’aide au développement durable (CIRADD) / Cégep de la Gaspésie et des Îles, Canada

design the project’s methodology and to provide preliminary answers to the following questions suggested by UNEVOC:

1. What is community engagement? What shapes can it take?
2. Why is community engagement useful?
3. What are the benefits derived from an institutions' community engagement for the institution/ students/community?
4. What are examples of community engagement?
5. What are concrete results of community engagement?
6. What can be done to foster greater community engagement?
7. What are challenges and hindrances to community engagement? How can these be overcome?
8. What are similarities, differences and challenges in different regions?

Those questions were used as starting points for the development of participatory activities. In addition, in order to harmonize the workshop with UNESCO's priority areas listed in the UNESCO Strategy for TVET (2016-2021), organizers added the topics of greening TVET and entrepreneurship as discussion points.

## 2. Survey methodology

Results<sup>7</sup> from the methodology workshop provided the information necessary to start designing the community engagement survey. This section goes over the main survey methodology considerations.

### 2.1. Survey objectives

The survey objectives were to:

1. Collect information on how community engagement is addressed in TVET training institutions in different countries and regions, identify similarities, differences and challenges, etc.;
2. Address how to adapt a community engagement framework to different situations and TVET systems (e.g. presence or absence of a largely formal economy and TVET education).

### 2.2. Survey questionnaire

On the third day of the workshop, participants worked on the survey questionnaire. They were presented with a list of approximately ten questions that would provide the material needed to meet the survey objectives. Working in a round table setting, participants went through the questions one by one looking for ambiguities. Project coordinators also questioned the participants about any aspects of community engagement that might have been omitted from the questionnaire. At the end of the session, project coordinators had taken note of all comments and suggestions. The questions were then modified to reflect the comments and suggestions.

The issue of language in the questionnaire was also raised. Participants agreed that sending out the questionnaire only in English would greatly limit the survey's reach. In order to maximize potential results from both the Africa and the Latin America and the Caribbean regions, it was agreed that the questionnaire should also be available in French, Portuguese and Spanish.

A few weeks after the workshop, the questionnaire was sent back to the workshop participants for review. The questionnaire was also sent to UNESCO-UNEVOC for comments. The English questionnaire was modified accordingly. Once the questionnaire was finished, it was translated into French, Portuguese and Spanish.

### 2.3. Target population

The survey's target population consisted of all UNEVOC Centres. As of 2018, the UNEVOC Network consists of 246 centres. Not all Centres are, however, active at the same level. Some Centres may not have been aware of the existence of this survey.

### 2.4. Online platform and survey dissemination

Given the large spatial distribution of the target population, project coordinators decided to go with an online platform for ease of use and efficiency. The selected platform was SurveyMonkey.

### 2.5. Online survey questionnaire

The online survey questionnaires were formatted to fit the SurveyMonkey template. All four questionnaires asked the same questions and followed the structure below<sup>8</sup>:

- Section 1 - Information about the UNEVOC Centre;
- Section 2 - Forms of community engagement;
- Section 3 - Factors affecting community engagement;
- Section 4 - Results of community engagement;
- Section 5 - Entrepreneurship, green economy and community engagement.

### 2.6. Availability of the survey

The four questionnaires were available online for two weeks, from February 6, 2018, to February 20, 2018. The Portuguese version of the questionnaire remained open for an extra day, until February 21, because of a special request for additional time.

An introduction to the survey and links to the questionnaires were posted on the UNEVOC TVeT Forum on the first day that the survey went online. The post was translated into the four questionnaire languages. A reminder was posted on the Forum a week before the survey was closed.

About a week into this time frame, an email was sent to all UNEVOC Centres through the UNEVOC Network Secretariat to inform them about the survey. This proved very helpful and increased the response rate.

Table 3 - Sample size

Description	Value
Confidence level	95%
Target population (number of UNEVOC Centres)	246
Percentage (standard 'p' value)	50%
Confidence interval	9.64
<b>Sample size</b>	<b>73</b>

<sup>7</sup> See Appendix 2 for the workshop results.

<sup>8</sup> The questionnaires are listed in Appendix 3.



### 2.7. Sample and response rate

The survey was successfully answered by seventy-three UNEVOC Centres from forty countries. Table 3 presents relevant statistical information about the survey<sup>9</sup>.

### 2.8. Geographical distribution and types of survey respondents

Map 1 presents the geographical distribution of the UNEVOC Centres that participated in the survey<sup>10</sup>.

Map 1 - Geographical distribution of participating UNEVOC



9 Two calculators were used to generate and validate the results: creative research systems' calculator (<http://www.surveysystem.com/sscalc.htm>) and RMPD's calculator (<http://www.rmpd.ca/calculators.php>).

10 See Appendix 4 for the list of countries that responded to the survey.

Figure 1 breaks down survey respondents according to their respective UNEVOC regions: Africa; Arab States; Asia and the Pacific; Europe, Commonwealth of Independent States (CIS) and North America; and Latin America and the Caribbean.

Figure 2 breaks down responses based on the types of UNEVOC Centres. Overall, seventy-one respondents completed this question. Results show that universities (24) were the type of UNEVOC Centre that responded the most to the survey, followed by national bodies (22), training centres (17) and ministries. Only two research centres responded to the survey.

Figure 1 - Distribution of respondents by UNEVOC regions

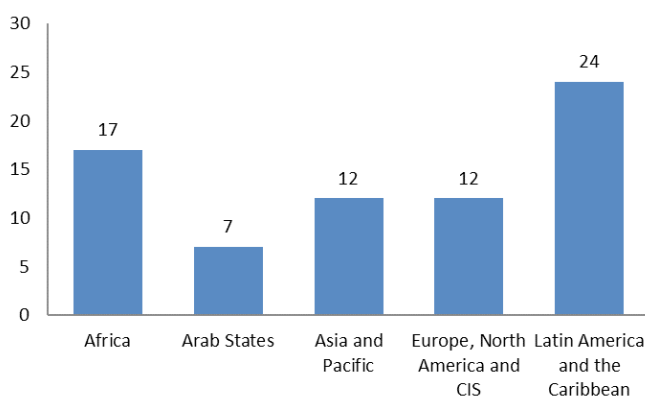
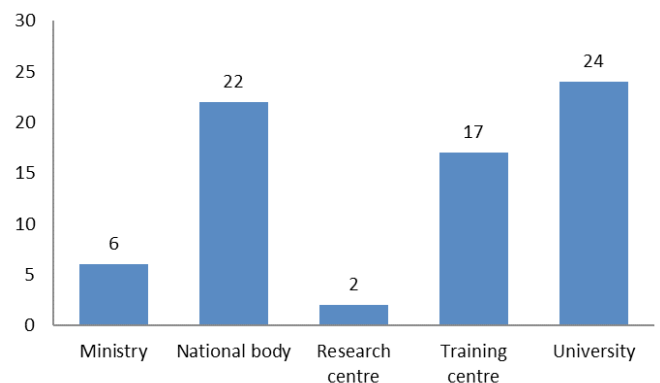


Figure 2 - Survey respondents by types of UNEVOC Centres



## 2.9. Limits of the survey

The accuracy of the survey results is limited by the following factors:

- The sample size did not meet the research coordinators' best case scenario, which would have been to reach a sample size of 200 respondents, for a margin of error of 3%. Instead, the margin of error for this survey is much higher, at 9.64%.
- Some countries are overrepresented, meaning results are most likely skewed by specific regional or national realities. For instance, most respondents from the Latin America and Caribbean region are from Brazil. As a result, responses from that region will be greatly influenced by respondents from Brazil.
- Not all respondents answered all the questions. Although seventy-three Centres participated in the survey, some of them have not completely answered all the answers. As a result, not all the answers were answered by the same number of respondents.
- In some cases, more than one individual from the same UNEVOC Centre responded to the survey, which means that not all UNEVOC Centres have the same weight. In other words, one UNEVOC Centre does not equal one survey respondent.

# Survey results

This chapter presents the main survey results and is divided into four sections:

1. Forms of community engagement
2. Factors affecting community engagement
3. Results of community engagement
4. Community engagement needs

## Forms of community engagement

Figure 3 shows for each UNEVOC region the percentage of respondents whose UNEVOC Centre's mission includes community engagement. The highest values are for Africa (93.3%), Asia and the Pacific (91.7%) and Latin America and the Caribbean (95.5%). Europe, CIS and North America (54.6%) and the Arab States (42.9%) display considerably lower percentages.

Figure 3 - Percentage of UNEVOC Centres with an institutional mission that includes community engagement (by regions)

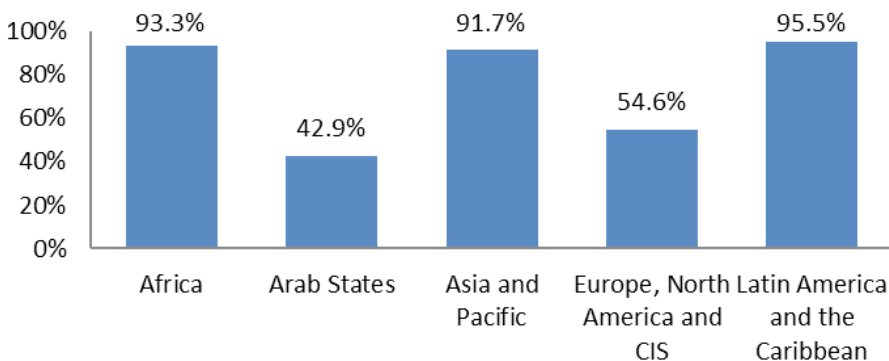


Figure 4 shows by regions the percentage of respondents whose institutions have a specific policy or strategy on community engagement. Responses highlight similar dynamics to those provided in the previous figure, although in general, values tend to be lower. All institutions from Latin America and the Caribbean (100%) answered that their institution have a policy or strategy on community engagement. Africa (73.3%) and Asia and the Pacific (70%) display similar percentages. Finally, similar to the previous figure, Europe, CIS and North America (54.5%) and the Arab States (28.6%) display the lowest values.

Figure 4 - Percentage of UNEVOC Centres with a policy or strategy on community engagement (by regions)

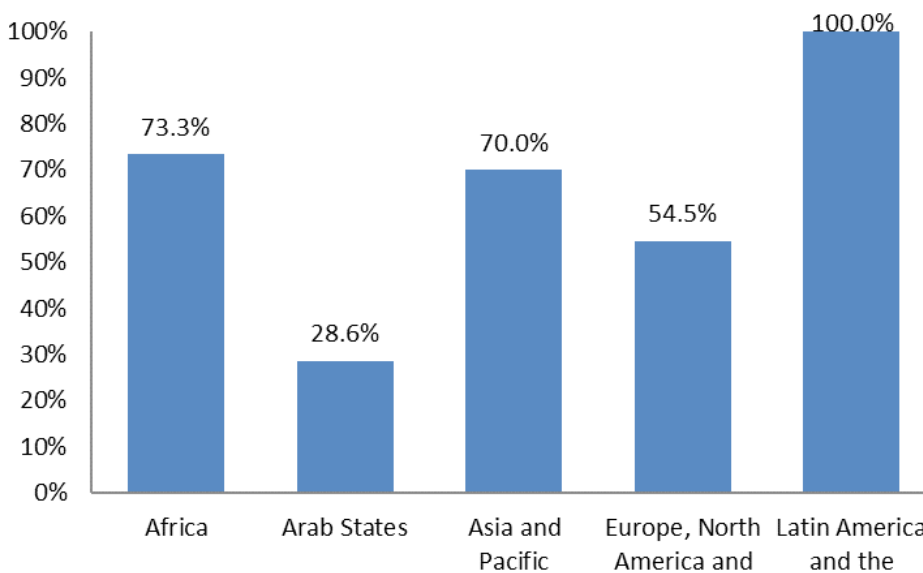


Figure 5 shows by regions the percentage of UNEVOC Centres whose enabling law or legal mandate includes community engagement. Once more, the Latin America and the Caribbean region displays the highest percentage (100%). Europe, CIS and North America display the second-highest percentage with 72.7%. Percentages for the Arab States (66.7%) and Asia and the Pacific (63.6%) are similar. Only 54.5% of respondents from Africa answered that their institution's enabling law or legal mandate includes community engagement.

Figure 5 - Percentage of UNEVOC Centres whose enabling law or legal mandate includes community engagement (by regions)

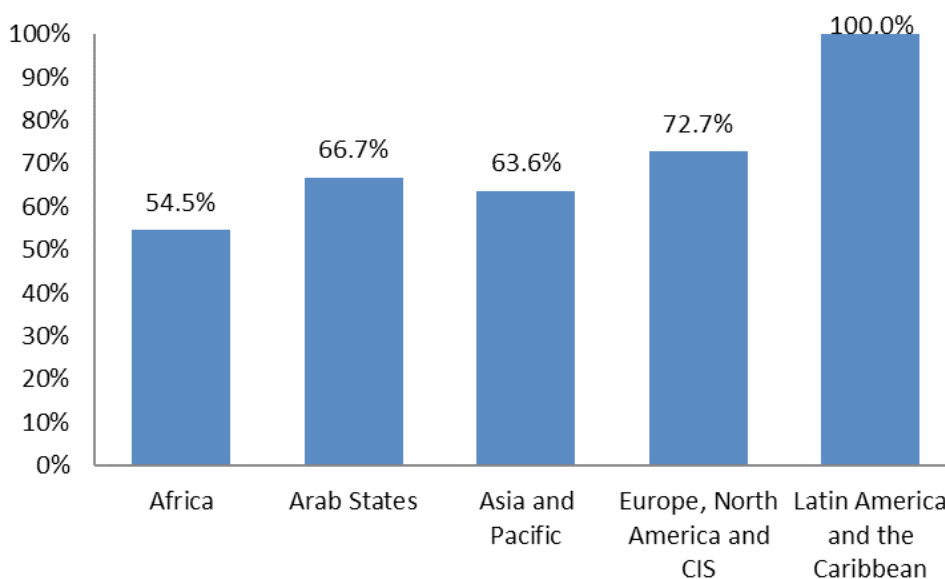


Figure 6 provides the results to the question 'What form does community engagement take at your institution?'. Continuing education and special programmes to move into technical and further education (TAFE) were the most popular forms of community engagement, both with 67.6%. Community service (60.3%) and work placement (57.4%) were also fairly common forms of community engagement. Financial incentives, on the other hand, scored much lower (13.2%). In addition, 39.7% of respondents listed other forms of community engagement. Those include: seminars and conferences with stakeholders like industries and professional bodies to improve standards of training and regulation; volunteering; developing research platforms for SMEs; co-operation with social partners; getting local communities involved in non-mainstream work (for instance maintenance of campus environment); community extension programmes aimed at providing the community beneficiaries with expert services and technology transfer programmes generated through research and development activities; participation in activities conducted by local authorities (for instance sports and cultural events, tree planting, regional fairs); applied research projects involving students, professors, and local businesses and organizations; initiatives raising students' awareness about science and entrepreneurship; activities to promote literacy in isolated communities; student exchange scholarships; extension activities; partnerships with foundations to provide training for marginalized groups; and involvement in national programmes to promote entrepreneurship for women in difficult social settings.

Note: Respondents were not limited to one answer.

Figure 6 - Forms of community engagement in the UNEVOC Network

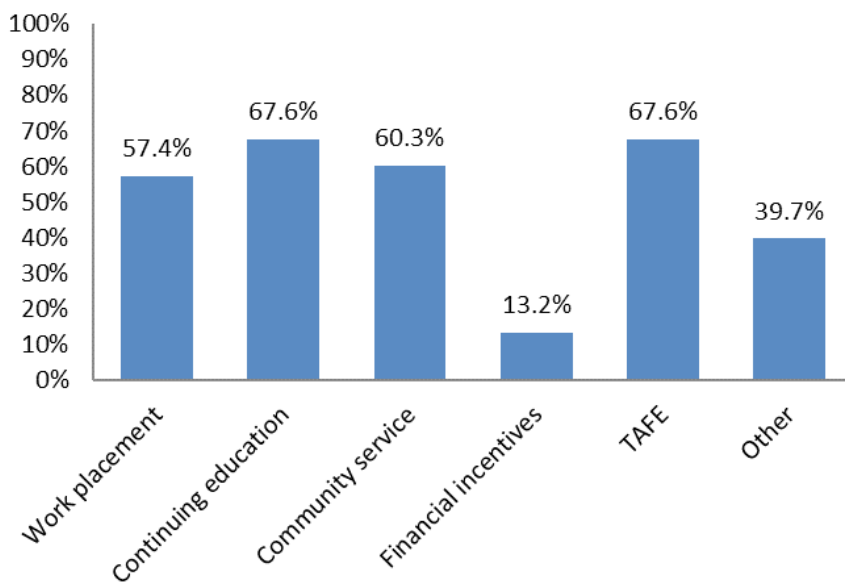


Figure 7 distributes by regions the forms of community engagement presented in Figure 6. The results show that work placement is most common in the Europe, CIS and North America region (83%). When compared to the other regions, continuing education is noticeably less common in the Arab States (14%). When it comes to community service, the Asia and the Pacific region (75%) displays the highest percentage and the Arab States (29%) display the lowest value. Financial incentives are the least common form of community engagement and they were not mentioned by any respondents from the Arab States region. On the other hand, financial incentives were most common in the Europe, CIS and North America region (33%). Results for TAFE are fairly homogeneous and all regions display similar values. For the 'other' category, most regions display similar values, except for Africa (24%), which displays a lower percentage.

Note: Respondents were not limited to one answer.

Figure 7 - Forms of community engagement by UNEVOC regions (in percentage)

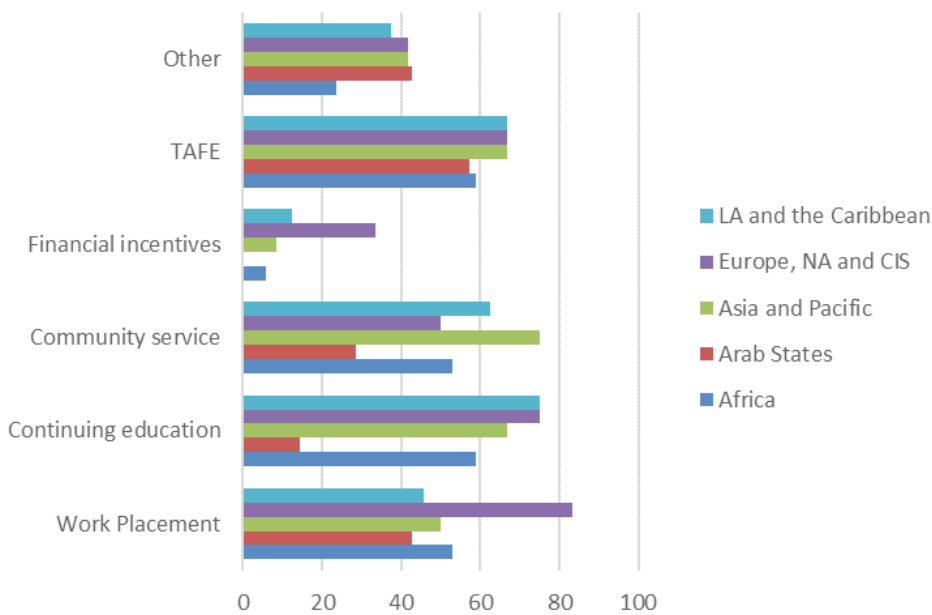


Table 4 lists examples of successful community engagement projects provided by survey respondents. The projects are listed by UNEVOC regions. The country of origin can be found in parentheses after each project's short description. The projects listed in the table are varied and are representative of the spectrum of engagement in the various community engagement projects across the UNEVOC Network.

Table 4 - Examples of successful community engagement initiatives (by regions)

Regions	Success stories and good examples of community engagement
Africa	<ul style="list-style-type: none"> <li>• Implementation of a community engagement programme to empower jobless youths (Nigeria)</li> <li>• Apprenticeship training in the hospital sector based on the German dual system which led to an increase in capacity (Mauritius)</li> <li>• Vulnerable and marginalized groups (youth, women, young inmates, illegal immigrants) can receive funding to register in vocational programmes (Senegal)</li> </ul>
Arab States	<ul style="list-style-type: none"> <li>• Students participate in volunteering initiatives (Tunisia)</li> <li>• Activities with students to promote entrepreneurship and sustainable development (Tunisia)</li> </ul>
Asia and the Pacific	<ul style="list-style-type: none"> <li>• A Centre of Excellence is present at TVET institutions to improve links with employers (Cambodia)</li> <li>• Implementation of a student and role model pairing initiative to improve training (Korea)</li> <li>• Development of community talent development platforms (China)</li> <li>• A joint workshop between a TVET centre and the car industry (Iran)</li> <li>• A partnership between the university, government and Parent Teachers Association to provide elementary school students with proper nutrition and a balanced food diet (Philippines)</li> </ul>

Regions	Success stories and good examples of community engagement
Europe, CIS and North America	<ul style="list-style-type: none"> <li>• Industry engagement in both curriculum alignment and the creation of an apprenticeship scheme (Malta)</li> <li>• Collaboration between the learning centre, university and employers to promote TAFE (Sweden)</li> <li>• Collaboration between the UNEVOC Centre, interns and students to get fresh and new ideas (The Netherlands)</li> <li>• On- and off-campus initiatives to promote entrepreneurship amongst students (Canada)</li> <li>• Applied research-based capstone course to solve sustainable development issues in communities (Canada)</li> </ul>
Latin America and the Caribbean	<ul style="list-style-type: none"> <li>• Resources provided by the university to train secondary school teachers and develop a new programme for teachers (Jamaica)</li> <li>• Nursing and optometry students provided community members with free consultations and treatments (Mexico)</li> <li>• Students support vulnerable communities in the development and improvement of their housing spaces (houses, parks, streets, etc.) (Chile)</li> <li>• Training of community professionals in computer support and maintenance (Brazil)</li> <li>• Extension project promoting the social mobilization of rural communities against the expansion of mining activities around the Serra do Brigadeiro State Park (Brazil)</li> <li>• Students perform voluntary projects during vacations in cities from the Sul de Minas region where they share experiences, knowledge and sustainable practices with the community (Brazil)</li> </ul>

Figure 8 divides by regions the percentage of UNEVOC Centres that conduct community engagement projects promoting entrepreneurship. Results show that, in all regions, a majority of institutions implement community engagement projects promoting entrepreneurship. All respondents from Africa answered that some of their projects promote entrepreneurship. The Asia and the Pacific region is the only one where some respondents (20%) mentioned not conducting projects promoting entrepreneurship. The 'Don't know' category is at 17% for the Arab States, 10% for Europe, CIS and North America and 12% for Latin America and the Caribbean.

Figure 8 - Percentage of UNEVOC Centres that conduct community engagement projects promoting entrepreneurship (by regions)

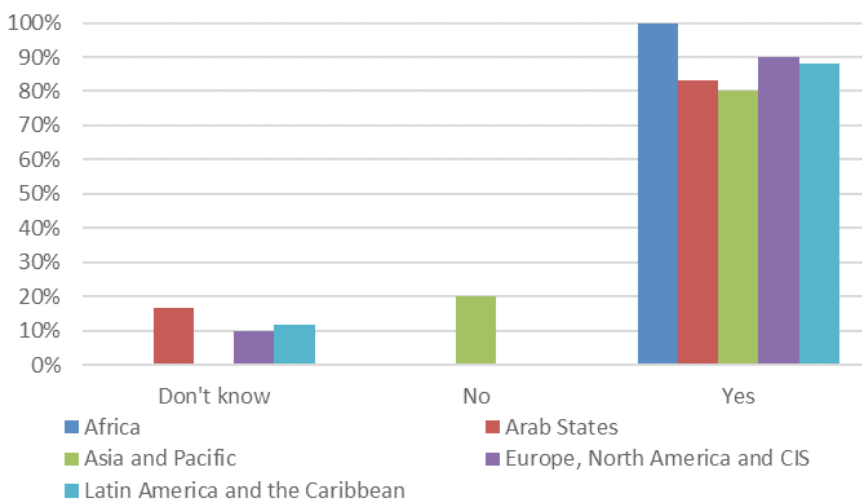


Figure 9 divides by regions the percentage of UNEVOC Centres that conduct community engagement projects promoting the green economy. While, overall, most institutions mentioned that they conduct projects promoting the green economy, the percentages in the 'No' and 'Don't know' categories are higher than results from Figure 8. For the 'Yes' category, Europe, CIS and North America (90%) and Africa (89%) display the highest values, while the Arab States (50%) display the lowest value. For the 'No' category, the Asia and the Pacific region (20%) displays the highest value, followed by the Arab States (17%) and by Latin America and the Caribbean (6%). Both Africa and the Europe, CIS and North America regions have a value of '0' for the 'No' category. For the 'Don't know' category, the percentages are the following: Arab States (33%), Asia and the Pacific (20%), Latin America and the Caribbean (12%), Africa (11%) and Europe, CIS and North America (10%)

Figure 9 - Percentage of UNEVOC Centres that conduct community engagement projects promoting the green economy (by regions)

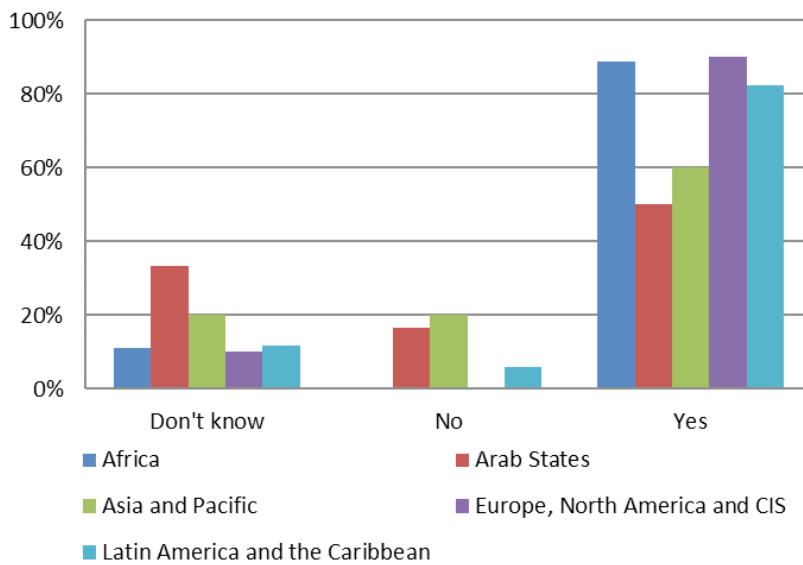


Figure 10 focuses on the main categories of stakeholders involved in community engagement. Survey respondents were presented with seven specific categories of stakeholders and were asked to rank them based on who are the most active ones. Using weighted averages, results show that students (5.6) are the most active stakeholders in community engagement. In decreasing order, we find teachers and administration staff (4.9); government (national, regional and municipal) (4.5); companies, industry and businesses (4.3); community groups (4.0); chambers of commerce (3.0); and trade unions (2.8).

Figure 10 - Weighted average of community engagement levels by stakeholder categories (6 most active, 1 least active)

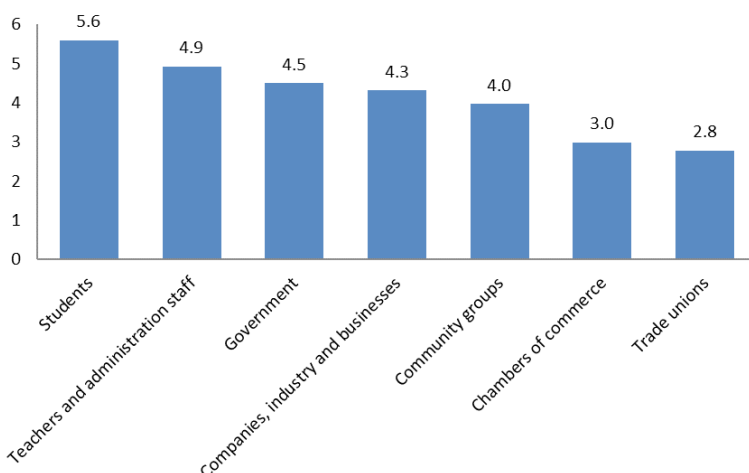
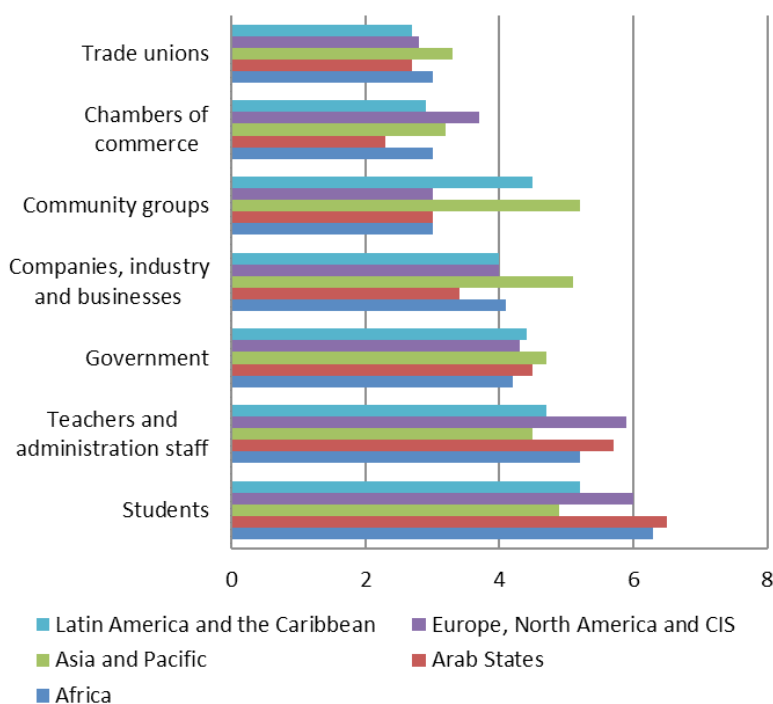


Figure 11 sorts by regions the categories of stakeholders involved in community engagement presented in Figure 10. For the Students category, the average is highest in the Arab States region (6.5) and lowest in the Asia and the Pacific region (4.9). Teachers and administration staff are most active in the Europe, CIS and North America region (5.9) and least active in the Asia and the Pacific region (4.5). Government stakeholders display similar averages across all five regions. Results for the 'Companies, industry and businesses' category show the Asia and the Pacific region (5.1) as a mild outlier, its average being the highest of all regions. Weighted averages for the Community groups category are higher in both the Asia and the Pacific (5.2) and the Latin America and the Caribbean (4.5) regions. For the Chambers of commerce category, the Arab States (2.3) display the lowest value while Europe, CIS and North America display the highest value (3.7). Finally, averages for the Trade unions category are similar across all regions with the Asia and the Pacific (3.3) and the Africa (3.0) regions displaying slightly higher averages.

Figure 11 - Weighted average of community engagement levels by stakeholder categories by regions (7 most active, 1 least active)



In a follow-up question, respondents were asked why they thought each category of stakeholder was most likely to enhance community engagement. For the 'Students' category, respondents said that:

- students have strong roots in the community and can enhance the quality of engagement;
- students are the vital link between institutions and the community;
- community engagement activities are part of students' training and education curriculum;
- both training programmes and community engagement projects help students become active members of their communities;
- students from underprivileged families and neighbourhoods give their institution visibility and are the best representatives of how education and training can improve a person's quality of life;
- students can be agents of change within society and within their institution.

For the 'Trade unions' category, respondents mentioned that unions have strong roots in the community and can enhance the quality and relevance of engagement initiatives.

For the 'Companies, industry and businesses' category, respondents said that:

- companies, industry and businesses see the need for adequate training of students before engagement in industry;
- companies, industry and businesses are an underutilized grouping of individuals who can contribute both tangible and intangible resources to the furthering of TVET (e.g. sponsorship, partnerships etc.);
- companies, industry and businesses are directly involved in the work of the institution. Yet this can only happen if companies and businesses see a value added in the work of the institution;
- companies, industry and businesses recognize that they need to play a greater role to shape the future direction and



enable change sooner than just waiting for government, since it needs public approval to proceed with initiatives;

- relationships with the industry is fundamental to ensure that students' training is relevant;
- input from companies, industry and businesses are necessary to address the problems of skills shortage/ mismatch;
- some businesses are actively working on corporate social responsibility, which in itself is a form of community engagement.

For the 'Community groups' category, respondents said that:

- community groups help raise awareness and promote community engagement;
- community groups are a vital link between the institution and the community;
- community groups federate groups of individuals and associations that help develop income-generating activities for the benefit of the community;
- community groups can be change agents.

For the 'Teachers and administration staff' category, respondents mentioned that:

- teachers train and educate agents of change (students);
- teachers and administration staff develop the system of TVET;
- teachers and administration staff are constantly engaged with the community through the students;

- teachers can amplify the results of community engagement partnerships.

For the 'Government (national, regional, municipal)' category, respondents mentioned that:

- government directly engage in the provision of skill training and help target youth getting jobs and developing self-employment opportunities;
- government is in a position to provide or offer specific interventions to TVET centres;
- government understands the importance of VET in the development of human capital to address employment issues;
- government raises awareness and promotes community engagement;
- local government units can be beneficiaries of multidisciplinary community outreach programmes that address various needs at the local level;
- government can facilitate the demands for dissemination of knowledge and practices carried out within the institution to promote equity and employability, and to reduce absolute poverty;
- local and municipal governments help develop community-based projects.

There were no comments for the 'Chamber of commerce' category.

## Factors affecting community engagement

Table 5 lists the key factors that respondents thought were necessary for successful community engagement. The answers are divided into three categories: (i) institutional factors; (ii) political factors and politics; and (iii) importance of individuals.

Table 5 - Key factors for successful community engagement

Category	Factors
Institutional factors	<ul style="list-style-type: none"> <li>• Adapting TVET to the needs of community groups</li> <li>• Fulfillment of community needs</li> <li>• Accurate survey of community needs</li> <li>• Demand-driven training and education</li> <li>• Participation of TVET providers in the service of the local community through studying of training needs</li> <li>• Close collaboration between the community and the institution</li> <li>• Knowledge of students' realities</li> <li>• Knowledge of local needs and problems (social, economic, educational, etc.)</li> <li>• Development of deep and sustainable interrelations with stakeholders</li> <li>• Interactive development and resource integration between the community and the institution</li> <li>• Active participation by the community in the design of partnerships</li> <li>• Networking with enterprises</li> <li>• Communication and interaction</li> <li>• Raising awareness about current issues</li> </ul>

Category	Factors
	<ul style="list-style-type: none"> <li>• Regular sensitization and consultation seminars to discuss new trends and reforms</li> <li>• Proper communication strategy with the community</li> <li>• Transparency</li> </ul>
Political factors and politics	<ul style="list-style-type: none"> <li>• Existence of a national strategy</li> <li>• Government policies and regulations</li> <li>• Political will</li> </ul>
Importance of individuals	<ul style="list-style-type: none"> <li>• Personal motivation from stakeholders</li> <li>• Positive perception of the potential impacts of one's actions</li> <li>• Common objective to make the community successful</li> <li>• Win-win attitude</li> </ul>

Table 6 lists the factors most likely to slow down community engagement. The answers were divided into four categories: (i) institutional factors; (ii) socio-economic factors; (iii) political factors and politics; and (iv) importance of individuals.

Table 6- Factors slowing down community engagement

Category	Factors
Institutional factors	<ul style="list-style-type: none"> <li>• The institution's activities are lying outside the reality and needs of the community</li> <li>• Conservatism</li> <li>• Lack of knowledge about current community problems</li> <li>• Difficulties in carrying out actions</li> <li>• Lack of resources (capital, human) to carry out extension activities</li> <li>• Lack of resources to ensure the participation of the community</li> <li>• Complex legal formalities</li> <li>• Ineffective engagement at regional and local levels</li> <li>• Lack of funding</li> <li>• Lack of transparency and accountability</li> <li>• Lack of trust</li> <li>• Lack of understanding and participation from staff</li> <li>• Lack of motivation</li> <li>• Not showing the results or benefits of engagement upfront</li> <li>• Selfishness of the TVET institution</li> <li>• Weak policies</li> <li>• Bad communication</li> <li>• Lack of knowledge about the activities carried out by the institution</li> <li>• Lack of contact and communication</li> <li>• Lack of information about TVET</li> </ul>
Socio-economic factors	<ul style="list-style-type: none"> <li>• Crime and violence (fear-factor among students)</li> <li>• Threats to security and safety of faculty members, extension workers and students</li> <li>• Lack of knowledge about social rights by citizens</li> <li>• Disorganization of communities</li> <li>• Lack of coordination and focus in communities</li> </ul>
Political factors and politics	<ul style="list-style-type: none"> <li>• Lack of both vision and strategy at the institutional, local and national levels</li> <li>• Cutting the financial resources of federal or national institutions</li> <li>• Lack of legislation</li> <li>• Sectorial policy orchestrated by the central government</li> </ul>

Importance of individuals	<ul style="list-style-type: none"> <li>• Being tied to business-as-usual pressures and procedures</li> <li>• Ignorance</li> <li>• Conflicts</li> <li>• Lack of motivation by stakeholders</li> <li>• Indifference</li> <li>• Lack of co-operation - 'every man for himself' attitude</li> </ul>
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## Results of community engagement

Table 7 lists the main benefits of community engagement. The benefits are divided into four categories: (i) institutions; (ii) students; (iii) communication and sharing of information; and (iv) benefits for employers.

Table 7 - Benefits of community engagement

Category	Benefits
Institutions	<ul style="list-style-type: none"> <li>• Improvement in student enrollment levels</li> <li>• Increased relevance of training programmes</li> <li>• Institution is constantly updated on new technologies</li> <li>• Better understanding of skill needs</li> <li>• Improved links between employers, local authority and citizens</li> <li>• Improved co-operation between stakeholders</li> <li>• Increased awareness of the institution's social responsibility</li> <li>• More organizations are interested to form partnerships with TVET institutions</li> <li>• Better alignment of the curriculum with the needs of the community and the market</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Improved access to the world of work</li> <li>• More engaged experience</li> <li>• Improved training</li> <li>• Higher employment rates</li> <li>• Better integration into the job market</li> <li>• More placement opportunities</li> <li>• Greater relevance of courses to employers' needs</li> <li>• Increased skills development impact</li> </ul>
Communication and sharing of information	<ul style="list-style-type: none"> <li>• Better sharing of information</li> <li>• Better sharing of scientific and technological knowledge</li> <li>• Creation of shared knowledge</li> <li>• Expansion of knowledge in various fields</li> <li>• More knowledge creation and technology transfer</li> </ul>
Employers	<ul style="list-style-type: none"> <li>• Preparation and development of occupational standards</li> <li>• Development of training courses adapted to the needs of the market</li> </ul>

Table 8 presents the main disadvantages of community engagement. The disadvantages are divided into three categories: (i) increased workload; (ii) increased complexity; and (iii) source of potential conflicts.

Table 8 - Disadvantages of community engagement

Category	Disadvantages
Workload	<ul style="list-style-type: none"> <li>• Increased workload for teachers</li> <li>• Increased workload for institutional staff</li> <li>• Increased workload and time requirements on students</li> </ul>
Contributor of complexity	<ul style="list-style-type: none"> <li>• Decision-making processes are delayed due to additional consultation with stakeholders</li> </ul>
Source of potential conflicts	<ul style="list-style-type: none"> <li>• Politicization of institution's actions by certain community groups</li> <li>• Higher risk of tension between role models/ambassadors for the institution and those responsible for branding/messaging/communication</li> <li>• Increased tension among the school management if they perceive more engagement as a source of additional interference with their job</li> <li>• Increased tension between the institution and the non-academic community (difficult 'town-and-gown relations')</li> <li>• Tension caused by the misalignment of specific interests and the institutional mission</li> </ul>

## Community engagement needs

Table 9 summarizes by regions the types of support that UNEVOC Centres need to foster greater community engagement. For the Africa region, the most important needs are financial support, training, capacity building and learning about best practices in community engagement. Financial support was requested in order to initiate community engagement pilot projects, to organize seminars with stakeholders and regional sensitization forums and to help fund activities for mobile skills training laboratories linked to outreach programmes. Training assistance was requested to enhance skills development in communities and to train staff on how to develop and conduct viable community engagement projects. Capacity building assistance was requested in order to help institutions develop public-private partnerships. Respondents also mentioned that having more autonomy and academic freedom would make community engagement easier.

In the Arab States region, the two main types of support requested are training and capacity development to help institutions become more responsive to communities' needs. Respondents said that the main training needs are: how to raise awareness about community engagement, how to develop and conduct viable community engagement projects and how to develop and implement a community engagement strategy. Capacity development on the topic of institution and community relationships was also mentioned. UNEVOC Centres from Arab States would like to learn from best practices on how to develop relationships between training providers and civil society institutions. On the one

hand, this would help them to improve their capacities on how to turn a community need into a training offer. On the other hand, developing those capacities would help them improve communications with community groups and develop processes and strategies that promote engagement from community groups.

The Asia and the Pacific region requested a wide range of supports. The first support request was to help increase public awareness in the region. Survey respondents mentioned that public awareness is essential to achieve successful community engagement but, unfortunately, at the moment it is lacking in some countries. Capacity development support was also requested. Some of the main needs in capacity development were related to: (i) the strengthening of staff capacity in communicating with local authority, citizens and employers; (ii) the sharing of experiences from countries with experience in implementing community engagement initiatives; and (iii) helping develop means of transportation for staff travelling to isolated communities. Financial support was also requested. Funding would help hire staff to implement community engagement initiatives and acquire needed equipment. More effective support from national governments was highlighted as an important type of support, especially regarding new regulations that could grant TVET centres more independence to implement community engagement initiatives. Training support should seek to strengthen community engagement by focusing on the management of community engagement projects and developing the relevant skills in staff members.

For the Europe, CIS and North America region, respondents said that they needed financial support, additional resources and training. Financial support was requested to hire more human resources and to improve marketing capabilities. This would allow institutions to run large events that can have a greater impact on the community and use the results of those events to improve their outreach and to showcase successes to stakeholders. Survey respondents suggested that training on themes relevant to community engagement should be made available, either in person or online.

For the Latin America and the Caribbean region, the types of requested supports were financial support, help in improving the security of students and staff, training and better responsiveness to communities' needs. Among all regions, Latin America and the Caribbean is the region where the request for financial support was the most common. Respondents suggested that financial support could be used to help fund initiatives such as: interdisciplinary

and inter-institutional community engagement projects promoting social inclusion, the implementation of extension programmes and projects, and the hiring of temporary service providers to meet local needs. Support was also requested from national authorities to ensure that institutions can guarantee their students' and staff's personal security and that they have the necessary facilities to implement activities that will benefit communities. UNEVOC Centres from the region highlighted that they would benefit from training and information sessions where they are exposed to innovative methodologies allowing them to efficiently develop projects, helping to ensure that projects have a beginning and an end and not go on forever without accountability for results. At the same time, new and innovative methodologies should benefit both society and the academic community and be applicable in the most vulnerable communities.

Table 9 – Types of support requested by regions

Region	Types of requested supports
Africa	<ul style="list-style-type: none"> <li>• Financial support</li> <li>• Capacity building</li> <li>• Training</li> <li>• Sharing of best practices</li> <li>• More autonomy and academic freedom</li> </ul>
Arab States	<ul style="list-style-type: none"> <li>• Training</li> <li>• Capacity development</li> <li>• Improvement of institutions' responsiveness to the needs of communities</li> </ul>
Asia and the Pacific	<ul style="list-style-type: none"> <li>• Raising awareness about community engagement</li> <li>• Capacity development</li> <li>• Financial support and additional staff</li> <li>• Greater governmental support</li> <li>• Accessibility to isolated communities</li> <li>• More independence and autonomy</li> <li>• Training</li> </ul>
Europe, CIS and North America	<ul style="list-style-type: none"> <li>• Financial support and resources</li> <li>• Training</li> </ul>
Latin America and the Caribbean	<ul style="list-style-type: none"> <li>• Financial support</li> <li>• Improved security of students and staff</li> <li>• Training on innovative methodologies</li> <li>• Help to improve institutions' responsiveness to issues present in the most vulnerable communities</li> </ul>

## Conclusion and recommendations

The literature review showed that there are some relevant differences between how various types of higher education institutions understand the concept of community engagement and how they conduct community engagement initiatives. Despite those differences, the basic idea of community engagement, which is to create links between institutions and their communities, is applied across all regions of the UNEVOC Network. Regional and national differences, however, reveal themselves in many ways.

### The forms and shapes of community engagement

One of the ways in which differences become apparent is through the various forms and shapes of community engagement. These are especially salient when comparing the properties of the 'third mission of universities' and the way TVET institutions conduct community engagement initiatives. For instance, the third mission of universities can materialize in two ways, a generative role and a broad development role. The generative role suggests that universities should be key players in regional development. The broad development role, on the other hand, suggests that universities should focus on research activities that benefit both society and teaching. The TVET literature focuses on the following four forms of community engagement: (i) initiatives linked to programmes and curriculum; (ii) financial incentives; (iii) internship opportunities for students; and (iv) community development initiatives.

When asked about the forms of community engagement being conducted at their institutions, survey respondents identified continuing education, TAFE and community service as the most common ones. Of interest is the fact that UNEVOC Centres from the Arab States displayed the lowest values for both continuing education and community service. This situation is echoed in the type of community engagement supports that those UNEVOC Centres requested. Indeed, in relation with community service, they requested training that would help them become more responsive to the communities and their needs, especially how to raise awareness about community engagement, how to develop and conduct viable community engagement projects and

how to develop and implement a community engagement strategy. Regarding continuing education, UNEVOC Centres from the Arab States pointed out that they would benefit from learning from best practices on how to develop relationships between training providers and civil society institutions. This would help them improve their understanding of how to turn a community need into a training offer, for instance through continuing education. Although financial incentives are often identified as a valuable form of community engagement, very few UNEVOC Centres adopted that form of engagement. The Europe, CIS and North America region is the one where financial incentives are the most common.

Respondents were also invited to suggest other types of community engagement implemented at their institutions. Their answers provide interesting insights into regional dynamics, for instance: consultation with local indigenous community groups for trades training programmes (New Zealand); the dissemination and popularization of scientific and technical cultures to young people (Tunisia); student scholarship programmes involving community actions (Brazil); a special programme for the promotion of chances in education for people with disabilities (Netherlands); involving communities in personnel upgrading, training and certification programmes (Indonesia); organizing seminars and conferences with stakeholders to improve standards of training and regulation (Kenya); and, finally, conducting applied research as a means to promote innovation in SMEs and organizations (Canada).

## Challenges and hindrances to community engagement

As varied as the various forms and shapes of community engagement can be, survey results show that there are as many factors affecting the success of community engagement initiatives. Those factors can be divided into four categories: (i) institutional factors; (ii) socio-economic factors; (iii) political factors; and (iv) the impact of individuals.

### Institutional factors

Institutional factors relate to the issue of whether the institution is capable of carrying out relevant community engagement. This raises questions linked to the proximity or isolation of the institution vis-à-vis its social surroundings such as: Is the institution capable of innovating when faced with new issues or is it too conservative to act? Is the institution incapacitated by regulations and procedures? Are the needs of the community reflected in the programmes that the institution offers? In some instances, the institution may know its environment but it may not have the resources (financial or human) to carry out effective community engagement initiatives. Another important issue in community engagement is the legitimacy of the institution. Does the community recognize the institution as a legitimate partner in community development? In some instances, internal institutional politics may keep the institution from being responsive to the community it is mandated to serve.

Survey respondents suggested solutions to these institutional challenges. The main thrust of those suggestions revolves around the idea that the institution should keep an eye on what is happening in the community and not isolate itself. A concrete example of this is when institutions continuously conduct surveys in order to accurately map out and fulfill community needs. Institutions need to be aware of students' realities and be informed of current socio-economic and educational issues confronting students and other socio-economic stakeholders. Surveying the community's needs also implies that, at some level, the institution needs to shift its approach to demand-driven training and education.

Adopting a demand-driven approach implies that the institution will be offering training and education that will help students find employment and contribute to improving successful self-employment rates. A demand-driven approach can also lead to more dynamic networking with socio-economic stakeholders.

Effective communication is an important contributor to community engagement. Without proper communication, an institution's engagement can be greatly diminished if nobody in the community is aware of the initiatives being implemented. The lack of transparency and the lack of information about TVET in communities are great hurdles to community engagement. An institution can counter the lack of communication by defining a clear transparency policy and

establishing a communication strategy. Institutions can also carry out activities that raise awareness about socio-economic issues and organize consultation seminars to discuss new educational trends and reforms.

### Socio-economic factors

An unstable social climate, fear and the lack of personal safety are examples of socio-economic factors that can jeopardize community engagement. Crime, violence and threats to security are part of life for some faculty members, extension workers and students from both the Asia and the Pacific and the Latin America and the Caribbean regions. Respondents from the Latin America and the Caribbean regions highlighted that communities can also be disorganized, and lack focus and basic resources to implement community engagement. Individuals can be unaware of the rights they have and be incapable of properly navigating such unstable social settings. Solving those socio-economic issues can be daunting and educational institutions are but one of the stakeholders capable of implementing change. The involvement of political figures is necessary to solve such far-reaching problems.

### Political factors

Some respondents from Africa and the Arab States pointed out that legal considerations and regulations can keep institutions from being engaged in their communities. Indeed, educational institutions are usually, at least to some extent, part of governments' responsibilities. What institutions can, or cannot do, will therefore be greatly influenced by politics and political factors. The lack of both vision and strategy at the various levels of government can greatly limit the scope of institutions' actions. Other considerations include limited or diminished financial and human resources for institutions. Those trends can be part of macro-level economic reforms or policies and make community engagement precarious. The impacts of diminished resources were highlighted by respondents from Latin America and the Caribbean.

### Impact of individuals

Individuals can have a tremendous impact on community engagement. Indeed, although institutions may have codified practices or policies on community engagement, the extent to which such institutionalized practices are actually carried out is largely dependent on individuals. Survey results suggest that community engagement can be greatly shaped by people being tied down to business-as-usual pressures and procedures (Asia and the Pacific), being limited by ignorance (Arab States), mired by conflicts (Africa), displaying low levels of motivation (Europe, CIS and North America; Asia and the Pacific), being indifferent to the well-being of their communities or adopting an 'every person for themselves' attitude (Africa).

As a result, in promoting effective community engagement one must pay close attention to the contribution of individuals. Because community engagement is essentially about collaborating with a wide net of stakeholders and creating partnerships, it is relevant to look to the specialized literature on educational partnerships for insight. That literature highlights the importance of the 'champion'. Eddy (2010, p. 27) defines a champion 'as an individual who advocates for the development of a partnership and who brings together others to engage in the project'. One of the

core characteristics of a champion is that of someone caring perhaps a little more than others about the result of an activity or initiative. In the case of community engagement, a champion could be highly effective in involving stakeholders from both inside and outside of the institution. A champion could help heighten stakeholders' motivation levels, promote a positive perception of the potential impacts of one's actions, set shared objectives between partners, promote a win-win attitude and achieve meaningful results.

## Results of community engagement

Institutions may decide to implement community engagement initiatives for various reasons. The first one that comes to mind is that community development or community service might be part of their enabling law or legal mandate. The underlying premise for including community engagement in an institution's enabling law or legal mandate is that it can greatly help ground the institution in the community's needs, although it is worth remembering that an institution's enabling law or legal mandate does not ensure that community engagement will be carried out. Community engagement needs to be part of the institution's reflexes and be carried out by both staff and students.

### Benefits

In addition to the need to comply with a law or to fulfill a mandate, institutions may decide to implement community engagement initiatives because it can be very beneficial to them. In the context of the third mission of universities, community engagement can contribute to regional economic development, play a community service role and inform teaching. In the context of TVET, (Nielsen, 2011; Seddon and Billett, 2004) partnerships can improve collaboration between the worlds of work and education, provide learning opportunities, address socio-economic challenges and localize decision-making processes related to TVET and the broader well-being of the community.

Survey respondents suggested that, for institutions, community engagement encourages TVET institutions to adopt a demand-driven approach and to enter into partnerships. By doing so, institutions will benefit from improved links with employers, local authority, citizens and other stakeholders. Other benefits include the increased relevance of training programmes, a better understanding of skill needs, a constant influx of information about emerging technologies and a better alignment of the curriculum with

the needs of the community and the market. Being constantly in contact with external stakeholders is bound to help institutions better understand the impacts that their actions can have on the community. Such proximity is also likely to increase an institution's awareness of its social responsibility. In the end, all these elements can lead to improved student enrollment levels.

Indeed, community engagement and active social partnerships can be beneficial to students in many different ways. As institutions maintain improved co-operation with stakeholders, students can expect a more engaged experience, improved training, a greater responsiveness of courses to employers' needs, increased skill development as well as becoming more familiar with the real-life uses of concepts such as sustainable development. In turn, this can lead to better integration into the job market, more placement opportunities and an overall improved access to the world of work.

For the community, the benefits of community engagement are multifaceted. By effectively connecting training needs with training offers, institutions help socio-economic development in communities. Smooth links between the institution and the community improve the sharing of information, the transfer of scientific and technological knowledge and the creation of shared knowledge.

### Disadvantages

Institutions collaborating with various types of stakeholders and entering into social partnerships is usually perceived positively. Community engagement can, however, have disadvantages. Survey respondents paid special attention to the increased workload that community engagement can create for teachers and other staff members. Although not always considered, community engagement can also create



additional work and time requirements on students, especially if community engagement activities are not incorporated in the training process and recognized as part of the evaluation activities.

The involvement of a wide range of stakeholders in community engagement is usually praised for the interactions it brings to the institution's socio-economic environment. While this is certainly a positive outcome, bringing in more stakeholders from various environments can introduce an extra level of complexity. This complexity can result in

decision-making processes being delayed due to additional consultation with stakeholders. This increased complexity can also be the source of potential conflicts. For instance, in collaborating with a wide range of stakeholders, the institution runs the risk of seeing its actions being politicized by certain community groups. Survey respondents also pointed out that community engagement initiatives can introduce a higher risk of tension between the institution's role models and those responsible for the institution's communications.

## Recommendations

This study was successful in collecting information on how community engagement is addressed in TVET training institutions in the UNEVOC Network. It generated a wealth of information on the forms and shapes of community engagement, the results of community engagement and the needs of UNEVOC Centres in terms of community engagement. At the same time, survey respondents identified a series of challenges that slow down further community engagement in the five UNEVOC Network regions. Below are a series of recommendations meant to provide actionable solutions to some of the challenges highlighted by survey respondents:

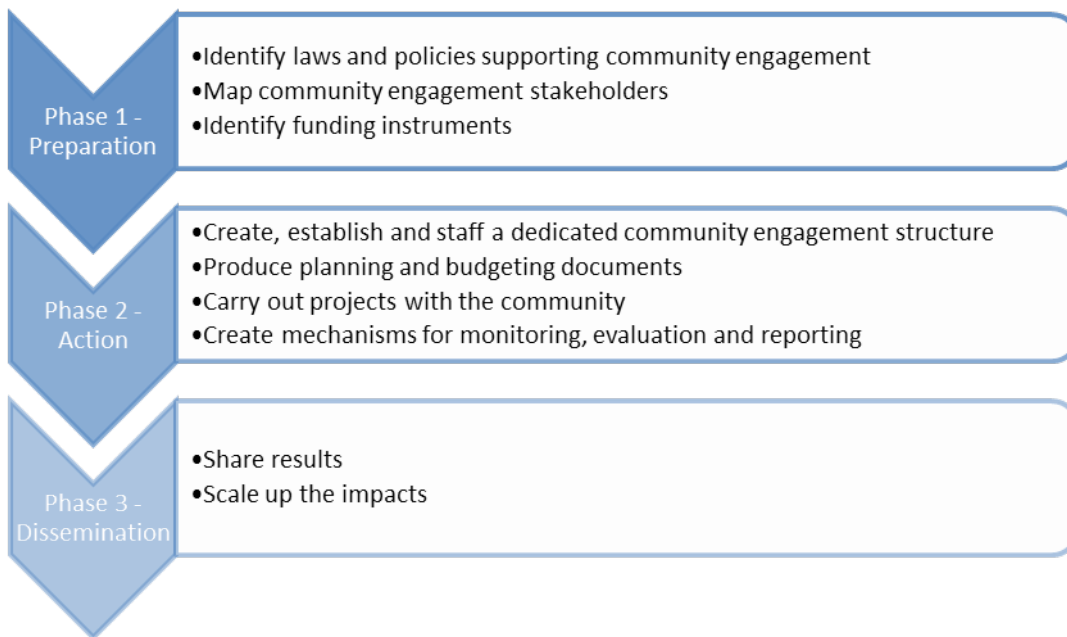
1. Develop and offer best practice-based training and information sessions to UNEVOC Centres from the Arab States on how to become more responsive to the needs of communities;
2. Develop and offer best practice-based training and information sessions to UNEVOC Centres from the Arab States on how to develop relationships between training providers and civil society organizations in order to develop need-based training in continuing education;
3. Work with UNEVOC Centres and other stakeholders from the Latin America and the Caribbean region on possible solutions to the 'fear factor' amongst staff and students, which hampers community engagement projects in the region;
4. Work with UNEVOC Centres from Africa and from Latin America and the Caribbean to find ways to promote community engagement despite an important lack of resources;
5. Raise awareness about academic freedom and autonomy among UNEVOC Centres and other stakeholders from both the Asia and the Pacific and the Africa regions in order to show how they could help promote community engagement.

Providing actionable initiatives to these recommendations would greatly help UNEVOC Centres work in conjunction with their communities to promote quality higher education and sustainable development.

## Community engagement framework

This report concludes by introducing a community engagement framework for UNEVOC Centres wishing to implement new community engagement initiatives or to improve upon existing initiatives. The framework is structured around the model developed by UNESCO (2015), which focuses on university-level community engagement through research projects. The UNESCO framework was modified to better fit the characteristics of the UNEVOC Network, which is made of various types of institutions, including universities, technical and vocational institutes, ministries, national bodies and research centres. The framework is divided into three phases recreating the process needed to structure a long-term commitment to community engagement: preparation, action, and diffusion (Figure 12).

Figure 12 - Phases of the community engagement framework



The following subsections go over each phase and provide more details about what each one involves.

### Preparation

The preparation phase can be pictured as a series of preliminary steps necessary for institutions to initiate community engagement projects. The preparation phase also allows the institution to take note of what is actually in place at the national or regional level regarding community engagement.

#### *Laws and policies*

The first task that needs to be carried out is to identify and understand the institutional and governmental policies and laws that promote community engagement (see Figures 3, 4 and 5). Identifying and understanding laws and policies already in place will give institutions leverage, help validate community engagement as an important issue and make it easier to convince stakeholders to invest resources to promote and implement it. When there is no policy or law on community engagement, it is a good idea to look at what

is being done elsewhere for inspiration. Identifying best practices can help show the potential benefits of community engagement (see Table 7) and raise awareness about some of its disadvantages (see Table 8).

#### *Stakeholder mapping*

Another important step is to conduct an extensive mapping of institutional and community stakeholders. Stakeholder mapping is an efficient way to comprehensively assess who are the main stakeholders and who could be engaged, both within the institution and in the community (see Figures 10 and 11). Mapping stakeholders can also lead to networking activities where perspectives, needs and expectations are shared. When looking for community partners, the institution should consider local civil society organizations that have a good understanding of their social environments and rely on strong networks. The institution should also seek to create partnerships with organizations that share common goals and objectives, which will facilitate long-term collaboration. Establishing links with national or international networks already engaged in community engagement is also a valuable asset.

### *Funding instruments*

Once stakeholders are mapped, the next step is to secure the funding instruments and resources that will cover the costs of community engagement activities. Funding can be secured from sources such as educational institutions, government agencies, ministries and other local entities. A thorough research will help define what funding resources are available.

### **Action**

In the action phase, institutions turn the information collected in Phase 1 into action.

### *The structure*

The first step of Phase 2 is the creation and establishment of a structure within the institution that will be responsible for managing community engagement projects. While creating such a structure might not be essential to initiate small-scale community engagement initiatives, it will quickly become necessary if the goal is to implement structured and mid- to long-term community engagement projects. Managing community engagement initiatives entails a series of tasks and responsibilities such as: supporting the development of projects based on community needs and requests; identifying project partners inside and outside of the institution and maintaining links with them; providing capacity development programmes when needed; developing strategies to maximize the projects' impacts on society; and developing project impacts assessment tools. Because each case is unique, there can be few specific guidelines for developing a community engagement structure with an institution. The structure should, however, be flexible so that it can adapt to the changing needs and challenges of its social environment. Creating and establishing the structure also require thinking about the kind of governance that is going to guide community engagement projects. In other words, a decision must be made regarding the management of the structure. Management can be shared with the community at various levels of responsibility or it can remain under the control of the institution.

### *Staffing the structure*

Institutions will need to decide who is going to work in the structure, whether it is full-time dedicated staff, teachers, students or a combination of all three. Chances are that the type of governance selected by the institution and its partners will dictate the composition of the staff and their responsibilities. For instance, under a co-governance paradigm, responsibilities can be shared with partner civil institutions. In staffing the structure, attention should be paid to ensure that staff are capable of providing leadership and defining clear goals. This will help inspire partners to join in community engagement projects and make long-term commitments.

### *Planning and budgeting*

Once the structure is implemented and staffed, planning and budgeting documents will need to be produced. A planning document will help the structure define its vision, mission and strategy, develop a work plan, consolidate the key stakeholders mapped in Phase 1, identify goals and objectives, plan activities and their implications, and develop monitoring and evaluation mechanisms. The budget, on the other hand, will allow the structure to assess the resources at its disposal to carry out community engagement initiatives. A budget will also help define what additional resources need to be secured in order to implement planned activities.

### *Community engagement projects*

There is a wide variety of community engagement project types. This study provided a glimpse into the forms of community engagement initiatives happening in the UNEVOC Network (see Figures 7, 8 and 9 as well as Table 4). Overall, community engagement and social partnership initiatives should seek to create links between the institution and the community, and increase the relevance of the institution towards its social environment. To maximize efficiency, partners should follow a set of simple guidelines: clarify the projects' goals and objectives; promote constant collaboration; and ensure effective and continuous communication between partners. It is also important to highlight that projects should benefit students through relevant learning outcomes. Community partners should also benefit from projects. Ensuring that projects are need-based will go a long way in making that happen.

Since teacher and student participation is an important aspect of community engagement, a special consideration should be given to the way community engagement projects are integrated into students' and faculty's workload, what Boyer (1990) referred to as the reward system. According to UNESCO (2015, p. 32), '[the] credits for engagement in [community engagement projects] should be given to both students and faculty, by way of adding on to their academic score and professional credibility and advancement respectively; whether it is through a project attachment or by linking a community engagement project to a thesis or other types of academic activities.

Before going ahead with projects, partners should make sure that all participating stakeholders possess the required skills. To respond to deficiencies, partners should not hesitate to provide stakeholders with capacity development sessions, whether it is through workshops, seminars or one-on-one tutoring. This will help ensure that all stakeholders have a good understanding of what is expected of them and are able to fulfil their tasks efficiently.

### *Monitoring, evaluating and reporting*

The structure will need to monitor, evaluate and report its work. This step is important because it provides feedback about the actions that have been carried out. Because they are sometimes confused, it is important to distinguish between monitoring and evaluation. According to UNESCO (2015, p. 40), 'Monitoring is a continuous internal management activity, whose purpose is to ensure that the programme achieves its defined objectives within the prescribed time frame and budget', while 'evaluation is the systematic process of collecting and analysing information to determine whether and to what extent the objectives are being realized'. One of the main differences between monitoring and evaluation is that evaluation is a subjective process that assesses the value of an activity and provides a framework for deciding whether a project or programme should be renewed, modified or cancelled. In spite of its subjectivity, evaluation is important because it seeks to identify the value of an activity. Quite a few methodologies for evaluating community engagement at the university level have been developed over the years. Finally, reporting makes sure that the structure's activities are documented and available for consultation.

### **Dissemination**

The dissemination phase can be summarized as the phase that seeks to ensure that results are shared and used to promote further community engagement initiatives.

### *Sharing results*

Community engagement projects and initiatives yield results. Because they are a product of a collaborative process, those results should be shared and made available to all stakeholders involved. To use research projects as an example, the structure's institution should be allowed to use the project's results for a publication, while the community should be allowed to use the results as a source of information to improve its well-being. Results can also be shared more widely. Indeed, a project in one location can yield valuable information about a methodology or results for people in a totally different location who were not part of the initial project.

### *Scaling up projects*

Finally, the last step is seeking to scale up the projects' positive impacts and outcomes. UNESCO (2015, p. 42) suggests two ways to do that:

1. Developing training or awareness programmes that will allow other students and communities to replicate meaningful projects;
2. Work with various levels of government and other stakeholders to attract more visibility for projects' results and to secure greater monetary support for future projects.

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# Appendices

## Appendix 1: Workshop programme

Community Engagement Workshop Programme  
 November 27-29, 2017  
 Cégep de la Gaspésie et des Îles – Campus de Carleton-sur-Mer  
 776, boulevard Perron  
 Carleton-sur-Mer  
 Québec, Canada  
 G0C 1J0

### Institutions:

Bow Valley College, Canada  
 Cégep de la Gaspésie et des Îles, Canada  
 Colleges and Institutes Canada, Canada  
 École nationale d'ingénieurs des sciences et technologies avancées à Borj Cédria, Tunisie  
 Fonds de Financement de la Formation professionnelle et technique, Sénégal  
 Iloilo Science and Technology University, UNEVOC Visayas Center, Philippines  
 National Council for the Federal Network of Vocational, Scientific and Technological Education Institutions, Brazil  
 T.A. Marryshow Community College, Grenada

### Day 1

Time	Topic	Activity description
08:30 - 10:00	Welcome, Introduction and presentation of the context and objectives of the workshop	General introduction by workshop participants; Videoconference by Jens Liebe, Senior Programme Expert at UNESCO-UNEVOC
10:00 - 10:20		Break
10:20 - 12:00	Presentation of the participating institutions	Each participant has ten minutes to present its UNEVOC centre to the group. Participants can rely on the material that they shared for the project proposal (Evidence of institutional capacity and subject matter expertise).
12:00 - 13:00		Lunch
13:00 - 14:30	What is community engagement and what form does it takes?	Using a World Map, participants have ten minutes to describe the various forms of community engagement unfolding in their respective countries.
14:30 - 15:00		Break
15:00 - 16:30	Who are the main partners and stakeholders in community engagement?	Using a World Map, participants identify the main partners and stakeholders in community engagement in their respective countries.

**Day 2**

Time	Topic	Activity description
08:00 - 09:00	Day 1 recap	Discussion on results from day 1
09:00 - 10:30	Greening TVET and community engagement: entrepreneurship as a unifying tool?	Fishbowl activity. Participants discuss entrepreneurship and greening TVET in a group setting.
10:30 - 11:00		Break
11:00 - 12:00	Videoconference	Budd Hall, co-chair at the UNESCO Chair in Community Based Research and Social Responsibility in Higher Education at the University of Victoria, will introduce the work accomplished by the Chair and offer insights on community engagement.
12:00 - 13:00		Lunch
13:00 - 14:30	What are the main factors affecting community engagement?	Participants brainstorm on the main factors promoting and slowing down community engagement.
14:30 - 15:00		Break
15:00 - 16:30	What are the main results of community engagement?	Participants take part in a dynamic and informal discussion on the main results of community engagement.
18:00 - 20:00		Dinner

**Day 3**

Time	Topic	Activity description
08:30 - 09:30	Day 2 recap and discussion	Discussion on results from day 2 Discussion with Yves Galipeau, general manager at the Cégep de la Gaspésie et des Îles
09:30 - 10:30	Research methodology and survey review	In an open discussion format, participants look at the collaborative research's methodology and offer insights on how to maximize the response rate and results.
10:30 - 11:00	Press conference	Yves Galipeau and survey participants participate in a short press conference to discuss the goals and results of the workshop.
11:00 - 11:15		Break
11:15 - 12:00	Next steps/ Wrap-up	Workshop participants discuss what the next steps will be and wrap up the event.
12:00 - 13:00		Lunch
13:30		Departure



## Appendix 2: Results from the methodology workshop

Below are the results from the participatory activities that took place during the workshop. The results are divided into five sections:

1. Forms of community engagement
2. Partners and stakeholders in community engagement
3. Greening TVET and entrepreneurship
4. Factors affecting community engagement
5. Results of community engagement

### Forms of community engagement

The first activity of the workshop looked into the various forms of community engagement in TVET. Using a world map (Map 2), each participant had ten minutes to describe the various forms of community engagement unfolding at their institution and in their respective countries. Answers were written on Post-its and stuck to a world map based on the UNEVOC Centre's cluster.

Map 2 - Forms of community engagement by regions



Participants identified a variety of forms of community engagement during the workshop. The forms presented are summarized in Figure 13.

Figure 13 - Forms of community engagement



### Partners and stakeholders in community engagement

The activity on partners and stakeholders followed the same methodology as the one on the forms of community engagement. Using a world map, each participant was allowed ten minutes to describe the partners and stakeholders involved in community engagement projects at their institution and in their respective countries. Answers were written on Post-its and stuck to a world map.

Participants provided a long and varied list of stakeholders. To make sense of the list, answers were then grouped in the following categories (Table 10): Governance, politics and local authorities; Educational institutions; Industry and enterprises; Social and health services; Socio-economic organizations; and Citizens and groups<sup>11</sup>.



Table 10 - Stakeholders in community engagement

Categories	Stakeholders
Governance, politics and local authorities	<ul style="list-style-type: none"> <li>• Local government boards</li> <li>• Chambers of commerce</li> <li>• Natural resource management entities</li> <li>• Monitoring institutions and agencies</li> <li>• Provincial and city councils</li> <li>• Politicians</li> </ul>
Educational institutions	<ul style="list-style-type: none"> <li>• Technical/vocational training centres</li> <li>• Primary and secondary schools</li> <li>• Faculty members and teachers</li> </ul>
Industry and enterprises	<ul style="list-style-type: none"> <li>• Corporate social responsibility entities</li> <li>• Employers</li> </ul>
Social and health services	<ul style="list-style-type: none"> <li>• Hospitals and local health agencies</li> <li>• Day care institutions</li> </ul>
Socio-economic organizations	<ul style="list-style-type: none"> <li>• Media</li> <li>• Cooperatives</li> <li>• NGOs</li> <li>• Economic development association</li> <li>• Think tanks</li> <li>• Private foundations</li> <li>• Funding institutions</li> </ul>
Citizens and groups	<ul style="list-style-type: none"> <li>• Native communities</li> <li>• Community groups</li> <li>• Parents and families</li> <li>• Youth commissions</li> <li>• Parents associations</li> <li>• Students and alumni federations</li> <li>• Marginalized students</li> <li>• Students and women caught in conflicts</li> </ul>

11 The categories listed in this chapter and in the next one do not rely on an existing typology. They were, however, developed according to the usual taxonomy principle: all items within a category must be as similar to each other as possible, while each category must be as different from each other as possible.

## Greening TVET and entrepreneurship

On the second day, participants discussed entrepreneurship and greening TVET in a group setting. The aim of the activity, called a fishbowl, was to contextualize community engagement and to see how it could contribute to solving important socio-economic and environmental issues such as youth unemployment and adaptation to climate change.

When discussing entrepreneurship, participants mentioned that entrepreneur role models, such as Edison, Steve Jobs or Bill Gates, are important for would-be entrepreneurs because they provide tangible examples of success. International or distant role models are, however, often only sources of inspiration and are rarely approachable to most people. An institution that would allow students to interact with actual successful entrepreneurs would provide valuable help to young entrepreneurs. A role model would, for instance, be able to explain to students that succeeding as entrepreneurs requires some essential prerequisites. First, every emerging entrepreneur needs to start with a good business idea. This means that their new product or service needs to be desirable, meaning that people are actually willing to pay money for it. Another important element is that their business case has to be sustainable. Can the entrepreneur make money doing this? In the context of greening TVET, young entrepreneurs are facing the challenge of coming up with ideas that modify existing technology or services, or coming up with a new sustainable technology or service. To meet these challenges, young entrepreneurs have to work and interact with end users, meaning people who are directly affected by the problem that the product or service seeks to remedy.

After discussing the implications of entrepreneurship and greening TVET, participants discussed how TVET Centres can help students carry out green entrepreneurship projects. Some of the key elements that were mentioned were the presence of role models, available and motivated teachers, and an institutional culture that makes it possible for students to be innovative. To allow for innovation, institutional governance and policies must allow students to experiment and make mistakes. In that context, students must be taught not to fear failures but instead learn from them. Once they make mistakes, they have to start thinking about what they would do differently. As a result, a training centre interested in promoting green entrepreneurship would need to serve as an incubator for entrepreneurs and give students the tools they need to learn from their mistakes and succeed.

Finally, participants also highlighted the importance of networks and communication when promoting entrepreneurship. It was mentioned that, often, the lack of resources is not the main problem for entrepreneurs. In some cases, resources are actually available but entrepreneurs are not aware of them. Having an expansive network can be crucial in securing support for the development and implementation of new business ideas. An institution pursuing active community engagement activities would be able to develop a strong network of collaborators who could then support and help implement green entrepreneurship initiatives.



## Factors affecting community engagement

Later during the second day of the workshop, participants were asked to brainstorm on the factors promoting and slowing down community engagement. To make discussions easier, the group was divided into small Anglophone and Francophone groups. The small groups brainstormed for approximately forty minutes. Results were then presented to the whole group and written on flip charts. After the workshop, results were analysed and grouped according to the following classification: political and socio-economic factors; the importance of individuals; financial factors; institutional factors; and networks and relationships.

Table 11 lists the factors that were identified as promoting community engagement. Of all the factors, political will, support from authority figures and new funding were the ones that participants identified as the main factors promoting community engagement.

Table 11 - Factors promoting community engagement

Categories	Factors
Political and socio-economic	<ul style="list-style-type: none"> <li>• International, national, or local priorities</li> <li>• Political will</li> <li>• Infrastructure and public policies supporting community engagement initiatives</li> <li>• The quality of the community environment</li> </ul>
Importance of individuals	<ul style="list-style-type: none"> <li>• The presence of mobilizers (dynamic and competent people)</li> <li>• Support from authority figures</li> <li>• Strong leadership</li> <li>• Success stories</li> </ul>
Financial factors	<ul style="list-style-type: none"> <li>• New funding</li> <li>• Free food</li> </ul>
Institutional factors	<ul style="list-style-type: none"> <li>• Relevant and popular services and actions from TVET institutions</li> <li>• Mature and efficient TVET institutions</li> <li>• Institutional projects based on needs</li> </ul>
Networks and relationships	<ul style="list-style-type: none"> <li>• Dynamic networks that make communication, the sharing of expertise and the creation of partnerships easier</li> <li>• Partnerships and relationships</li> </ul>

Workshop participants repeated the exercise and identified the main factors slowing down community engagement (Table 12). The lack of stakeholder alignment, inertia (status quo) and the lack of communication were identified as the main deterrents to effective community engagement. Looking at Table 12, one notices that analysing community engagement factors from the perspective of the factors slowing down engagement changed the dynamics between categories. Whereas factor distribution between categories was fairly even with factors promoting community engagement, the impact that individuals can have on slowing down community engagement is highlighted in Table 5.

Table 12 - Factors slowing down community engagement

Categories	Factors
Political and socio-economic	<ul style="list-style-type: none"> <li>• Lack of leadership</li> <li>• Misalignment of priorities and stakeholders</li> <li>• Overlapping authorities and competing jurisdiction</li> <li>• Local conflicts</li> <li>• Inertia (status quo)</li> </ul>

Categories	Factors
Importance of individuals	<ul style="list-style-type: none"> <li>• Lack of subject experts</li> <li>• Lack of incentives or context (WIFM, 'What's in it for me?')</li> <li>• Conflicting personal opinions</li> <li>• Language and cultural barriers</li> <li>• Risk aversion</li> <li>• Fear of unknown</li> <li>• Not enough time</li> <li>• Old habits and resistance to change</li> <li>• Lack of time</li> <li>• Gate keepers</li> </ul>
Financial factors	<ul style="list-style-type: none"> <li>• Lack of funding and delays in flowing cash on time</li> <li>• Budget cuts</li> </ul>
Institutional factors	<ul style="list-style-type: none"> <li>• Lack of leadership</li> <li>• Academic tenure</li> </ul>
Networks and relationships	<ul style="list-style-type: none"> <li>• Lack of communication</li> <li>• Turnover of partners and professional contacts</li> </ul>

### Results of community engagement

For the last activity of the second day, the discussion progressed to the outcomes of community engagement and participants brainstormed on the benefits of community engagement. The benefits that they identified were classified into six broad categories (Table 13): education, training and pedagogy; institutional mandate; proximity with the community; networking; personal growth and skills; and resources.

Table 13 - Benefits of community engagement

Categories	Benefits
Education, training and pedagogy	<ul style="list-style-type: none"> <li>• Improved training</li> <li>• Involvement of industry in curriculum development</li> <li>• Increased alignment between training offer and demand, which leads to better employment perspectives for graduates</li> <li>• Improved teacher engagement and improved practices from all stakeholders (students, teachers, administrative staff)</li> <li>• Uplifting of standards in teaching methodology</li> <li>• Expanded learning pathways</li> </ul>
Institutional mandate	<ul style="list-style-type: none"> <li>• Increased variety of stakeholders and partners</li> <li>• More appropriate tools</li> <li>• More relevant institutional interventions</li> <li>• Improved credibility of institutions</li> </ul>
Proximity with the community	<ul style="list-style-type: none"> <li>• Better understanding of socio-economic conditions/situations</li> <li>• Employer engagement is increased</li> <li>• Trainer/employer gap is reduced</li> <li>• Training institution becomes a partner to industry</li> <li>• Social inclusion /citizenship as a secondary benefit</li> <li>• Improved diversity of participants and stakeholders</li> <li>• Students are more employable</li> <li>• Greater impact on community problems</li> <li>• Willing to pay it forward (positive impact on the community)</li> </ul>

Categories	Benefits
Networking	<ul style="list-style-type: none"> <li>• More opportunities</li> <li>• Networking and effects of networking</li> <li>• Improved communication</li> <li>• Greater chances of carrying out successful projects</li> </ul>
Personal growth and skills	<ul style="list-style-type: none"> <li>• Greater interpersonal skills</li> <li>• Highlights the importance of working in teams, helps to develop team working skills (which is not a natural skill)</li> <li>• Students feel less alone – they are part of a community, which can lead to a new ability to empathize</li> <li>• May build confidence and push students to reach outside of their comfort zones</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• More resources</li> <li>• May make new funding available</li> </ul>

An effort was also made to identify the potential negative impacts of community engagement. This part of the activity was not as productive as the one about the benefits of community engagement. As a result, the list of downsides is not as detailed as the list of benefits. A possible explanation for this difference might be that the term 'negative outcome' does not capture the right dynamics. The term should maybe be reworked because participants seemed to be thinking more about concerns or worries than about 'negative outcomes' per se.

The main concern that they expressed was the issue of the sustainability community engagement. Community engagement projects might be forgotten, leading to some projects being duplicated because the initiative was not shared inside or outside of the institution. Such duplication may strain scarce resources and compromise the long-term impacts of the interventions. Participants also mentioned that community engagement projects might lead to the demobilization of stakeholders if projects do not lead to tangible results or if the projects are continually discussed but never really materialize.



## Appendix 3: Community engagement survey questionnaires

### Survey on TVET community engagement (En)

#### *Context and definitions*

This survey is part of a collaborative research project sponsored by the UNESCO- UNEVOC International Centre in Bonn, Germany. The research is being conducted through a partnership of eight UNEVOC centres from Brazil, Canada, Grenada, the Philippines, Senegal and Tunisia. The goal of the survey is to document community engagement practices in different national contexts.

TVET community engagement can be described as ‘the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity’<sup>12</sup>.

TVET community engagement rests on the coordinated participation of two sets of stakeholders. The first set is staff and students from educational institutions (colleges, training centres, universities, etc.). The second set is the community. The Kellogg Foundation<sup>13</sup> notes that ‘community’ is a very loose term, which can designate either the local neighborhood or the entire world. Perhaps less abstract is the concept of community stakeholder or partner. According to UNESCO<sup>14</sup>, ‘[a] community partner refers to individuals and/or entities within the community who may fairly represent their interests, needs and/or concerns because they are both knowledgeable about and empowered to represent that community’.

#### *Information about the survey*

The survey was developed collaboratively by the research partners. It is divided into five sections and should take about 15 minutes<sup>15</sup> to complete. Results from this survey will be compiled and presented in May 2018 at the UNEVOC Global forum.

#### *Objectives of the survey*

- Collect information on how community engagement is addressed in TVET training institutions in different countries and regions, identify similarities, differences and challenges, etc.;
- Address how to adapt a community engagement framework to different situations and TVET systems (e.g. presence or absence of a largely formal economy and TVET education, etc.).

#### *Survey Results*

Results from this survey will be presented in May 2018 at the UNEVOC Global forum.

### Section 1 – Information about the UNEVOC centre

Q.1 – Please provide the name of your UNEVOC centre

Q.2 - What is the type of your UNEVOC centre?

- National body
- Training centre
- Ministry
- University
- Research centre

12 Driscoll, Amy. 2009. Carnegie’s New Community Engagement Classification: Affirming Higher Education’s Role in Community. *New Directions for Higher Education*, no. 147, Fall. Wiley, p. 5.

13 Kellogg Commission on the Future of State and Land-Grant Universities. 1999. *Returning to our roots. Third Report*. Washington, DC: National Association of State Universities and Land-Grant Colleges, p. 11.

14 United Nations Educational, Scientific and Cultural Organization. 2015. *Institutionalizing Community University Research Partnerships. A User’s Manual*. UNESCO Chair in Community Based Research and Social Responsibility in Higher Education. PRIA and University of Victoria, p. 1.

15 Yet to be tested

Q.3 – Please provide the full address of your UNEVOC centre

Q.4 - Please provide the name and contact information of the point person who filled out the survey

### Section 2 – Forms of community engagement

Q.5 - Does your institutional vision and mission explicitly address community engagement?

- Yes
- No
- Don't know

Q.6 - Does your institution have a policy or strategy on community engagement?

- Yes
- No
- Don't know

o Attach file, if possible.

Q.7 - Is community engagement part of your institution's enabling law or legal mandate?

- Yes
- No
- Don't know

Q.8 - What form does community engagement take at your institution (you can choose more than one)?

- Work placement;
- Continuing education;
- Community service;
- financial incentives;
- Special programmes to move into technical and further education (TAFE)
- Other

Please describe (200 words max.): \_\_\_\_\_

Q.9 - Who are the community stakeholders with whom your institution most actively engages? Rank in the order of the most active:

- Students
- Trade unions
- Chambers of commerce
- Companies, industry and businesses
- Community groups
- Teachers, administration staff,
- Government (national, regional, municipal)
- Other

Please specify: \_\_\_\_\_

Q.9.1 - Using the list above, what stakeholders do you believe are more likely to further enhance community engagement at your institution and why? (200 words max.)

### Section 3 –Factors affecting community engagement

Q.10 - What do you think are the key factors for successful community engagement? (200 words max.)

- A.10.1: Please rank the factors in order of importance



Q.11 - What are the main factors preventing community engagement? (200 words max.)

- A.11.1: Please rank the factors in order of importance

#### **Section 4 - Results of community engagement**

Q.12 – What have been the biggest benefits of community engagement at your institution (for instance: improved links with employers, shared prosperity, knowledge creation, etc.?) Please rank in order of relevance:

Q.13 - Can you share any success stories or good examples of community engagement? (200 words max.)

Q.14 - What have been the biggest downsides or disadvantages to community engagement at your institution, if any (for instance: tensions between the non-academic community and the institution, increase workload for staff, demobilization, etc.)?,

Q. 15 - If you could ask for support in developing or strengthening your Community Engagement, what support would you request? (200 words max.)

#### **Section 5 - Entrepreneurship, green economy and community engagement**

Q. 16 – Do your community engagement initiatives promote entrepreneurship?

- Yes
- No
- Don't know

If so, please describe (200 words max.)

Q. 17 – Do your community engagement initiatives promote the green economy?

- Yes
- No
- Don't know

If so, please describe (200 words max.)

Do we have the permission to contact you for follow-up questions?

- Yes
- No

#### **Encuesta sobre Participación Comunitaria en TVET (Es)**

##### *Contexto y Delimitaciones*

Esta encuesta es parte de un proyecto de investigación en colaboración y patrocinado por el Centro Internacional UNESCO-UNEVOC en Bonn, Alemania. La investigación se está llevando a cabo a través de una asociación de ocho centros UNEVOC de Brasil, Canadá, Granada, Filipinas, Senegal y Túnez. El objetivo de la encuesta es documentar las prácticas de participación de la comunidad en diferentes contextos nacionales.

La participación de la comunidad de TVET se puede describir como 'la colaboración entre las instituciones de educación superior y sus comunidades más grandes para el intercambio de conocimientos y recursos de beneficio mutuo en un contexto de asociación y reciprocidad'.

El compromiso de la comunidad de TVET se basa en la participación coordinada de dos grupos de partes interesadas. El primer grupo es personal y estudiantes de instituciones educativas (colegios, centros de capacitación, universidades, etc.). El segundo conjunto es la comunidad. La Fundación Kellogg señala que 'comunidad' es un término muy flexible, que puede designar el vecindario local o el mundo entero. Quizás

menos abstracto es el concepto de parte interesada o socio de la comunidad. Según la UNESCO, '[un] socio de la comunidad se refiere a individuos y / o entidades dentro de la comunidad que pueden representar justamente sus intereses, necesidades y / o inquietudes porque tienen conocimiento y están facultados para representar a esa comunidad'.

#### *Información sobre la encuesta*

La encuesta fue desarrollada en colaboración, por los socios de investigación. Se divide en cinco secciones y debe tomar aproximadamente 15 minutos para completarse. Los resultados de esta encuesta se compilarán y presentarán en mayo del 2018 en el foro mundial de UNEVOC.

#### *Objetivos de la Encuesta*

- Recopilar información sobre cómo se aborda la participación de la comunidad en las instituciones de formación de TVET en diferentes países y regiones, identificar similitudes, diferencias y desafíos, etc.
- ¿Cómo adaptar un marco de participación de la comunidad a diferentes situaciones y sistemas de TVET (por ejemplo, presencia o ausencia de una economía en gran parte formal y educación sobre EFTP, etc.).

#### *Resultados de la Encuesta*

Los resultados de esta encuesta se presentarán en mayo del 2018 en el foro Global de UNEVOC.

### **Sección 1 – Información sobre el Centro UNEVOC**

P.1 – Favor indicar el nombre de su Centro UNEVOC

P.2 – Que tipo de Centro UNEVOC es el suyo?

- Gubernamental
- Centro de formación
- Ministerio
- Universidad
- Centro de investigación

P.3 – Favor completar con la dirección completa de su Centro UNEVOC

P.4 – Favor completar con la información de la persona de contacto, quien complete la encuesta

### **Sección 2 – Formas de Compromiso con la comunidad**

P.5 – ¿La Visión y Misión de su institución explícitamente aborda el compromiso con la Comunidad?

- Si
- No
- No Sabe

P.6 – ¿Su Institución posee una política o una estrategia para con su compromiso con la Comunidad?

- Si
- No
- No Sabe

Adjuntar el archivo, si es posible.

P.7 – ¿La participación de la comunidad es parte de una ley habilitadora o del mandato legal de la institución?

- Si
- No
- No Sabe

P.8 - ¿Qué forma toma la participación comunitaria en su institución (puede elegir más de una)?

- Prácticas laborales;
- Educación continua;
- Servicio comunitario;
- Incentivos financieros;
- Programas especiales para pasar a la educación Técnica y continua (TAFE) u;
- Otros

Favor describir (200 palabras max.)

P.9 - ¿Quiénes son los interesados de la comunidad con los que su institución participa más activamente? Clasifique en el orden de los más activos:

- Estudiantes
- Sindicatos
- Cámara de comercio
- Empresas, compañías, industria, y negocios
- Grupos de la comunidad
- Docentes, empleados administrativos
- Gobierno (nacional, regional, municipal)
- Otros

Favor especificar: \_\_\_\_\_

P.9.1 - Usando la lista anterior, ¿Quiénes son los más interesados y cuales son las probabilidades de mejorar aún más la participación de la comunidad en su institución y por qué? (200 palabras max.)

### **Sección 3 – Factores que afectan la participación comunitaria**

P.10 - ¿Cuáles cree que son los factores clave para el éxito de la participación de la comunidad? (200 palabras max.)

- A.10.1: Por favor clasifique los factores en orden de importancia

P.11 - ¿Cuáles son los principales factores que impiden un compromiso de la comunidad? (200 palabras max.)

- R.11.1: Por favor clasifique los factores en orden de importancia

### **Sección 4 – Resultados de participación comunitaria**

P.12 – ¿Cuáles han sido los mayores beneficios de la participación comunitaria en su institución (por ejemplo: mejores vínculos con los empleadores, prosperidad compartida, creación de conocimiento, etc.) Por favor clasifíquelos en orden de importancia:

P.13 - ¿Puede compartir alguna historia de éxito o buenos ejemplos de participación comunitaria? (200 palabras max.)

P.14 - ¿Cuáles han sido los principales inconvenientes o desventajas de la participación comunitaria en su institución, si corresponde (por ejemplo: tensiones entre la comunidad no académica y la institución, aumento de la carga de trabajo para el personal, desmovilización, etc.)?

P. 15 -Si pudiera solicitar ayuda para desarrollar o fortalecer su compromiso con la comunidad, ¿qué apoyo solicitaría? (200 palabras max.)

## Sección 5 - Emprendimiento, sustentabilidad (economía verde) y participación de la comunidad

P. 16 – ¿Sus iniciativas de participación comunitaria promueven el emprendimiento?

- Si
- No
- No Sabe

Si es así, por favor describa (200 palabras max.)

P. 17 – ¿Sus iniciativas de participación comunitaria promueven la economía verde?

- Si
- No
- No Sabe

Si es así, por favor describa (200 palabras max.)

¿Tenemos el permiso para contactarlo para preguntas de seguimiento?

- Si
- No

### Sondage sur l'engagement communautaire (Fr)

#### *Contexte et définitions*

Ce sondage s'inscrit dans le cadre d'un projet de recherche collaborative financé par le Centre international UNESCO-UNEVOC, situé à Bonn, en Allemagne. Ce projet de recherche est un partenariat entre huit centres UNEVOC. Ces centres sont situés au Brésil, au Canada, à Grenade, aux Philippines, au Sénégal et en Tunisie. L'objectif général du sondage est de documenter les différentes pratiques d'engagement communautaire des établissements de formation technique et professionnelle (EFTP) ayant cours au sein des différents contextes nationaux.

L'engagement communautaire des EFTP peut se décrire comme une 'collaboration entre les établissements postsecondaires et leurs communautés élargies pour faciliter un échange mutuellement bénéfique de connaissances et de ressources dans un contexte de partenariat et de réciprocité'.

L'engagement communautaire des EFTP s'appuie sur la participation coordonnée de deux groupes d'intervenants. Le premier groupe est formé du personnel et des étudiants des établissements d'enseignement, c'est-à-dire des collèges, des centres de formation, des universités, etc. Le deuxième groupe est formé par la communauté. La Fondation Kellogg note que le terme 'communauté' réfère à un concept très vague pouvant référer autant au voisinage de quartier qu'à l'ensemble du monde. Les concepts d'intervenant ou de partenaire communautaire peuvent fournir ici une expression plus concrète de ce que représente une communauté. Selon l'UNESCO, « un partenaire communautaire fait référence aux individus et aux entités de la communauté qui peuvent représenter correctement les intérêts, besoins et préoccupations de celle-ci parce qu'ils la connaissent bien et qu'ils possèdent la légitimité nécessaire pour la représenter ».

#### *Informations à propos du sondage*

Le questionnaire du sondage a été développé par l'ensemble des partenaires de recherche. Le questionnaire est divisé en cinq sections. Remplir le sondage vous demandera environ une vingtaine de minutes.

Les objectifs spécifiques du sondage sont de :

- Colliger de l'information sur les différentes méthodes utilisées par les établissements d'enseignement pour promouvoir l'engagement communautaire au sein des différents pays et régions afin d'identifier les similarités, différences, défis, etc.;

- Se pencher sur les façons d’adapter les modèles et cadres d’engagement communautaire aux contextes et systèmes nationaux des établissements de l’EFTP (par exemple, la présence ou l’absence d’une économie et d’un système d’EFTP formel, etc.)

### Résultats du sondage

Les résultats du sondage seront présentés au Forum mondial UNEVOC qui se tiendra les 17 et 18 mai 2018, à Bonn, en Allemagne.

## Section 1 – Informations à propos de votre centre UNEVOC

Q.1 – Veuillez préciser le nom de votre centre UNEVOC

Q.2 – Votre centre UNEVOC est un

- Organisme national
- Centre de formation
- Ministère
- Université
- Centre de recherche

Q.3 – Veuillez fournir l’adresse complète de votre centre UNEVOC

Q.4 – Veuillez fournir le nom et les coordonnées de la personne ayant rempli le sondage

## Section 2 – Formes d’engagement communautaire

Q.5 – Est-ce que votre mission institutionnelle mentionne de manière explicite l’engagement communautaire?

- Oui
- Non
- Ne sais pas

Q.6 – Est-ce que votre institution possède une politique ou une stratégie sur l’engagement communautaire?

- Oui
- Non
- Ne sais pas

Joindre le document, si possible.

Q.7 – Est-ce que l’engagement communautaire est spécifié dans la loi habilitante ou le mandat légal de votre institution?

- Oui
- Non
- Ne sais pas

Q.8 – De quelles manières se concrétise l’engagement communautaire à votre institution (vous pouvez sélectionner plusieurs réponses)?

- Placement professionnel;
- Formation continue;
- Service communautaire;
- Mesures financières incitatives;
- Programmes spéciaux menant à la formation technique et complémentaire (TAFE)
- Autre initiative

Veuillez préciser (maximum de 200 mots)

Q.9 – Quels sont les partenaires communautaires avec lesquels votre institution collabore le plus? Veuillez classer les partenaires ci-dessous en ordre d'importance (le plus important en premier):

- Étudiants
- Syndicats
- Chambres de commerce
- Compagnies, entreprises et industrie
- Groupes communautaires
- Enseignants et personnel administratif de votre institution
- Gouvernement (national, régional, municipal)
- Autre

Veuillez préciser

Q.9.1 – Selon vous, en vous appuyant sur la liste des partenaires à la question 9, quels partenaires peuvent le plus efficacement contribuer au développement de l'engagement communautaire à votre institution. Veuillez préciser les raisons ayant justifié votre choix. (maximum de 200 mots)

### **Section 3 – Facteurs clés dans l'engagement communautaire**

Q.10 – Selon vous, quels sont les facteurs pouvant contribuer le plus au déploiement efficace des initiatives d'engagement communautaire? (maximum de 200 mots)

- A.10.1: Veuillez classer les facteurs en ordre d'importance

Q.11 – Quels sont les principaux facteurs nuisant au déploiement efficace des initiatives d'engagement communautaire? (maximum de 200 mots)

- A.11.1: Veuillez classer les facteurs en ordre d'importance

### **Section 4 – Résultats de l'engagement communautaire**

Q.12 – Quels ont été les principaux bénéfices de l'engagement communautaire pour votre institution (par exemple: meilleure synergie avec les employeurs, prospérité partagée au sein de la communauté, création de nouvelles connaissances, etc.)? Veuillez classer les bénéfices par ordre de pertinence:

Q.13 – Pouvez-vous nous partager des exemples de réussite de votre institution en matière d'engagement communautaire? (maximum de 200 mots)

Q.14 – S'il en existe, veuillez identifier les principaux inconvénients ou désavantages découlant des initiatives d'engagement communautaire mises de l'avant par votre institution (par exemple: tensions entre l'institution et la communauté, augmentation de la tâche de travail pour le personnel, démobilité des partenaires communautaires ou des enseignants, etc.).

Q.15 – Si un accompagnement vous était offert pour vous aider à développer ou à renforcer vos capacités en engagement communautaire, quel type d'accompagnement choisiriez-vous? (maximum de 200 mots)

### **Section 5 – Entrepreneurat, économie verte et engagement communautaire**

Q.16 – Est-ce que vos actions en engagement communautaire font la promotion de l'entrepreneuriat?

- Oui
- Non
- Ne sais pas

Si oui, bien vouloir des exemples (maximum de 200 mots)

Q. 17 – Est-ce que vos actions en engagement communautaire font la promotion de l'économie verte?

- Oui
- Non
- Ne sais pas

Si oui, bien vouloir des exemples (maximum de 200 mots)

Nous donnez-vous la permission de communiquer avec vous advenant le cas où nous aurions des questions additionnelles?

- Oui
- Non

### **Pesquisa sobre o envolvimento comunitário no Ensino e na Formação Técnica Profissional (da sigla em inglês TVET) (Pt)**

#### *Contexto e definições*

Esta pesquisa faz parte de um projeto colaborativo patrocinado pelo Centro Internacional UNESCO-UNEVOC em Bonn, na Alemanha. A pesquisa está sendo realizada através de uma parceria de oito centros UNEVOC do Brasil, Canadá, Grenada, Filipinas, Senegal e Tunísia. O objetivo da pesquisa é documentar as práticas de engajamento da comunidade em diferentes contextos nacionais.

O engajamento da comunidade no TVET pode ser descrito como 'a colaboração entre instituições de ensino superior e suas comunidades maiores para o intercâmbio de conhecimento e recursos mutuamente benéficos em um contexto de parceria e reciprocidade'.

O envolvimento da comunidade no TVET baseia-se na participação coordenada de dois grupos de partes interessadas. O primeiro conjunto é formado por servidores (pessoal) e estudantes de instituições educacionais (faculdades, centros de treinamento, universidades, etc.). O segundo conjunto é a comunidade. A Fundação Kellogg observa que 'comunidade' é um termo muito amplo, que pode designar o bairro local ou o mundo inteiro. Talvez menos abstrato seja o conceito de parte interessada da comunidade ou parceiro. Segundo a UNESCO, '[a] parceiro comunitário se refere a indivíduos e / ou entidades dentro da comunidade que podem representar de maneira justa seus interesses, necessidades e / ou preocupações porque ambos são bem informados e capacitados para representar essa comunidade'.

#### *Informações sobre a pesquisa*

A pesquisa foi desenvolvida colaborativamente pelos parceiros. Está dividida em cinco seções e deve demorar cerca de 15 minutos para ser concluído. Os resultados dessa pesquisa serão compilados e apresentados em maio de 2018 no fórum Global da UNEVOC.

#### *Objetivos da pesquisa*

- Recolher informações sobre como o envolvimento da comunidade é abordado em instituições de treinamento de TVET em diferentes países e regiões, identificar semelhanças, diferenças e desafios, etc. ;
- Abordar como adaptar uma estrutura de envolvimento da comunidade a diferentes situações e sistemas de TVET (por exemplo, presença ou ausência de uma grande economia formal, bem como o Ensino e a Formação Técnica Profissional).

#### *Resultados da Pesquisa*

Os resultados dessa pesquisa serão apresentados em maio de 2018 no fórum Global da UNEVOC.

### Seção 1 – Informação sobre o centro UNEVOC

Q.1 – Por favor, informe o nome do centro UNEVOC que você representa

Q.2 – Qual é a natureza do centro UNEVOC que você representa?

- Entidade Nacional
- Centro de Treinamento
- Ministério
- Universidade
- Centro de Pesquisa

Q.3 – Por favor, informe o endereço completo do centro UNEVOC que você representa

Q.4 – Por favor, informe o nome e dados de contato do ponto focal que preencheu o formulário:

### Seção 2 – Formas de engajamento da comunidade

Q.5 - A visão e missão de sua instituição abordam explicitamente o engajamento da comunidade?

- Sim
- Não
- Não sei

Q.6 - Sua instituição tem uma política ou estratégia para engajamento com a comunidade?

- Sim
- Não
- Não sei

Anexe um documento, se possível

Q.7 - O envolvimento da comunidade é parte do mandato legal da sua instituição?

- Sim
- Não
- Não sei

Q.8 – De que forma o engajamento com a comunidade acontece na sua instituição? (você pode escolher mais de uma opção)?

- Empregabilidade;
- Educação contínua;
- Serviço comunitário;
- Incentivos financeiros;
- Programas especiais de acesso à educação técnica e educação superior
- Outro

Por favor descreva (máximo de 200 palavras)

Q.9 - Quais são os agentes da comunidade com quem sua instituição se envolve mais ativamente? Posicione na ordem dos mais ativos:

- Estudantes
- Sindicatos
- Câmaras de comércio
- Empresas, indústria e negócios
- Grupos comunitários
- Professores, servidores/funcionários administrativos,
- Governo (nacional, regional, municipal)
- Outro



Por favor especifique

Q.9.1 - Usando a lista acima, quais os agentes você acredita que sejam mais propensos a melhorar o envolvimento da comunidade em sua instituição e por quê? (máximo de 200 palavras)

### **Seção 3 – Fatores que afetam o engajamento da comunidade**

Q.10 – Quais os fatores-chaves para o sucesso do engajamento da comunidade? (máximo de 200 palavras)

- A.10.1: Por favor, ranqueie os fatores em ordem de importância.

Q.11 - Quais são os principais fatores que impedem o engajamento da comunidade? (máximo de 200 palavras)

- A.11.1: Por favor, ranqueie os fatores em ordem de importância.

### **Seção 4 - Resultados do engajamento da comunidade**

Q.12 – Quais foram os maiores benefícios do envolvimento da comunidade em sua instituição (por exemplo: links aprimorados com empregadores, prosperidade compartilhada, criação de conhecimento, etc.?) Por favor, classifique por ordem de relevância.

Q.13 - Você pode compartilhar casos de sucesso ou bons exemplos de engajamento da comunidade? (máximo de 200 palavras)

Q.14 - Quais foram (se houver) as maiores desvantagens ou prejuízos da sua instituição a partir do envolvimento da comunidade? (por exemplo: tensões entre a comunidade não-acadêmica e a instituição, aumento da carga de trabalho para equipe, desmobilização, etc.)

Q. 15 - Se você pudesse requerer apoio para o desenvolvimento ou para o fortalecimento de seu compromisso com a comunidade, qual o apoio você solicitaria? (máximo de 200 palavras)

### **Seção 5 – Empreendedorismo, economia verde e engajamento da comunidade**

Q. 16 – As suas iniciativas de engajamento da comunidade promovem o empreendedorismo?

- Sim
- Não
- Não sei

Caso a resposta seja positiva, por favor descreva (máximo de 200 palavras)

Q. 17 – As suas iniciativas de engajamento da comunidade promovem a economia verde?

- Sim
- Não
- Não sei

Caso a resposta seja positiva, por favor descreva (máximo de 200 palavras)

Temos a permissão para contatá-lo para perguntas de acompanhamento?

- Sim
- Não

## Appendix 4: List of countries that completed the online survey

Country	Cluster
Afghanistan	Asia and the Pacific
Albania	Europe, CIS and North America
Brazil	Latin America and the Caribbean
Brunei Darussalam	Asia and the Pacific
Cambodia	Asia and the Pacific
Cameroun	Africa
Canada	Europe, CIS and North America
Chile	Latin America and the Caribbean
China	Asia and the Pacific
Croatia	Europe, CIS and North America
Germany	Europe, CIS and North America
Ghana	Africa
Guyana	Latin America and the Caribbean
Indonesia	Asia and the Pacific
Iran	Asia and the Pacific
Ireland	Europe, CIS and North America
Jamaica, West Indies	Latin America and the Caribbean
Jordan	Arab States
Kenya	Africa
Korea	Asia and the Pacific
Lebanon	Arab States
Madagascar	Africa
Malaysia	Asia and the Pacific
Malta	Europe, CIS and North America
Morocco	Arab States
Mauritius	Africa
Mexico	Latin America and the Caribbean

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Mozambique	Africa
New Zealand	Asia and the Pacific
Nigeria	Africa
Philippines	Asia and the Pacific
Senegal	Africa
Seychelles	Africa
Spain	Europe, CIS and North America
Sweden	Europe, CIS and North America
Tanzania	Africa
The Netherlands	Europe, CIS and North America
Tunisia	Arab States
Ukraine	Europe, CIS and North America

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