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Research Partnerships: The ARUC-ÉS and RQRP-ÉS Model



English version of:

*La recherche partenariale :
le modèle de l'ARUC-ÉS et du RQRP-ÉS*

Alliance de recherche universités-communautés en économie sociale (ARUC-ÉS)
Réseau québécois de recherche partenariale en économie sociale (RQRP-ÉS)

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ALLIANCE DE RECHERCHE UNIVERSITÉS-COMMUNAUTÉS
RÉSEAU QUÉBÉCOIS DE RECHERCHE PARTENARIALE

The *Alliance de recherche universités-communautés en économie sociale* (ARUC-ÉS) and the *Réseau québécois de recherche partenariale en économie sociale* (RQRP-ÉS) wish to acknowledge the financial support provided by the Social Sciences and Humanities Research Council of Canada (SSHRC) and *Université du Québec à Montréal* (UQAM).



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The present document uses the acronyms ARUC-ÉS and RQRP-ÉS when referring, respectively, to the *Alliance de recherche universités-communautés en économie sociale* and the *Réseau québécois de recherche partenariale en économie sociale*. Intermittently, it refers to the ARUC-ÉS and the RQRP-ÉS as simply the Alliance and the Réseau.

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Preface

The *Alliance de recherche universités-communautés en économie sociale* (ARUC-ÉS - « Community-University Research Alliance (CURA) in Social Economy ») and the *Réseau québécois de recherche partenariale en économie sociale* (RQRP-ÉS - Quebec Network of Research Partnerships in Social Economy) are research partnership centres funded by the Social Sciences and Humanities Research Council of Canada. Together, they form a research consortium on issues of common interest, namely, researching and mobilizing knowledge in the area of the social economy. The activities of this consortium have enabled the social economy to grow and earn broader recognition as a social, cultural, political and economic development instrument in Quebec.

The ARUC-ÉS, which was created in 2000, is Quebec's first centre for interuniversity research devoted entirely to research partnerships. Its activities focus on different sectors of the social economy: community housing, social services, recreation and social tourism, finance and local and regional development. For its part, the RQRP-ÉS, which was created in 2005, is one of six Canadian centres dedicated to research partnerships in social economy. It is geographically decentralized: the RQRP-ÉS is active in eight Québec regions with a university, and its research focuses on the distinctive features of each region.

The two Montreal-based research centres are both located at Université du Québec à Montréal (UQAM).

Introduction

The aim of the present document is to share the Alliance and the Réseau experience with all who are interested in research practices carried out in partnership, and to promote university research among practitioners/acteurs.

The ARUC-ÉS/RQRP-ÉS working committee¹, in charge of promoting practices that mobilize knowledge, quickly realized that research carried out in partnership has significant advantages when it comes to transferring knowledge to practitioners/acteurs. In order to highlight these advantages, the committee has prepared this guide, which outlines the characteristics and conditions that facilitate the partnership approach to work and research.

Thus, *Research Partnerships: the ARUC-ÉS and RQRP-ÉS Model* will allow the partners brought together by the ARUC-ÉS and the RQRP-ÉS to:

- form a common understanding of what is meant by a research partnership, and of partnership work methods within the ARUC-ÉS and the RQRP-ÉS;
- adopt aspects that differentiate research based on partnership from traditional research;
- assess the advantages of research partnerships, both for their own needs and for helping the social economy to grow;
- achieve the best possible dissemination and transfer of research-based knowledge.

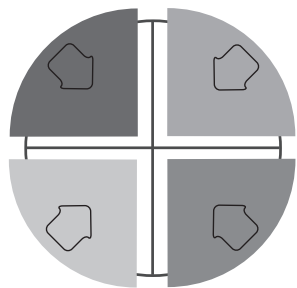
In addition, the aim of the present document is to share the experience of the Alliance and the Réseau with all who are interested in research practices carried out in partnership, and to promote university research for practitioners/acteurs.

Chapter 1 provides a brief introduction to the idea of research partnerships and its advantages for social economy researchers and practitioners/acteurs.

Chapter 2 presents the ARUC-ÉS/RQRP-ÉS model by way of a discussion of the five stages of research partnership. Chapter 3 presents the structure of the Alliance and the Réseau, that is, the various stakeholders and resource persons who intervene in the research partnership process.

A document entitled *Guide for Knowledge Mobilization in the Context of Research Partnerships* constitutes an extension of the present document. It may be consulted for further explorations of issues involving the dissemination and transfer of knowledge within the context of ARUC-ÉS and RQRP-ÉS research partnerships.

¹ Lucie Dumais, Professor of Social Work, UQAM; Sonia Vailancourt, Conseil québécois du loisir (CQL); Andrée Lapierre, Confédération des syndicats nationaux (CSN); Jean-Marc Fontan, Denis Bussières, Geneviève Shields and Louise Sutton, ARUC-ÉS/RQRP-ÉS.



A research partnership requires mobilization of, and close contact between, researchers and practitioners/acteurs to combine their knowledge, methods and resources.

Research Partnerships in the Social Economy

ARUC-ÉS/RQRP-ÉS research structures differ from their more conventional counterparts in that they bring together representatives of the university community and the social economy to form a partnership. This partnership analyzes issues of common interest, conducts research and mobilizes knowledge in the social economy.

The research partnership requires mobilization of and close contact between researchers and practitioners/acteurs to combine their knowledge, methods and resources. The goal is to carry out research projects that will be just as relevant for the university community as they are for the community of practitioners/acteurs.

“The type of research carried out in communities, and supported by mechanisms for consultation, often employs a type of knowledge based on the experience of individuals present in those communities. These individuals are essential to the researchers who, for their part, must systematize this experience and characterize it for the acteurs in the field who employ theoretical frameworks to guide their work. As for their partners, their knowledge of the environment constitutes an irreplaceable asset when the time arrives to validate the results obtained by the researchers. In addition, the researchers’ viewpoints sometimes enable individuals in the community involved to begin analyzing and transforming practices that might have been more difficult to undertake based solely on their internal dynamics. Thus, the relationship between researchers and acteurs in the field involves a genuine relationship of reciprocity.”²

² ARUC-ÉS (2007) Cahier C-07-2007, Report on the seminar: “Concertation locale et gouvernance en contexte de revitalisation urbaine”. Speech delivered by Christian Jetté, Professor of Social Work, Université de Montréal, p. 30.

*Generates new ways
of thinking about
the social economy...
describes its various
aspects ... improves the
effectiveness of social
economy enterprises
and organizations
... sheds light on the
renewal of public policy
... enriches university
programs ...*

Effects / Spin-offs from ARUC-ÉS and RQRP-ÉS activities

ARUC-ÉS and RQRP-ÉS activities have important spin-offs that promote the recognition and development of the social economy.

On the one hand, the ARUC-ÉS and the RQRP-ÉS lead, co-ordinate or participate in meetings intended to **initiate or provide food for thought** on topics or concerns relating to the social economy sector. Examples would be:

- their role at the *Symposium sur le financement de l'économie sociale* ("Symposium on Financing the Social Economy");
- the colloquium entitled, *Le logement communautaire: développer en partenariat* ("Community Housing: Growing in Partnership");
- the seminar, *L'insertion socioprofessionnelle, une réponse à la pauvreté* ("Addressing Poverty: Social and Occupational Integration");
- and the workshop, *Investir solidairement* ("Solidarity-based Investment") within the framework of the *Sommet de l'économie sociale et solidaire* ("Social and Solidarity Economy Summit").

On the other hand, their research activities help to:

- **identify actual situations** and better understand the dynamics of a particular social economy sector or territory.

Examples would include:

- the *Symposium sur le financement du logement communautaire*, (« Symposium on Financing Community Housing »);
- the *Projet de recherche sur les quinze ans de la table de concertation Vivre Saint-Michel en santé* (VSMS, "Research Project on the First Fifteen Years of the Community Round Table on Healthy Living in Saint-Michel");
- and the project, *Contribution de l'économie sociale au développement des milieux ruraux : le cas du Bas-Saint-Laurent* ("Contribution of the social economy to the development of rural environments: the case of the lower St. Lawrence").

- **meet needs**, solve problems and make social economy enterprises and organizations more effective.

Examples would include:

- *Grille d'analyse de l'accessibilité au loisir* ("Analytical grid on accessibility to leisure activities");
- *Expérimentation de l'intégration en emploi des personnes ayant le syndrome d'Asperger* ("The research on evaluating pilot projects for integrating individuals with Asperger syndrome into work environments");
- The seminar on the commercialization of the social economy that took place at UQAM on June 2, 2006 that explored how to develop markets that correspond with the principles of the social economy;

- *Analyse des décisions de la Commission municipale du Québec en matière d'exemption de taxes foncières pour les organismes sans but lucratif oeuvrant dans le domaine du loisir : Bilan et perspectives* ("Analysis of decisions made by the Commission municipale du Québec concerning property taxes for non-profit organizations working in the leisure sector: assessment and outlook").

- **renew public policy** and regulatory frameworks.

An example of this would be the ARUC-ÉS partners brought together to work on community housing and social services sectors. Their research and meetings are devoted to the development, organization and occasionally the linking or regulation of home-care services and housing non-profit organizations (NPOs). For example, there is a study entitled, *L'offre de services et les coûts requis pour le soutien communautaire en OSBL d'habitation* ("The Supply of Services and the Cost of Community Support for Housing NPOs") and another entitled, *Institutionnalisation des EÉSAD : un bilan du cadre national* ("Institutionalizing the home care enterprises in the social economy: an assessment of the national framework"). The deliberations and observations that resulted from these studies will make an invaluable contribution to the policies adopted by the *ministère de la Santé et des Services sociaux* (MSSS - "Department of Health and Social Services").

The same holds true for social economy researchers and practitioners/acteurs working together in the RQRP-ÉS and who are interested in encouraging the development of policies to support the social economy at the municipal level.

- **demonstrate the actual and potential value of the social economy** with a view to broadening the recognition it receives, both socially and politically.

Noteworthy in this regard is the participation of ARUC-ÉS researchers who supported the *Chantier de l'économie sociale*³ in its programs with the federal government. In particular, these initiatives led to the creation of a program within the IDEA-SME Program⁴ framework: *Développement des capacités en économie sociale* ("Capacity Building in the Social Economy"); it also resulted in the creation of a 52.4 million-dollar investment fund for Quebec's social economy enterprises thanks to contributions from the governments of Canada and Quebec, as well as investments from the *Fonds de Solidarité of the Fédération des travailleurs et travailleuses du Québec* (FTQ)⁵ and the *FondAction of the Confédération des syndicats nationaux*⁶ (CSN).

- **forge a collective identity** and strengthen networking among social economy acteurs and enterprises in Quebec, Canada and internationally.

An important example would be the ties developed with Brazilian partners at the 2006 *Association francophone pour le savoir* (ACFAS) Conference, during a seminar organized by the ARUC-ÉS and the Centre of Research and Information on the Public, Social and Cooperative Economy (CIRIEC Canada).

3 The *Chantier de l'économie sociale*, created in 1996, is a non-profit organisation whose mission is the promotion and development of the social economy. Its Board of Directors is made up of representatives of a wide range of networks of collective enterprises, local development organisations, regional coalitions and social movements.

4 IDEA-SME Program: Innovation, Research and Development and Design

5 The Solidarity Fund of Quebec Federation of Labour (QFL)

6 *Fonds de développement pour la coopération et l'emploi* of Confederation of National Trade Unions

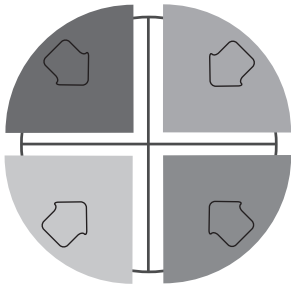
- **enriching the teaching methods** and programs of affiliated universities.

Researchers involved in a research partnership sponsored by the ARUC-ÉS or the RQRP-ÉS can integrate the results of their work, and those of the Alliance and the Réseau, into the courses they give. The substantive results are found mostly in social sciences and humanities courses, such as sociology, geography, social work and even management. Examples of ARUC-ÉS and RQRP-ÉS works serving as instructional materials, include the books, *Syndicalisation et économie sociale*, by Renaud Paquet et Yvan Comeau, *La régionalisation au Québec*, by Richard Morin, *L'économie sociale au Québec, cadre théorique, histoire, réalité et défis*, by Martine D'Amours, numerous monographs and public presentations.

Other advantages of the partnership form

Partnerships between researchers and practitioners/acteurs are more productive when it comes to analyzing ideas, research activities and the dissemination and transfer of knowledge. In fact, knowledge creation and mobilization are much more effective when the interested parties get involved and play a role in the research process.

- Research partnerships provide researchers with data and allow them to cover research areas to which they otherwise would have had difficulty gaining access. In addition, feedback from partners improves the research.
- With information constantly circulating between theorists and practitioners/acteurs, knowledge transfer occurs bilaterally in real time as the production and inventory of research and knowledge progresses. Consequently, practitioners/acteurs can use this knowledge quickly: They can apply it to a concrete situation or a relevant problem their organization is facing. This occurred, among other cases, in the *Expérimentation de l'intégration en emploi des personnes ayant le syndrome d'Asperger*. As soon as preliminary results were obtained, individuals involved in the research began to change certain practices.
- The partnership form allows for the adaptation of tools and communication media that will be used for knowledge transfer. Indeed, the collaboration of practitioners/acteurs in developing training tools or teaching guides intended for their use contributes to the success of the transfer.
- Research partnerships increase opportunities for dissemination and transfer. Once the research has been completed, practitioners/acteurs help circulate the results and transfer knowledge within their milieu and network, as well as within the broader social economy network.
- The research process provides practitioners/acteurs with new skills, which they can later apply to other activities. For example, they can learn how to define a problem or structure their research. Activities involving analysis, research and knowledge mobilization also give rise to numerous opportunities for networking and new alliances.



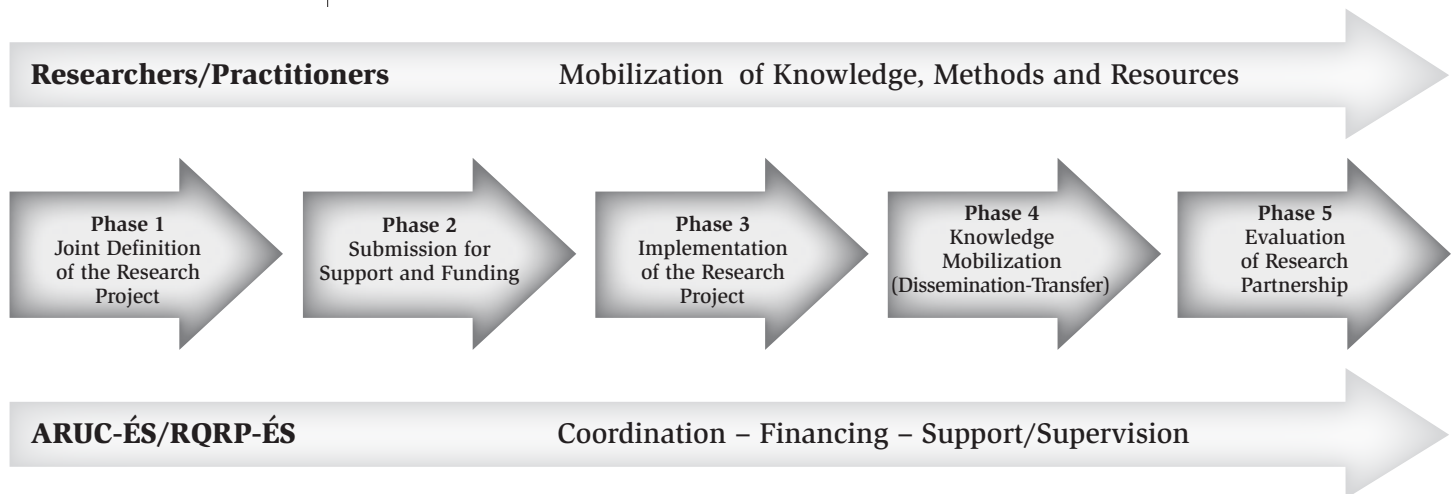
Research partnerships increase opportunities for dissemination and transfer and allow tools and communication media to be adapted for intended audiences.

Research Partnerships: The ARUC-ÉS and RQRP-ÉS Model

- The ARUC-ÉS and the RQRP-ÉS provide university students with opportunities that facilitate their access to employment once their studies are completed and help them acquire practical knowledge in research and in the social economy. The researchers support and supervise master's theses and doctoral dissertations on the social economy, while the Alliance and the Réseau partners integrate student trainees into their own organizations or organizations forming part of their networks. As such, they help to train emerging professionals; the latter are indispensable in sustaining the social economy.

The ARUC-ÉS and RQRP-ÉS Model

The research partnership model is based on the active involvement and concrete commitment of social economy researchers and practitioners/acteurs. The mobilization of their knowledge, methods and resources assures the success of the research partnership.



Phase 1 Joint Definition of the Research Project

The initial idea for the research can originate with a university researcher, stem from a concern of social economy practitioners/acteurs or be proposed by their representatives in sectoral or territorial networks. It can also emerge from an earlier research project. The next step is project definition, which researchers and practitioners/acteurs carry out jointly.

Starting with the initial idea, the partners jointly explore a number of questions allowing them to clearly delineate the research partnership project, especially since the answer to these questions may influence the course of the research.

THE RESEARCH TOPIC



WHAT?

The initial research idea must be relevant to the social economy and generate research that will promote its growth and recognition. In addition, it must be transformed into a set of issues or problems of concern to both researchers and practitioners/acteurs.

Does the research project meet the requirements of the practitioners?

What motivates each partner to participate in the research?

What spin-offs can participating practitioners expect?

How will the research enrich theoretical knowledge?

How can the research further the recognition of the social economy and help it grow?

THE STEERING COMMITTEE



WITH WHOM?

A research partnership brings together researchers and practitioners/acteurs. This core group works together with other partners who may collaborate or serve as advisors. Together, the core group and the partners form what is known as the steering committee.

What forms of collaboration are useful or necessary to carry out the project?

What other types of researchers or practitioners could be contacted to work on this question?

What motivates each partner to participate in the research?

EXPECTED USES

INTENDED USERS

WHY? FOR WHOM?

The research partnership is intended to have concrete spin-offs for the research project's partner organizations. The research is also of utmost interest to the organizations represented on the steering committee and the CAP/GRAP⁷. Nonetheless, the knowledge or research results may also be of interest to other social economy practitioners/acteurs and partners as a whole.

⁷ Chantier d'activités partenariales (CAP - Sectoral Research Partnerships Groups) and Groupe régional d'activités partenariales (GRAP - Regional Research Partnerships Groups). More details on page 21.



**THE METHOD
EMPLOYED
THE TIME FRAME**

Are there groups or individuals who have previously indicated an interest in the research topic?

For which contexts, problems and issues is the research topic relevant?

Whom do these issues and problems affect?

Which other groups have the same needs or deal with the same problem or issue?

Which existing policies could be influenced by the research?

Which new public policies might it promote?

HOW? WHEN?

Another objective of discussions between researchers and practitioners/acteurs is to agree on certain points affecting:

- the methodology employed;
- the required human and financial resources;
- the allocation of tasks and responsibilities;
- the commitment of each participant;
- the work plan;
- the timetable.



Do the partners in the project have a good grasp of (i) what is required of them and (ii) how they will be affected by the methodology employed?

What will the practitioners' role be?

How many and which students should be associated with the project?

Who should participate in the funding?

Are there already some leads for disseminating and transferring the knowledge?

When do we begin?

How much time do we need?



- **Continuous exchange of views and feedback between researchers and practitioners;**
- **Identification of the partners expectations and constraints from the outset;**
- **Pooling of partners' skills and resources;**
- **Collaboration of the ARUC-ÉS or RQRP-ÉS coordinator.**

Phase 2

Accreditation (Application for Support and Funding)

The application form to be completed prior to accreditation is available from the ARUC-ÉS/RQRP-ÉS coordinator. Once the form has been filled out, the coordinator sends it to the relevant CAP or GRAP. The joint directors (a researcher and a practitioner/acteur) of the steering committee must provide the CAP/GRAP with a summary of the research project.

With project accreditation, the steering committee obtains:

- Support from the ARUC-ÉS or RQRP-ÉS coordinator;
- Assistance from the CAP/GRAP;
- Financial support to start up the research;
- Access to financial resources provided by the university represented on the steering committee;
- Human resources (students, communication specialist) assigned to knowledge production and mobilization;
- Visibility and dissemination provided by the ARUC-ÉS and the RQRP-ÉS.



- **Answering all questions on the application form for support and funding;**
- **Compatibility with the CAP/GRAP action plans;**
- **Enlisting the services of the ARUC-ÉS or RQRP-ÉS coordinator.**

Phase 3

Implementation of the Research Project: Joint Production of Knowledge

In research partnerships, knowledge flows not only from the scholarly research process, but also from interaction among researchers and practitioners/acteurs. This interaction gives direction to the research and, occasionally, its objectives. It can also result in practitioners/acteurs mobilizing preliminary results more rapidly.

Concretely, researchers and practitioners/acteurs, supported by collaborators or by advisers on the steering committee, hire one or several students. Undergraduate students are initiated into the scholarly research process when they are called upon to perform tasks associated with data gathering and technical support for conducting questionnaire surveys, or with the processing of interviews.

Masters and PhD students are called upon to perform more complex tasks directly linked to developing research tools and conducting surveys.



- **Respect for the differences between researchers and practitioners;**
- **Availability of the partners for steering committee meetings;**
- **Appropriate supervision of students hired to perform research;**
- **Collaboration by the ARUC-ÉS or RQRP-ÉS coordinator.**

Phase 4 Knowledge Mobilization

Knowledge mobilization refers to strategies for disseminating and transferring new knowledge, including training. It aims to select the best strategies for maximizing and optimizing useful research on the sustainability of the social economy and the development of communities, as well as for enhancing university programs.

The **dissemination** of knowledge consists in familiarizing targeted audiences with the existence of research in progress or that has been completed, and giving them access to this research.

The **transfer of knowledge** is a process that, to varying degrees, results in appropriation and incorporation of knowledge, and ultimately in a change in individual or organizational behaviour.

In both cases, the research results must be **transformed**. They must be conveyed or presented in an appropriate form, based on expected uses and targeted populations. Thus, dissemination and transfer involve the creation of communication tools to render the knowledge useful and useable by the targeted populations.



- Mobilizing research partners;
- Planning;
- Identifying groups for the purposes of outreach;
- Identifying objectives sought;
- Choosing appropriate strategies and methods;
- Identifying the required human and financial resources and funding strategies;
- Assessing mobilization efforts.

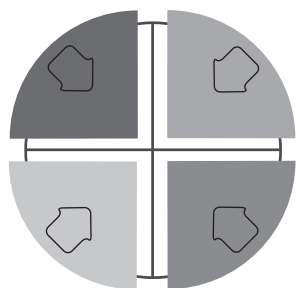
Readers seeking additional resources in the area of knowledge mobilization should consult the Guide for Knowledge Mobilization in the Context of Research Partnerships.

Phase 5 Evaluation of the Research Partnership

A formal or informal evaluation of the research partnership, whether it occurs during the research process or once the latter has been concluded, allows all acteurs involved in a partnership activity to benefit from the experience. When the evaluation is carried out during the process itself, the research process can be adjusted to meet the needs and the context of the activity more effectively; this may involve analysis, research or knowledge mobilization. In addition, evaluation improves the quality of the partnership and optimizes chances for attaining its objectives.

When the evaluation is carried out following the research process, the lessons learned during this process can be transferred to the next partnership activity. Lastly, evaluation of various aspects of the research partnership allows the ARUC-ÉS and the RQRP-ÉS to improve their work and coordination methods.

Aspects to be evaluated	Indicators
The research process	<ul style="list-style-type: none"> • Financial and in-kind resources contributed by each partner • The integration and training of students
The quality of the partnership	<ul style="list-style-type: none"> • The involvement of the partners • Constraints and incentives
The analysis and the research carried out	<ul style="list-style-type: none"> • Its nature • Its significance • New knowledge produced
The activities involving dissemination, transfer or training	<ul style="list-style-type: none"> • The number and kind of activities carried out by ARUC-ÉS and RQRP-ÉS members • Quality and relevance of tools and activities
The enrichment of university programs and methods	<ul style="list-style-type: none"> • The creation and modification of curricula • ARUC-ÉS resources mobilized specifically for program committees, teaching and related activities



The Structure of the ARUC-ÉS and RQRP-ÉS

The method of working in partnership, which brings together university-based research groups and social economy organizations, is reflected in the way the ARUC-ÉS and RQRP-ÉS are managed.

Joint Management

The ARUC-ÉS and the RQRP-ÉS are managed jointly by Jean-Marc Fontan, Professor of Sociology at the University du Québec à Montréal (UQAM), and Nancy Neamtan, President and Executive Director of the *Chantier de l'économie sociale*.

Coordination Committees

The same is true for the coordination committees, which bring together the university community and practitioners/acteurs, as the following table illustrates:

	ARUC-ÉS	RQRP-ÉS
Co-directors	X	X
Individuals directing the CAP	X	
Individuals directing the GRAP		X
Coordinator of RQRP-ÉS		X
Coordinator of ARUC-ÉS	X	
Participating universities	X	
<i>Comité sectoriel de main-d'œuvre en économie sociale et action communautaire</i> (CSMO-ÉSAC, Labour Force Sectoral Committee on Social Economy & Community Action)	X	X
Community Service Department, UQAM	X	
Labour federations: CSN, FTQ	X	
Fonds de solidarité de la FTQ	X	
FondAction de la CSN	X	
A representative of students associated with the research projects	X	

Like a board of directors, their role is to:

- authorize research projects;
- follow the evolution of research projects and activities involving the dissemination and transfer of results;
- encourage information exchange between the CAPs and the GRAPs and plan joint actions;
- assist in the comparative and comprehensive analysis of the knowledge produced.

Chantiers d'activités partenariales
(CAP - Sectoral Research Partnerships Groups)

Groupes régionaux d'activités partenariales
(GRAP - Regional Research Partnerships Groups)

The CAP and the GRAP are working groups that implement activities involving the analysis, research and mobilization of knowledge in the social economy. They are made up of researchers and practitioners/acteurs with an interest in the themes developed within each CAP/GRAP involved.

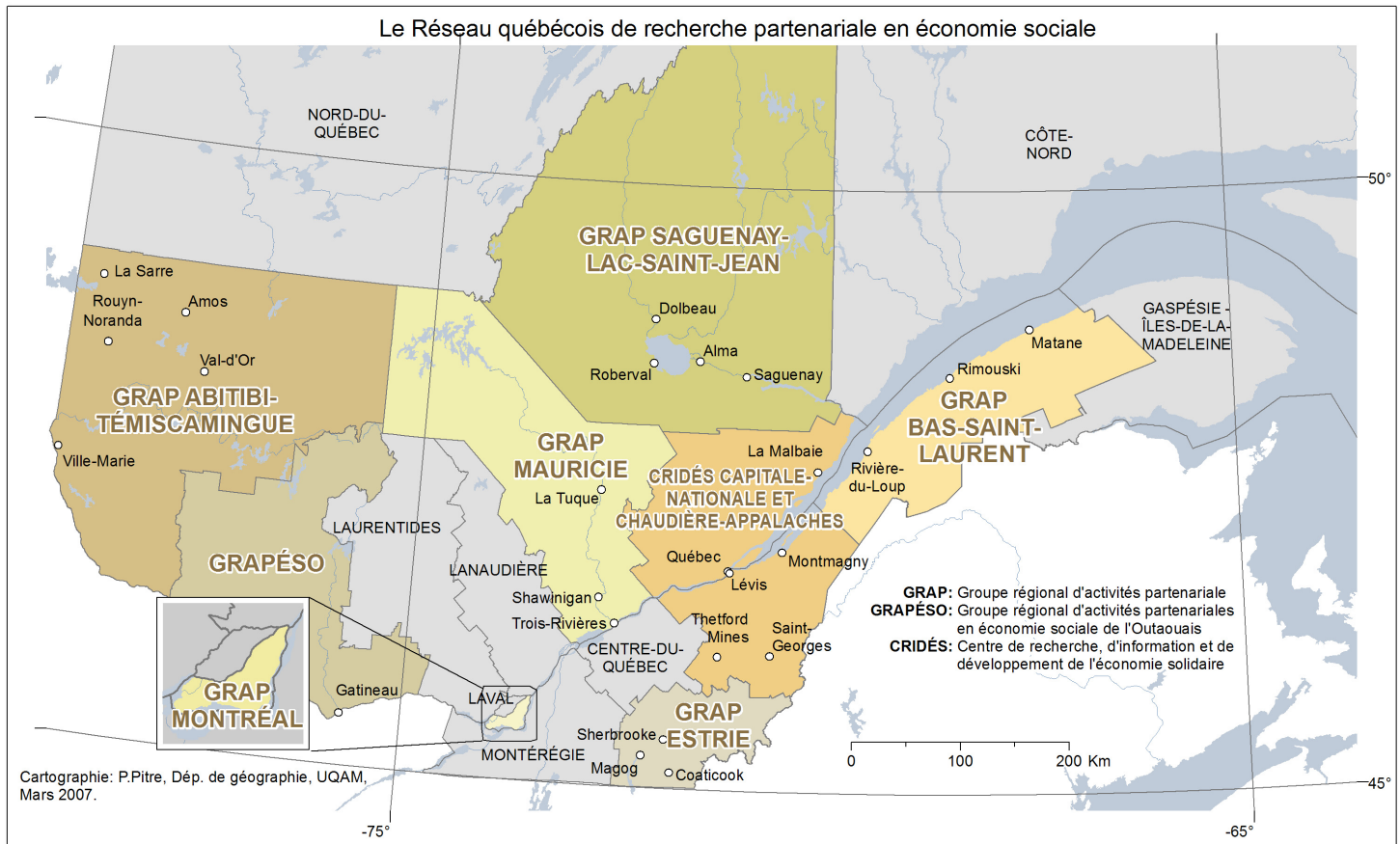
ARUC-ÉS areas of activity are sectoral whereas those of the RQRP-ÉS are territorial. Thus, ARUC-ÉS research is shaped by five CAPs, each of which specializes in a particular policy sector:

- Social services;
- Community housing;
- Recreation and social tourism;
- Finance;
- Local and regional development.

The RQRP-ÉS network is comprised of eight GRAPs, each of which has been set up in a Quebec region with a university (see map on following page), namely:

- Abitibi-Témiscamingue;
- Outaouais;
- Estrie;
- Québec/Chaudière-Appalaches;
- Mauricie;
- Montréal;
- Saguenay/Lac-Saint-Jean;
- Bas-Saint-Laurent.

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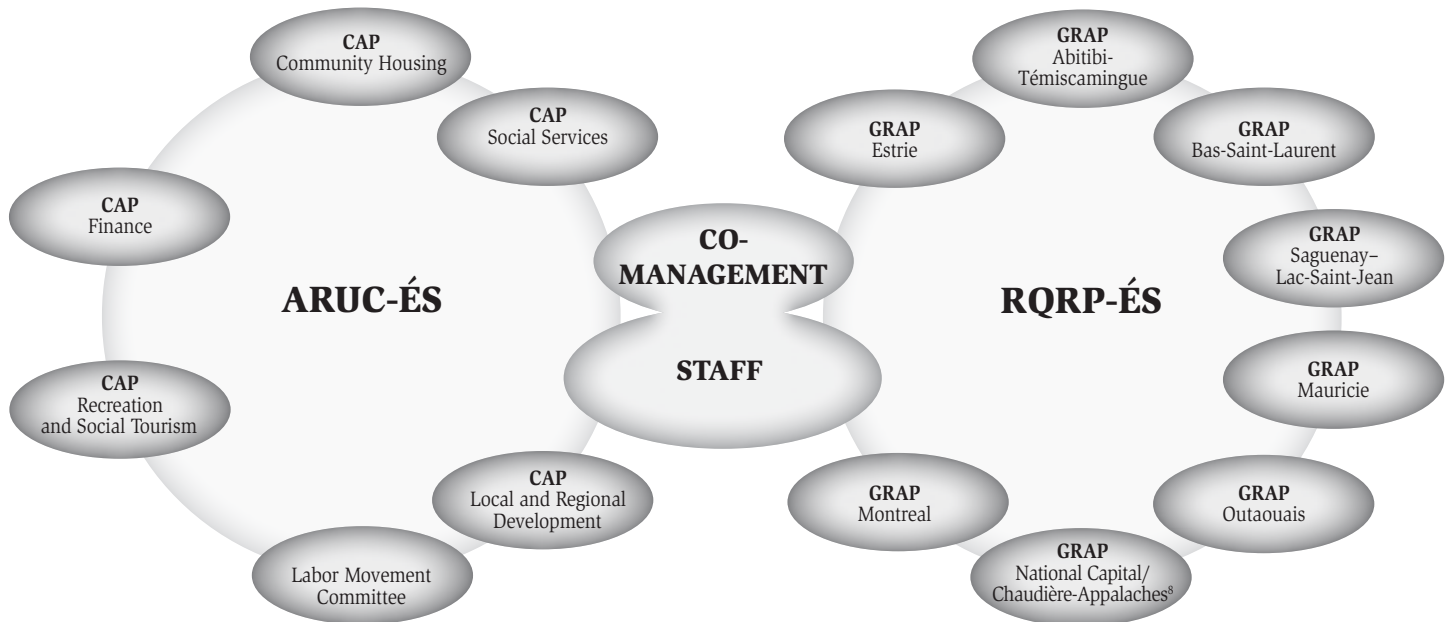


A researcher and a practitioner/acteur co-direct each CAP and GRAP. The two co-directors take on a leadership role in all activities and in managing the resources that the CAP/GRAP has at its disposal to carry out its projects.

The responsibilities of each CAP/GRAP are to:

- identify research topics and develop the annual work plan;
- analyze and evaluate projects for the purposes of accreditation;
- allocate financial resources;
- monitor the development of research projects and activities involving dissemination or transfer;
- organize seminars and conferences.

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Steering Committees

The steering committees are made up of (a) one or more university researchers and (b) representatives of the social economy; they join forces for the purposes of carrying out a research. Each CAP/GRAP heads up several steering committees.

The steering committees are responsible for overseeing the process and ensuring that it is completed successfully. Their duties include defining the project, submitting the project for support and funding, evaluating the research partnership, and mobilizing knowledge.

ARUC-ÉS and RQRP-ÉS Partners

The principal ARUC-ÉS and RQRP-ÉS partners are representatives of the following groups, sectors and institutions:

- **Universities:** *Université Laval, Concordia University, Université de Sherbrooke, Université du Québec à Chicoutimi (UQAC), Université du Québec à Montréal (UQAM), Université du Québec à Rimouski (UQAR), Université du Québec à Trois-Rivières (UQTR), Université du Québec en Abitibi-Témiscamingue (UQAT), Université du Québec en Outaouais (UQO);*
- **Social economy groups:** *the Chantier de l'économie sociale; the Association des groupes de ressources techniques du Québec (AGRTQ), the Conseil québécois du loisir (CQL - « Quebec Leisure Council »), the pôles régionaux d'économie sociale*
- **Unions:** *Confédération des syndicats nationaux (CSN), Fédération des travailleurs et travailleuses du Québec (FTQ);*

⁸ Centre de recherche, d'information et de développement de l'économie solidaire de Québec (CRIDÉS).

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- **Finance:** the *FondAction de la CSN*, the *Fonds de solidarité de la FTQ*, the *Réseau d'investissement social du Québec (RISQ)*; the *Association des centre locaux de développement du Québec (ACLDQ)*;
- **Human resource development:** The *Comité sectoriel de la main-d'oeuvre en économie sociale et en action communautaire (CSMO-ÉSAC)*.

In addition to these main partners, others have used their expertise, knowledge and resources to enrich activities involving (depending on the project involved): analysis, research or mobilization of knowledge. Examples include:

- the *Université de Montréal*;
- the *École nationale d'administration publique (ENAP - « The Public Administration University »)*;
- the *Institut national de la recherche scientifique - Urbanisation, Culture et Société (INRS-UCS)*;
- the *Association québécoise des centres de la petite enfance (AQCPE - an association of early childhood centres in Quebec Province)*;
- *Centraide (United Way) of Greater Montreal*;
- the *Corporations de développement économique et communautaire (CDEC - « Community Economic Development Corporations »)*;
- the *Coalition des organismes communautaires en développement de la main-d'œuvre (COCDMO - www.cocdmo.qc.ca/)*;
- the *Office des personnes handicapées du Québec (OPHQ - www.ophq.gouv.qc.ca)*;
- the *Association québécoise d'établissements de santé et de services sociaux (AQESSS- « an association of health-care facilities and social services »)*;
- the *Regroupement des entreprises d'économie sociale en aide domestique du Québec (REÉSADQ - «a Quebec home care enterprises grouping»)*;
- the *Caisse d'économie solidaire Desjardins* (“Desjardins Solidarity Credit Union”), co-operatives, etc.

Students

One of the goals of the Alliance and the Réseau is to encourage students in the universities involved to take part in activities involving analysis, research and knowledge mobilization. This allows students to gain experience in all facets of these activities, which may be undertaken as part of a training course or a job. Students thereby acquire skills in many areas: design, management, research methods, writing a report and transforming and disseminating results.

In addition, by participating in meetings of the steering committees, students familiarize themselves with a form of shared governance involving researchers and partners in a particular sphere of activity.

In concrete terms, their work may consist in conducting interviews, compiling and analyzing results, compiling research literature, planning activities involving analysis or dissemination, such as seminars and symposia, and organizing the logistics for these meetings.

Staff

ARUC-ÉS coordinator

RQRP-ÉS coordinator

Simultaneously serving as an organizer, mediator and contact person, each coordinator monitors networking and ensures a proper fit between the researchers and the groups represented.

In collaboration with the various comitee directors and the co-directors, they plan and conduct meetings of the coordination committees, the CAP/GRAP committees and, occasionally, the steering committees.

Communication Specialist

His/her role is to advise and support the coordinators, the steering committees and the CAP/GRAP in knowledge mobilization.

Administrative Assistant

The administrative assistant is in charge of funding applications, technical support and administrative follow-up, accounting, financial statements, internal management and relations with the university that hosts the ARUC-ÉS and RQRP-ÉS organisations.

Conclusion

The aim of this document is to familiarize readers with partnership work methods employed by the ARUC-ÉS and the RQRP-ÉS. It also seeks to highlight the potential benefits of the research partnership for both researchers and social economy practitioners/acteurs.

When practitioners/acteurs are involved in the research process, the production and mobilization of knowledge are much more concrete (though we acknowledge that the results/spin-offs obtained through ARUC-ÉS and RQRP-ÉS activities are not unique to the type of research conducted in partnership). The very process of engaging in action-research results in a bilateral flow of knowledge.

In addition, while research partnerships require mobilization of and close collaboration between researchers and practitioners/acteurs – so as to combine their knowledge, methods and resources – they may also result in a clash of cultures, with the groups confronting each other on a variety of issues: internal management policies, values, concerns, resources, etc. We should not underestimate the importance of the challenges research partnerships face: respecting differences, the need for continuous exchange of information and feedback, identifying each participant's expectations and limitations, and sharing skills, resources, tasks and responsibilities.

Lastly, we believe that the success of and prospects for research partnerships depend on teamwork and shared leadership by both practitioners/acteurs and researchers. We hope that this document will encourage new researchers -- and the ever-growing community of social economy practitioners/acteurs -- to become involved in research partnerships.

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Appendix

Submission Form for Support and Funding

1. Project title:
2. CAP presenting the project:
3. Project type:
 - Analysis
 - Research
 - Dissemination
 - Transfer
4. Partners
 - University:
 - Community:
5. Other members of the project's steering committee
 -
 -
 -
6. Date of the steering committee's first meeting:
7. Connection to ARUC-ÉS priorities
 - Its innovation in the area of regulation
 - The contribution of the social economy to regional or sectorial development
 - Operational methods and management tools
8. Description of the project (10-lines maximum)
 - 8.1. Purpose of the research
 - 8.2. How does this project meet a need within the social economy?
9. Knowledge Mobilization:
 - 9.1. Intended uses / users
 - 9.2. Anticipated activities involving dissemination or transfer
10. Timetable
 - Starting date:
 - Termination date:
11. Funding agency and amount
12. Resources requested from the CAP
13. Name of students participating in the project