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Participatory Research: An Annotated Bibliography

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Participatory Research: An Annotated Bibliography

By

Center for Community Education & Action
&
Center for International Education

1991



**Cover and inside graphics by
Mansour Fakih**

**Participatory Research:
An Annotated Bibliography**

Compiled and Edited by

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Northampton, MA**

**Center for International Education
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1991

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Acknowledgements

This bibliography is an attempt to bring together references on participatory research for the purpose of sharing them with interested practitioners and scholars. It began as a project of the Center for Community Education and Action, Inc. (CCEA) to annotate and disseminate its resource materials. In time, the Center for International Education joined CCEA in coordinating this effort and in applying for funding from the Textbook Annex at the University of Massachusetts/Amherst whom we would like to thank for providing money to make the publication of this work possible.

In the process of assembling this bibliography we quickly learned that it would be useful to include references not held in CCEA's resource center. This led to a search of literature on the topic. In this endeavor we relied heavily on the annotated bibliography that the Participatory Research Group of Toronto had prepared, as well as reading lists on participatory research from courses at different universities, including Francesca Cancian's at the University of California/Irvine, David Kinsey's at the Center for International Education, University of Massachusetts/Amherst, and Peter Park's at the Department of Sociology at the University of Massachusetts/Amherst.

A multitude of volunteers from CCEA, CIE, and the UMass Department of Sociology took part in the actual preparation of the annotations over a period of more than three years. Without their contribution this project could not have been completed. We would like to take this opportunity to thank Karen Anderson, Kathleen Armstead, Ron Vander Bosch, Mansour Fakih, Valerie Faith, Helen Fox, Alice Julier, Sherry Kane, Jeff Kuenzi, Mark Lynd, Cliff Meyers, Janet Mittman, Kathy Morley, Hassan Ali Mohammed, Kay Pfeiffer, Arthur Redman, Tracy Tsugawa, and others too numerous to mention.



Introduction

Participatory research is an approach to community education that involves local people in defining and analyzing their own problems, and then taking action to change them. While people have been doing this for thousands of years, this particular approach arose out of efforts in East Africa in the 1970s when development workers realized that people learn more, solve problems more efficiently, and feel a greater sense of power when they *actively* participate in research and action projects - not passively, as in the traditional development model. Participatory research grew out of this goal, namely to make everybody researchers and development workers.

Since that time participatory research has been used, and the concept refined, throughout Africa, Asia and Latin America and more recently in Europe and North America. While the nature of these activities varies greatly from case to case, all share the same broad goals: to involve local (usually marginalized) people in the creation and analysis of their own knowledge, and in the implementation of actions that they design to change their situation. In doing so, participatory research aims to empower people, improve the quality of their lives in some concrete way, and work toward long-term structural change.

The Center for Community Education and Action, Inc. (CCEA) in Northampton, MA is a nonprofit organization dedicated to promoting participatory research in the US, as the Participatory Research Network (PRIA) has done in India and the Participatory Research Group has done in Canada. As part of its work CCEA maintains a resource center of articles, monographs, audio and video tapes relevant to participatory research, many of which appear in this bibliography.

As part of its mission to support scholars and practitioners in the field, CCEA, in collaboration with the Center for International Education at the University of Massachusetts/Amherst, assembled a group of students and scholars to compile and annotate this bibliography. Yet organizing it was not easy. Because participatory research combines liberatory epistemology, methodology, and pedagogy, it occupies a place in alternative paradigm research in which knowledge is created in the service of people for emancipatory purposes. As such it shares its borders with critical theory, action research, and popular education. This circumstance presents difficulties in defining the proper concerns of participatory research. In facing these difficulties we have probably made errors of both omission and commission; we may have left out references judged to be too remote that should have been included, and we may have some that are too far afield in our desire to cover different theoretical and methodological aspects of participatory research. There are also many important reports and discussions on participatory research in languages other than English that could have been included here. We have decided not to do so in order to avoid the multi-lingual literature search and complexity that would have been entailed.

We think of this publication as the first round in a collaborative venture produced in the spirit of participatory research. As indicated above, it is very much the product of many hands that contributed to the selection and the annotation of the entries. We hope a wide distribution of this document amongst individuals interested in participatory research will elicit suggestions for new entries and stylistic improvements in future editions. It is our

intention to use this publication as a vehicle for creating a collective clearinghouse of materials on participatory research. To this end we invite the readers of this document to share case studies and other relevant references that should be included. Please send suggestions with relevant bibliographical information to:

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Your contribution will be much appreciated and duly acknowledged.

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Fall 1991

Annotations

Acosta, Almeida, Eduardo Sanchez and Maria Eugenia Sanchez. "Microexperience and participatory action: a Mexican rural village." Paper presented at the Research Committee 9, Session 3, 11th World Congress of Sociology. New Delhi, India, August 19, 1986. 17 pp.

LATIN AMERICA ○ RURAL PLANNING ○ CRITIQUE OF TRADITIONAL RESEARCH

This paper describes the development of a microexperience through which community residents have gained greater power over economic, cultural and environmental aspects of their lives. The project, located in a Nahuat Indian village of San Miguel Tzinacapan, in the State of Puebla, is traced through three phases extending over 14 years. A variety of cooperative economic enterprises and educational programs run by local residents are among the many concrete accomplishments. A Research Center has also been established, institutionalizing the on-going participatory research efforts within the community. Throughout the paper, particular attention is given to the respective roles of endogenous and exogenous participants in the research process. An appendix to the paper provides samples and descriptions of the instruments which have been used to collect and examine data, and otherwise to facilitate the participatory research in the San Miguel project.

Adams, Frank. "Highlander folk school: Getting information, going back and teaching it." *Harvard Educational Review*, Vol. 42(4), November 1972: 497-520.

METHODOLOGY ○ TRAINING/WORKSHOPS ○ NORTH AMERICA

A history of the Highlander School founded by Myles Horton in 1932. Includes historical accounts of the Grundy rebellion of 1892 and the Wilder strike, which frame the evolution of Highlander in an understanding of the political/economic setting in Appalachia where it began. Article traces the development of Myles Horton's work, first as a Sunday School teacher in Tennessee where he learned that the real problems and poverty of the "mountain people" were not only unaddressed in his Bible teachings, but were absent in any school programs in the region. This is the beginning of Horton's vision for the Highlander School as he learns to trust "that the people knew the answers to their own problems" and "that the teacher's job is to get them talking about the those problems." Myles Horton's own education in preparation for Highlander is then traced through his schooling at Union Theological Seminary, the influence of Reinhold Neibuhr, John Dewey and others, and finally his experience at the Danish folk schools. The many phases of the Highlander School are presented including; the extension worker programs, early efforts at desegregation, union education and organizing, the on-going emphasis on song and dance, difficulty with the "red purge" period, civil rights focus, "Citizenship Schools," difficulties and struggles within the Highlander staff, and the development of Highlander's educational style - "starting where the people are." Highlander's commitment to process and change is emphasized.

Adult Education and Development. No. 25, September 1985 DVV. Special issue on Participatory Research and Training. The German Adult Education Association. Rheinall, 5300 Bonn 2. FDR.

CRITIQUE OF TRADITIONAL RESEARCH ○ TRAINING/WORKSHOPS
POPULAR EDUCATION ○ LITERACY/ESL

This special issue of a journal that frequently reports on participatory research focuses participatory training.

Agarwal, Anil, Juliet Merrifield, and Rajesh Tandon. *No place to run: Local realities and global issues of the Bhopal disaster*. Participatory Research in Asia and the Highlander Research and Education Center, New Market, TN. 1985.

HEALTH ○ POLITICAL ECONOMY ○ ASIA

This booklet is the product of a collaboration on the part of three organizations, Highlander Research Center, the Society for Participatory Research in Asia (PRIA), and the Center for Science and Environment (CSE), in response to the industrial disaster at the Union Carbide plant in Bhopal, India that killed thousands of people and affected hundreds of thousands of others. Following the disaster, linkages were made with concerned groups and activists across the world to collect information exposing the record of Union Carbide internationally. This publication documents the information and analyzes additional issues that emerged from the disaster.

Aponte, E. "Participatory research and the development of community planning methodologies for self management." Unpublished paper. 1978. 22 pp.

COMMUNITY DEVELOPMENT ○ METHODOLOGY

This paper critiques existing institutionally-oriented community planning models as being non-participatory, hierarchical, and system-maintaining. Their real purpose, according to the author, is legitimization and control. In opposition to these methods, he proposes participatory planning models for self-management that include an authentic inclusion of the people at all levels of the planning process and implementation. The paper suggests general criteria for developing self-management models and a methodological approach for this development.

Barndt, Deborah. "Connecting immigrant workers: Community self projects." Paper presented at the International Investigative Forum of Participatory Research. 1980. 25 pp.

MEDIA ○ ORAL HISTORY ○ COMMUNITY DEVELOPMENT ○ NORTH AMERICA

This paper relates the experiences of working with immigrants from South America in Toronto, Canada. With the basic goal of building on existing community support system as a means of enhancing the status and life styles of the immigrant population in Toronto, the author relates the steps taken by the Participatory Research Group. The paper offers a detailed description of the

events and phases of the project, culminating in community produced videos, slide presentations and photojournals shared with the Toronto community at large.

Barndt, Deborah. "Dilemmas of a participatory researcher." (no date) 4 pp. (Available from CCEA)

CRITIQUE OF TRADITIONAL RESEARCH ○ METHODOLOGY ○ SOCIAL THEORY

Excerpts from field notes that reflect on the role and relationship of the researcher; ethical and political issues around gathering data and how the researcher-participant relationship can move to include mutual critique. These reflections trace the evolution of a more participatory research style and process.

Barndt, Deborah. *Education and social change: A photographic study of Peru*. Dubuque, IA: Kendall/Hunt Publishing Co. 1980.

LATIN AMERICA ○ WOMEN ○ METHODOLOGY ○ ROLE OF RESEARCHER ○ PHOTOGRAPHY

Analysis and dialogue with illiterate migrant women in Peru using photographs stimulate the articulation of contradictions in their lives. A section detailing theories of "conscientization" provides an example of how this process occurs with both the researched and the researcher.

Barndt, Deborah. "Just getting there: Creating visual tools for collective analysis in Freirean education programmes for migrant women in Canada." Toronto: Participatory Research Group, Working Paper No. 7, 1981. 50 pp.

**POPULAR EDUCATION ○ LITERACY/ESL ○ MEDIA ○ MATERIALS DEVELOPMENT
NORTH AMERICA ○ PHOTOGRAPHY**

The author uses her experience in a literacy program with urban migrants in a squatter settlement in Lima, Peru, and as part of a course in English as a Second Language for immigrant women textile workers in Toronto, Canada, to illustrate the effectiveness of visual materials - in this case photographs - in stimulating collective analysis and action.

Barndt, Deborah. *Naming the moment: Political analysis for action - A manual for community groups*. The Moment Project, 947 Queen Street East, Toronto, Ontario M4M 1J9 Canada. 1989.

POPULAR EDUCATION ○ NORTH AMERICA ○ COMMUNITY DEVELOPMENT

This manual is intended for community groups who want to integrate political analysis into their work for social change. This manual describes how to use a four phase approach to political analysis is used called "naming the moment." This approach is an idea derived from the *analisis conjunctural* method often used in Latin America. Included are many examples of how other groups have used the "naming the moment" approach to analyze their own issues.

Barndt, Deborah. "Visual interventions in a participatory research process: How a camera can enrich interaction and inquiry." Toronto: Participatory Research Project Working Paper No. 5, 1978.

LATIN AMERICA ○ LITERACY/ESL ○ PHOTOGRAPHY ○ METHODOLOGY ○ MEDIA

Seven specific uses of photographs and film in a field research study of adult literacy programs in Peru are described. A concrete example of each use is given in anecdotal form, accompanied by illustrative photos. In each case, there is a consideration of the potential of the visual to stimulate more dynamic interaction and collective inquiry.

Barratt-Brown, Michael. *Information at work*. London: Arrow Books, 1978. 140 pp.

EUROPE ○ WORKPLACE

This book describes how unions and workers can research the workplace for better wage negotiations, predicting lay-offs and increasing worker control. Examples are British, but the book provides information that can be applied to other socio-cultural situations.

Belamide, Eileen. "A case study of participatory research among farmer settlers in the Southern Philippines." Paper published independently by author. (no date) (Available from CCEA)

COMMUNITY DEVELOPMENT ○ METHODOLOGY ○ ASIA ○ LAND RIGHTS

This paper presents a case study concerning farmers in the southern Philippines efforts to fight for the right to land they settled as early as 1939. A corporation acquired legal title (unfairly according to the settlers) to the land in 1952 and attempted to force the farmers out through various means including demolition of houses, killings and confiscation of property. This article documents the farmers' struggle against the corporation to keep the land and their use of participatory research to organize the resistance and develop awareness concerning the national and global implications of struggle for land.

Blair, Monteith, Joao B. Ferreira-Pinto, J. Greenwood, R. Magnana. "A pedagogy for health: AIDS education and empowerment." Unpublished paper. 1989. 30 pp. (Available from CCEA)

NORTH AMERICA ○ HEALTH ○ COMMUNITY DEVELOPMENT ○ METHODOLOGY

This article looks at the crucial role participatory education can play in creating public health campaigns. Without cures for HIV, it is only through preventative measures such as education that real impact can be made. This paper describes Freirean problem posing approaches using 'health circles' to investigate AIDS related issues and the effect on community. A five step, questioning method is outlined for facilitators as well as content areas for participatory AIDS education materials. The methodology can be particularly effective in health campaigns for individuals with little or no formal education.

Bobiwash, A.R. "The Pinehouse Project: Oral history as a process of politicization in a northern Metis community." (no date) (Available from CCEA)

COMMUNITY DEVELOPMENT ○ ORAL HISTORY ○ NORTH AMERICA

Bobiwash's paper is an outlined presentation of an ongoing oral history project in a Metis community: Pinehouse, Saskatchewan. Pinehouse is situated in an area experiencing economic growth in mining and forestry, but the new industries have bypassed the local labor. The oral history project is designed to record the history and raise the consciousness of the community. The paper outlines the duties of the research team and local authorities and organizations. Eventually the project hopes to assess land and resource use in the area.

Bodeman, Y. Michael. "A problem of sociological praxis." *Theory and Society*. Vol. 5. 1978: 387-420.

METHODOLOGY ○ CRITIQUE OF TRADITIONAL RESEARCH ○ SOCIAL THEORY

Delineates rationale, justification and guideline for participatory research practitioners and collectives. Inspiration is drawn from Hilde Weiss' analysis of Marx's "Enquete Ouvriere." Makes a case for moving from philosophy to philology, to confront the "eternally true" value with the empirical fact and to measure what *is* against what *ought to be*.

Bookman, Ann and Sandra Morgen (Eds.). "Women and the politics of empowerment." Philadelphia: Temple University Press. 1988.

WOMEN ○ COMMUNITY DEVELOPMENT

A collection of feminist research articles discussing the intersection of race, gender, and class as women participate in collective action. Although not labelled as participatory research, the researchers develop a participatory model.

Bookman, Ann. "Unionization in an electronics factory: The interplay of gender, ethnicity and class." In Ann Bookman and Sandra Morgen (Eds.). *Women and the politics of empowerment*. Philadelphia: Temple Univ. Press. 1988.

north america ○ unions ○ WOMEN ○ WORKPLACE

Bookman terms her methodology "observation through participant activism." Her primary role during this research project was union organizing in the factory. Bookman notes both the strengths and limitations of this method. Although the unionization campaign was ultimately unsuccessful, the drive proved empowering to workers.

Brown, David L. "Participatory research and community planning." In B. Checkoway (Ed.). *Strategic Approaches in Planning Practice*. Boston: Boston University. 1985. 27 pp.

COMMUNITY DEVELOPMENT ○ METHODOLOGY

This article highlights the problems of community wide planning for future actions and considers participatory research as an alternative. Article includes a discussion on interactive community analysis and its success in making explicit the influence of wealth and power - "good intentions are not enough to create genuinely interactive and pluralistic planning processes."

Brown, L. David. "People-centered development and participatory research." *Harvard Educational Review* 55(1), 1985.

COMMUNITY DEVELOPMENT ○ CRITIQUE OF TRADITIONAL RESEARCH ○ ASIA

Brown critiques traditional development approaches which have neglected human development in favor of physical and economic resources, a flawed logic which has been influenced by the methods and principles of 'scientific' inquiry. From this premise, Brown advocates participatory research as a potential tool for mobilizing local human resources to deal with local realities. Participatory research puts development efforts into alliance with oppressed groups, confronts power holders, and promotes empowerment, equity and self-reliance. An illustration involving rural farmers in India is included.

Brown, L. David and R. E. Kaplan. "Participatory research in a factory." In Peter Reason and John Rowan (Eds.) *Human inquiry: A sourcebook for new paradigm research*. London: John Wiley and Sons. 1981.

WORKPLACE ○ UNIONS

This article examines participatory research conducted within a union to examine the effects of the implementation of new technology. Brown and Kaplan discuss both the empowerment of the employees through this method and how this empowerment in the end was confined to only a small group of union member and skilled workers.

Brown, L. David and Rajesh Tandon. "The ideology and political economy of inquiry: Action research and participatory research." *Journal of Applied Behavioral Science and Technology: An International Perspective*. Vol. 19(3). 1983: 277-294.

SOCIAL THEORY ○ POLITICAL ECONOMY

This paper critically examines two research traditions: action research and participatory research. The authors discuss the two in terms of ideological commitment, relation to political and economic factors, and phases of inquiry. Differences between the two are related to ideological differences. Implications of these differences are taken up in the last section.

Brydon-Miller, Mary. *Accessibility self-advocacy at an Independent Living Center: A participatory research approach*. University of Massachusetts at Amherst doctoral dissertation. 1984.

HEALTH ○ COMMUNITY DEVELOPMENT ○ NORTH AMERICA ○ DISABILITY

This participatory research project represents an effort to identify the architectural and environmental accessibility needs of disabled persons in the western Massachusetts area. It further seeks to determine what advocacy strategies might be developed to address these needs. The project, which was conducted under the auspices of a local Independent Living Center, then goes on to plan and carry out specific action based on the results of this preliminary investigation. The project began with a series of interviews which guided the development of a consumers' workshop on accessibility advocacy. The first workshop resulted in specific accessibility related action and in the establishment of an on-going participants accessibility advocacy committee. This committee continues to be active in addressing local accessibility related concerns and in pursuing state and federal level advocacy.

Burges, Bill. *Facts for a change - Citizen action research for better schools*. Boston: Institute for Responsive Education. 1976. 191 pp.

CRITIQUE OF TRADITIONAL RESEARCH ○ METHODOLOGY

Handbook describes fact-finding methods for promoting educational change, such as: participant observation, interviewing, using documents, doing surveys, setting up a research committee, identifying the research problem, analyzing facts, and developing proposals for change based on community research. Also included is an annotated list of institutions and materials relevant to action research and 28 action-research checklists, questionnaires and sample exercises.

Byram, Martin. "People's participation demands change." *Media Development*, Vol. 28(2). 1981.

AFRICA ○ POPULAR EDUCATION ○ MEDIA

This paper examines the concept of participatory research as a basis for mass participation and makes a preliminary analysis of the mass media as a tool for promoting popular participation by analyzing a Botswana experience.

Byram, Martin. "Popular participation and the mass media." *Canadian and International Education*, Vol. 10. 1981.

POPULAR EDUCATION ○ MEDIA

This paper discusses the concept of popular participation within the context of nonformal education. While participatory research has received considerable publicity and support, it is still an activity that is marginal to nonformal education and development programmes in general. Focusing on radio in particular, the author looks at mass media as a tool of non-formal education, drawing on examples from a variety of contexts.

Byram, Martin. *Theatre for development: A guide to training*. Center for International Education, University of Massachusetts/Amherst. 1985. 65 pp.

POPULAR EDUCATION ○ POPULAR THEATRE ○ TRAINING/WORKSHOPS

This is a descriptive guide for village trainers in the methods and techniques of popular theatre in international development projects. It explores issues raised in this training method and the consequences of popular theatre on community development and community awareness.

Byram, Martin, Ross Kidd, and Adrian Kohler. *Manual for running workshops on theater for development*. Zambia: International Theater Institute Centre. 1979. 18 pp. (Available from CCEA)

AFRICA ○ POPULAR EDUCATION ○ POPULAR THEATER ○ TRAINING/WORKSHOPS

This pamphlet describes a workshop in which the participants learn the skills of theater for development. The basic format includes talking with the community about problems, making a theater performance based on those problems, and evaluating the experience. It is designed for use by development workers and theater workers interested in using theater as a tool for education.

Cain, Bonnie J. "Participatory research: Research with historic consciousness." Toronto: Participatory Research Project Working Paper No 3. 1977. 29 pp.

CRITIQUE OF TRADITIONAL RESEARCH ○ ROLE OF RESEARCHER

The author traces the development of research *with* people, rather than *on* people for the purposes of academicians. Considerable attention is given to the problem of *assumptions* brought to the process on the part of the researcher and his or her particular *observational patterns*.

Callaway, Helen. "Adult learners within their cultural setting: Research for development." In Budd Hall and J.R. Kidd (Eds.) *Adult learning: A design for action*. New York: Pergamon Press. 1978.

CRITIQUE OF TRADITIONAL RESEARCH ○ METHODOLOGY ○ COMMUNITY DEVELOPMENT

This paper criticizes conventional research in international development as intellectual imperialism and reviews certain alternatives such as those posed by Julius Nyerere and Paulo Freire. Emphasis is placed on the need to involve learners in the learning/teaching process. Paper also provides a general overview of issues in community development.

Callaway, Helen (Ed.). *Participation in research: Case studies of participatory research in adult education*. Amersfoort, Netherlands: Studiecentrum ncvo. 1980. 127 pp.

WORKPLACE ○ AGRICULTURE ○ METHODOLOGY ○ COMMUNITY DEVELOPMENT
ENVIRONMENT ○ WOMEN ○ LITERACY ○ POPULAR EDUCATION

This book contains case studies presented at the Participatory Research International Forum in Yugoslavia in 1980.

Asia: "Participatory research among farmer-settlers in Southern Philippines" (Eileen Belamide); "A womens' cooperative store: Rural development In Korea" (Ji Woong Cheong); "The struggle in Duhlia: A women's movement in India" (Vijay P. Kanhare).

North America: "Connecting immigrant workers in Canada: Community self-portraits" (Deborah Barndt); "Land ownership in Appalachia, USA: A citizens' research project" (John Gaventa); "Environmental assessment in Big Trout Lake, Canada" (Ted Jackson).

Latin America: "Rural training in traditional communities in Peru" (Ton de Wit and Vere Gianotten); "Working with migrant agricultural labourers in Chile" (Gonzalo Falabella); "Venezuela: Participatory research as an educational methodology" (John Dinan).

Africa: "The role of culture in development: Jipemoyo Project, Tanzania" (Kemal Mustafa); "Women gaining awareness and skills in an urban slum of Nigeria" (Martha Budung, George Igoche); "Grain storage at Bwakira Chini village in Tanzania" (E.K. Mduna).

Europe: "A trade union and the case of automation in Norway" (Morten Levin); "Women in the open school of the Netherlands" (Gerda Mulder); "Adult literacy work with slow learners in the United Kingdom" (Elspeth Cardy).

Campbell, David J. "Participation of a community in social science research: A case study from Kenya Massailand." *Human Organization: Journal of the Society for Applied Anthropology*. Vol.46. (Summer) 1987: 160-167.

ROLE OF RESEARCHER ○ COMMUNITY DEVELOPMENT ○ AFRICA

This article offers a lively debate between pragmatic participatory research and participatory research for structural change, with Campbell defending the pragmatic approach. He recognizes that personal commitment by the researcher, community acceptance and organization, appropriate research methods and a conducive cultural and political climate are necessary to have pragmatic participatory research succeed in the sense of "reflective participation in the act of liberation."

Campos, Juanita. *Towards participatory evaluation: An inquiry into post-training experiences of Guatemalan community development workers*. University of Massachusetts doctoral dissertation. 1990.

LATIN AMERICA ○ COMMUNITY DEVELOPMENT ○ EVALUATION ○ TRAINING/WORKSHOPS

This dissertation documents an on-site participatory evaluation of a community development project involving full participation of the community trainers themselves.

Cancian, Francesca M. and Cathleen Armstead. "Participatory Research: An Introduction," (unpublished paper) January, 1990. 32 pp. (Available from CCEA)

CRITIQUE OF TRADITIONAL RESEARCH ○ WOMEN ○ ROLE OF RESEARCHER

Focusing on "gender, class, and empowerment in industrial societies," the authors define participatory research, give a brief history of it and its relationship to positivism, and discuss its relationship to feminism and other fields. Five page bibliography.

Carasco, Beryl. "Participatory research: A means towards collective community action." Pinelands, Barbados: Women and Development Unit, Extra-Mural Department, University of the West Indies. 1983.

CARIBBEAN ○ COMMUNITY DEVELOPMENT

This paper discusses the purpose of research and the context within which participatory research is emerging as an alternative to the traditional approach. It considers the applicability of participatory research as a part of the developmental process within the Caribbean setting. The paper discusses problems and shortcomings of participatory research briefly and suggests further reading on the subject.

Cassara, Beverly B. "The how and why of preparing graduate students to carry out participatory research." *Educational Considerations*. Vol. 14(2 & 3) (Spring/Fall) 1987.

**CRITIQUE OF TRADITIONAL RESEARCH ○ METHODOLOGY
SOCIAL THEORY ○ WOMEN ○ POPULAR THEATER ○ ASIA ○ NORTH AMERICA**

A summary of the history and development of participatory research is presented, with a focus on methodology and the role of the researcher-facilitator. Of note is the claim that education, research and action occur simultaneously. The author presents two case studies. The first involves women in India and the use of popular theater to question traditions of inequality. The second concerns women in a Washington, DC housing project and their attempts to acquire resources and services. The latter section emphasizes training of graduate students using theoretical justifications (built on a philosophical background), reading participatory research materials and encouraging participatory research projects.

Colletta, Nat J. "Participatory research or participatory put-down? Reflections on an Indonesian experiment in nonformal education." *Convergence*, Vol. 9(3). 1976.

ASIA ○ METHODOLOGY

This article is a preliminary report of an attempt to use participatory research methods as a means of designing a nonformal education program for a village in the Indonesian province of South Sulewski. It gives a short description of the steps followed, issues concerning cultural norms, roles of the local officials, and follow-through. Reflections include a discussion of the dangers of using participatory research to gain credibility for manipulative purposes.

Comstock, Donald. "A method for critical research: Investigating the world to change it." The Red Letter Institute, No. 72, Washington State University. 1980. 15 pp.

CRITIQUE OF TRADITIONAL RESEARCH ○ SOCIAL THEORY ○ METHODOLOGY

This article argues that critical theory cannot and must not rely on traditional research methods for validation and valuation. Interpretive, empirical, and dialectical analyses of hegemonic forces and their resulting stagnated social conditions are the methods of choice over observation and experimental manipulation. Critical research is a combination of disciplined analysis and practical action in a process which educates people and encourages actions aimed at reducing marginalization.

Comstock, Donald and Russell Fox. "Participatory research as critical theory: The North Bonneville, USA experience." Paper presented at the 10th World Congress of Sociology. Mexico City, Mexico. 1982. (Available from Russell Fox, Evergreen State College, Olympia, WA 98505 and from CCEA)

NORTH AMERICA ○ COMMUNITY DEVELOPMENT ○ LAND RIGHTS

A case study of how the North Bonneville residents planned and relocated their community in opposition to the U.S. Government. The paper presents a "successful" epistemological basis of critical theory when applied to participatory research.

Conchelos, Greg. "History, professionalism, community learning and the control of skill." *Learning* (Fall/Winter) 1979/80.

POLITICAL ECONOMY ○ COMMUNITY DEVELOPMENT

Conchelos discusses the history and development of professions in order to examine their effect on adult learning. He documents the split between the professions and the communities from which they emerged showing how the professions become separated from their original purpose of communal problem-solving. This historical examination is a first step in understanding how research as formalized social learning can be reconnected to community concerns.

Conchelos, Gregory. *Participatory research: Development of a political-economic framework*. Dissertation, Department of Adult Education, OISE, Toronto, Canada. 1983. 448 pp.

NORTH AMERICA ○ SOCIAL THEORY ○ POLITICAL ECONOMY

This study discusses prevalent themes within a sample of literature on participatory research. The inquiry involves the development and application of a method which combines content analysis with the generalization of a grounded theory. The framework is a political and economic one in which participatory research is seen as both a philosophy and a method of regarding how powerful and powerless groups deal with each other in the "research relationship" into which they are frequently thrust. This is illustrated by a detailed description of two empirical studies. A series of key themes is briefly analyzed. Conclusions and recommendations are made in order to

provide direction for the theory and practice of participatory research, as well as for the development of the international participatory research network.

Conchelos, Greg and Ted Jackson. "Participatory research for community education: Comparing urban and rural experiences." Kanata Papers. Studies on Women and Children: Focus on Participatory Research. No. 3. School of Social Sciences, University Sains, Malaysia. April, 1981. 13 pp.

SOCIAL THEORY ○ ASIA ○ AGRICULTURE ○ COMMUNITY DEVELOPMENT
WOMEN ○ LITERACY/ESL ○ WORKPLACE

This article describes nine participatory research field activities in an effort to demonstrate the use of research methods for community education in a variety of settings. The descriptions highlight aspects of the research that relate to the specific urban, rural or remote nature of the community setting involved including the kinds of community learning and action that came out of the process. The authors hypothesize that rural and remote communities have a high dependance on urban areas for production and consumption of knowledge. Their interest is therefore in making research skills available to popular groups in order to redress this imbalance. The research projects covered are: Gaventa's Appalachian Alliance, Belamide's work with farmers and land control, the Big Trout Lake sewage and water supply assessment project in Ontario, Mduma's grain storage technology project, Cheong's cooperative store in Korea, Cardii and Mirii's literacy classes, Barndt's study of urban learning needs, and Levin's trade union organization.

Conchelos, Greg and Yusef Kassam. "A brief review of critical opinions and responses on issues facing participatory research" *Convergence*, Vol. 3(18) 1981: 52-64.

CRITIQUE OF TRADITIONAL RESEARCH ○ METHODOLOGY

This article discusses several areas of critique on participatory research. Issues addressed: 1) participatory research vs. traditional research objectives, 2) is participatory research, research? 3) concepts, value systems and appropriateness, and 4) issues of class in participatory research.

Convergence, Vol. 8(2) 1975. 69 pp. (Issue currently out of print. Available from CCEA)

SOCIAL THEORY ○ COMMUNITY DEVELOPMENT ○ METHODOLOGY ○ LATIN AMERICA
LAND RIGHTS ○ AGRICULTURE

ICAE's first collection of articles on participatory research including the following: "Participatory research: An approach for change" (Budd Hall); "Some criticisms of survey research methods in adult education" (Michael Pilsworth and Ralph Ruddock); "Research as an educational tool for development" (Marja Lissa Swantz); "A question of participation: Research and action in the New Communities Project" (Paul Fordham, Geoff Poulton, Lawrence Randle); "Participacion campesina, educacion de adultos y reforma agraria en Chile" (Francisco Vio Grossi).

Convergence, Vol. 14(3). 1981. 68 pp.

SOCIAL THEORY ○ METHODOLOGY ○ NORTH AMERICA

A special collection entitled "Participatory research: Developments and issues." Includes the following: "Participatory research, popular knowledge, and power" (Budd Hall); "Participatory research in the empowerment of people" (Rajesh Tandon); "A citizens' research project in Appalachia, USA" (John Gaventa and Billy D. Horton); "Socio-political implications of participatory research" (Francisco Vio Grossi); "A brief review of critical opinions and responses on issues facing participatory research" (Greg Conchelos and Yusuf Kassam); "Popular participation, research and new alliances" (Brian MacCall). Also includes a bibliography.

Convergence, Vol. 21 (2&3). 1988. 144 pp.

EUROPE ○ NORTH AMERICA ○ CARIBBEAN ○ ASIA ○ LATIN AMERICA
METHODOLOGY ○ SOCIAL THEORY ○ WORKPLACE ○ AGRICULTURE

A special collection entitled "Focus on participatory research." Includes: "Social transformation and participatory research" (Rajesh Tandon); "Participatory research in North America" (John Gaventa); "A perspective on participatory research in Latin America" (Joao Francisci de Souza); "Participatory research in Southern Europe" (Paolo Orefice); "Bridging native and western science" (Pam Colorado); "Ethics and accountability: Participatory research in a worker co-operative" (Mary Mellor); "Reflections of a feminist political scientist on attempting participatory research in Aotearoa" (Delle Small); "Integrated rural development in St. Lucia: A participatory approach" (Marinus Pascall); "Peasant organization in El Rama, Nicaragua" (Kess Blokland, Justo Pastor Mairena Picado and Roberto Sergio Vega Gonzales); "Enumeration as a tool for mass mobilization: Dharvi Census" (Sheela Patel); "Squeezing out the middleman: The case of the betel producers in Sri Lanka" (Jaya Gajanayake).

de Olivera, Rosiska and D'Arcy. *The militant observer: A sociological alternative*. IDAC, Geneva, Document 9. 1975. 36 pp.

METHODOLOGY ○ CRITIQUE OF TRADITIONAL RESEARCH ○ MEDIA

This monograph systematically presents the methodology of militant observation. Issues discussed include; the need for a commitment to working with oppressed groups in order to change social reality, synthesizing the study of social change process with involvement in that process, methods of collecting information and forming tentative hypotheses, the systematic organization of information for subsequent group reflection, use of visual or graphic expressions for emphasis, and the evaluation of theory with respect to its capacity for providing answers to concrete problems.

De Roux, Gustavo I. "Together against the computer: Participatory action research and the struggle of Afro-Colombians for public services." In Orlando Fals-Borda and Mohammad Rahman, *Action and knowledge: Breaking the monopoly with participatory action-research*. New York: Apex Press. 1991.

COMMUNITY DEVELOPMENT ○ LATIN AMERICA ○ COMPUTERS ○ METHODOLOGY

This paper describes the foundations, organizing methods and strategies of a regional effort to break down the uncontested power of a state energy monopoly. Shows how the victory created an atmosphere where popular participation was stimulated through increased awareness and expectations.

de Silva, G.V.S., et al. "Bhoomi Sena: A struggle for people's power." *Development Dialogue*. Uppsala: The Dag Hammarskjold Foundation, 1979. 120 pp. (Available from CCEA)

POPULAR EDUCATION ○ METHODOLOGY ○ ASIA

Reports on a popular movement of tribal peoples, the majority of whom are landless labourers in Maharashtra, India. Most of the article describes the educational and organizing process through which the movement was formed and its impact on the participants at each stage of the process.

De Souza, Joao Francisco. "A perspective on participatory research in Latin America." *Convergence*, Vol. 21. 1988:29-38.

LATIN AMERICA ○ CRITIQUE OF TRADITIONAL RESEARCH ○ SOCIAL THEORY

Because much research about Latin America has led to development-oriented ends that are detrimental to Latin American society, De Souza believes there is a need to question the production and use of knowledge. He maintains that transformation of social relations is only possible through praxis. Because most intellectuals have become part of the capitalist system, they cannot be trusted to govern the knowledge produced. De Souza suggests that participatory research be used to bridge the gap between popular knowledge and scientific knowledge in order to transform the present social relations. He insists that the scientific approach must not be abandoned, and argues that the qualitative aspect and dialogue of participatory research are not anti-scientific. Participatory research is the ideal solution to the problem of knowledge production as it combines scientific research and political action.

Dubell, Folfe, Thord Erasmie and Jan de Vries (Eds.). "Research for the people, research by the people." Selected papers from the International Forum on Participatory Research in Ljubljana, Yugoslavia, 1980. Sweden: Linköping University, Department of Education, 1981. (Available from Linköping University, Department of Education, s-581 83 Linköping Sweden)

ASIA ○ NORTH AMERICA ○ LATIN AMERICA ○ AFRICA
EUROPE ○ UNIONS ○ WOMEN ○ SOCIAL THEORY
CRITIQUE OF TRADITIONAL RESEARCH ○ METHODOLOGY

Theoretical papers include: "Science and the common people" (Fals-Borda); "The dynamics of participation in participatory research" (Yusuf Kassam); "The socio-political implications of participatory research" (Francisco Vio Grossi); "Science as human behaviour: On the epistemology of the participatory research approach" (Jan de Vries); "The methodology of the participatory research approach" (Deborah Bryceson, Inzi Manicom and Yusuf Kassam).

Case studies include: "The struggle in Dhulia: A women's movement in India" (Vijay P. Kanhare); "Land ownership in Appalachia, USA: A citizens' research project" (John Gaventa); "Rural training in traditional communities in Peru" (Ton de Wit and Vera Gianotten); "The role of culture in development: Jipemoyo Project, Tanzania" (Kemal Mustafa); "A trade union and the case of automation (Norway)" (Morten Levin).

Elden, Max. "Sharing the research work: Participative research and its role demands." In P. Reason and J. Rowan (Ed.), *Human Inquiry: A source book of new paradigm research*. John Wiley & Sons Ltd. New York. 1981.

EUROPE ○ WORKPLACE ○ METHODOLOGY ○ SOCIAL THEORY
CRITIQUE OF TRADITIONAL RESEARCH

Using four critical decision criteria: "problem definition," "methods choice," "data analysis" and "use of findings." The author analyzes and categorizes social research design according to participant influence, or lack thereof, on each of the criteria. He further considers the different goals and outcomes likely to be associated with particular design choices. Implications for the role of the researcher are given special attention.

Two case studies with bank workers in Norway are included. The first illustrates the failure of the researcher to sufficiently share decision-making with the workers. The second illustrates the researcher's successful effort to be a "co-producer of learning" collaborating with workers in creating new knowledge.

Ellis, Pat. "Participatory research - An integral part of the developmental process." Women and Development Unit, Extra-Mural Department, University of the West Indies. Pinelands, St. Michael, Barbados, W.I. 1983.

CARIBBEAN ○ CRITIQUE OF TRADITIONAL RESEARCH ○ SOCIAL THEORY
METHODOLOGY

This paper looks first at the nature and purpose of social research and suggests that the research process be viewed as one part of a larger process of development and change. It then examines participatory research methods, techniques and problems. Examples of projects using participatory research in the Caribbean region are included.

Ellis, Pat. "Participatory research methodology and process: Experience and perspective of a Caribbean researcher." *Convergence*, Vol. 23(4). 1990.

CRITIQUE OF TRADITIONAL RESEARCH ○ ROLE OF RESEARCHER ○ METHODOLOGY
CARIBBEAN ○ COMMUNITY DEVELOPMENT

Ellis' emphasis on the importance of grounding research in the experience of those who live in the situation; as well as her views concerning the necessity of the researcher being intimately and personally involved in the situation are highlighted in her research on one group of adult education practitioners in the Caribbean. Methods of data collection used include documents, questionnaires, interviews, information discussions, diaries and workshops. Ellis discusses the process of collection, analysis, contradictions and conflicts, and her own role in these workshops at length.

English Family Literacy Project. "Talking shop: A curriculum sourcebook for participatory adult ESL." University of Massachusetts, Boston, 1989. 80 pp.

NORTH AMERICA ○ LITERACY/ESL ○ METHODOLOGY ○ ORAL HISTORY

This text, written collaborate by teachers and learners, covers not only teaching and learning practices, but explores the experiences of immigrants in their journey to the United States and the issues they face in their lives here. This publication mirrors participatory research process while providing real insights into ESL instruction and classroom management. Much is included on ESL literacy, mother tongue literacy, teachers and student roles, oral histories and curriculum development.

Facundo, Blanca. "Issues for an evaluation of Freire-inspired programs in the United States and Puerto Rico." US Department of Education funded monograph. February 1984. 132 pp.

LATIN AMERICA ○ NORTH AMERICA ○ EVALUATION ○ METHODOLOGY ○ LITERACY/ESL

Describes Freire's life and analyzes how his work must be understood in specific context. Blanca Facundo points out that the contradictions in Freire's formulations, especially in regard to evaluation, requires reflection. She also elucidates Freire's failure with literacy in Guinea-Bissau. Her farewell remark is that we owe it to Paulo Freire to be "critical of his ideas and practices as he taught us to be critical of ours."

Fals-Borda, Orlando and Mohammad Anisur Rahman. *Action and knowledge: Breaking the monopoly with participatory action-research*. New York: Apex Press. 1991.

LATIN AMERICA ○ COMMUNITY DEVELOPMENT ○ METHODOLOGY ○ ROLE OF RESEARCHER
CRITIQUE OF TRADITIONAL RESEARCH ○ COMPUTERS

Recent collection of writings on participatory action-research philosophy and methodology. Process studies or *vivencias* from different countries are used to illustrate the main features of PAR and to demonstrate its viability for addressing the "crisis of development." Articles include:

"Together against the computer: Participatory Action Research and the struggle of Afro-Colombians for public service" (de Roux), "Young laborers in Bogota: Breaking authoritarian ramparts, (Salazar), "Action and participatory research: A case of peasant organization (Gianotten and de Wit, "Glimpses of the 'other Africa'" (Rahman), People's power in Zimbabwe (Nyoni), "Toward a knowledge democracy: Viewpoints on participatory research in North America (Gaventa), Stimulation of self-reliant initiatives by sensitized agents: Some lessons from practice (Tilakaratna), "Remaking knowledge" (Fals-Borda).

Fals Borda, Orlando, "For praxis: The problem of how to investigate reality in order to transform it." Dar es Salaam, Tanzania, Participatory Research Project, presented at the African Regional Workshop on Participatory Research, Mzumbe, Tanzania, 1979.

LATIN AMERICA ○ UNIONS ○ POPULAR EDUCATION ○ ROLE OF RESEARCHER
SOCIAL THEORY

Important paper tracing the epistemological and methodological developments of Fals Borda and his colleagues during 1970-1976. Subjects of analysis include: causality, verification of knowledge, empiricism, objective reality, and critical social science. He emphasizes that "the ultimate criterion of validity for scientific knowledge is praxis." This paper discusses research experiences with worker and peasant unions in several areas of Colombia and he stresses the importance of relating information in a manner that is understandable to the people by offering training in methodology for cadres and linking research to permanent political organizations in the local areas.

Fals-Borda, Orlando. *Knowledge and people's power: Lessons with peasants in Nicaragua, Mexico, and Columbia*. New York: New Horizons Press. 1988.

LATIN AMERICA ○ SOCIAL THEORY
CRITIQUE OF TRADITIONAL RESEARCH ○ METHODOLOGY

Describes "participatory action research," an approach that integrates the knowledge of peasants, activists, and academics to build rural worker's organizations and social movements. Presents practical problems and the results of a three-country project. Some parts are written for community leaders, others for intellectuals.

Fals-Borda, Orlando. "Theoretical aspects of PAR: Reflections on the meaning and role of science in people's participation." June. 1980. (Available from CCEA)

CRITIQUE OF TRADITIONAL RESEARCH ○ SOCIAL THEORY
METHODOLOGY ○ LATIN AMERICA

Fals Borda develops a popular education platform that includes the utilization and collaboration with what Gramsci calls 'organic intellectuals'. He calls for scholars to be judged by the communities in which they live and work. Universities in diaspora would protect people's core values and knowledge and enable balanced social development.

Farmers Assistance Board. *Participatory research among farmers-settlers in southern Philippines*. (no date) (Available from the Farmers Assistance Board, PO Box AC-623, Quezon City, Philippines).

RURAL PLANNING ○ COMMUNITY DEVELOPMENT ○ METHODOLOGY ○ ASIA

This case study is a description of how participatory research was used as a tool in rural organizing work. The focus is on work with farmer settlers who were being threatened with expulsion from land they had cleared in the past that was currently being claimed by a corporation.

Farmers Assistance Board. *The struggle toward self-reliance of organized women in the Philippines: A case study*. (no date) (Available from the Farmers Assistance Board, PO Box AC-623, Quezon City, Philippines).

ASIA ○ WOMEN ○ ENVIRONMENT ○ COMMUNITY DEVELOPMENT

The paper reports and discusses the on-going struggle of a group of poor women in a resettled area to transform their environment by initiating economic and social action, organizing consciousness-raising, and by participating in larger social movements. The participatory study was undertaken by an all-women team of non-professional researchers, including women from the community.

Feuerstein, Marie-Therese. "Evaluation - By the people." *International Nursing Review*, Vol 25(5), 1978: 146-153.

HEALTH ○ LATIN AMERICA ○ EVALUATION

This paper describes a case study of grass-roots participatory evaluation in a Honduran rural health promoters program. Article includes background information on Honduras and specific health findings.

Feuerstein, Marie-Therese. "The educative approach in evaluation: An appropriate technology for a rural health programme." *International Journal of Health Education*. Vol. 21. pp.56 -64.

RURAL PLANNING ○ ALTERNATIVE TECHNOLOGY ○ HEALTH
LATIN AMERICA ○ EVALUATION

Describes the educative process of the above evaluation program. Conceptual and methodological approach is outlined.

Feuerstein, Marie-Therese. *Partners in Evaluation*. London: MacMillan Press. 1986.

POPULAR EDUCATION ○ METHODOLOGY ○ EVALUATION

Based on seven years of research and experience across the world, this book is a valuable resource on popular education. Chapters include: *Understanding Evaluation, Planning and Organizing Resources, Using Existing Knowledge and Records, Collecting More Information, Reporting Results of Evaluation, and Using your Evaluation Results*. Includes glossary of terms and reference list.

Freire, Paulo. "Conscientization: Cultural action for freedom" (Parts I, II and III). *Harvard Educational Review*. 1971.

LITERACY ○ METHODOLOGY ○ SOCIAL THEORY

Important work for those interested in using Freire's methodology in development situations. Freire rejects mechanistic conceptions of the adult literacy process, advocating a theory and practice based on authentic dialogue between teachers and learners. A new perspective on the role of teacher and learner and the role of learning itself is presented. In the third section, Freire considers the philosophical basis and the social context of his own thought. He discusses politicization of large segments of the population in the Third World and analyzes the consciousness that commonly characterizes this phenomena. He also discusses the nature and function of a truly liberatory education.

Freire, Paulo. "Creating alternative research methods: Learning to do it by doing it." *Studies in Adult Education*, University of Dar-es-Salaam, Tanzania. July 20, 1972.

CRITIQUE OF TRADITIONAL RESEARCH ○ METHODOLOGY

Freire discusses the ways in which facts are connected dialectically with the perceptions of the facts by those affected by them. Therefore, he concludes, it is necessary to develop a methodology for research that has people "dialogically involved" with the researcher. He outlines some characteristics of this methodology.

Freire, Paulo. "Cultural action and conscientization." *Harvard Education Review*. Vol. 40(3). August, 1970.

LATIN AMERICA ○ POLITICAL ECONOMY ○ SOCIAL THEORY ○ POPULAR EDUCATION

In this article, Freire considers the philosophical basis and social context of his thought. He discusses the emergence of the masses into the political process in the Third World and analyzes the levels of consciousness which characterize this move from their culture of silence. He analyzes societies in transition and the role of coups d'état in Latin American countries. The article also examines the difference between cultural action and cultural revolution in terms the relationship between leaders and the people.

Freire, Paulo. *Pedagogy of the oppressed*. New York: Herder and Herder. 1972.

LITERACY ○ SOCIAL THEORY ○ METHODOLOGY ○ POPULAR EDUCATION

This book is considered Freire's most generative statement on "conscientization," and Freire himself admits continual growth beyond some of its early tenets. Based on the experience of teaching illiterates not only to read and write but to articulate and act upon their social situation, a theory of the relationship between oppressive systems and oppressive relationships (specifically that of teacher and student) is developed as well as the concept of "internalized oppression." Learning is seen as a political process, dialectically relating the person to the world, through action and reflection (or praxis).

Freire, Paulo. "Research methods." Tehran: IIALM Literacy Discussions. 1974. 11 pp. (Also in Budd Hall, A. Gillette and R. Tandon. *Creating knowledge: A monopoly?* Participatory Research in Asia (PRIA). New Delhi. 1982.

ROLE OF RESEARCHER ○ METHODOLOGY ○ LITERACY

Excerpts from a seminar at the University of Dar es Salaam where Freire suggests that adult education research be conducted by developing teams in honest dialogue with the people. This would involve a series of small group discussions, detailed record keeping, and a report of discussions to a general assembly. In this way people are able to see that they themselves are capable of investigating that which was previously done by experts. Critical study of the report is then conducted by the research team and a joint proposal for action is subsequently created by the team and the people as the final stage of the research process.

Freire, Paulo. "To the coordinator of a culture circle." *Convergence*, Vol. 4(1). 1971: 61-62.

POPULAR EDUCATION ○ TRAINING/WORKSHOPS ○ LATIN AMERICA ○ METHODOLOGY

Freire tells coordinators of study groups in Chile that to be a good coordinator, one must be humble and act as a member of a group. He also recommends that the coordinator have a "critical posture" towards information.

Fullan, Michael, John Bliss and Glenn Eastbrook. "Action research in the schools: Involving teachers and students in classroom change." In Carlton, Colley and Mackinnon (Eds.) *Education in a Changing Canadian Society*. Gage Publishers. 1976.

NORTH AMERICA ○ SCHOOLS ○ METHODOLOGY ○ ROLE OF RESEARCHER

A case study of action research for change in a school setting. The assumptions and ethical and methodological principles of such research are described in addition to the problems encountered and the results. The researchers identify six stages in action research for change: 1) establishing a relationship, 2) identifying areas of concern, 3) gathering data, 4) feedback on data, 5) attempts at change, and 6) evaluation of the program. These stages are discussed in some detail. The researchers conclude by identifying problems and strengths of such research.

GATT-Fly. *Ah-Hah a new approach to popular education*. Toronto: Between the Lines. 1983.

NORTH AMERICA ○ POPULAR EDUCATION ○ SOCIAL THEORY
TRAINING/WORKSHOPS ○ POLITICAL ECONOMY

This book describes a method for popular education called the "ah-hah" seminar which was developed by GATT-Fly. The aim of the seminar was to get participants to piece together their individual experiences in a way that clarified their understanding of political and economic systems. The publication is divided in two major parts. The first section focuses on the methodology of the "ah-hah" seminar and describes the basic principle of any popular education. The second section reviews the experiences of three different "ah-hah" seminars carried out by GATT-Fly.

Gaventa, John. "Participatory Research in North America." Unpublished paper. (no date) 17 pp.

NORTH AMERICA ○ CRITIQUE OF TRADITIONAL RESEARCH
METHODOLOGY ○ LITERACY/ESL

Three participatory research strategies for popular groups, leading towards a "knowledge democracy," are discussed. Reappropriation of knowledge from the "knowledge elite" empowers people to confront the knowledge holders and develop the necessary skills to do so. Developing the people's knowledge of their world engages them in analyzing their own world and the new knowledge may become a resource for challenging the hegemony of dominant ideas. "By altering who controls knowledge, what knowledge is produced, and indeed, the very definition of what constitutes knowledge may also change."

Gaventa, John and Billy Horton. "A citizens research project in Appalachia, USA." *Convergence* Vol. 14(3). 1981.

LAND RIGHTS ○ POLITICAL ECONOMY
COMMUNITY DEVELOPMENT ○ NORTH AMERICA

An analysis of land ownership and taxation patterns in rural Appalachia. The project included the use of structured data collection, statistical analysis and intensive interviews with residents of the community.

Gerber, John M. "An introduction to participatory research and education programs for agricultural sustainability." Unpublished paper. (no date) 8 pp.

AGRICULTURE ○ CRITIQUE OF TRADITIONAL RESEARCH ○ METHODOLOGY

As an alternative to the land grant model for academic research and extension education programs, this paper presents the paradigm of participatory research based on a partnership between the academic and farming communities to better accommodate the needs of agricultural producers. In this model, farmers identify critical research and educational objectives while researchers develop appropriate experimental designs that will result in useful information.

Gianotten, V. and Ton de Wit. "Participatory research and popular education in a context of peasant economy." The Hague/Amersfoort, Center for the Study of Education in Developing Countries, Netherlands Study and Development Centre for Adult Education. 1982.

SOCIAL THEORY ○ EVALUATION
POPULAR EDUCATION ○ POLITICAL ECONOMY

This paper provides a description of popular education with a detailed discussion of problems that make research unsuitable to be described as participatory. A case study follows to illustrate the points previously discussed. Finally the need for permanent evaluation is put forward.

Greenwood, Davydd J., William Foote Whyte and Ira Harkavy. "Participatory action research as a process and as a goal: Matching action research to organizational conditions." Paper presented at a symposium on *International dimensions of action research: A source of new thinking about inquiry that makes a difference*. Miami. August 11-14, 1991. 19 pp.

NORTH AMERICA ○ EUROPE ○ SCHOOLS ○ CRITIQUE OF TRADITIONAL RESEARCH
TRAINING/WORKSHOPS ○ WORKPLACE

Viewed as the other end of the continuum from the "expert model" of research, participatory research is seen as an "emerging, intensifying process" of collaboration between the professional researcher and the organization being studied. Three cases in different settings illustrate the authors' points: Xerox Corp. in Webster NY, FAGOR Cooperative Group in Mondragon Spain, and The University of Pennsylvania and the Philadelphia Public Schools.

Griffith, William and Mary C. Cristarella. "Participatory research: Should it be a new methodology for adult education?" In J.A. Niema (Ed.) *Viewpoints on Adult Education Research*. Columbus, Ohio: Eric Clearinghouse on Adult, Career and Vocational Education.

POPULAR EDUCATION ○ SOCIAL THEORY ○ METHODOLOGY

A skeptical account of some of the questions surrounding participatory research. What is it? Who is doing it? How does the methodology compare with established research methodologies? Is it of such potential that all adult educators should be taught to carry it out?

Hall, Budd. *Creating knowledge: Breaking the monopoly*. Participatory Research Project Working Paper No.1, Toronto: 1977.

AFRICA ○ CRITIQUE OF TRADITIONAL RESEARCH ○ COMMUNITY DEVELOPMENT

This paper begins with a brief analysis of traditional research as a component of the international market economy and stresses the need for knowledge to be created by people at the grassroots base. Basic principles of participatory research and a case study of a grain storage project in Tanzania are included.

Hall, Budd. "Knowledge as a commodity and participatory research." *Prospects*. Vol. 9(4). 1979.

METHODOLOGY ○ SOCIAL THEORY ○ CRITIQUE OF TRADITIONAL RESEARCH

Hall examines some of the ways the production of knowledge has become the monopoly of an elite so that the majority of the world's people do not/cannot contribute to the world's store of information. The standards and relevances of research are determined by bourgeois institutions and the state, not by the needs and concerns of those who the research is often about. He suggests participatory research as a possible strategy for breaking this monopoly.

Hall, Budd. "Participatory research, popular knowledge and power." Participatory Research Group. Toronto. 1984.

SOCIAL THEORY ○ CRITIQUE OF TRADITIONAL RESEARCH ○ METHODOLOGY

A compilation of Hall's early articles.

Hall, Budd. "Participatory research, popular knowledge and power: A personal reflection." In "Participatory Research: Development and Issues" - Special Edition of *Convergence*, Vol. 14(3), 1981.

CRITIQUE OF TRADITIONAL RESEARCH ○ SOCIAL THEORY
COMMUNITY DEVELOPMENT ○ METHODOLOGY

This is a review of the development of theory and practice in participatory research by Budd Hall who is the initiator and coordinator of the International Participatory Research Network which began in 1977 and has members throughout 60 countries. Hall begins with a discussion of the emphasis on empowerment through learning and he defines participatory research as the "integrated activity that combines investigation, educational work and action." He then delineates the main topics debated at the International Forum on participatory research in Yugoslavia in April, 1980 including: the researcher as learner; nature of participation; popular knowledge; and local autonomy and broader struggles. Hall concludes with a call for the demystification of the power structure and the building of popular knowledge and popular organizations in order to transfer power to the people.

Hall, Budd. "Research, commitment and action: Participatory research." *International Review of Education*. Vol. 30. 1984.

COMMUNITY DEVELOPMENT ○ CRITIQUE OF TRADITIONAL RESEARCH ○ METHODOLOGY

Review of the experiences of the International Participatory Research Network.

Hall, Budd, A. Gillette and R. Tandon. *Creating knowledge: A monopoly?* Participatory Research in Asia (PRIA). New Delhi. 1982.

CRITIQUE OF TRADITIONAL RESEARCH ○ METHODOLOGY ○ AFRICA ○ NORTH AMERICA

First international collection of participatory research studies. Includes Paulo Freire's first paper on participatory research and a number of other papers from several countries.

Hall, Budd, Alan Etherington and Ted Jackson. "Evaluation, participation and community health care: Critique and lessons." Paper presented at the meeting of the American Health Association. Toronto, Canada, November, 1979.

AFRICA ○ NORTH AMERICA ○ EVALUATION ○ HEALTH ○ RURAL PLANNING

Based on the authors' experiences in evaluation of community health and other programs in Canada and Africa. Paper addresses the question, "Why evaluate?"; looks at frameworks for analysis; and outlines participatory methodologies for evaluation. Guidelines for evaluating the effectiveness of local-level organization in rural water supply improvements is included in appendix.

Hallstrom, A. "Participatory research as an agent of unforeseen changes: Experiences of three pilot studies." Presented at the Encuentro Internacional de Investigacion Participativa, Caracas, Venezuela, 1978. 7 pp.

LATIN AMERICA ○ POLITICAL ECONOMY ○ WORKPLACE

Three short descriptions of participatory action research (PAR) experiments in Venezuela. PAR as perceived by the "originator" and the "subjects" and how their interaction affects both these players as well as the PAR process itself.

Herrera, Xochitl and Miguel Lobo-Guerrero. "From success to failure: Tapping the creative energy of the Sikuaní culture in Colombia." *Grassroots Development*, Vol. 12(3), 1988. 10 pp.

HEALTH ○ TRAINING ○ LATIN AMERICA

This article describes the process carried out by a team of anthropologists working in the remote regions of Colombia. Charged with designing a health training course for local health workers, the team created a participatory model of training whereby the health workers became researchers and carried out action research in their own communities. Using problem solving techniques, community participation, culturally grounded classification of diseases and medicines, the project bridged the gaps between expert and local knowledge through participatory research.

Himmelstrand, Ulf. "Action research as applied social science: scientific value, practical benefits and abuses." Cartagena, Venezuela, April 1977, 24 p. (Available from the author, Department of Sociology, University of Uppsala, Uppsala, Sweden)

CRITIQUE OF TRADITIONAL RESEARCH ○ SOCIAL THEORY ○ METHODOLOGY

Himmelstrand approaches questions concerning the scientific value and practicality of action research within a general discussion of the nature of applied social science. He distinguishes appropriate areas of research for the latter to be applied and concludes that both approaches are needed but that the proper domains of each must be delimited and the relationship between the two be defined. A dialectic approach to social science applications that combines elements of positivistic, hermeneutic, and action research is outlined and distinguished from reproductive action research. Validity criteria for each type of action research are cited and the paper concludes with a discussion of the potential abuses of social science.

Himmelstrand, Ulf. "Innovative processes in social change: Theory, method and social practice." Report prepared for the Research Council #9, ISA Research Council, Warsaw. August 25-29, 1980.

CRITIQUE OF TRADITIONAL RESEARCH ○ METHODOLOGY ○ SOCIAL THEORY

A report on the historical developments in theory and methods for studying "development." Himmelstrand describes the split between the "diffusion of innovations approach" (DIA), and the "discourse-oriented action framework" in the research group. He advocates rapprochement between the two approaches rather than "a tolerant but lax poly-paradigmatic pluralism," arguing that their concerns are similar, even given the divisiveness between frameworks.

Horton, Bill, Dave Liden and Tracy Weis. *Who owns it? Researching land and mineral ownership in your community*. Appalachian Alliance. Prestonburg, Kentucky.

**NORTH AMERICA ○ LAND RIGHTS ○ METHODOLOGY
COMMUNITY DEVELOPMENT ○ RURAL PLANNING**

A short practical guide to researching land and mineral ownership. Includes discussion of a Kentucky case study.

Huizer, Gerrit. "Research-Through-Action: Some practical experiences with peasant organization." In Gerrit Huizer and Bruce Mannheim (Eds.), *The politics of anthropology: From colonialism and sexism toward a view from below*. The Hague: Moulton Publishers, 1979.

CRITIQUE OF TRADITIONAL RESEARCH ○ SOCIAL THEORY ○ ROLE OF RESEARCHER

This article discusses the author's dissatisfaction with traditional ways of viewing the peasant as conservative. Several fieldwork experiences are described that outline how research-through-action is not only morally and ethically correct, but can produce more authentic data.

Jackson, Ted. "Comparing two research processes: Case sketches from Canada and Tanzania." Participatory Research Team. Toronto, Canada. February, 1977. 4 pp.

METHODOLOGY ○ AFRICA ○ COMMUNITY DEVELOPMENT ○ NORTH AMERICA

These notes compare the research processes in a Tanzanian village on grain storage technology with a Canadian native village study on forestry development. Both studies involved local research teams, continuous feedback, and immediate use of the research by the community. Both also used the data-gathering methods of group meetings and visual representation (diagrams, maps, photos). In both cases there was a key meeting in which the community rejected the advice of outsiders and took control of the research process.

Jackson, Ted. "Dene learning for self-determination and the Mackenzie Valley pipeline inquiry (1974-1977): Struggle not collaboration." Toronto, Canada. Participatory Research Project Working Paper No. 2, 1977. 15 pp. (Available in Spanish)

ENVIRONMENT ○ METHODOLOGY ○ RURAL PLANNING ○ NORTH AMERICA

This case study examines the impact of participation on the part of the Dene (Indian and Meti) people of northern Canada in response to a proposed national gas pipeline through their lands. Southern, non-native environmentalists, churches, and community groups aligned with the Dene against the multi-national hydrocarbon energy cartel. The Dene presented their land-use study concerning traditional hunting and trapping practices in the North to the government pipeline inquiry. It is argued that Dene participation in the inquiry resulted in a recovery of Dene culture and history and a greater knowledge of building southern support for decolonization of the Dene people.

Jackson, Ted. "Environmental assessment in Big Trout Lake, Canada." Paper prepared for Participatory Research Conference, Yugoslavia, 1980. 9 pp. (Available from CCEA)

NORTH AMERICA ○ ENVIRONMENT ○ WOMEN ○ METHODOLOGY
COMMUNITY DEVELOPMENT

This paper describes the participatory research efforts of a small Indian community on the periphery of Western culture. It shows how access to information provides for a different and liberatory power relationship, but also how the strategic location of this community allowed the hegemony of the State to prevail over the will of the people. In addition, internal power distribution precluded certain actions from taking place. Regardless of the outcome, a major awareness was created about the generation and control of new, indigenous knowledge.

Jackson, Ted. "Resource imperialism, indigenous resistance and the role of adult education." A Canadian Working Paper, OISE Department of Adult Education. Toronto, Canada. May 1977. 32 pp.

NORTH AMERICA ○ AFRICA ○ POLITICAL ECONOMY
ROLE OF RESEARCHER ○ POPULAR EDUCATION

This working paper outlines cases of indigenous resistance to resource capitalism in South Africa, Brazil, and Northern Canada, arguing that adult educators must politicize themselves to effectively support indigenous struggles. The analytic tools of historical materialism, class analysis and the study of political economy are proposed for adult education. Participatory research is discussed as one means of socializing the means of producing solutions to the problem of indigenous self-determination.

Jackson, Ted. "Rural sanitation technology: Lessons from participatory research." *Assignment Children*. Vol. 46/47. UNICEF, Geneva. 1979.

NORTH AMERICA ○ SOCIAL THEORY ○ ALTERNATIVE TECHNOLOGY
COMMUNITY DEVELOPMENT

This paper discusses participatory research and the implications of community participation in development. On the basis of a survey of current experiences, it analyzes the possible applications of this approach to water and sanitation programmes, which would be founded on a new distribution of knowledge and the local production of appropriate technology through community dialogue.

Jean-Baptiste, Alfred. *You better Belize it!* Published by the Society for Popular Education and Research (SPEAR) and Participatory Research Group. Toronto, Canada. 1990.

LATIN AMERICA ○ POPULAR EDUCATION ○ METHODOLOGY ○ TRAINING/WORKSHOPS

A participatory research training guide based on a training workshop in Belize. The emphasis is on making available 'how to' information based on a training workshop sponsored by SPEAR.

Kamwego, Martin. "How empowered are the peasants?: A critique of popular theater in Southern Africa." *Participatory Formation Newsletter*. Vol. 4(1). 1990. 10 pp.

POPULAR THEATER ○ AFRICA ○ COMMUNITY DEVELOPMENT ○ METHODOLOGY

This paper discusses history and forms of popular theater used for critical education and action by marginalized populations. Delineates merits and disadvantages, such as entertainment; common language; participation, especially when used in a participatory research mode; and a means for animators to pre-empt their agenda on community development activities. A counter discourse resulting from peasant animation leads to the articulation of village priorities, objectives, activities and outcomes. It promotes bottom-up development of a counter hegemonic force which has actually threatened the elite to the point that actors were imprisoned.

Kassam, Yussuf and Kemal Mustafa (Eds.). *Participatory research : An emerging alternative methodology in social science research*. International Council for Adult Education. Toronto, Canada. 1982. 225 pp.

AFRICA ○ POPULAR EDUCATION ○ POPULAR THEATRE
SOCIAL THEORY ○ METHODOLOGY

This book is based on the 1979 African Regional Workshop on Participatory Research held in Mzumbe, Tanzania. It contains four theoretical discussion papers and responses to them and seven case studies from different countries in Africa. "The Concept of Development in the Social Sciences" (Kemal Mustafa, Deborah Bryceson: Linda Harasim, discussant); "The Politics of Research Methodology in the Social Sciences" (Marjorie Mbilinyi, Ullas Vuorela, Yusuf Kassam and Yohana Maisisi: discussant response, Leo van den Berg); "The methodology of the Participatory Research Approach" (Deborah Bryceson, Linzi Manicom and Yusuf Kassam; discussant response, Rajesh Tandon); "Participatory Research: Redefining the Relationship Between Theory and Practice" (Deborah Bryceson and Kemal Mustafa: discussant response, A. O. Anacleiti). *Case Studies*: "Participatory Research as an Instrument for Training: The Youth Development Project in the Coast Education in Tanzania" (Marja-Lissa Swantz); "Rural Vocational Education in Tanzania: An Explanatory Research" (R. Mshana and T. Biti); "The Use of Popular Theatre for Adult Education in Botswana and its Relation to the Concept of Participatory Research" (Ziki Kraai, Bob MacKenzie and Frank Youngman); "Demystifying Research: A Case Study of the Chiwanda Nutrition Education Project" (Y.K.C. Masisi); "Appropriate Technology for Grain Storage at Bwakira Chini Village" (E.K. Mduma); "The Jipemoyo Project" (Kemal Mustafa); "On literacy Content" (Ngugi wa Mirii).

Keating, Don. "Draft of a reaction to *Participatory research: An approach to change*." (Budd Hall). February, 1977. 6 pp.

SOCIAL THEORY ○ METHODOLOGY

Keating strongly disagrees with Hall's assumptions concerning the feasibility and desirability of participatory research. His basic position is that research is inherently incapable of being a vehicle for participation. He uses issues of power, political pressure, and the nature of institutions to demonstrate this position.

Ketterer, Richard F., Richard H. Price and Peter E. Politser. "The action research paradigm." *Evaluation and Action in the Social Environment*. 1980.

SOCIAL THEORY ○ METHODOLOGY ○ CRITIQUE OF TRADITIONAL RESEARCH

As an overview chapter for the book, this outlines the characteristics of action research and how it attempts to interweave theory, research and practice. The history of action research is presented, along with a systematization of its general characteristics. The authors assert that the tension between theory and practice can be reconceptualized as a "fruitful symbiotic relationship."

Kidd, Ross. "From people's theatre for revolution to popular theatre for reconstruction: Diary of a Zimbabwean workshop." International Council for Adult Education, Toronto, Canada. 1983. 67 pp.

POPULAR THEATRE ○ METHODOLOGY ○ AFRICA

This detailed report provides an in-depth analysis of a three week popular theatre workshop in Zimbabwe. In the form of a day-by-day diary, the report covers the issues, participant profiles, and social context of setting up a popular theatre project in a rural village. Insights into the use of brainstorming, spontaneous and scripted theatre, generating community issues and the roles of the outsider are included within the context of this Pan-African Workshop initiative. Pictures, illustrations, workshop models and quotes from village participants are all blended together to provide a thick description of the workshop.

Kidd, Ross. "Popular theatre and political action in Canada." *Theatrework*, Vol. 2(1). 1981.

NORTH AMERICA ○ POPULAR EDUCATION ○ POPULAR THEATRE ○ METHODOLOGY

An account of popular theatre as an educational, developmental oriented and political force in Canada. The paper includes: (1) a theoretical section on the links between drama and conscientization; (2) the history of theatre as an expression of popular concerns; (3) a description of popular theatre in the 70's, organized in four categories - docudrama, politically explicitly theatre, drama and community development, and drama and popular organizations; (4) an analysis of Canadian popular theatre.

Kidd, Ross and Martin Byram. "Popular theatre: A technique for participatory research." Working Paper No. 5, Participatory Research Project. Toronto, Canada. 1978. 36 pp.

COMMUNITY DEVELOPMENT ○ POPULAR THEATRE ○ METHODOLOGY ○ AFRICA

This article begins with a brief overview of popular theatre and its theoretical implications as a form of participatory research for rural development. The majority of the article examines four case studies of the Laedza Batanani campaign in Botswana, which used popular theatre format to generate community participation on development projects. The four case studies include community education campaign, resettlement education, Freirean literacy work and extension work with appropriate technology.

Kidd, Ross, Martin Byram and Petra Rohr-Rouendaal. *Organizing popular theatre: The Laedza Batanani experience, 1974-1977*. (no date) (Available from CCEA)

AFRICA ○ POPULAR EDUCATION ○ POPULAR THEATRE

The contents of this booklet are based on the experience of organizing four Laedza Batanani community education campaigns. Laedza Batanani is an annual popular theatre campaign organized in the Bokolaka villages of Botswana which began in 1974. This booklet shows one

way of planning, running, and evaluating a community education campaign using popular theatre. It was designed for use by extension workers and others in adult education in Botswana.

Kidd, Ross and N. Colletta (Eds.). *Traditions for development: Indigenous structure and folk media in non-formal education*. German Foundation for International Development, Bonn, West Germany, 1982.

AFRICA ○ POPULAR THEATER ○ RURAL PLANNING ○ POPULAR EDUCATION
COMMUNITY DEVELOPMENT ○ WOMEN

A collection of case studies prepared for an international seminar on traditional culture and development. Half the studies deal with experiences involving drama as a didactic medium or as a factor in a process of conscientization and organizing. The other half deal with developmental projects based on indigenous structures and processes. The debate at the seminar was polarized between those who took an "instrumentalist" view of culture, seeing it as a tool for propagating development techniques, and those who challenged this appropriation of people's culture for outside interests and proposed the development of popular culture as a peasant-generated process advancing popular interests. Papers include "Popular Drama and Popular Analysis in Africa" (Brian Crow and Michael Etheton); "Women's Theatre, Conscientization, and Popular Struggle in Jamaica" (Honor Ford-Smith); "Indigenous Knowledge, Folk Media, and Critiquing Rural Development in Sierra Leone" (M. Johnny and P. Richards); "Domestication Theatre and Conscientization Drama in India" (Ross Kidd); "Popular Theatre, Popular Education and Urban Community Organizing in Mexico" (Carlos Nunez and Graciela Nunez).

Lackey, Alvin S., Mack Peterson and Jeff Pine. "Participatory evaluation: A tool for community development practitioners." *Journal of the Community Development Society*. 1981. 12 pp.

COMMUNITY DEVELOPMENT ○ EVALUATION ○ NORTH AMERICA

Begins with a condensed but thorough overview of participatory research and participatory evaluation literature. The authors elucidate two purposes of participatory evaluation: 1) Effects of participatory research projects on community and individuals, and 2) involving participants in reflective evaluation through dialogue to develop deeper insights into their experiences and create collective actions. Participatory evaluation goes beyond traditional evaluation because of consequences of people's involvement in the process. The study illustrates positive results of the methodology and the summary provides a list of key steps recommended, e.g., what questions should be asked, in what format, etc.

Lather, Patti. "Issues of validity in openly ideological research: Between a rock and a soft place." *Interchange*. Vol. 17(4) (Winter) 1986:63-84.

METHODOLOGY ○ CRITIQUE OF TRADITIONAL RESEARCH ○ SOCIAL THEORY

Lather presents a formulation of criteria for testing the validity of openly ideological, "non-objective" research. She asserts that systematic rigor is possible but requires different criteria than traditional research. "Triangulation" can test research designs that include multiple data

sources and methods as well as theoretical scheme searches for counter patterns and convergences. She also posits different categories of validity such as systematized reflexivity, face validity and catalytic validity. The goal is to create and refine "interactive, contextualized methods which search for pattern and meaning rather than for prediction and control."

Lather, Patti. "Research as praxis." *Harvard Educational Review*. Vol. 56(3). 1986.

METHODOLOGY ○ CRITIQUE OF TRADITIONAL RESEARCH ○ SOCIAL THEORY

This article explores integrating research with political action. The author looks at critical theory and its application to participatory research. The paper begins with a brief overview of the major tenets of critical theory. The bulk of the article examines and critiques three critical research paradigms: neo-Marxist ethnographies, feminist research, and participatory research.

Lather, Patti. "Staying dumb?: Student resistance to liberatory curriculum." Paper prepared for presentation at the Annual Conference of the American Educational Research Association, Boston, MA. April 16-20, 1990. 41 pp.

**SCHOOLS ○ NORTH AMERICA ○ CRITIQUE OF TRADITIONAL RESEARCH
POLITICAL ECONOMY ○ ROLE OF RESEARCHER**

The essay "explores what it means to write science differently" and attempts to "enact rather than simply state the upheavals produced as deconstruction circulates across recent critical social theory." The author uses four different narratives to analyze her data gathered from an introductory feminist theory class. Each narrative demonstrates a separate paradigm approach: realist, critical, deconstructivist, and reflexive for making meaning of the data. The article critiques not only the traditional empirical stance which attempts to banish self-criticism, but also critical approaches which set the researcher or teacher in a "we who know" role versus the false consciousness of a mystified 'other'.

Lawler, Edward E., John A. Drexler, Jr. "Participative research: The subject as co-researcher." *Organizational Assessment*. New York: John Wiley and Sons. 1980.

CRITIQUE OF TRADITIONAL RESEARCH ○ METHODOLOGY ○ ROLE OF RESEARCHER

Describes four conditions suitable for Participatory research, especially in organizational investigation. Discusses pros and cons of Participatory research as compared/in conjunction with classical research.

Light, Linda and Nancy Kleiber. "Interactive research in a feminist setting: The Vancouver Women's Health Collective." In Donald Messerschmidt (Ed.) *Anthropologists at home in North America*. Cambridge: Harvard University Press. 1981.

HEALTH ○ WOMEN ○ NORTH AMERICA

This article analyzes a specific, feminist research project among a health collective developed by lay people in Canada. The article describes how the research evolved into a participatory model and the authors attribute their success to the shared feminist values of the participants.

Lindsey, J.K. "Participatory research: Some comments." *Convergence*. Vol. 9(3). 1976.

COMMUNITY DEVELOPMENT ○ SOCIAL THEORY ○ POLITICAL ECONOMY

A short piece arguing that participatory research will open developing countries to capitalist manipulation. Lindsey criticizes Hall for disregarding the importance of theory.

Luttrell, Wendy. "The Edison School struggle: The reshaping of working-class education and women's consciousness." In Ann Bookman and Sandra Morgen (Eds.) *Women and the politics of empowerment*. Philadelphia: Temple University Press. 1988.

WOMEN ○ URBAN PLANNING ○ SCHOOLS ○ POPULAR EDUCATION

A coalition of white and black working-class women were involved in a struggle for quality desegregated education. The campaign was successful and the article explores both the struggle and the evolution of the participants' consciousness and the interplay of gender, class and race.

Lynd, Mark. "Michel Foucault's empirical analytics: New light on participatory research?" Unpublished paper. 1989. 35 pp.

NORTH AMERICA ○ LAND RIGHTS ○ SOCIAL THEORY

This paper assesses the Bonneville case study reported by Russell Fox and Donald Comstock in which residents of Bonneville, WA successfully used participatory research to force the Army Corps of Engineers to pay for community planning in relocating their town. Lynd argues that Fox and Comstock's argument - that immanent critique provides a theoretical support for participatory research - might be oppressive in so far as it presupposes a unit of analysis (ideology) without first seeking to understand the situation more descriptively. Lynd proposes using Foucault's approach, empirical analytics, as a way of avoiding this mistake in participatory research.

Lynd, Mark. "Participatory theater for social change: A case study with disabled adults." Unpublished paper. 1991. 15 pp.

DISABILITY ○ POPULAR THEATER ○ NORTH AMERICA

This paper presents a brief history of popular theater and discusses the elements of one type of popular theater - participatory theater. The paper presents a case study in which disabled adults created and produced their own musical called "Get a Job!" Lynd concludes by proposing process and outcome criteria for the success of participatory theater, and uses them to evaluate "Get a Job!"

Maguire, Patricia. *Doing participatory research*. Center for International Education, University of Massachusetts, Amherst, MA. 1987. 305 pp.

SOCIAL THEORY ○ NORTH AMERICA ○ WOMEN ○ HEALTH

In this text, the author traces her own development in coming to understand the biases of traditional research, beginning with her work as a student researcher and later in her participatory research work with a group of former battered women in Gallup, New Mexico. Using Paulo Freire's concept of dialogue, Pat talks with former battered women in their kitchens. Together they move through a cycle of reflection and action, groping towards a solution to their problem of moving forward after the soul-destroying experiences of living with violent men.

Malamah, Thomas and David Henry. "Where education begins and entertainment continues." Unpublished paper. November, 1986.

AFRICA ○ POPULAR THEATER ○ METHODOLOGY
COMMUNITY DEVELOPMENT ○ HEALTH

Malamah-Thomas gives us a case study about workshops he organized in Sierra Leone, complete with background information about the use of theater and participatory action research for rural development in Africa. He concludes with several lessons learned from the Telu experience, notably; theatre is educational, enabling, mobilizational, transformational and empowering. But, no comprehensive prescription can be written and each practitioner needs to consciously and carefully tailor the process for the situation at hand.

Marino, Dian. "Drawing from action for action: Drawing and discussion as a popular research tool." Working Paper No. 6, Participatory Research Group, Toronto, Canada. 1981.

MATERIALS DEVELOPMENT ○ METHODOLOGY ○ NORTH AMERICA ○ TRAINING/WORKSHOP

This case study examines the uses of drawing and discussion as tools for participatory research. It encourages the mutual involvement of students and teachers for developing group identity and discusses the uses of different generative methods (forms of expression) such as photography, video and theater. The Gatt-Fly Ah-Hah seminar is presented as an example in which drawing acts as a "mirror for action and collective reflection."

Marshall, James P. "Participatory research: A model for initiating problem solving education in the community." Paper presented at the Annual Meeting of the Society for the Study of Social Problems. Toronto, Canada. 1981. 28 pp.

NORTH AMERICA ○ METHODOLOGY ○ ROLE OF RESEARCHER ○ SOCIAL THEORY

The author summarizes principles of participatory research and proposes a five stage model for its application in problem-solving on a community level. A small, mid-west community is the setting of a case study in which residents undertake solution of their community-wide economic problems. The study is evaluated relative to the success of the researcher in catalyzing citizen participation.

Maruyama, Magoroh. "Endogenous research: The prison project." In Reason & Rowan (Eds.) *Human Inquiry*. New York: Wiley & Sons. 1981.

METHODOLOGY ○ PRISONS ○ ROLE OF RESEARCHER

A condensed discussion of a project involving inmates, focusing on the research approach used to form an endogenous team of researchers. The researchers analyze how an endogenous group develops goals and group identity. Building from the bottom up is suggested in this type of group and several methods of assessing validity as well as a step-by-step discussion of the project's process are included. The results of the inmate's project, in which they interviewed each other, was an analysis of the reasons for interpersonal violence among the prison population.

Maryknoll Fathers and Brothers. *Doing social research, a guide for practical missionaries*. Mission Research and Planning Department. Maryknoll, New York. November, 1979.

METHODOLOGY ○ ROLE OF RESEARCHER

A guide for practical field research. It provides some clarification about the type of questions to ask, types of research studies and ways of collecting data. It discusses the importance of participation. The guide also considers how to analyze data and addresses some problematic issues.

Maryknoll Fathers and Brothers. *Social analysis and research with grassroots groups: Basic models and approaches*. Maryknoll, New York. 1981.

SOCIAL THEORY ○ METHODOLOGY

An examination of various models of doing social analysis and social research with grassroots groups, including those of INODEP (Paris), CETRI (Louvian), The Ecumenical Institute (Chicago), CELADEC (Lima) and the Participatory Research Network.

Mbilinyi, Marjorie. "The unity of struggles and research: The case of peasant women in Bagamoyo Tanzania." Institute of Social Studies Workshop. The Hague. Unpublished paper. June, 1980. 70 pp.

METHODOLOGY ○ AGRICULTURE ○ WOMEN ○ AFRICA

This paper analyzes the position of women in agricultural production in one village in Tanzania. The paper is organized in three sections: the historical development of the research process; raising the issues of participatory research in women's studies; the conceptual framework (derived from historical materialist analyses of the mode of production, from feminist research, and from debates on the articulation of mode of production and class analysis). The last section of the paper analyzes the case of women in agricultural production in the village.

Mbilinyi, Marjorie, , Yusef Kassam, Yohana Masisi and Ulla Vuorela. "The politics of research methodology in the social sciences." Participatory Research Project, presented at the African Regional Workshop on Participatory Research. Mzumbe, Tanzania. 1979. 37 pp.

CRITIQUE OF TRADITIONAL RESEARCH ○ POLITICAL ECONOMY
METHODOLOGY ○ SOCIAL THEORY ○ AFRICA

Tracing historical trends in anthropology, sociology and education, the authors tie methodological developments to economic and social changes. Their definition of methodology connects procedures to theory and seeks to critically examine the uses of investigative tools in order to uncover premises of research. The historical examination covers pre-colonial, post-colonial, and post-WWII situations and includes discussion of neo-positivism, nationalism, class struggles and educational reform. Two projects are examined in depth.

Mduma, E. K. "A case study on appropriate technology for grain storage at Dwakira Chini Village Morogoro District." Participatory Research Project, Dar es Salaam, Tanzania, Paper presented at the African Regional Workshop on Participatory Research, Mzumbe, Tanzania, 1979. 18 pp.

AGRICULTURE ○ COMMUNITY DEVELOPMENT ○ AFRICA

A combination of outside researchers, villagers, adult education representatives, village assembly members and government agricultural officials attempted to overcome inadequate grain storage facilities in a Tanzanian village. A large grain harvest necessitated quick but appropriate solutions to grain storage problems. The write-up describes the process of creating a community group and selecting and building an acceptable facility. The large group size, necessity of speed in accomplishing the task and the lack of women's participation are cited as limitations to the study's success.

Merrifield, Juliet. "Putting the scientists in their place: Participatory research in environmental and occupational health." Highlander Center Working Paper. 1979. (Available from Highlander Research and Education Center, Route 3. Box 370, New Market, TN 37820)

WORKPLACE ○ NORTH AMERICA ○ HEALTH ○ ROLE OF RESEARCHER ○ ENVIRONMENT

An example of community participatory research organized around the issue of toxic waste. Participatory research is seen as a way of systemizing the people's knowledge, in this case statistical data was gathered to document the increase in birth defects and environmentally related diseases.

Merschrod, Kris. "Participation in program evaluation at the regional level in Honduras." *Rural Development Participation Review*, Vol. 11(1). Fall, 1980:18-22.

EVALUATION ○ LATIN AMERICA ○ RURAL PLANNING

Description of an evaluation (prematurely interrupted by repressive military action) of five regional non-governmental organizations designed to increase participation in program control.

Mies, Maria. "Towards a methodology for feminist research." In Gloria Bowles and Renate Duelli Klein (Eds.) *Theories of women's studies*. London: Routledge and Kegan. 1983.

SOCIAL THEORY ○ EUROPE ○ WOMEN ○ COMMUNITY DEVELOPMENT

As a research program, Mies advocates "conscious partiality," a systematic view from below which incorporates women's subjectivity and an analysis of larger social structures. Mies' research is conducted with battered women who formed a group and began grass-roots political action for women in abusive relationships.

Mirii, Nagugi. *On literacy content*. Working Paper No. 340. Institute for Development Studies, University of Nairobi. Kenya. 1979.

POPULAR EDUCATION ○ AFRICA ○ LITERACY ○ METHODOLOGY

An analysis of the role literacy plays in class struggle. Mirii examines the content of literacy programmes in Kenya and shows how much of it is detrimental to the interests of peasants and workers, reproducing class ideology and mystifying the causes of poverty. The latter part of the paper describes the Participatory research process through which Ngugi and rural villagers developed their own literacy game.

Moore, Joan W. "A case study of collaboration: The Chicano Pinto Research Project." *Journal of Social Issues*. Vol. 33(4). 1977.

ROLE OF RESEARCHER ○ LATIN AMERICA ○ PRISONS ○ METHODOLOGY

A research project funded by federal agencies in the early seventies is the subject of this article. The project was designed to assess barriers to the utilization of resources available to Mexican-American ex-convicts and heroin addicts. The research staff was comprised of roughly one-half ex-convicts, and one-half non-convicts. All but one were Mexican-American. This paper explores the ways in which the research was carried out, including: the gathering of histories; conducting surveys; and organizing seminars. All relied on the involvement of Mexican-American convict self help groups. The primary goal in this article was to discuss some of the distrust and difficulties between the convict group and the academic researchers. The author admits that at times frustrations ran high, and that sub-goals of the different groupings became quite powerful. Ultimately the project ironed out the difficulties, and research team incorporated itself for further community studies even after the formal funding had expired.

Moser, Heinz. "Action research as a new research paradigm in the social sciences." Cartagena. April, 1977. 22 pp.

METHODOLOGY ○ EUROPE ○ CRITIQUE OF TRADITIONAL RESEARCH

Based on his experiences in curriculum research in Switzerland, Moser critiques Popper's notions of empirical science and calls for the development of a methodological core for action research based on "discourse oriented social action." The goal of action research is to find "true orientations for the common action process."

Mustafa, Kemal (Ed.) "African perspectives on participatory research: A report on the African Participatory Research Network." Working paper No. 8, Participatory Research Group, Toronto:1982.

SOCIAL THEORY ○ AFRICA

Report prepared for the meeting of Participatory Research Regional Coordinators held in Patzcuaro, Mexico, in May 1982. Includes a short report on the African region as well as critiques of some of the current debates and case studies.

Mustafa, Kemal. "Participatory research amongst pastoralist peasants in Tanzania: The experience of the Jipemoyo Project in Bagamoyo District." A report prepared for the International Labour Office. May, 1981.

RURAL PLANNING ○ AFRICA ○ COMMUNITY DEVELOPMENT

The report analyzes the way in which participatory research was used in the Jipemoyo Project in relation to the mobilization of the pastoral peasants in Mindu Tulieni village for socialist planning. The report retraces the steps that led to the planning of a village development project and the role that the villagers played in this planning.

Mustafa, Kemal. "Participatory research and popular education in Africa." *Prospects*. 1983.

POPULAR EDUCATION ○ AFRICA ○ POLITICAL ECONOMY

In Africa, participatory research is developing within a context of a debate between those who take a materialist and proletarian line and those who support an idealist and bourgeois standpoint. In this paper Mustafa analyzes some of the experiences generated thus far by participatory research and the objective class interests these have served.

Mustafa, Kemal. "The Jipemoyo Project." Participatory Research Project, Dar es Salaam, Tanzania. Paper presented at the Regional Workshop on Participatory Research, Mzumbe, Tanzania. 1979. 20 pp.

AFRICA ○ METHODOLOGY ○ COMMUNITY DEVELOPMENT

This study focuses on the role of culture in development, particularly in social development. It also considers the effects participatory methodologies can have on broad segments of the population. It concludes that "research aimed at solving the problems identified by the communities researched upon leads to concrete action when the communities concerned are actively involved in the research process in a participatory way."

Nahanni, P., Charlie F. Greenland, B. Menticoché and J. Pellissey. "Statement of evidence before the Mackenzie Valley pipeline inquiry." Yellowknife, Northwest Territories, Canada. April, 1976. 43 pp.

COMMUNITY DEVELOPMENT ○ NORTH AMERICA ○ POLITICAL ECONOMY

The statement describes land use and occupancy from a study in the Mackenzie District. Methodology was defined, controlled, and carried out by Indian Brotherhoods. The resulting land-use maps of hunting and fishing patterns were given as supportive evidence to stop the destruction of the land by the proposed multinational pipeline. Contains many statements in the people's own words.

Nelson, Cynthia and Salah Arata. "Problems and prospects of participatory research: An illustration from an Egyptian community." Abstract from the 10th World Congress of Sociology. (Available from CCE)

CRITIQUE OF TRADITIONAL RESEARCH ○ MIDDLE EAST ○ LITERACY ○ METHODOLOGY

This case study examines a participatory research project in Egypt in the 1970's. The goals of the project were open-ended, developing out of villagers' needs and included teaching Arabic literacy, carpentry, developing play activities for children, and cooperative milk machine. The project continued after the researchers left. The discussion includes historical background, theoretical critique of development theory and explicit methodological processes.

Nichter, Mark. "Project community diagnosis: Participatory research as a first step toward community involvement in primary health care." *Social Science Medicine*. Vol. 19(3). 1984:237-252.

HEALTH ○ SOCIAL THEORY ○ ASIA

Starting with a critique of traditional approaches to health campaigns, Nichter proposes the 'deprofessionalization' of social science as a means of involving communities in the planning, diagnosis and implementation of primary health care. This theoretical critique of social anthropology for its lack of grassroots participation is followed with a description of a participatory research model for primary health carried out in southern India in 1983. Rural villagers are trained in the rudiments of qualitative research techniques and data collection in order to diagnose the impact of primary health care and possible alternative to traditional health care schemes and the roles of Community health workers. Using this as a model, Nichter then discusses how participatory research can be used in other primary health care projects.

Nichter, Mark and Mime Nichter. "An anthropological approach to nutrition education." Unpublished paper. 1985. 77 pp.

ASIA ○ HEALTH ○ METHODOLOGY

This paper explores the issues involved in bridging the gaps between the conceptual universe of the villager and the nutrition educator. Using an anthropological basis for carrying out participatory research, the authors provide insights into local food categorization and properties. By learning first from the local villagers, nutrition educators can better build schemata which effectively relates nutrition education in terms relevant to the villagers. Examples of this process of sharing and dialogue are provided, along with various strategies for creating maps of nutritional beliefs and attitudes.

Noble, Phyllis. *Formation of Freirean facilitators*. Chicago: Latino Institute. July, 1983.

TRAINING/WORKSHOPS ○ METHODOLOGY

Noble discusses at length the processes involved in training for liberating/critical education. Although she maintains that she does not want to write a manual, this guide is so comprehensive and full of additional resource references that it is an excellent handbook for action. Some of the

topics covered: selection of facilitators and formation (education) coordinators, formation experiences e.g. trust building, ah-hah or conjectural workshops, skills, planning and observation and reflection.

Oakley, P. "Community involvement in health development (CIH): Concept and practice." *AERDD Bulletin*. Vol. 25. 1989. 5 pp.

HEALTH ○ COMMUNITY DEVELOPMENT ○ SOCIAL THEORY

This article analyzes the use of community involvement and participation in the areas of health education and primary health care. A nice working definition of 'participation' is offered, as well as a critique of traditional health development practices as compared to more participatory approaches. The concluding remarks contain suggestions for directions for health development projects in the future.

Ojibway Tribal Education, Inc. *Neenuwind: A community education project*. Ontario Institute for Studies in Education and the Ministry of Education (Ontario). Toronto, Ontario. 1976. 200 pp.

POPULAR EDUCATION ○ METHODOLOGY ○ NORTH AMERICA

Circulation of this report was restricted until 1978 by the Ontario Ministry of Education (information is available). It is very valuable because of the exhaustive process documentation of the project itself. It describes in detail the pitfalls and successes of participation and the roles of all parties concerned.

Oquist, Paul. "The epistemology of action research." Paper presented at the Cartagena Symposium on Action Research and Scientific Analysis. April, 1977. 29 pp. (Available in Spanish)

CRITIQUE OF TRADITIONAL RESEARCH ○ SOCIAL THEORY

Empiricism, positivism, structuralism, pragmatism and dialectical materialism are summarized and discussed from the perspective of action research. Greater attention is given to pragmatism and dialectical materialism since the other three epistemologically reject action research.

Park, Peter. "From universalism to indigenization: Toward an emancipatory sociology." 10th World Congress of Sociology., Symposium 9, Session 1. Mexico City, Mexico. August 19, 1982.

**SOCIAL THEORY ○ CRITIQUE OF TRADITIONAL RESEARCH
POPULAR EDUCATION**

This paper provides an historical context for universalistic approaches to social science. It traces the roots of positivist science to social practices created during the evolution of capitalism in

western society and contrasts it with the world view that evolved in China during the same period. Whereas the idea of universalism can be appropriately applied to the physical sciences, Park demonstrates how universalism applied to social science essentially becomes a generalized application of dominant ideology. Park advocates the return of science back to the people -an indigenous approach to social science.

Park, Peter. "Principles for conducting community based research." Project report, NIMH. Research Methods for Asian Minority Groups. Unpublished paper. 1983.

COMMUNITY DEVELOPMENT ○ CRITIQUE OF TRADITIONAL RESEARCH
METHODOLOGY ○ ASIA ○ SOCIAL THEORY

Using examples from research with Asian/Pacific communities, this article examines the ways in which community-based research benefits the community in "direct and tangible" ways and centrally involves community members. The role of the researcher in these situations is to share the commitments of the community and facilitate the identification of problems in the community that can be evaluated and researched. The recursive process of problem-identification is described. One result of such a project should be greater understanding in the community and the development of alternative social relations and structures. A systematic critique of standard research is included.

Park, Peter. "Social research and radical change." Paper presented at the Research Committee on Innovative Processes in Social Change, Session 1: Action Research for Radical Change, 9th World Congress of Sociology. Uppsala, Sweden. August, 1978. 26 pp.

COMMUNITY DEVELOPMENT ○ CRITIQUE OF TRADITIONAL RESEARCH
METHODOLOGY ○ ROLE OF RESEARCHER

The currently dominant paradigm of social research is criticized as a mechanism for social domination rather than acting as a means of radical change. The subjects do not benefit from the knowledge the researcher gains, and research is conducted under conditions of domination, with complete control by the researcher "indoctrinated with the virtues of positive knowledge." Furthermore, research is "dictated not so much by the internal logic of scientific knowledge, but the exigencies of social control." The author presents a new paradigm, the research action model, in which the researcher becomes an activist, the researched self-actuating participants, and the research action is such that data gathering and action merge into one unified activity. The new paradigm is illustrated by the author's collaboration with an effort to create a community out of recent Asian immigrants in a semi-rural area in the northeast United States. "A social science capable of restructuring the oppressive social order must develop an epistemological alternative to objectivism, which itself is an integral part of that social order. This task requires theoretical insights informed by research experiences in the field which in turn must be guided by critical analysis.

Park, Peter. "What is participatory research? A theoretical and methodological perspective." In *Participatory research in North America*. Westport, Connecticut: Greenwood. 1991.

CRITIQUE OF TRADITIONAL RESEARCH ○ ROLE OF RESEARCHER
SOCIAL THEORY

This paper presents an extensive theoretical overview of participatory research and identifies the normative elements of an "idealized" participatory research methodology including; statement of the problem, role of the researcher, the initiation of an external agent, people's participation, modes of participation such as people's theater, research design and method, the importance of dialogue, data gathering and analysis, and the utilization of results. According to Park, this is not, however, a step-by-step "how-to" guide (since participatory research is always a dialogical process) but more of an attempt to simply explain in a concrete fashion, what participatory research is or can be by "articulating key moments in the process." Park provides a rationale for the focus on "research" by highlighting the critical role of knowledge in any emancipatory effort and the need for appropriating research methods in order that poor and disenfranchised people generate knowledge for empowerment. He describes the functions of this project as both "cognitive and transformative" since the knowledge produced is simultaneously linked to social action.

Participatory Research in Asia. *Knowledge and social change: An inquiry into participatory research in Asia*. Society for Participatory Research in Asia (PRIA), 45, Sainik Farms, Khanpur, New Delhi 110 062, India. October, 1985. 69 pp.

SOCIAL THEORY ○ TRAINING/WORKSHOPS ○ ASIA ○ EVALUATION

Analyzes and documents the experience of seven organizations engaged in participatory research, training and evaluation.

Participatory Research in Asia. *Participatory training for rural development*. Society for Participatory Research in Asia (PRIA), 45, Sainik Farms, Khanpur, New Delhi 110 062, India.

TRAINING/WORKSHOPS ○ ASIA ○ RURAL PLANNING

Descriptive case studies found useful by trainers for classroom reading material, references for field trainers, and as learning materials for training trainers.

Participatory Research Group. *Annotated bibliography on participatory research and popular education*. Toronto. 1990.

CRITIQUE OF TRADITIONAL RESEARCH ○ METHODOLOGY ○ WOMEN
TRAINING/WORKSHOPS ○ HEALTH ○ POPULAR EDUCATION

Recent annotated bibliography. Includes excellent resources on women's research and liberatory programs.

Participatory Research Network. *An introduction to participatory research*. Participatory Research Series No. 3., International Council for Adult Education, New Delhi, India. 1982. 80 pp.

METHODOLOGY ○ ROLE OF RESEARCHER

This book is a collective product of the International Network of Participatory Research and is intended to serve as a basic introduction to the subject for community organizers and field level staff. It is based on the case studies presented and discussions during and after the International Forum on Participatory Research held in Yugoslavia, 1980. The book provides an excellent introduction to both the theory and practice of participatory research. Begins with an overview of the theoretical frameworks, contains brief discussions of the major debates, and illustrates the theory with schematic overviews of the examples of participatory research projects.

Participatory Research Network. *Report on international forum on participatory evaluation*. International Council for Adult Education, New Delhi, India, March 1-5, 1988, 82 pp.

METHODOLOGY ○ EVALUATION

Attended by 40 participants from 16 countries, this international forum proved an excellent event in sharing and analyzing experiences, building linkages and inspiring future practice in different contexts and countries. The first part describes the process of coming together, creating a learning environment and working through issues, agendas, and experiences. The second part attempts to encapsulate some of the key issues debated, discussed and analyzed during the Forum. The third part reduces the case studies which participants brought, shared and discussed during the forum.

Pence, Ellen and contributors. In Kate Regan, (Ed.) *In our best interest: A process for personal and social change*. Minnesota Program Development, Inc. 1987. 126 pp.

COMMUNITY DEVELOPMENT ○ POLITICAL ECONOMY WOMEN ○ TRAINING/WORKSHOPS ○ NORTH AMERICA

A manual for facilitating empowerment groups, specifically for battered and abused women, including resources, activities, theory, history, stories, etc. The work is grounded in the philosophy of Paulo Freire, emphasizing critical thinking in a community of dialogue and sharing. This book grew out of the efforts of the Women's Coalition and the Domestic Abuse Intervention Project which promotes neighborhood-based education groups for battered women in Duluth, Michigan. Includes class analysis and critique of traditional therapy.

Puerta, Ivette and Robert Bruce. *Data collection with low income residents*. New York State College of Agriculture and Life Studies, Cornell University. 1974. 20 pp. (Available from authors).

METHODOLOGY ○ NORTH AMERICA ○ COMMUNITY DEVELOPMENT

A case study illustrating both intentional and accidental participation in research by community people. The report gives good practical examples of importing skills (such as interview techniques, use of tape recorders) as well as incidents where participation was consciously ruled out in the original survey design.

Rahman, Muhammad Anisur. "A methodology for participatory research with the rural poor." *Assignment Children*. Vol. 41. January-March, 1978:110-124.

METHODOLOGY ○ RURAL PLANNING ○ SOCIAL THEORY

This brief overview paper first outlines a general theoretical framework for approaching Third World development through organized participatory action. The author then sketches out a number of broad questions and issues needing to be addressed in this approach. Finally, Rahman presents a general methodological framework for engaging in participatory action research. Issues discussed and concepts defined include: rural poor; participation as a basic human need; dominance-dependence relations; dialogical research approach; endogenous criteria; and, action research for self-reliance.

Rahman, Muhammad Anisur. "The theory and practice of participatory action research." In *IFDA Dossier*. No. 31. September/October, 1982: 17-29.

SOCIAL THEORY ○ CRITIQUE OF TRADITIONAL RESEARCH

Participatory Action Research is action research that is participatory and participatory research that unites with action (for social transformation). The author elaborates the ideological underpinning of participatory action research (PAR) which aims at liberation by people themselves and at the transformation of the relations of production in both physical goods and knowledge.

Randall, Margaret. *Testimonies: A guide to oral history*. The Participatory Research Group. Toronto, Canada. 1985.

ORAL HISTORY ○ LATIN AMERICA ○ METHODOLOGY

This training manual was prepared by the author for the Nicaraguan Ministry of culture, shortly after the Sandinista victory in 1979. Randall stresses the importance of oral histories for understanding and recording the past; the same can be done for current events. A short, and insightful analysis of oral histories (also called testimonies) is provided. This is followed by a guide to help the researcher perform the preparatory work for an oral history. The guide includes information on conducting interviews, maintenance of tape recorders, transcription practices, gathering accompanying materials, etc. Randall concludes her manual by offering tips on the

assembling and editing of and oral history with the goal of creating a piece of research with literary value.

Randall, Rosemary and John Southgate. "Doing dialogical research." In P. Reason and J. Rowan (Eds.), *Human Inquiry*, John Wiley & Sons Ltd. 1981. 13 pp.

METHODOLOGY ○ EUROPE ○ SOCIAL THEORY

The authors adapt Paulo Freire's concepts of dialogue, coding and problematizing to guide research exploring the psychodynamics of self-managed groups. Their experience leads them to propose a reformulation of Bion's theory of group process. They describe their experience doing research in a British community centre, which enabled competing groups within the centre to resolve differences with regard to centre management.

Rawlings, Lyngrid. "Participatory research: A vehicle for people empowerment." Unpublished paper. March, 1983.

SOCIAL THEORY ○ METHODOLOGY

This paper defines participatory research and discusses methodology. It considers the historical evolution of participatory research as a process of empowerment and examines some of its current applications. Lastly it discusses the implication of using the democratic process of participatory research as a vehicle of self-empowerment for oppressed people.

Reason, Peter and John Rowan (Eds.). *Human inquiry: A sourcebook of new paradigm research*. New York: John Wiley & Sons, Ltd. 1981.

CRITIQUE OF TRADITIONAL RESEARCH ○ METHODOLOGY
ROLE OF RESEARCHER ○ SOCIAL THEORY

Comprehensive collection of articles concerning alternative research issues and methodology. Many citations are annotated in this bibliography.

Reason, Peter (Ed.) *Human inquiry in action*. London: Sage Publications. 1988.

METHODOLOGY ○ CRITIQUE OF TRADITIONAL RESEARCH ○ SOCIAL THEORY

A collection of essays concerning what the editor calls 'co-operative inquiry' research that is **with** and **for** rather than **on** people. In contrast to the participatory research activities taking place in existing societies in the Third World, co-operative inquiry can take place with groups specifically established for conducting research.

Reed, David. "The militant observer: Redefining the role of the social scientist. Institute for Documentation of Cultural Action. Geneva, Switzerland. (no date) 9 pp.

METHODOLOGY ○ ROLE OF RESEARCHER

An explanation of methodology for doing action research - not loaded with jargon. Research is "working with an oppressed group to build from the inside of the group an understanding which will contribute to overcoming the oppressive situation..."

Reinharz, Shulamit. "Implementing new paradigm research: a model for training and practice." *Human Inquiry*. 1970. (Chapter 36).

CRITIQUE OF TRADITIONAL RESEARCH ○ TRAINING ○ METHODOLOGY EVALUATION ○ THEORY

Shulamit asserts that alternative researchers require cognitive, environmental, and personal growth stimuli for their professional socialization in contrast to some of the traditional research training. He recognizes four phases: 1. Dominant paradigm training 2. Critique of Traditional Research 3. Resolution of conflict with traditional research and 4. alternative cycles of research and living. He argues for evaluation as a meta-stage as it may become a diversionary force and lead to new cycles within the praxis phase. This writer offers a plausible suggestion for the training of new paradigm social scientists in alignment with other frameworks e.g. ethnography, phenomenology, ethnomethodology, role-playing, experiential analysis, collaborative inquiry and others.

Rivera, William M., and Kathleen Rockhill. *Educational needs, interest, and concerns in East Los Angeles: A grassroots needs assessment*. East Los Angeles College Regional Consortium. August, 1976. 49 pp.

EVALUATION ○ NORTH AMERICA

A research study initiated by a community college system. It represents an effort by outside researchers to use a Freirean approach and illustrates many of the conflicts between traditional top-down approaches and community controlled alternatives. There is an interesting discussion on "forms for practical action."

Rudquist, Anders. *Reflexion critica sobre una experience de investigacion en Colombia*. Cartagena, Venezuela, 1977, 27 pp.

CRITIQUE OF TRADITIONAL RESEARCH ○ LATIN AMERICA ○ SOCIAL THEORY

Discussion of "action research" as a reaction against traditional methods of social science, and the problems that arise out of this methodology including; selection of place for research, need for preliminary political discussion concerning goals and methods of action research, and the disparity between the model and empirical reality. Rudquist provides an analysis of action research in Colombia (1972-1975) in three rural communities.

Sanford, Nevitt. "A model for action research." In P. Reason and J. Rowan (Eds.), *Human Inquiry*. New York: John Wiley & Sons. 1981.

METHODOLOGY ○ CRITIQUE OF TRADITIONAL RESEARCH

Sanford relates his own experiences in academia as both a researcher in social science and graduate student programme organizer. He begins by discussing the fracturing of Kurt Lewin's model for action research by the growing gap between science and practice since WWII. He attributes this separation between knowledge and action in academia to the shift in funding priorities by US Federal agencies. Likewise, he attributes this shift to a growing predominance of specialization and departmentalization in science and scholarship. Sanford concludes by sketching out a general model for action research as needed in the future.

Santos Rivera, Iris. "Liberating education for little children." Unpublished paper. (no date) (Available from the CCEA)

NORTH AMERICA ○ METHODOLOGY ○ EVALUATION

Article documents a ten-week educational program using Freirean problem-posing methods for Chicano students in grades K-6. Enlarged photographs of local homes, public school and other neighborhood scenes were distributed in an activities center for a week. Students then played a "Complain, Moan and Groan" game with these photos in order to express their issues and problems concerning their school, home and community. After the issues were identified, dialogue followed amongst students and teachers. The students' final action plan focused on the problem of school lunch - something the teachers found difficult to acknowledge as a major problem. But this was the students' chosen problem and it was dealt with - complete with television coverage. Later the problem-solving expanded to other areas of the school including curriculum and school assignments.

Sarachild, Kathie. "Consciousness-raising: A radical weapon." In *Feminist revolution: An abridged edition with additional writings*. Redstockings of the Women's Liberation Movement. New York: Random House. (no date) pp. 144-150.

WOMEN ○ NORTH AMERICA ○ METHODOLOGY ○ SOCIAL THEORY

Sarachild, one of the originators of feminist consciousness-raising, uses her experiences in the radical women's movement to describe the practice of consciousness-raising as a means of radicalizing women, to open their minds, through discussions of personal experience and feelings, to acting politically against oppression.

Shrivastava, Om and Rajesh Tandon (Eds.) *Participatory training for rural development*. Society for Participatory Research in Asia, New Delhi, India, 1982.

WOMEN ○ ASIA ○ COMMUNITY DEVELOPMENT ○ POPULAR EDUCATION
TRAINING/WORKSHOPS

Collection of experiences from different parts of India related to participatory training. "Training for Participatory Development" (Kamala Bhasin); "Training to Organize People at Level for Rural Cooperatives" (Manohar Singh and Om Shrivastava); "Participants in Development" (John Stanly); "Training for Adult Educator Animators" (L.S. Saraswathi, D.J. Ravindran, T.K. Sundari); "Participatory training of Marginal Farmers" (Rajesh Tandon); "Training for Village Entrepreneurs" (M.V.D. Bogaert, A.K. Singh, M. Bhowmik, D. Bara); "Training Development Workers" (Desmond A.D. Abreo); "Couple Leadership Training for Rural Development" (Ginny Shrivastava).

Southern Exposure. "Who owns appalachia?" *Southern Exposure*. Vol. 10(1). 1982.

POLITICAL ECONOMY ○ LAND RIGHTS ○ NORTH AMERICA

A series of articles, written by John Gaventa and friends from Highlander Folk School in Tennessee, about citizen-based research concerning poverty in Appalachia. While acknowledging that the study treats symptoms and not the disease, it nonetheless serves as a catalyst for change. The participatory research process provided knowledge for action, educated community leaders, linked communities facing common problems and helped local organizations to collaborate. Landownership, like anywhere, determines who controls the people. By analyzing social reality ("Digging the facts"), combining peoples knowledge with the facts, ("Land and life in the mountains"), and moving towards action ("Tax revolt in Kentucky" and "Take back the land"); elemental steps in participatory research efforts are illustrated that show how redistribution of knowledge precedes the redistribution of power and wealth.

Stinson, Arthur. "Action research for community action." Centre for Social Welfare Studies. Carleton University. Ottawa, Ontario. 1978. 25 pp.

COMMUNITY DEVELOPMENT ○ METHODOLOGY

Paper summarizes several types of community research for action: formative research, systems improvement research, problem solving orientation, model analysis, participatory research, and critical corporate self-consciousness studies. Stinson argues that while community activists have under-used research, the demystification of action research can be appropriate and useful for community action. Further, he states that the only transferable product of action research is the case study, and that the systematic recording and sharing of action-research experiences benefit all community groups.

Swantz, Marja-Liisa. "Research as an educational tool for development." *Convergence*, Vol. 8(2). 1975. 10 pp.

METHODOLOGY ○ AFRICA ○ COMMUNITY DEVELOPMENT

The author describes an experimental pilot survey of skills and resources utilized in 46 villages in Tanzania. The villagers were active participants in the research and were able to evaluate their own strengths and needs for village development. Some basic requirements of participatory research are described and it is demonstrated that the survey method can be planned to eliminate exploitative aspects and become both educational and motivational.

Swantz, Marja-Liisa. "Participatory research - An educational approach to development studies." University of Dar es Salaam, Tanzania. October, 1977. 13 pp.

METHODOLOGY ○ SOCIAL THEORY ○ AFRICA

This document maintains that participatory research is an approach, not a particular method. Many methods are used according to the political context. A thorough analysis of the scientific use of research must be developed but only after learning through practice. Author describes case studies in Tanzania for training researchers. She sees participatory research as providing ideological education for the researcher and creating dialogical interaction with village participants. Everyone learns and develops.

Swedner, Harald. "Deficiencies in action research and community work." Presented at Cartagena. April, 1977. 21 pp.

METHODOLOGY ○ CRITIQUE OF TRADITIONAL RESEARCH

The deficiencies in methods used by action researchers are pointed out, which hinder the development of action research as a technique for achieving social change. Some of these problems are: a neglect of the historical setting, imbalance between goals and available resources, and overemphasis on vigorous evaluation. Swedner contends that if these deficiencies are corrected, many of the risks of action research, (e.g., its use for domestication purposes and the shifting away from political issues to smaller problem-solving) will be greatly lessened.

Tandon, Rajesh. "Dialogue as inquiry and intervention." In P. Reason and J. Rowan (Eds.) *Human Inquiry*. New York: John Wiley and Sons, Ltd. 1981.

SOCIAL THEORY ○ RURAL PLANNING ○ ROLE OF RESEARCHER

Case study demonstrating the success of dialogue and inquiry for intervention. Article documents a program that was set up to establish peer group leadership by poor farmers from 25 villages. Each peer group leader was trained to organize their villages but the work was not successful and after 2 years, Tandon was asked to assist. He began by initiating three sessions of dialogue. The farmers were asked why they were chosen as peer group leaders and why they were poor. The dialogue that ensued helped the leaders to improve their organizing efforts and each kept journals

describing changes in the villages. Questionnaires were used on three occasions to measure changes but these did not illustrate what was going on fully. Instead, it was indicated that the journals provided a much more complete picture.

Tandon, Rajesh. "Participatory research in the empowerment of people." In "Participatory Research: Development and Issues" - Special Edition of *Convergence*, Vol. 14(3). 1981.

SOCIAL THEORY ○ CRITIQUE OF TRADITIONAL RESEARCH ○ METHODOLOGY

Refutes the allegation that participatory research is more-of-the-same, sloganeering, and cooptation, of the concept of participation of the have-nots. Rajesh identifies two motives for alternative research: objections to classical research on the basis of its limitations as well as a means of oppression and exploitation. He presents a view of society and the direct and indirect means of maintaining the structure of power. He links restraints to change to issues of knowledge, in particular the devaluation and trivialization of popular knowledge. Participatory research attempts to return the expropriated process of knowledge generation, dissemination and utilization from the "fists of few to the hands of many." This piece also provides a concise overview of the characteristics of participatory research and concludes with an agenda for future roles and opportunities.

Tandon, Rajesh. "Social transformation and participatory research." *Convergence*, Vol. 21(2/3). 1988.

METHODOLOGY ○ SOCIAL THEORY

Tandon describes the history of participatory research, outlining current contributions which it has made to changing the political economy of knowledge production, including its relationship to current social movements.

Tandon, R. and W. Fernandez. *Participatory research and evaluation: Experiments in research as a process of liberation*. Indian Social Institute. New Delhi, India. 1982. 216 pp.

SOCIAL THEORY ○ ASIA ○ EVALUATION

Eleven papers discuss models, methods and issues of participatory research and evaluation, from an Indian perspective. It presents participatory research as an integral tool in the process of liberation.

Van Dijk, Sylvia van. "Recommendations on strategies for development education and research." Universidad Autonoma Metropolitana. 1987. 46 pp.

COMMUNITY DEVELOPMENT ○ LATIN AMERICA ○ HEALTH ○ METHODOLOGY

This paper describes a participatory research project which took place in the slums of Mexico City. Starting with an overview of the project and the relations between administration, funders, researchers and the local people, the paper traces the progression of the project through its initial phases and early results. Special attention is given to the role of women, the role of the researchers and the roles and responsibilities of participants. The paper concludes with a overall summary of the process and a working definition of participatory action research as seen from the field.

Vielle, Jean P. "Investigacion participativa para la planeacion de la educacion de adultos." Conferencia CENAPRO. June, 1977. 14 pp.

POPULAR EDUCATION ○ METHODOLOGY

The author develops the concept of "permanent education" and its convergence with non-formal education in an educative society. He emphasizes that "learning" is more important than "teaching" which is the simple transmission of knowledge. He also describes the function of adult education as different from permanent education and cites the advantages of participatory research for the planning and realization of adult education.

Vio Grossi, Francisco. "Socio-political implications of participatory research." *Convergence*, Vol. 14(3). 1981.

METHODOLOGY ○ CRITIQUE OF TRADITIONAL RESEARCH

Vio Grossi describes the contributions participatory research has made to the field of research and to the peoples being helped, particularly in relation to local or popular organizations. He then situates this description in an analysis of the political economy of capitalist countries, concluding that participatory research is possible in these places, but it must be conducted with an understanding of limits. In particular, he advocates thorough study of the "specific restrictions hegemonic groups impose on oppressed sectors."

Von der Weid, Denis and Guy Poitevan. *Roots of a peasant movement*. Pune, India: Shubhada Sarswat Publications. 1981.

POPULAR EDUCATION ○ ASIA ○ METHODOLOGY

A detailed description and analysis of the process of popular education and organization used by a network of community organizers in Tamil Nadu, India. The book shows how participatory research is built into an ongoing process among Harijan landless labourers.

Wesseler, Matthias. "Is there a Tao within participatory research?" International Participatory Research Network Coordinators Meeting. Toronto, Canada. May 1-3, 1985. 6 pp.

ROLE OF RESEARCHER ○ EUROPE ○ SOCIAL THEORY

A summary of Wesseler's experiences as the coordinator of the Northern European branch of the International Participatory Research Network. The title refers to a statement made by Tao Te Ching who said that the universe is sacred - "if you change it, you ruin it." Wesseler considers whether fighting the dominant power structure might, in fact, only reinforce that structure. He acknowledges that in his role as a conventional researcher he has contributed to the structure of power and dependence and as a participatory researcher, he has not significantly changed that structure. Wesseler concludes that the most meaningful process of knowledge is one wherein the goals are communication, integration, and an appreciation for life. "Learn and teach through living."

Whyte, William Foote "Advancing scientific knowledge through participatory action research." *Sociological Forum*, Vol. 4(3). 1989:367-385.

**CRITIQUE OF TRADITIONAL RESEARCH ○ EUROPE ○ WORKPLACE
METHODOLOGY**

This paper aims to demonstrate the value of participatory action research (PAR) for advancing scientific knowledge as well as for solving practical problems. The argument is supported by three PAR cases in industry: Norwegian shipping, Xerox Corporation, and the FAGOR group of the Mondragon cooperatives. While noting the practical gains achieved through PAR, the author concentrates particularly on the advances in substantive knowledge and theory that would have been unlikely to emerge out of more orthodox sociological research. The author suggests finally that wider use of participatory action research can have a stimulating effect upon the future of sociology.

Whyte, William Foote. *Learning from the field*. Beverly Hills, California: Sage Publications. 1984.

**METHODOLOGY ○ EUROPE ○ NORTH AMERICA
WORKPLACE ○ ROLE OF RESEARCHER**

Six case studies of participatory action research:

1. A ship-redesign program in Norway, 1977, in which workers and union leaders addressed problems with working conditions by breaking down the social and physical barriers separating engine room work and deck work. A common dining was instituted and job descriptions were changed to include more multi-skilled tasks. The goal was to provide skills useable in jobs on shore since the technical division between these crews influenced later job opportunities.
2. A bank project in Norway, 1983, in which bank organization and functioning was affected by technological changes. An interview schedule was designed by labor and management to diagnose the problem which revealed that top management had one "local theory" while the employees had another more complex and extensive one. The two theories were integrated and solutions were agreed upon by both parties which included a new delegation of responsibilities from officers to employees, a new plan covering absences, and a new assistant manager of customer services.

3. A study, conducted by the union, of problems stemming from technological changes in the aluminum industry (Norway, 1983). Job descriptions for the past 25 years were examined by workers which revealed that technological change had increased productivity and improved the physical work environment but had a negative effect on the social/psychological environment. As a consequence of the study, workers were able to stop the latest technological change until an assessment was made of the impact on quality of work life.

4. The Sky River Project which focuses on two related problems; the villages are isolated from one another due to geographical distance and as a consequence politicians and bureaucrats become aligned with outspoken Eskimos who are alienated and from and therefore do not represent the larger Eskimo community. Kennedy began this project by videotaping group discussions regarding problems in the community in order to identify what would be addressed. Once problems were identified, a bayou was chosen to talk about the problem on video also. The group then decided where and how the tape should be shown. Eventually, it went to the government, which was given an opportunity to respond on video and then it went back to the village and on to other villages. Changes were then instituted out of this process.

5. Cornell's New Systems of Work and Participation Program which involved a study of the Mondragon cooperative complex in Spain that had been working for close to 30 years and included involvement with the Jamestown Area Labor-Management Committee who had been working to save plants in dying industrial areas. The study focused on cases that saved jobs through employee ownership and employee buy-outs. Most of these cases showed that employee ownership did not give workers a voice in management. In one case, however, when workers were placed on the board, their presence changed the company to a worker cooperative and in doing so saved jobs.

6. The final study examines the Xerox-Amalgamated Job Preservation Program in which union leaders initiated a joint study with workers to analyze ways in which expenses could be cut in order to keep 180 workers from losing their jobs. 160 workers volunteered for the study and 6 representatives were chosen from the various job positions to examine company records, interview company people, visit other plants, and hold meetings with workers and supervisors. At the end of 6 months, the team presented a plan producing \$3.5 million in savings on unnecessary services.

Whyte, William Foote, (Ed.) *Participatory action research*. Newbury Park, California: Sage Publications. 1991.

CRITIQUE OF TRADITIONAL RESEARCH ○ POLITICAL ECONOMY
METHODOLOGY ○ AGRICULTURE ○ SOCIAL THEORY

A recent collection of essays that each make a case for participatory action research as a "powerful strategy to advance both science and practice." In the introduction, the editor looks at the development of participatory action research and attempts to place it in the context of other action research strategies. He identifies and discusses three lines of intellectual development and action: 1) social research methodology wherein some researches began to see the importance of linking research to action; 2) participation in decision making by low-ranking people in organizations and communities which began with worker participation programs; and 3) sociotechnical systems thinking regarding organizational behavior as researchers began to seek technical knowledge from the technical workers themselves. The book is divided into two sections covering essays on participatory action research in industry in the first half and participatory action research in agriculture in the second.

Women's Research Centre. *Action research for women's groups* a six part kit on action research.
Women's Research Centre. Vancouver, British Columbia. 1987.

WOMEN ○ NORTH AMERICA ○ METHODOLOGY

The six parts to this kit include an introduction to action research, a description of the Women's Research Center and the type of work it does, deciding to do it, designing and carrying out an action research project, and communicating the findings in a manner that is useful to the community of women it serves. Provides both definitions and methods for action research as well as an analysis of the usefulness of research by and for women.

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