

1990

Participatory Research on Popular Economic Development: A Source Book for Practitioners

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**PARTICIPATORY RESEARCH ON POPULAR ECONOMIC
DEVELOPMENT :**

A SOURCE BOOK FOR PRACTITIONERS

A Master's project
Completed by

Mansour Fakh

Submitted to School of Education
In partial fulfillment of the requirements
for the degree of

MASTER OF EDUCATION



**CENTER FOR INTERNATIONAL EDUCATION
UNIVERSITY OF MASSACHUSETTS
1990**

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February 1990.

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PREFACE

This book is part of the reflection of many NGO's activists and practitioners in Indonesia. The need to develop an alternative approach of development has become the main theme of this book, and is based on a long discussion and reflection among NGOs activists. I would like to thank to all of activists who struggle to develop and disseminate the idea of participatory research in the Indonesian NGOs network for Action Research (JARI). The idea to write this book is also inspired by working with almost five hundred practitioners who work in the field as part the network of **the Indonesian Society for Pesantren and Community Development** (Perhimpunan Pengembangan Pesantren dan Masyarakat) in Indonesia. Thank you to all of you who spent years to discuss and develop an alternative approach to development and social transformation in Indonesia.

This book also part of the reflection among individuals interested in participatory research, rural development and popular education in the **Center for International education**. The inspiration to write a source book comes from the discussions in Professor David Kinsey's participatory research course. My interest in Participatory Research have been also motivated by Professor Peter Park in Sociology Department of University of Massachusetts, and our participatory research group discussion.

Particular thanks should go to Menzi Mthweu for his work editing of the first draft of this book. Thanks also go to Professor David R. Evans of the Center for International Education, University of Massachusetts at Amherst, for his extensive motivation to finish my work in this project.

Amherst, December 1989.

Mansour fakih.

SECTION

1

ORIENTATION

SECTION I

ORIENTATION TO PARTICIPATORY RESEARCH

1. Why do, we need participatory research?

There are many reasons why practitioners among Non governmental organizations (NGOs) are interested in applying participatory research as part of their activities. One of the most important reasons is that participatory research brings a new perspective and a new expectation as an alternative way to alleviate political and economic oppression. Participatory research is developed to challenge the dominant discourse of development in the Third World countries. The policy that influenced the development process in the past two decades in most of the Third World countries is based on a modernization framework in which the growth model of development is applied.

✓ This book is my personal reflection as a practitioner of a Non governmental development organization in rural Indonesia. This book is, in part, meant to critique the modernization approach to development. This approach dominates the development policies of many Third World countries especially Indonesia. ✓ This kind of development theory is based on the formula that the economic strategy and the economic policy should have "growth" as the objective ; giving special attention to rates of saving and investment, capital intensity and modern technology. It was assumed by the theorists that rapid industrialization and the

expansion of the modern sector in general would be the best answer to; the need for rapid development of the economy, and the need for the creation of employment opportunities. This growth model of development has not only been applied in the urban sector of industrialization, it has but also been applied in the rural agricultural sector.

The following Indonesian case study is chosen as one example of the application of the modernization in Third World country. The application of this "growth" model of development in a rural agricultural sector is in a form of the "green revolution" program. The main program was done by "command and subsidization". The main forms of the subsidies were :

- 1.1. massive subsidies on artificial fertilizer prices,
- 1.2. subsidy agricultural credit.
- 1.3. state purchase of paddy through the operation of a floor-price intervention scheme and build national buffer stocks, and
- 1.4. increasing quantities of free or subsidies on irrigation water by irrigation rehabilitation and development scheme finance by foreign borrowing.

The quantitative results of the "green revolution" are surprising. Javanese peasants now produce as much as twice rice as they did in the late 1960s. Java has made more than an

average contribution in terms of yield of growth compared to other regions of Indonesia, and therefore played a major role in Indonesia's transition from the status of the largest rice importer to a situation (by 1985) with self-sufficiency in paddy.

The question is: who benefits from this process of "**growth model of development**"? There are several impacts of the modernization of development in agricultural sector. The first is an increase of absolute landlessness in rural Java. Available population census covering the period (1961, 1971 and 1980) show that about 73 % of rural households had farms (of more than 0.1 hectare) in 1963 where only about 57 % rural households had farms in 1983 (a 16% landlessness in 20 years). The second is an increase of poverty which has an impact on the increase of urbanization, unemployment and underdevelopment. The increase of urbanization of peasants, has meant that the green revolution, a policy which made capital and machinery investment cheaper than human labor, led to a substantial decline in agricultural labor opportunities. Recently, close to 50 % unemployment rate was quoted for the rural sector, with a labor force that grows by 1.8 millions people per year, namely 53 million people in 1980. The worsening unemployment pushes the rural labor force to the urb. In the cities they seek employment of any kind, mainly in the informal sector.

The other impact of the rural development policy is also the increase of political domination. In order to prevent mass

resistance against the outline of marginalization, the government installed sophisticated political control mechanism. The "floating mass policy" bans all mass organizations at the village level (formerly democratically elected village heads) by replacing and assigning military men to civilian duties to complement the existing subdistrict and village level military units; establishing Village Unit Cooperatives as the only allowed cooperatives operating in sub districts. And new regulations on village government since 1979 try to replace traditional village council with government-controlled institutions.

2. NGOs and development

The majority of the Indonesian NGOs were founded in the 1970s as a reaction to the government's approach to development which was considered inadequate. After developing alternative models of rural development, most practitioners started to question their roles in the transformation of people. Indonesian NGOs have different visions/ approach/ models of development. These models can be classified based on practitioners' activities in the field.

2.1. The first type is "working without theory" reaction.

Most of these NGOs practitioners are more project oriented and work as charitable relief organizations. In mid 1970s they came to realize that what their development approach actually attacked was only the

symptoms of poverty. They failed to address the causes of poverty.

2.2. The second type of practitioners are those who base their development theory on **the modernization approach**. The need for increasing people participation in development, is the theme of the practitioners. They do not question the existing structure. The thesis beyond their theme is that the underdevelopment of the majority of the people is caused by something wrong with the people's mentality and the people's values which influence their participation to development. After almost 20 years applying their model of development they realized that there was no significant change in political and economic situation in rural Indonesia.

3.3. Currently, another segments of practitioners has begun a re-examination of basic strategy issues, attempting to find an alternative to the two approaches. The practitioners who are involved at this level are starting to question the existing structure; and are trying to find **an alternative structure**. They want a structure which will make it possible for people to realize their human potential. This is the kind of structure should, economically, allow for people to

control **the modes of production**. They want a structure which will make it possible for the people to control their own development. Such a structure would involve a democratic way in the economy and the politics of rural development. This approach would also be a process of transformation that would allow people to create their own knowledge.

3. Looking for alternatives.

Participatory research has become one of the alternative solutions and has been chosen by Indonesian NGOs as an approach to create an alternative strategy against the dominant approach to development. There are several reasons why we as the NGO community are interested in participatory research as an alternative solution to creating a non violent and democratic way of economic and political development in the rural areas :

3.1. First, because Participatory research initiate and promotes of radical changes at grassroots levels.

Participatory research is an approach which places people at the center of the development process. In this regard, participatory research creates a real people participation.

3.2. Second, participatory research as a process of critical education creates the possibility on people to control

and to use their own knowledge.

3.3. Third, participatory research as a part of critical theory creates a dialectical process of development in rural areas.

3.4. Finally, participatory research makes it possible for the people to understand the cause of their underdevelopment; and to critically create and implement their own theory of development.

The problem is that there is no explanation of the theoretical framework and the methodology of participatory research for the practitioners - some kind of source book which provides inspiration and information to practitioners to apply participatory research easily.

4. The goal of this source book

The purpose of this book is not to give a "recipe" for development or participatory research. In other words, this book provides a **dialogue** and inspiration on theoretical foundations as well as on methodological and technical approach of alternative research, alternative education and action for practitioners who work with the people in rural areas. The objective of this resource book is to initiate a learning process in which practitioners and activists can develop a critical

understanding of the theoretical framework of participatory research; and that they can learn practical methods / techniques of this kind of research.

5. Partitions of this source book

This source book will be focused on three aspects of sections:

- 5.1. the first section is **the background and contextual aspect** of this participatory research source book. This aspect will be discussed in the first section i.e. in the introduction. In this section I also discuss how this can be used.

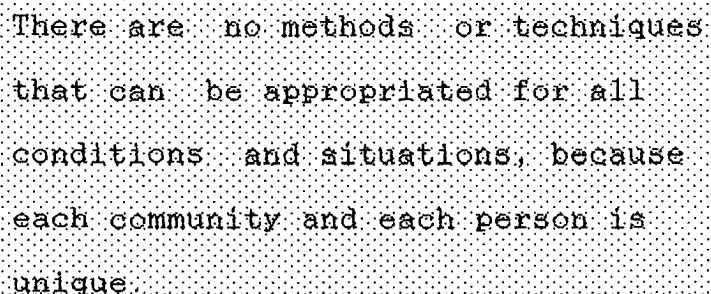
- 5.2. The second section will be a discussion on the **conceptual and theoretical framework** of participatory research. Since the research relates to the concepts and **theories of development, research and nonformal education**, the main focus of the second chapter is to analyse these theories. The first part will be an analytical study on development theories. The discussion will focus on the dominant "**modernization**" theories of development and critiques on the dominant theories of development: **dependency and liberation** theories of development. The second part will analyze the social science and research paradigm. This part will focus on the dominant social sciences' "**positivism**" paradigm and

the critical theory paradigm of the Frankfurt school. The third part will discuss and analyze the concept of **popular education**. The focus of this chapter will understand the essence of Freire's concept of education. The last part of this section will present **my position on what is participatory research**.

5.3. The third section will be a discussion on **the procedure** and approach of doing participatory research. This section basically is a discussion on the methodology and on the techniques of conducting participatory research. The discussion will start by problem of **initiation, need assessment, raising critical consciousness, researching reality, a plan of action and action**.

5.4. The last section of this book is a **reflection** and an evaluation. This section provides a discussion on participatory evaluation and follow up programs.

6. How to use this source book.



There are no methods or techniques that can be appropriated for all conditions and situations, because each community and each person is unique.

As a source book, this book is not meant to be prescriptive. It is only meant to be a source of inspiration and information on how to conduct participatory research. I suggest, to all practitioners that they modify it according to their local conditions.

SECTION

2

FOUNDATION

SECTION II
THEORETICAL FOUNDATIONS OF
PARTICIPATORY RESEARCH

1. Why do we need a theoretical framework ?

One of the fundamental needs of participatory research practitioners is a clear vision and a theoretical framework to their activities. Without a theoretical framework, a practitioner can create an ambiguity and a gap between the ideals/slogans and their practice. There is evidence of enormous ideological and theoretical confusion among practitioners with regard to basic objectives, such as the dependency analysis of rural economic development being mixed with modernization approach of development (Eldridge, 1985). Without a theoretical framework, practitioners also seem not to understand clearly how their development programs are supposed to lead transformation of the political macro-structure. These phenomena motivate us as practitioners to develop our theoretical and ideological framework for our work.

Another problem faced by participatory researchers is the problem of **domestication and cooptation** of the research by dominant group. Participatory research which was developed in order to liberate people from all forms of domination has been used as a vehicle of manipulating people

and getting them involved in the projects that are meant to safeguard the interests of the dominant sections. In other words participatory research has been coopted by the traditional policy makers who have vested interest to present their goods in a more attractive package without changing their substance. The term "participation" no longer has meaning to the struggle of the oppressed people, but has become more a mode of maintaining social equilibrium to the advantage of the exploiters.

The phenomena of : **"working without theory"** ; **ideological confusion among practitioners in the rural development fields**; and **cooptation**, make participatory research meaningless for the oppressed and the poor. Participatory research has lost its empowering and liberating essence. The oppressed who are supposed to be the main researchers in participatory research do not exhibit a significant change in their social, political and economic context.

Based on these problems, I would like to encourage practitioners to create a fundamental theoretical and ideological framework for our activities. If participatory research becomes our choice as an alternative activity, we have to develop an ideological and theoretical framework of the program. Participatory research as multifaceted theory

links several aspects, such as : **critical education** ; **development theories** ; and **critical inquiry** need a clear concept, theory, norm, context and validity. We need a vision and a theory to avoid any form of possible cooptation and corruption of the concept of participatory research.

This chapter attempts to discuss the basic theoretical framework of participatory research. There are several theoretical frameworks which will become the main topic of discussion in this chapter. First, will be a discussion on participatory research as an alternative model of rural development. This part will be a discussion on development theories and policies and their relation to research theories. Putting participatory research in a broad context of development theories, I will provide practitioners with a theoretical framework of participatory research as a development process.

Second, will be a discussion on **paradigms and theoretical frameworks of social sciences** and their impact on human inquiry. This part will be a discussion on how the dominant research paradigm and policy have influenced the development activities and created oppression. This discussion is meant to encourage you to develop a critical analysis and to create an alternative approach to human inquiry which will legitimatize the people's knowledge.

Third, will be a discussion on **pedagogy and its implication on politics of research**. This part will encourage you to question the dominant paradigm of education and to create an alternative model of education as empowering process. This part will focus on popular education. Connecting popular education to participatory research should also help you to put participatory research in the context of education politics. Finally, after studying the link of participatory research to: **alternative education, development and research paradigms**, the challenge will be to develop a critical concept of participatory research.

2. Development theories and research.

2.1. Development: who benefits the most ?

Since the last two decades, we watched a phenomenon that development has become " **a new religion**" and an ideology for millions of people in the Third World Nations. Development gives them new hope and expectation, that it (development) can change and improve their lives. The problem is, despite the existing development efforts, the absolute number and the percentage of world's people who live in utter poverty continue to increase.

Each development program registers a different impact depending on the development concept used, and the point of view or the lens of the user. **The dominant concept of**

development, which is applied in most Third World countries, reflects the western paradigms of development. Development, then, is identified as some kind of **stage-by-stage movement towards 'higher modernity'**. This modernity would reflect in the forms of technology and economic advances such as are found in the industrial nations. This concept of development basically has historical and intellectual roots in the period of major social changes associated with the industrial revolution. (Long, 1986).

In most of the Third World nations the interpretation of the development concept is understood to be a general improvement in the standard of living. Development also means strengthening the material base of state, mainly through **industrialization**, adhering to a pattern that has been remarkably similar from one country to another. The role of a government in this perspective becomes the subject of development. In other words the government programs transform people into : **objects, recipients, claimants, clients or even participants.**

To be meaningful, any definition and any concept of development must answer the following broad questions; firstly, who is development for, in other words, who benefit, and who has to pay the costs involved ? Secondly who are all the people is affected by development ? And

thirdly, what is the nature of the society which is expected to emerge after the development process of social change.

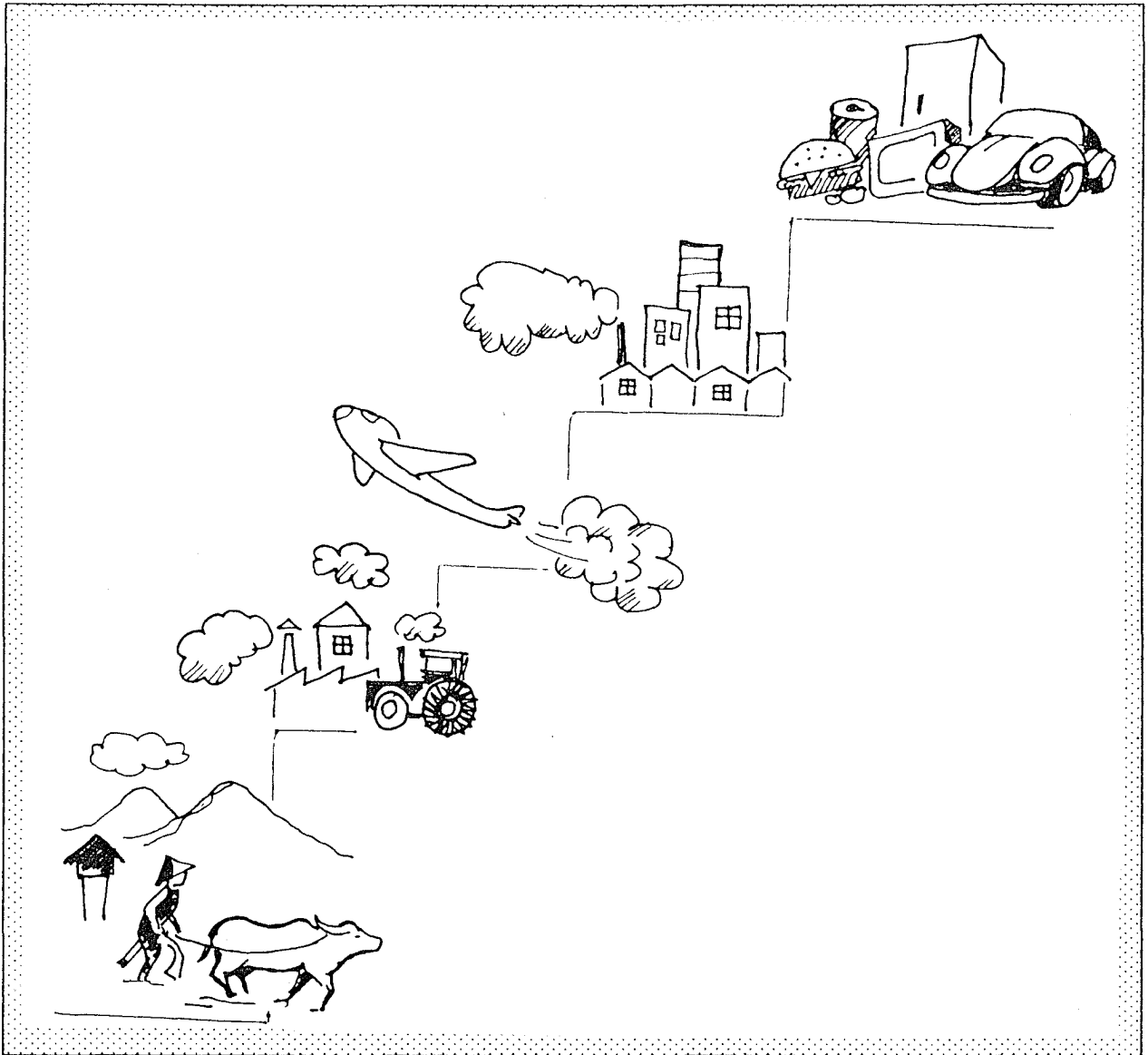
"Development" basically is about people, for the people and by the people. Development is a liberating process of change of people. It involves the people's values, their consciousness of the structural problems, and their capability to utilize various kinds of resources. The organization of resources should be done in such a way that all social members can maximally utilize the opportunities available to them, so that they can realize their fullest potential. But, what, in reality, is development ?

2.2. The dominant theories of development.

Modernization has been, since the mid-twentieth century the dominant image of social change in western countries. The basic assumption of modernization is the process by which the so-called traditional structures are transformed into those of the more modern types along the lines of what happened at an earlier stage in Europe (Smith, 1973). This interest of modernization was quickly into a new study gradually calling itself **development studies**. It is an interdisciplinary grouping of subject which focus upon the analysis and solution of problems of development, particularly those faced by the poorer, so called developing countries. It is no wonder than, development thinking, is largely product of the west.

Modernization, as the most dominant development theory applied in the Third World Countries, is one of the most powerful of all Western ideas. There are several elemental modernization theories. The first is the metaphor of growth i.e. growth manifestation of the organism. Development is seen as an evolutionary perspective, **a journey from "traditional to modern"**. The assumption here is that all societies once were alike 'traditional', and that the the third world would also pass through the same set of changes as had happened in the West, and eventually become "modern". The state of underdevelopment in this context is defined in terms of observable differences between rich and poor nations.

In practice, **this growth-type of modernization** is similar to Westernization. One of modernization theories have relied less on the traditional- modern simple dichotomy but have attempted to demarcate a series of developmental stage. The most famous is the five-stage scheme put forward by W.W. Rostow on his Stage of economic Growth : A Non Communist Manifesto. (Rostow, 1960). Rostow and his followers, envisaged a gradual transition from tradition to modernity, and that the ideal development can be achieved by industrial countries.



Although there are differences of opinion with most modernization development theories (proposed in the 1950 to 1979s), as to the practical implementation, they all but belong to the same school of thought, commonly called the 'growth model'. According to the growth model, development will flow almost automatically from capital accumulation

(i.e saving and investments) hence the stress on foreign aid and trade. Rostow focused on the need for an entrepreneurial elite to stimulate the development process. This emphasis on entrepreneurship and capital accumulation is the most pervasive theme in the literature on economic growth.

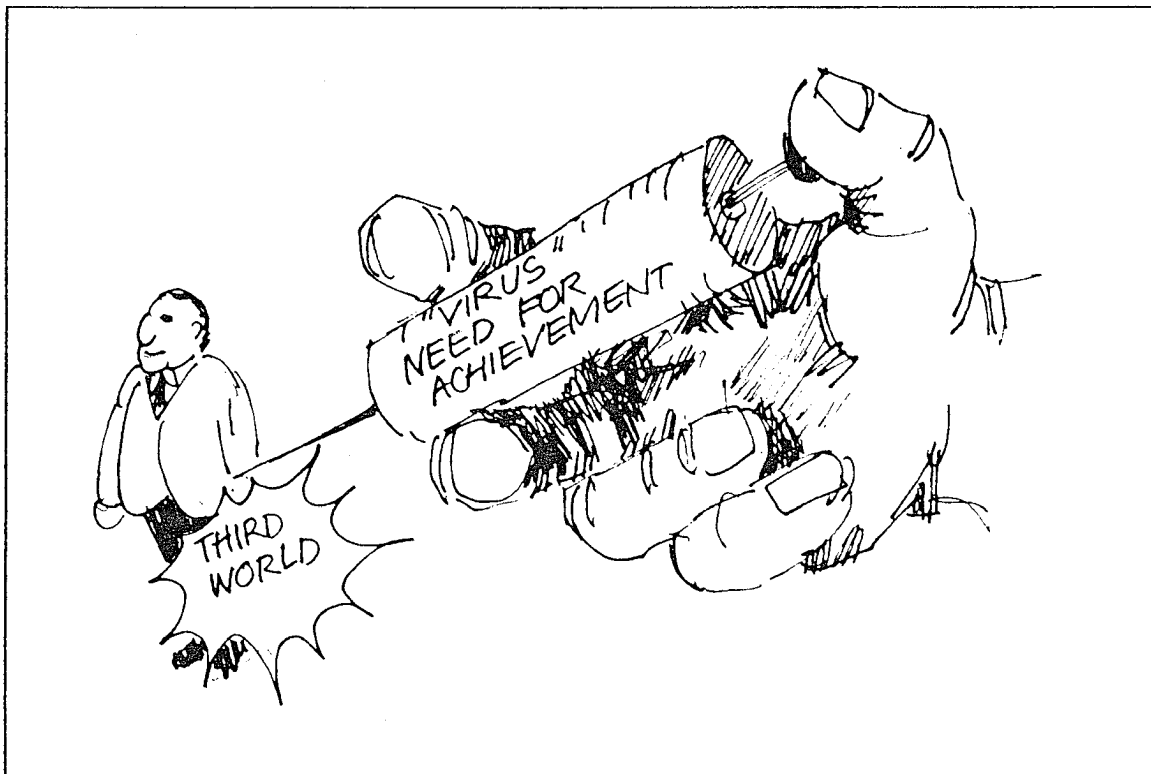
Another element of modernization is the sociological and psychological explanation. This theory is based on a study by David Mc Clelland in his Achieving Society (Mc Clelland, 1961) and Inkeles in his Modern Men, (Inkeles and Smith, 1961). Mc Clelland based on his interpretation of The Protestant Ethics and spirit of capitalism (Weber,1925), argues that if the Protestant Ethic caused economic growth in the West, then some analogues phenomenon must be sought elsewhere in order to achieve economic growth. What lay behind Weber's Protestant ethic, Mc Clelland argues, was a personality trait, **the need for achievement (N Ach**, for short). The reason why people in third world countries are underdeveloped is because they have a low of the Need for achievement.

2.2.1. Myths of modernization.

There are several myths created by modernization theorists:

2.2.1.1. The underdeveloped condition of people is caused by the values and traditions which are not fit for development; For example traditions of **need for affiliation** and **need for power**. There are other sets of personal behavior and attitudes which are also considered to be causes of underdevelopment.

2.2.1.2. Based on the rationale of underdevelopment, the main concern modernization paradigm is to change the traditional beliefs, attitudes, values and institutions to become modern. **Education** and **institutional buildings** become the main transforming tools to modernity.



2.2.1.3. The development process will work by giving capital to the right person (thus the **High Need for Achievement entrepreneurs**). The entrepreneurs will become the driver of the process of growth and the mass of people which will get a trickle down effect.

2.3. Critiques of dominant theories of development.

The following discussion is about critiques of the dominant development. There are many critiques of the mainstream of the dominant "modernization" of development. The first group is among the **dependency theorists**, such as Andre Gundre Frank (1973), Celco Furtado (1973) Cordoso (1972), Amin (1971). The second group is among **liberation theorists** such as Freire (1972), Guitierrez (1973) and others. Third is "**Another development**" which is developed by the Dag Hammarskojold Foundation. All these critical theorists, basically challenge the dominant "modernization" paradigm of development.

2.3.1. Dependency theorists.

In contrast to evolutionary and modernization theories, dependency theories focus upon the relationship both between and within societies in regards to social, cultural, political and economic structures. The assumption of this theory is that development and underdevelopment are related concepts within and between societies. The underdevelopment

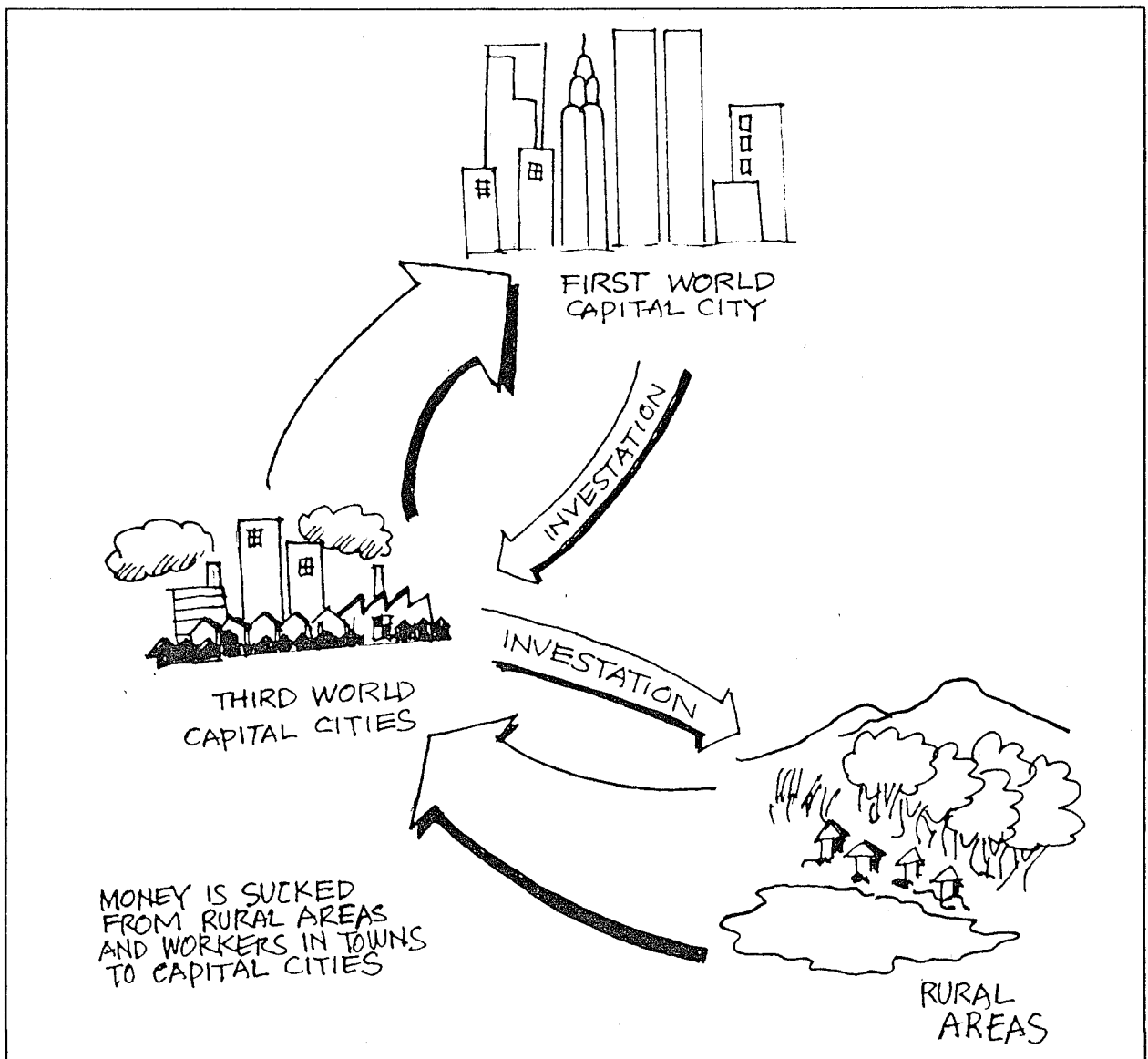
of a region or a society is seen as a process which is linked to the development of another region often an outside society. The problem of Third World countries is not rooted on their traditional values and attitudes; it is a dialectical process, where the condition of the less developed region is caused by the activities of rich countries.

Dependency prevents the Third World countries from ever being able to achieve a 'take-off' into sustained capitalist development. Their dependent status rules out the possibility of autonomous accumulation of capital on the basis in a national bourgeois in the epoch of imperialism. In considering the dependency relationships between countries it is not necessary that the rich country should physically dominate the poor as has happened in classic imperialism. It is enough that the leaders or the elite of the poor countries, "lumpen-bourgeois", hold attitudes, values, interests consistent with those in the rich countries. (Frank, 1972). The process whereby the metropolis dominates the countryside within the country is identical to that which occurs between countries.

2.3.2. Liberation theory.

Liberation theory is not intended to be a complete systematic theory, but it represent attempts to prescribe

specifics meant to promote certain aspects of development. This theory tends to use the dependency analysis of underdevelopment. They provide a thought which builds upon the conviction that nothing good or profitable can be secured for the poor members of an underdeveloped society without drastic and radical change in the structure of that society, as well as a broader radical change of the current



socio-economic, political and cultural world order. The liberation theorist basically take a humanistic approach to questions of development.

There are several assumptions of the dependency and the liberation theories.

2.3.2.1. A great majority in the Third World is poor and a lot of people do not improve; even where there is economic growth poverty increase. Poverty is a unfavorable consequent position of the poor ; and there area sub-system, of a region, which is part of the, of which the country is a part of the world.

2.3.2.2. The farmers (small producers) are poor because they are exploited by entrepreneurs who wield more power. These entrepreneurs are power holders who, in their own societies, control the relevant economic resources such as and, industry and wealth. Those who control the relevant economic resources are the ones who according to the dependency theories become part of the broader system of dependency. As a result, the small producer are paid low price for the goods they produce;

2.3.2.3. Both liberation and dependency theorists defined development in term of the model of : ' **an autonomous, self-centered economy**, in order to liberate the dependency of the **periphery** from the **center**. Real development, is conceptualized by the dependency theorists to be the realization of creative energies of the people and their leaders, from collective mobilization for the good of the nation.

2.3.2.4. The main goals of the development policy which are geared to **the emancipation of the oppressed** are improvement of economic relations with foreign countries and changes in the national structure.

2.3.2.5. The aims of their economic policy are: an increase in the quality of life of the whole population, economic growth, and an equitable distribution of incomes and a productive labor by the native population for their own benefit, with their own means of production.

2.3.3. **Another development.**

The main proponents of "**Another development**" are located in the industrialized countries. This theory reflects a growing dissatisfaction of the "overdevelopment"

societies, as well as a self-criticism of the modernization paradigm under impact of Third World reactions.

Institutions such as the **Dag Hammarskjold Foundation** and the **International Foundation for development alternatives (IFDA)** have taken up a challenge to find answers these basic questions.

The main themes of the alternative development is that :

2.3.3.1. Development should be need-oriented, i.e. it should be geared to **meet human needs**, both material and non material. It should begin with the satisfaction of the basic needs of the dominated and exploited people who as is known, constitute the majority of the world's inhabitants. Satisfaction of their the need for expression, creativity, equality, understanding and mastering their own destiny should be ensured.

2.3.3.2. Development should be endogenous, that is, it should stem from the heart of each society. I should be defined in sovereignty and in line with its values and its vision of its future. Since development is not a linear process, there could be no universal model, only the plurality of development patterns can answer to the specificity of each situation.

- 2.3.3.3. Development should be based on their self-reliant. Development should imply that each society should rely primarily on its own strengths and resources, energies of its members, and its natural and cultural environment. Self reliance will acquire its full meaning only if rooted on the local level, in the praxis of each community.
- 2.3.3.4. Development should be ecologically sound. That is should rationally utilize the resources of the biosphere, in full awareness of the potential of local ecosystem as well as the global and the local outer limits imposed on present and future generation.
- 2.3.3.5. Development should be based on **structural transformation**. Transformation are required in social relations, in economic activities, in spatial distribution, as well as in the power structure. Self-management and participation in decision making by all those affected by transformation; from the rural or urban communities, to the world as a whole, whitout which the above goals could not be achieved is desirable.

Although there are differences among those critical and alternative paradigms of development, there are some similarities. First, there is concurrence to challenge the dominant modernization concept of development. The second agreement is on letting the people who are the beneficiaries of development, answer of the question. These alternative schemes of development recognize people as the main subjects of development.

2.4. Lessons from the critiques of development.

There are several insights that participatory research gain from understanding of the critique of modernization :

2.4.1. The first lesson would be that, modernization places people as part of the problem and become the object of development. In this regard, people become dependent on the developer agency. According to **Freire** by a dependent society by definition is a silent society. Its voice is not an authentic voice but merely an echo of the voice of the elites. There is no development unless there is social autonomy to control its own destiny, rather than to be controlled by the interests of a dominant society.(Freire, 1972).

2.4.2. The second result of modernization is economic exploitation. In the modernization approach

development has resulted in a gap between the elite and the poor masses in rural areas. A lot of studies has been done in Third World countries on the impact of the "Green Revolution" - as a translation and an application of modernization in agricultural and rural sector. The impact of the model is the increase of landless farmers and poverty among villagers. (De Janvry, 1986, Arif and Sasono, 1984, Huskens, 1987).

2.4.3. Another result of **modernization** is a creation of domination and control of power and knowledge. The development idea of transfer of skills or information has created for experts the role of being the only person capable of mediating the transfer of skills from one person to another or from one society to another. The impact of this relationship and discourse creates mechanisms of exploitation and domination as well as forms of subjection. This **discourse** is associated with the whole apparatus of development as well as the large number of theories of development. The discourse is formed by the creation of "**abnormalities**" such as the "**underdeveloped**", the "**illiterate**" - which it would later treat and reform which become basic legitimation on the application of modernization. The second form of this discourse through the proliferation of development discipline and subdisciplines. The

consolidation of "**development studies**" in most major universities of the developed world, create a type of knowledge that seeks to establish diagnose condition of Third World countries, and this would be the creation of "**abnormalities**". The developed countries would later then treat and reform the abnormalities. This becomes a basic legitimation for applying modernization in Third World countries.

Development research in this context is done by expert institutions and people are considered to be as objects or "**respondents**" of research. Here people are treated as objects to be studied rather than as subjects of their own development. This technocratic approach to development research, and this expert-oriented view of development creates barriers to development. It also promotes ignorance, and perpetuates in appropriate development models which are based on the views of outsiders.

2.4.5. On the other hand, the alternative and critiques of the dominant theories (i.e. dependency and liberation theory of development) recognize people as subjects of development. Introducing "**self-reliance**" to development means to promote the opportunity for poor people to control their own development is promoted.

In the other words, the development process should create non capitalistic modes of production.

2.4.6. As subjects of development, people need to understand the historical context of their development. The process of development should create a dialectical tension between local people and external agents or intellectuals. The development process should create a sharing process among local popular groups on their goals for social transformation and on their political commitment. Finally, the development process should not create a relationship of submission and dependency of people to any external agencies.

2.4.8.. Based on the above assumptions, development research should be conducted and controlled by the people. This approach to research makes it empowering process of producing popular knowledge for development.

3. Critique of the dominant research paradigm.

3.1. Research as domination.

Social research is places as the most important stage in development programs. Almost all social action programs, whether undertaken by government bodies or private agencies, are preceded by research activities. The traditional or classical research paradigm is the problem. It dominates

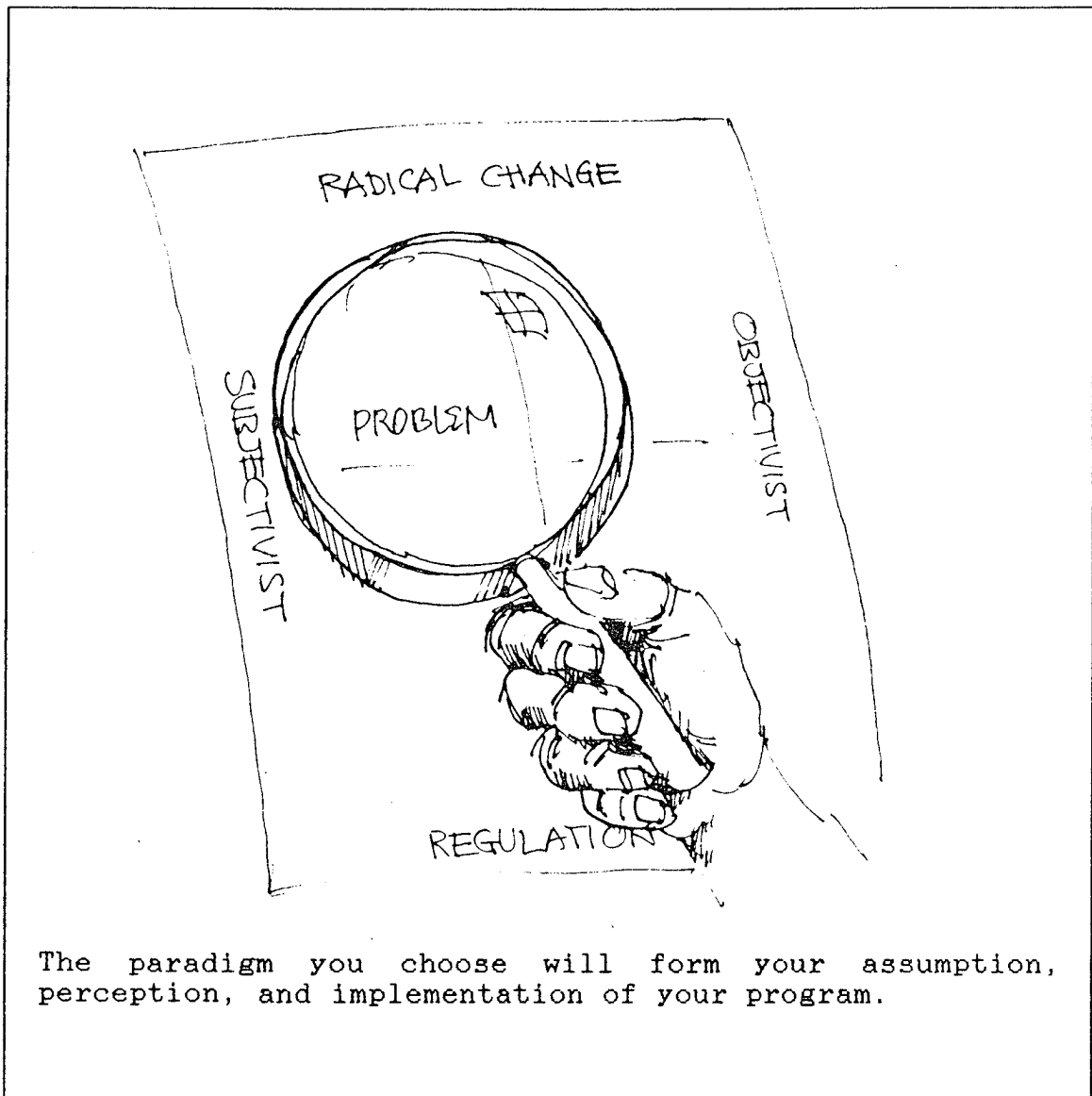
and is practiced by almost all of development agencies.

This places people in a position of **passive objects** to be researched. The traditional and dominant research paradigm referred to here is anchored in logical "**positivism**".

(Hare, 1981). What is **paradigm** and what its implications of choosing it ? Kuhn uses the term paradigm, which refers to both the entire constellation of beliefs, values, techniques shared and used by the members of a given community, and the exemplary but concrete "puzzle-solutions" of the scientific community (Kuhn, 1970). In other words a paradigm is a "lens" to look at reality.

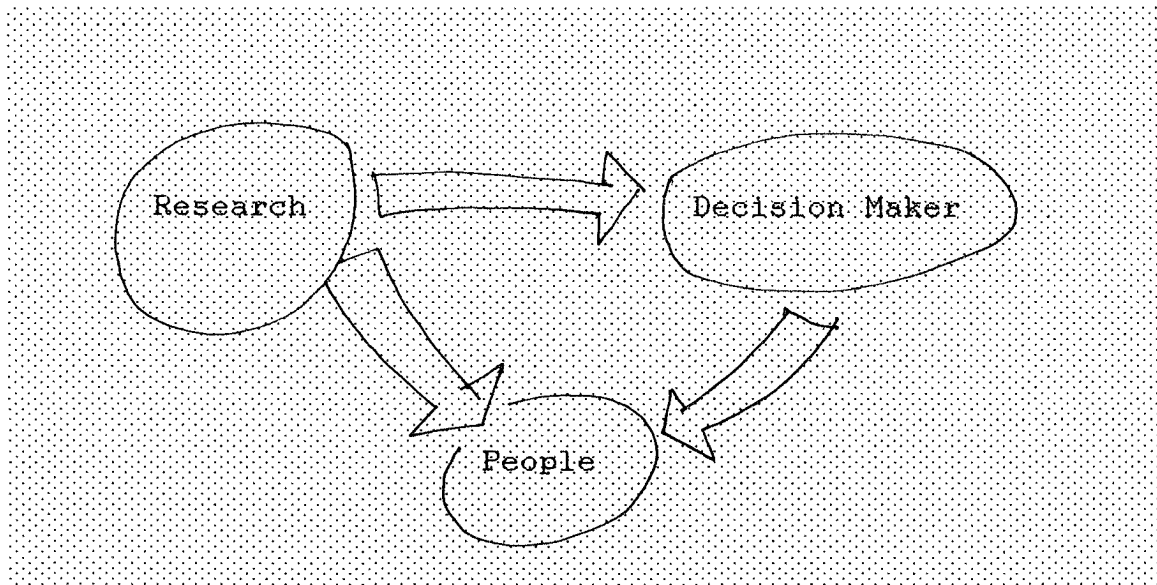
What is the meaning of a paradigm to a practitioner. As a lens a paradigm can influence a practitioner's assumption, perception, theory, methodology and approach to any problems. If you choose the modernization paradigm, it will influence your theory, goal, approach, methodology and technique of your development activity.

The dominant research paradigm places people as the objects of research because of their view that people can not solve their own problems. Development should be designed by planners and scholars from afar, then delivered by technicians to the peasants. Most of the people who are affected by underdevelopment tend to be seen as a kind of a problem that experts had to solve (Budd Hall, 1982).



In order to conduct development then, the dominant social sciences need to conduct a research. As the object of research, people are identified, measured, **dissected** and **programmed** from the out side by dominant class and its representatives.

The dominant society, with the help of their sciences, determine the goal of the research and the methodology to be followed. Moreover the results, are practically never communicated, or even discussed, with the people who are most directly concerned. The people are simply considered "an object of study". They are unaware of how their responses to questionnaires can be used to know them better and to control them better. (De oliveira and De Oliveira, 1975). The dominant research paradigm can be understood as :



This model tells us that only the researcher has the right to create knowledge. The key question to be answered is who has the right to create knowledge? Is this the sole prerogative of the professional elites ? Or should the people affected by new knowledge

participate in formulating the problems to be studied, collecting and analyzing the data and deciding how to use the results. The traditional research paradigm places the people, the systems and the setting to be researched as mere objects who help provide the basic data for knowledge. People's control over knowledge is taken away. Since "**knowledge is power**, research of this manner becomes a political issue, because it further enhance the power of the elites. This traditional research paradigm ignores these ethical and political issues in the name of "**objectivity and neutrality**".

3.2. What is the philosophy behind this paradigm ?

The idea of controlling the object of research, originated from a dream of the social scientists who studied society in the same way that the natural scientists studied nature. The goal of research in the social science then becomes similar to the goal of research in the natural sciences, i.e. to understand social events; to be able to predict social behavior, to be able to describe the social elements and their functioning; and to be capable of reducing people to explainable formula. All human actions, behavioral patterns of social groups, all historical events would

be studied, or so it was thought, systematically, carefully, and with objectivity. Objectivity meant the scientific ability to examine society and all its phenomena as though they were "things".

Objectivity in the traditional social research paradigm also means a control of various extraneous interferences through experimental and statistical methods. Therefore, non experimental approaches and field studies are rejected and are neglected for the fear of being " unscientific ". Under the guise of achieving objectivity, rigor is maintained by a researcher's control over the focus and method of inquiry. By this approach and method experts aim to control the techniques and the outcomes of the research. All these assumptions are based on a system of philosophy called **Positivism**.

3.2.1. Positivism

Positivism is a philosophical root of the traditional research paradigm. Semantically, positivism is derived from the word positive which refers to " **what is** " in contrast to "what can" or " what ought to be". Methodologically, positivism aims to identify the sameness of existence/reality for the establishment of truth claims. Sameness

is maintained as a prerequisite in the natural and social world and leads to the notion of universalism and generalization (Schoyer, 1973). This approach flows from the method developed in the natural sciences, and deals with determination, fixed law, or set of laws compiled into theories.

Positivism, the approach which dominates the academic world, also assumes that a single form of explanation is appropriate in all inquiry. This approach defines the purpose of traditional social inquiry as a search for truth which can only be carried out through an **objective, value-free** scientific methodology. (Myrdal, 1969).

According to positivistic approach "**knowledge is science, and science is knowledge**". This form of knowledge is governed by universal scientific laws and procedures quantified and verified by scientific methods. In terms of a social investigation the positivistic thinking requires **the separation of facts from values in order to bring about an objective understanding of reality.** In other words, positivism insists on a gap

between the observable world out there and the observer. By separating the observer from the observable world **positivism** claims that to know or comprehend the world is to know it independently of human will or subjectivity. Scientific fact should be separated from human values.



3.2.2. Critical theory perspectives

Critical theory is a type of social thought which is associated with the German philosophy of **the Frankfurt School** and the Institute of social research which was established in West Germany in 1923. (Bottomore, 1984; Held, 1980, Fay, 1975;). **Critical theory** is the response of a number of theoreticians of Frankfurt School against the forms of social domination in the existing society. It demands a continuous engagement in self-critique for the purpose of situating social analysis in a historical frame work. In other words critical theory with its dialectical thought and its reflective characters refer to the idea of a self-conscious critique and the necessity of a self-critique in the development of a discourse of transformation. Based on this character, critical theory, clings dogmatically to the assumption it seeks to avoid its own assumptions. (Giroux,1983).

Critical theorists, especially Habermas, divided knowledge into three categories. First, is **instrumental knowledge** (positivist) which is in the case of its disputes with scientific methodology, perpetuates the basic concept of the control, prediction, manipulation and exploitation

of nature. Second, is **hermeneutic knowledge** as an interpretative knowledge. Third, is **critical knowledge** or **emancipatory knowledge** which has a different approach, namely acts as a catalyst for the freeing-up of human potential. Through immanent critique of instrumental knowledge, critical theory developed "practical reason" a form of reason which focus on moral value and ends.

There are several themes of critical theory in order to counter the imposition and domination of the positivism. The following are the central idea of critical theory :

3.2.2.1. Holistic v.s specific.

Critical theory attempts to speak in holistic terms, where whole entities are not a summation of isolated, fragmented parts. It tries to find the meaning of historical moment and to assimilate their logical progression. By this approach, critical theory is not only engaged in speculative and abstract theorizing, but is drawn more on the experiences of everyday life. According to Marcuse the approach of the empirical scientist today is inadequate because they

are a-historical and have shed little light on the meaning of the moment.

3.2.2.2. Theoretical v.s Empirical.

Critical theory unlike **the functionalist**, refuses to accept the universal of acts as the final context validation functional system is a dominant sociological analysis which isolate the variables, posts the hypothetical relationship, and take as the given end the established value consensus in term of which norms, roles, process and institution are viewed as functional and dysfunctional. On the contrary, critical theory provides transcending analysis of facts (in light of their arrested and denied possibilities). According to the critical theory, facts must be viewed in light of historical development, and must be analyzed in a philosophical concept of human.

3.2.2.3. negation v.s. positive thinking.

The purpose of critical theory is to highlight a value to social analyses, theory and research. Therefore critical theory is not only to indicate what those value are, but also to justify their objectivity.

3.2.2.4. The positivistic paradigm claims the value-free social science is a possibility and necessity. This view, according to critical theory, deludes itself from false notions scientism and objectivity. The denial of social facts implies an valuative structure implicitly accepting ideological legitimation by which a social order is maintained.

3.2.2.5. Dialectic v.s. Functional analysis. Functionalism in social science is generally a-historical. It entails constructing an elaborate model society, isolating relevant variables and analyzing various phenomena within the context of the model. Functionalism accepts the given situation in which the society finds itself and seeks to analyze ways in which roles, norms, values, and institutions can be integrated to maintain the system.

On the contrary, dialectical analysis attempts to merge philosophical anthropology with empirical analysis, and thus confront direct questions on the meaning of history.

Intellectuals in the dialectical analysis have a critical role whereby they potentially play vis-a-vis power and its ideological legitimation. In using the dialectical analysis as the only approach, intellectuals can eliminate any form of domination that can keep a society from realizing its potential as a free agent. **History begins when a society is freely able to determine its own existence.**

3.3. Learning from Critical theory.

What can we learn from critical theory in order to have a theoretical foundation in participatory research? There are several facts we can learn from critical theory in order to develop research for education and development.

3.3.1. First, critical theory provides a well-developed logic of analysis for participatory research. Critical theorists have been concerned with a critique on the growth of instrumental knowledge (positivistic), who eliminate questions on value from sphere of rational knowledge (Horkheimer, 1974). The instrumental knowledge and technology

create a consequence on the extension of rational domination of the social sphere. This domination takes the form of rational administration of people as objects. This bureaucratic administration is legitimated by reference to the value-neutral finding of social science. Scientific knowledge production elite alongside the bureaucratic elite administer the planned irrationality of modern society.

3.3.2. Through the immanent criticism of domination, critical theory develops "**practical reason**", which focuses on moral values and ends which are consensually determined through public discussion. In practical reason, everyone can participate and contribute. This idea of involving members of the community in social research provides a basic theoretical and methodological framework for participatory research.

3.3.3. Critical theory suggests the creation and validation of knowledge. It calls for knowledge that is generated in close proximity to action and authenticated through action. To Habermas, practice itself can become "theorizing". He differentiates between "empirical" and

"interpretative". He assumes the creation of research which does not separate researchers from the object of the research. This approach is totally different from the dominant paradigm of research which separates the researcher from the doer.

3.3.4. Critical theory provides a theoretical framework by developing critical thinking as a process of investigation. The traditional-dominant research practice overly attempts to be rational, cool, controlled and value-neutral in order to increase scientific "rigor". Understanding the characters of the dominant research paradigm leads to a conclusion that through the positivistic paradigm it is impossible to expect social change. In order to create a real social change we need an approach in research in which the researchers can create collaboration between people and intellectuals. This is a kind of research which lets the 'people' identify their problems; create their own interest theory, and select methods to express their own values.

3.3.5. The traditional research paradigm is characterized by objectivity. Social facts are assumed to be "out there", ready and available to

be studied through observation. Research in this scheme is conducted and minimized by personal feeling and bias. The researcher discovers social "facts" which are observable by other researchers using this a similar method. The expectation to maintain objectivity of the dominant research paradigm create a type of research which demands the researcher to remain distant and detached from the subjects under investigation. **People, as object of research in this scheme, are passive spectators rather than active subject.** Critical theory to the contrary, stresses the importance of human subjectivity and consciousness in knowledge creation. Critical theory does not separate the subject of knowledge (the knower) from the object (the known). Based on this idea, we can develop some kind of research whit **'people' as the knowledge creators and the subject of research.**

3.3.6. In the positivism paradigm, knowledge is assumed to accumulate and thereby improve. The research as critical theory, to the contrary stresses, the importance of human subjectivity and consciousness in knowledge creation. Critical theory does not separate the subject of knowledge (the knower) from the object (the known). Based on this idea,

we can develop some kind of research which create the possibility for the 'people' to be the knowledge creator and the subject of research. Research using this perspective provides a mean to liberate instead of to control the people.

Because of the dissatisfaction with the dominant traditional paradigm, we need an alternative of human inquiry. This kind of research which includes values, commitments, democratization, collaborative involvement and purposeful social transformation, does not maintain status quo. (Reason, 1981). The question therefore is, can participatory research become the alternative?

4. POPULAR EDUCATION AND RESEARCH

4.1. Pedagogy and politics.

There has been a tendency among nonformal educators to politically perceive nonformal education politically as neutral. **Nonformal education** which has been developed since the late sixties in response to the limitations of schooling has become a recognized Third World development sector especially for the disadvantages people. There are indicators exhibiting nonformal education as the only tool to help people solve their problems of education and development. The assumption is based on equilibrium and

modernization paradigm. In this scheme, the primary role of education has been to support the status quo. Education has served to transmit cultural values and perpetuate the existing socio-economic order. Many nonformal education efforts have also shared this orientation. Literacy classes, school equivalency programs, vocational skills, training for farmers, and other forms of training attempted to affect individuals, but not the education system. (Kindervatter, 1979).

Education can be an agent for the elite as well as an agent for the liberators. Education in its present form, appears to be a tool of domination by the uppers class to the lower social class. **Freire** (1968), is one of the educators who believe that education is not neutral. He is also one of the few who have proposed a pedagogy for the oppressed designed explicitly to liberate them from an oppressive system.

The basis of **Freire's ideas** is that unjust orders, a system of norms, procedures, rules and laws coerces individuals to believe that poverty and injustice are inevitable facts of human existence. This unjust order places power in the hand of a few and myth in the minds of all. Power is used by this unjust society to coerce and

victimize overtly, while social myth, distorted concepts of human reality justify and rationalize the coercion. The powerful believe they have an obligated right to use their power to maintain order and stability. The powerless accept their powerlessness as inevitable and look to other sources, heaven or luck. (Smith, 1976). This unjust systematic condition is called by oppression.

Because educational institutions have direct impact on the relationship between the lower and upper classes of society, so education is a **political** issue. Knowledge and attitude are not free-floating objects in a society, rather, both knowledge-production and knowledge-dissemination are a highly controlled business. They are controlled by the upper social class. Knowledge does not merely represent a desire to know, but it represents an intention to control. In order to provide a theoretical framework of **education and politique**, the following discussion tries to summarize the Freirean principle of the pedagogy of politics :

4.1.1. No education is ever neutral.

Education is either designed to maintain the status quo, i.e. imposing on people values and culture of the dominant class, domesticating people, as one would tame an animal to obey it's master will.

Alternatively education is designed to liberate people,

helping them to become critical, creative, active and responsible members of society.

4.1.2. Relevance now an issues of importance to participants. Usually people act on the issues on which they have strong feelings. There is a close link between emotion and motivation to act. All education and development projects should start by identifying the issues which the local people speak about with excitement, hope, fear, anxiety or anger.

4.1.3. Problem posing.

From the beginning all participants are recognized as thinking, creative people with the potential to action. The aim of the facilitator is to help them identify the aspects of their lives which they wish to change; to identify their problems; find the root causes of these problems; and work out practical ways to change their situation. The whole of education and development is seen as a common search for solution to problems.

4.1.4. Dialogue.

The challenge to build a just, egalitarian society is very complex. No individual knows exactly how to do this. No one has all the answers, and no one is totally ignorant. Each person has different perceptions based on his or her own experience. The so

called 'educated people' have a lot to learn from the common people since they have been trained mainly through the institutions of the dominant class. To discover valid solutions everyone needs to be both a learner and a teacher. Education must be a mutual learning process. The role of practitioners is to set up a situation which genuine dialogue can take place - a real learning community where everyone shares his or her experience, i.e everyone listens to, and learns the others.

4.1.5. Reflection and action (praxis)

Most real learning and radical change take place when a community experiences dissatisfaction with some aspect of its present life situation. A practitioner can provide a situation in which they can stop, critically reflect upon what they are doing; identify any new information or skills that they need; get such information or training and then plan for action.

4.1.6. Radical transformation.

Now for radical transformation of life in local communities and the whole society. This type of education aims to actively involve all community members in transforming the following :

- the quality of each person's life,
- the environment,
- the community,

This is not an individualistic academic exercise, but a dynamic process in which education and development are totally interwoven. It recognizes that each person has a contribution to make in building a new society, and tries to help each person and each community to become more and more capable of, and committed to, the service of the people and national transformation.

4.2. Popular Education

Popular education is a type of nonformal education which has its main goal to help people reclaim their collective history so that they can bring about structural change which ensures the fulfillment of their needs and wishes, on both their daily lives and broader cultural level. Popular education in this sense is to build up popular power.

Popular education is different from other adult education and nonformal education practices within movements for social change, which mostly limit themselves to : proselytizing, economic improvement, or to training their own leaders.

Popular education is expounded in the works of radical educators like **Paolo Freire** and **Antonio Gramsci** (Walters and Kruss, 1988). While Freire and Gramsci have many conceptual differences, there are common features within their theories of "education for liberation", which has become the basic theory of popular education.

The themes of Freire and Gramsci's popular education are summarized here below:

- 4.2.1. The first is theme that education and politics are integrated. The relationship between political action and education is dialectical.
- 4.2.2. The second theme is about the importance of the means and the ends of education. Both Freire and Gramsci describe the "**participation**" in popular organization in order to learn through the experiences of participatory democratic forms of organizations as important. Participation means not only carrying out educational work "**horizontally**", but also without imposing solutions from above. Popular "participation" in a popular education process should contribute effectively to all factors leading to popular power.

There are several indicators of progress and results of participation in popular education. First is the growth of **critical consciousness**. This enables people to identify obstacle of development. This process also helps people describe and analyses the causes and consequence of such obstacle.

The concept of critical consciousness in popular education can be understood by understanding Freire's concept of conscientization. Freire, trough his work in the slums of Brazil, began to conceptualize a process of concientization. Freire divides a person' and community's degree of consciousness into three levels.

The first stage is "**critical consciousness**". Here individuals are able to understand the resultant contradictions than others around them do. And they can creatively transform society with others. The second stage is "**naive consciousness**". It is the level in which a person oversimplifies and romanticizes reality - trying to "**reform**" unjust individuals assuming that the system will then work properly. "**Magical consciousness**" is the third stage in which individuals adapt or "conform" fatalistically to the system.

4.2.3. The third theme of popular education is to develop the ability to think critically. The development of the ability to think critically is a central difference between "education for domestication" and "education for liberation". Both Freire and Gramsci believe that without the development of critical thinkers manipulation rather than education will occur.

4.2.4. The fourth theme develop effective action to transform reality. Developing effective action and transforming reality means improving potential of people to locate and integrate the necessary resources to respond effectively to problems. The result of this activity will be to gain greater influence over processes in which the organization becomes involved, with the goal of controlling some of these processes. It also means equalizing the distribution of good and services and conditions.

4.2.5. The fifth theme is to strengthen the organization of people, this means strengthening internal democracy, self-management and making the principle of organization real in people's lives as well as in their external relationships. These activities are meant to develop the peoples' capacity to defend their interest, and to define the type of society which they think

would serve them best. This activity is also meant to create a net work among various groups. It allows them to grow as a social force, enabling people to structurally change society to making it less hegemonic and more responsive to people's needs.

4.3. Learning from Popular Education.

Popular education is an empowering and a liberating process for people from any structural and systemic oppression or domination. One component of popular education is the creation of **popular knowledge**. In this context, popular education has some relationship with **research**. The problem is on the type of research that would be relevant to the people.

4.3.1. Traditional and dominant research in education

basically places people as objects of research. This research paradigm as is implemented to day also assumes that people as learners are marginal or incapable of articulating their own research. This basic assumption contradicts the basic principle of **Adult Education** which is concurrent to the basic principle of popular education. The main concern of popular education is **social justice and equality**. Participatory research can learn this value from popular education.

4.3.2. Participatory research also learns the concept of dialogue from popular education. The genuine dialogue which has become the essence of popular education inspires participatory research to place dialogue as a central element of research activity.

4.3.3. Research activity in popular education or nonformal education is conducted at the early stage of development. The application of research in this context should not be opposed to the idea of a **liberating education**. The research approach that suited to popular education is an alternative research in which people are the controllers of the research.

4.3.4. The goal of traditional and dominant research in education is to reform and solve problems without questioning the structure of society. Research in the context of popular education is directed not just to reform but to achieve **radical transformation and emancipation**.

5. Toward the concept of Participatory Research

5.1. The background and the origin

The journey on development theories, education and social research in the previous discussion led us toward a creation of the concept of participatory research.

Participatory research is a collaborative inquiry of the oppressed which are inspired and empowered by: critical social investigation, educational work and development which emerges as part the struggle by the Third World people.

The historical context of its origin is related to several critics.

5.1.1. Firstly, Participatory research is developed as a critique of the capitalistic "modernization" paradigm of development, namely, the dependency and liberation theory. Research which is developed in connection to the modernization of development has become a vehicle of the dominant class to perpetuate the status quo. The **dependency and liberation theory** as critique of the dominant paradigm of development, need a type of research which would become part of liberation process of development. Participatory research in this context appears as an alternative model of community development. In practice, participatory research also appears as a political economy of inquiry, because it focuses on regional patterns of ownership and control, choosing as critical variables political and economic forces rather than individuals and groups.

5.1.2. Secondly, participatory research also has been developed and influenced by the of critics of the positivistic paradigm of social theory. Critical

theory which is developed by the Frankfurt school provides a basic theoretical framework and legitimation for the methodology and techniques of participatory research.

Participatory research is a collective process of inquiry, opposed to the individualistic nature of classical research methodology.

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5.1 3. Thirdly, it is a result of interaction and relationship between the research and the critic of dominant pedagogy. It is developed in line with the "**pedagogy of the oppressed**". This is a kind of pedagogy which places people at the center of all of educational activities. Research, as the most important part of education, is controlled by people.

5.2. Underlying assumptions of Participatory research.

Participatory research is developed from the cultural contexts of work with poor people in the Third World countries. This research was initiated by the critics of : traditional development, education, and human inquiry which operates within the framework of

the prevailing socio-political system. Those interrelated components support the emerge and share of the research assumptions as follows :

5.2.1. **Participatory research assumes that all activities are political in nature.** They have implications for the distribution of power in society. Given this assumption, there can be no **neutrality** or **value-freeness** of social science. Participatory research requires that people who are involved in research be clear about where they choose to stand regarding the daily struggles of oppressed people (Horton, 1981). The oppressors' power is, in part, derived from their control of power to shape what is considered "**common knowledge**".

5.2.2. Participatory research assumes that ordinary people, if they are provided with tools and opportunities, they are capable of developing critical reflection and analysis. This type of nonformal "**concientization**" education can be used to develop critical analysis skill in people. Based on this assumption, the proposes of participatory research returns to ordinary people the power to participate in **knowledge creation**. Such participation results in the power to utilize knowledge.

5.2.3. Participatory research assumes that underdevelopment of the masses, especially in the Third World countries is a result of **uneven development and exploitation** within the community. Basically people can not be developed by others. They only develop by themselves. The best development policy is the provision of tools and opportunities to people to conduct their own development. This assumption offers people the opportunity to conduct a participatory research as a tool of development.

5.3. The goal of participatory research.

The following are the goals of participatory research :

5.3.1. The first goal is to create a base for local power politic among the oppressed by creating and strengthening organization of the people. In this context participatory research promotes democratic interaction and collective decision making. Local organization of people is a form of local level social struggle and transformation from the capitalistic mode of production to the socialistic mode of production.

5.3.2. The second goal is to liberate people from forms of dominations. Surely **liberation** must be opposed to all forms of elite's domination over the

masses. The domination of the masses by elites is rooted not only in the polarization of control over the means of material production but also over the means of knowledge production.

Participatory research cannot merely be accomplished by masses merely being mobilized by a vanguard body which has "advanced" consciousness. People cannot be liberated by consciousness and knowledge other than their own. A strategy such as the above inevitability comprises seeds of new forms of domination. By strengthening people's organization and transferring the ownership of knowledge to them, from the hands of the experts, people are won from the organization that supported them, so that eventually they are able to stand on their own.

5.3.3. The third goal is to bring knowledge to the people. Participatory research leads to genuine empowerment by bringing knowledge of the systems that oppress close to the people. It does not mean that only knowledge of a system makes it an effective tool for the empowerment of the people, but the transfer of knowledge is to be used as an entry point for a process of mobilization. (Fernandes and Vlegas, 1985).

Once people begin to see themselves as researchers, they will develop other popular and indigenous ways of gaining information from the power structure - what we have come to call "guerilla research"

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5.4. The validity of participatory research.

5.4.1. Participatory research as part of social

transformation is more than pragmatic problem solving, but it is historical materialism.

Historical materialism warrants knowledge as valid insofar as it contributes to class a struggle by the oppressed (Bryeceson and Mustafa, 1979).

Based on this validity criterion, participatory research is not a solution to any problem. It is valid insofar as it provides solutions to the problems of the powerless group struggling against capitalist domination.

5.4.2. The second validity criterion is the application of critical theory as part of the basic theory.

This theory provides the people with the possibility to develop their own knowledge.

From the critical position, valid knowledge is not fixed but is a process of development of understandings in dialectical tensions for change. The goal of critical knowledge is praxis which is not simply a problem-solving activity but a new understanding which guides social groups in their struggles to eliminate their domination. Praxis requires that theoretical insights generated by participatory research contribute to political action that reduces and eliminates oppression and gives power to the powerless and voice to the voiceless. (Comstock, 1980).

5.4.3. Another element of the critical criterion is a capacity for participatory research to generate a self-sustaining dialectic of a reflection and action process of self-criticism and political struggle. The object of participatory research in this context is to initiate a permanent process of **action-reflection** which leads communities to undertake further analyses and struggle on new issues. By this scheme, participatory research contributes to the permanent transformation of the oppressed into historical subjects who are capable of critical reflection upon the conditions of their oppression. A permanent transformation and

changing structure of politic and economic in a community become validity of the research.

5.5. Criteria of the research.

Budd Hall (1982) developed guidelines for participatory research based on ideas and sport from the International council of Adult Education.

5.5.1. First of all participatory research - both the process and the results - should be of immediate and direct benefit to a community (as opposed to serving merely as the basis of an academic or obscure policy analysis.)

5.5.2. The second principle is that participatory research should places people at the center of research and development. In this context, participatory research should involve community in the entire process from the formulation of the problem and the interpretation of the findings to planning corrective action and the discussions of how to seek solutions.

Participatory research attempts to present people as researchers themselves in pursuit of answers to the questions of their daily struggle and survival.

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5.5.3. The third principle is that participatory research should be seen as part of a total educational experience which increases community awareness and commitment to solution within community. From this criteria, **participatory research should become an integral part of community educational planning and indeed, broader development planning.** As a permanent educational experience, it leads to an assumption that the research is to be viewed as a dialectical process, a dialogue over time and not a static picture of reality at a point in time.

5.5.4. The fourth principle is that the object of participatory research should be to liberate the human creative potential and to foster a mobilization of human resources for the solution of social problems. This criterion is feasible because characteristic to participatory research is that people are the point of intersection of research, learning and development.

5.5.5. The last criterion of participatory research is that the research has ideological implications. The nature of the research should make room for popular involvement and increasing the capacity of analysis will make the conflictual action possible, or necessary. The outside researchers should make a

choice and they should position to side with the masses.

5.6. The role of outside researcher.

The role of the outside researcher is the most critical part of the research activity. In order to understand the role of the outside researcher, first of all we have to understand the role of the people.

5.6.1. In the dominant research paradigm, people play the role of merely being respondents or the objects of the research. The people, the systems and the settings which are researched are merely objects who provide basic knowledge. They have no control over the knowledge produced. On the contrary, participatory research places the people as the subject of the research. **Participation**, which becomes the main issue of participatory research, makes it possible for the people to control the creation and use of knowledge. Participation meant the people control all of the decision making processes of the research activities.

5.6.2. People participation also creates the possibility of knowledge creation. Since knowledge is power, knowledge creation is the central theme in participatory research. The reason is because of the

close connection between ideas and power. Power includes the ability to define what is factual and true. The more powerful people are able to impose a conception of the world that support their power.

5.6.3. Social change is the most important objective of the research. "**People participation**" in also encourages collective-education and collective social action. This collective education for knowledge creation is a political act that leads to collective action for social change. People participation is also necessary to avoid recreating the conditions for domination by the scientific or technical expert. The role of the people (the members of the community) becomes the center of the research activity. In the other words, the people are the subject of research.

5.6.4. By understanding the role and function of the people we can formulate the attitude, value, role and function of outside researchers. Outside researchers should become "**members of the community**". They should become intellectuals and professionals who are committed to the community and its struggles. As members of community, on the one hand, the outside researcher should have emotional connection with the people. And on the other hand, as intellectuals and professionals,

they should create opportunities to develop research processes; including bringing information needed by the community and training community members in research and analysis (Jackson , 1978).

5.6.7. The relationship between the people and the outside researcher progresses towards reciprocity and equality as the research proceeds. This can be accomplished by conveying information and skills to the people as rapidly as possible and also by maintaining a dialogue with the people about their interpretation of the analysis. In this process both the community and the researcher learn and grow. (Jackson, et.al, 1980).

5.6.8. It is also the role of the outside researcher to provide problem posing questions instead of imposing his ideas on people. The outside researchers should not impose the problem, but she or he should help clarify and articulate the social problem.

SECTION

3

ACTION

SECTION III
PARTICIPATORY RESEARCH ACTION PROGRAM

1. Preparation stage of participatory research.

1. 1. The research process.

There is no absolute single model to conduct participatory research. Case studies which appear in literature exhibit different approaches depending on the unique condition and context. This chapter provides ideas on how to conduct participatory research. The methodology and techniques are used in this chapter are modified and adapted from many field experiences which were developed by practitioners in nonformal education and community development. The important part of this modification is by providing problem posing type of questions which raise critical consciousness.

1.1.2. What is your position as practitioner in the process ?

To conduct participatory research, the first step is to clarify your position and your role in the research process. In the traditional research and community development, practitioner has role as the central element of the activity. The researcher has controls, predicts and shapes

a community according to his expectation. A Community in this context is considered a subject of research and development. The researcher is considered neutral, value free and objective. A researcher in this context does not have any emotional relation and commitment to the object of research. The belief behind the dominant traditional research theory and methodology is that largely people are in active and ignorant. So they can not develop without the help of researchers.

In the participatory research, the role of practitioner as outside researcher is to identify with the struggle of a particular group of people and are not necessarily neutral. Respecting the fact that transformation must come from within a group, the main role of practitioner is to create a room for dialogue among the people so that they can identify and achieve their goals. To stimulate awareness, critical thinking and some skills you may introduce codes, exercises and other problem solving techniques. But you might not tell them what their have to do.

As a practitioner who works in the context of participatory research your commitment to **take sides** in the struggle with people is important. **Commitment is part of subjectivism. It is also the value of the outside researcher.** Participatory research is not just a

profession, but it is a political choice and activity. It is part of a belief and a struggle to liberate people and transform them from all forms of oppression and exploitation. The transformation of a community is the main task of a practitioner in participatory research.

It is also dangerous to think that the main task is to make people conscious and to deliver power to them. **You can not deliver consciousness nor can you deliver power.** The task of a practitioner and outside researcher is to provide an opportunity for people to transform their consciousness and power ; as a systematic way to support their movement.

1.1.3. The Initiation process and the role of community.

As to who initiate the program is an important question in participatory research. Most participatory research and community development programs (appearing in case studies) show that the initiation and control of programs is done by practitioners. People still occupy the position of object of research and development. People are asked to "participate" to the practitioner's project. In this case the researcher's organizations are still the subject of the activity. On the other hand you cannot passively wait for people's initiation. We need an approach and a process in

which provides opportunities to the people to take initiation.

There are many ways to encourage people's initiative. Firstly, an outside researcher should establish relationship with community organizations or groups and become a partial member of the community. One of the requirements for becoming a partial member of a community is to spend most of your time with the community. In this point, the outside researcher either invites particular organizations to participate in the program or responds to a community request.

Some experiences (in case studies) showed that at this point, the goal is to build mutual trust between the people and the researcher. This interaction, hopefully, leads to an opportunity of having informal meetings. These kind meetings make it possible for people to engage in dialogue about their lives. The guideline for start the research is that the research problem should originate in the community. In order to facilitate a community to identify its problems, you have to promote people's groups so that the people can conduct the research. Here you would create people team - researchers and take the position of a "co-researcher".

1.2. Establishing of team researchers.

In the participatory research approach, people are recognized as subject of research and transformation. This means that participatory research involves people in the control of the entire process of research and transformation. This means that the research problem should be originated by the people themselves. The first step to make people the subject of research is by creating people's team of researcher. In this context the main task of a practitioner is to facilitate the team building process.

Team building is a process by which individuals form an effective work - group. Team building develops trust and understanding of one another's differences backgrounds, ways of thinking and working, strengths and interests; so that people can work efficiently together. This form of social interaction is both a process and a result. Team building is cyclical, in that groups learn trust and ways of working together by actually working together and trusting one other.

When a group is effective, this can lead to success, which is turn strengthens the group unity. One cannot create or develop team building in a cookbook recipe manner. Rather one can foster and tend it like a new spring crop. The organic and cyclical nature of team building demands

From the beginning of team building, people need assurance that they are truly accepted as they are. They need to feel safe in the group to say what they really think and feel. The uniqueness, experience and insight of every group member needs to be recognized. Unless this spirit of respect and acceptance exists within the group, people will not feel free to learn; to rethink their old opinions; to change and grow; and to fully share their thoughts and feelings.

1.2.3. Sharing of information ;

Sharing of personal information is one way of facilitating trust among group members. This allows members to explore other's background views, to compare areas of strength and interest while participating in building of group norms and goals in ways that open lines of communication and sharing responsibility. To build a team of researchers the following information is needed: information about each member; their experiences, their ideas, their values and opinions, and about the issues they consider important in their lives. As a practitioner, you also need to share information about your concerns. This could be one way to demonstrate that you are also part of the community.

1.2.4. Developing consensus ;

A structured team building exercise can allow a group to look at its own group process and arrive at a better understanding of what it can do to maximize the resources to produce optimum results. Developing consensus provides an opportunity for individual members to explore and examine personal belief systems opinion, and ideas. One of the important aspects in developing consensus is by setting rule of decision making process.

1.2.5. Collaborative Team problem-solving ;

An additional benefit of teamwork is that the energy and resources of individual members come together so that the whole is greater than the sum of the parts.

1.2.6. Role clarifying.

Providing members with an opportunity to get to know each other, help the group in allocating individual resources. This allows for an efficient and division of people. Skills are matched to meet group needs No group member should feel overburdened. By creating clear roles for everyone, the group avoids duplication of effort and minimizes chances of failure which are present in any undertaking. Additionally commitment to the group improves group effectiveness.

1.3 . Conflict management.

Conflict is inevitable and even necessary part of human life. It is a natural human interaction process which everyone experiences at varying levels, everyday. A potential for conflict exists whenever two or more people attempt to accomplish a common task. Conflict can be good and also can be bad. One of the practitioner's task is to identify the cause of conflict and to manage the conflict. Below here are some common causes of conflict:

1.3.1. different goals.

1.3.2. different methods proposed to reach a common goal.

1.3.3. different methods to distribute resources.

1.3.4. different expectations.

1.3.5. threats to self esteem, identity or security.

1.4. Using games to build teamwork.

What are games and simulations ? A game is any contest (setting) among players interacting within a set of limitations (rules) to achieve an objective. A simulation is a simplified model of some form of reality. Such a model is constructed by selecting the more important variables out of the many which are present in any real situation and using them to build up a model which represents or 'simulates' that reality. (Evans,1979) So, games and simulations are used are :

1.4.1. Games and simulations are used because they are entertaining. Entertainment is, a powerful tool for motivating learners.

1.4.2. Games and simulations create activity and participatory learning. In the dominant model of education participants are placed an inactive role. Games and simulations take the learners' are focus of activity away from the teacher and place it on the participants themselves. Instead of activity being primarily a one-way communication from teacher or leader to participants it become dialogues process among the participants.

1.4.3. Games and simulations provide immediate feedback.

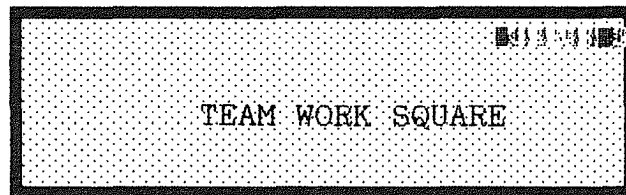
Along with the opportunity for active participation and dialogue, most games provide the participants with an opportunity to immediate feedback among participants. In addition to immediate feedback, an important part of games is the non-threatening nature of this feedback and the chance to immediately try again.

4.1.4. encourage an application of learning to real settings and roles.

4.1.5. Games are flexible.

4.1.6. Game make it possible to participant to create knowledge.

The following exercise is modified from nonformal education games and simulations techniques. The setting of these games is appropriate in a meeting or classroom situation. This exercise is recommended for the beginning of teamwork meetings.



Objective :

The exercise is designed to highlight some important elements of cooperative and competitive communication between individuals within a group. It also helps team members to analyze some of the elements of their own behavior when working in a group. This exercise creates an opportunity for the group to discuss the meaning of working together as a teamwork. It can be useful exercise for opening group meeting.

Time : 2 -3 hours.

Process :

1. Start the exercise with a short brainstorming by asking the participants to tell you the requirements of developing a good team work. List the answers on the board or a flipchart. After getting this list, explain to the participants that the exercise is to discuss the essentials to successful group development.
2. Ask the participants to form round the table group of five. After this ask the participants to read the following instructions

INSTRUCTION

Each of you will have an envelope which has pieces of cardboard for forming squares. When the facilitator gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him or her a perfect square of the same size as those in front of the other group members.

3. When all the participants understand the goal of the exercise, read the rules of the exercise :

- * No member may speak or communicate. The task must be done in silence.
- * You may not take or ask for a piece from any other person but you can give pieces to others.

Find if they have any questions, and answer them.

4. Give each group of five a set of squares in the five envelopes. Remind them that they are not allowed to open the envelopes until they are ask to do so.
5. Ask the groups to begin work. The facilitator observes the tables during the exercise to enforce the rule. When the task is completed, ask each of then to discuss the following questions:

Dialogue rising questions :

- * In what way do you think each of you helped or hindered the group in completing the task ?
- * How did one feel when someone holding a key piece did not see the solution.

4. Materials preparation :

Each group of five individuals will need a packet consisting of five envelopes. Each envelope will contain puzzle pieces which, when properly matched with pieces from other envelopes, will form five equal squares, as follows :

To construct the packet, begin with five 6-inch cardboard squares. Mark them as indicated below and cut along indicated lines. Note that all puzzle pieces marked with the same number should be of equal size, such that they are interchangeable with all other pieces labelled the same number. Label each five envelopes A, B, C, D, and E. Sort the labeled pieces and place them into the envelopes in the following pattern.

Envelope	Puzzle piece number
A	9, 8, 5
B	1, 1, 1, 3
C	1, 10.
D	4, 6.
E	7, 2, 6, 3.

Erase the penciled puzzle piece numbers and label the pieces with the letter designating the appropriate envelope. This will facilitate reassembling on envelopes after use.

Adapted from Anne Hope and Sally Timmel. Training for Transformation. Gweru : Mambo Press. 1988.

CLASS ORIGIN - CLASS OPTION

In any group committed to liberation, all those involved need to come to terms with their own class origins, recognizing how these have affected their values and reactions. A real commitment to the poor, the deprived and the oppressed involves a conscious choice (option) from those who come from more privilege background - and this option involves class 'suicide'. In a new society of justice and peace, there can be no privileged class.

Objectives :

- To help the teamwork of the village researchers to build self knowledge building, particularly in a situation where the class conflict is sharp, and where there is much suspicion.
- To help the team to build trust among them, especially for people different class backgrounds, when they try to work together.

Time : 2- 3 hours.

Materials :

- duplicated copies of the form.
- pencil and paper.

Process :

1. Distribute "the class origin form" to each participant.
Ask them to understand and fill it.

CLASS ORIGIN-CLASS OPTION FORM	
CLASS OPTION	Type of society you want :
	Organization you belong to :
	Source of information :
CLASS SITUATION	Occupation :
CLASS ORIGIN	Movement affecting you during youth :
	Education :
	Family :

2. Ask each participant to reflect on their own life and then to fill in the table, starting at the bottom. It should be pointed that the lower sections in 'given', the child has no choice about these (and there for there is no cause of guilty). But each step up, involved increasing freedom of choice, and we are personally responsible for the higher sections. Give the group 10 - 15 minute to do this.
3. Ask them to discuss in a groups of five. Ask them to share their opinions about class option.
4. Ask them to report back to the whole group, and ask the following questions :

- \ What are some of the mayor ways in which we are affected by our class background ?
- \ How can we tell whether we are genuinely making an option in the struggle of the poor, the deprived, and the oppressed, and working effectively in the transformation process.

Adapted from Hope, Ann. and Sally Timmel. Training for Transformation. Gweru : Mambo Press. 1988.

BUILDING UNITY

Objectives :

To help people become aware of the obstacles that exist for people of different backgrounds, especially when we try to work together.

Time : 2 - 3 hours.

It can be used for half a day or even a full day depending on how deeply you want to go into each task.

Materials :

- Newsprint for each group.
- Marker pen for each group.

Process :

- The participants are firstly put into mixed groups to accomplish a given task. The mixed groups should be of 5 or 6 people, mixing up as thoroughly as possible the different types of people participating.
- Give them a task of is creating something practical and relevant to as many of them possible. Namely, any plan of programs to involve people of all ages in the community.
- Each mixed group should write its proposal on a newsprint briefly explain to the whole group.
- Redefine participants in homogeneous grouping, e.g. all young women, old women, youth, farmers, etc. together.
- Ask each group to discuss the difficulties they found :
 - in communicating in the previous task group with people of different background (age, sex, occupation, education).
 - in communicating at home with people of different backgrounds. (write in the newsprint.)
- At this point it might be wise to spend a few minutes brainstorming points which should be remembered in giving and receiving feedback.
- In the whole group, each homogeneous group shares what difficulties they experienced and what helped them to overcome these difficulties in the mixed group. The facilitator's role here is to help the different groups to hear each other without getting defensive..

Adapted from Anne Hope and Sally Timmel. Training for Transformation. Gweru : Mambo Press. 1988.

By now, the people have a core or community researcher. The core of group which represent the community, such as young and old people, men and women and come together as community researchers.

2. Survey for generative themes stage : a need assessment.

The following is the first step to conduct a survey of generate theme in order to define the problem. Problem in this context is not the group researchers problem but it is a community problems. There are several approaches. Basically they can be divided into two approaches, individual approach and group approach. This activity also provides people with an opportunity to conduct a need assessment of their own transformation.

The main goals of the activity are : firstly to facilitate people critically to identify their problem. Secondly to provide an opportunity for people to develop collective critical consciousness and an understanding of reality. Thirdly a needs assessment, to help people generate their expectations and needs for transformation. Some suggestions of approaches or techniques on need assessment and generating theme critically.

LISTENING SURVEY

Objective :

To begin with this method of developing critical awareness, the team of researchers can start with a nonformal listening survey. The idea of this survey is to discover the generative themes as those issues are so deeply affective to a community that they move the people to action. The main task of the team researcher is to catch the issues of the village and to hear people in their authentic life situation, speaking about what really concerned them, what really moved them. We listen to issues which people have strongest feelings.

Process :

The theme of the listening survey can be :

What are people :

- \ worried about ?
- \ happy about ?
- \ sad about ?
- \ angry about ?
- \ fearful about ?
- \ hopeful about ?

Write down the issues and who we have heard speak of them and here. Compare your findings, and choose the issues or generative theme that were most often spoken of by the community. This issues is proposed to become the content of

participatory research. Through this listening survey a team of village researchers hear the themes of the people so as to represent these themes to the community as topic of dialogue, pictures, plays or songs for analysis.

Adapted from Anne Hope and Sally Timmel. Training for transformation. Gweru : Mambo Press. 1988.



INDIVIDUAL DIALOGUE

In traditional research interview always means getting data and information from people as an object of the research. People are asked and are planned to fill in forms and questionnaires which were developed by the researcher. In the participatory research approach we do not put things in someone's mind, but to find out and to encourage what is already in someone's mind out.

Within the context of participatory research interview (which the actual meaning is dialogue) encourages people to look at the "whys" of their lives. Why do the problems exist? What are the causes these problems? The questions which have become the main topics of dialogue encourages people to reflect on parts of their lives which they might ordinarily, not question or pay attention to. People are encouraged to begin to look at "reality" differently, that is more critically.

Another way to find a "generative theme" - (that is the issues which are important to the community) is collective data gathering about their reality. The following techniques has been implemented in generative themes in several areas.

1. ECONOMICS

- \ What is an average farm size in this area ?
- \ What a farm size is needed for a decent living in this area ?
- \ What farm size do you have ?
- \ What are crops are grown in your land ?
- \ How much money can you make ?
- \ How much money do you have to spent ?

2. Decision making.

- \ What are available services for farmers ?
- \ Who decides who gets what ?
- \ Who controls the means of production ?
- \ Who controls marketing ?

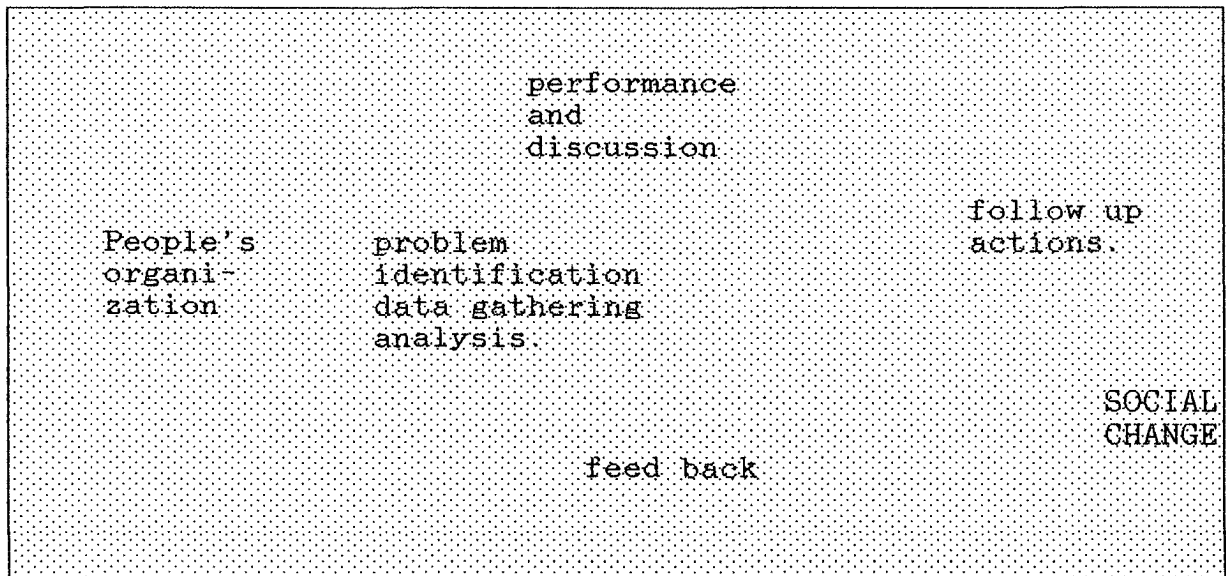
It is hoped by this dialogue that the team researcher can develop generative themes on the villagers. This will explain their concerns.

POPULAR THEATER

The idea of using theater for development and education in participatory research is based on a reality that theater is a powerful tool for bringing people together, raising issues, and motivating people to talk about and do something about their problem. In this context theater is a tool for a community to discuss their own problem, reach a solution and take action. After a performance a follow up program is needed to build on the interest sown by the performance so the people move to action. This is especially effective in rural areas where many people are illiterate.

Popular theatre is a process of transformation that involves people of: identifying their problem and a generative theme; collaborative social analysis; and creating a collaborative community planning of action.

The whole process can be presented as follows :



Objective :

- to help villagers express their problems,
- to develop a generative theme,
- to encourage people to develop a collective plan of action.

Time : 4 weeks.

Process :

The process of popular theatre can be developed in three steps, i.e. preparation, developing a theme of story and show. The following process is based on an Indonesian experience.

1. Preparation stage :

At this stage community members are prepared to become artists or players. The main play consists of the villagers, i.e. men, women youth and children. Recruitment is based on their commitment to theatre.

The goal of this training is also to introduce participants in the use of theatre as an educational and communication tool. Popular theatre also a methods of social transformation through :

- * Communicating information.
- * Exchanging ideas and views.
- * Increasing understanding and awareness.
- * Motivating people in their own "development".
- * Reinforcing self-confidence, self-reliance and collective effort.

The main process of the preparation itself is a kind of training activity to become an artist.

- Self expression. The main goal of this exercise is to introduce and to build a team work.
- Movement expression.

The main goal of this exercise is to understand and to control their body movement. This exercise also to introduce, the function of body movement in a theatre.

The process of the preparation stage:

- divide participants into small groups of five,
- ask each group to form something, avoid other group to knowing others' tasks. Give 5 minutes for them to practice.
- ask each group to perform, and ask other groups to interpret what is performed.
- After the three group have presented their performances, ask them to discuss and to give feed back.

3.1.1. Emotion expression.

The goal of this exercise is to develop the participant's imagination and for them to express their feelings through movement.

The process :

- Ask the participants to sit in a circle. Ask them to express a short story/incident with the body movement without oral expression. The theme of the story can be anger, joy etc.
- Ask each participant to create a short stories and to communicate it through movement. They have to express various emotions which can be :

sad	-----)	socked	----->	happiness
sad	-----)	socked	----->	angry
worried	----)	happy	----->	sad
Happy	----)	socked	----->	sad . etc.

- Ask participant to express in a group a situation, such as :

- death : sadness.
- a rebellion : angry.
- conflict : Angry.
- a party : happiness.

- The next exercise is to express movement through music. Ask them in groups of 5-6 to create short stories and to express them with movement (body language). Give the participant 10 - 15 minutes to prepare.

1.3. Vocal expression.

The goal of the exercise is to develop the vocal ability and to make them aware that in popular theater vocal ability is very important because popular theatre doesn't use loudspeaker.

- The process :
- Ask them to find a remote open place such as a park, a beach or a forest.

The exercise consists of several activities such as ;

- breath exercise for expressing a long sentence. Asking them to pronounce alphabet twice in a one time taking breath.
- Ask them to read a poem so as to train the clearness of their pronunciation. Ask other participant to give the feed back about the clearness of their pronunciation.
- Ask them a group of five to perform a short dialogue (5 minute) of voices such as old people, young people, children etc. Ask other participant to give feed back and to discuss solutions to problems arising.
- Ask them to exercise their intonation and progression . Ask each participant to develop short speech and express it. Ask each participant to become an observer in intonation dynamics, intonation melody and intonation tempo. The progression includes the techniques of raising

the volume of voice, to raise the speed and to slow down the voice and speed. Ask the observer and other participants to give feed back.

1.4. Music expression.

The goal of this exercise is to understand the relationship of music and situation and to train people to express movement and music improvisation.

The process :

- Ask the participants to bring a music instruments, percusive non melodic ones such as an empty can, plate, wood, plastic drum etc.
- Ask the participants to create a group of musicians and ask each group to create a music composition with their instruments about :

- Time situations like ; morning, noon, evening or night.
- Emotional situation: Angry, fun, sadness, panic.

Ask each group to perform and other groups to change the situation using their music creation.

- Finally ask each group to compose a song with a dance and appropriate voices. When all groups have finished, ask each group to perform their composition. Ask group to choose their musical composition to support a play.

3.2. Gathering information in order to develop the story.

To develop a story, ask the team theater to conduct dialogue to gather information. The goal of the dialogue is to identify generative themes and problems affecting the villagers. The dialogue is also meant to identify other interests that can be included in the drama.

The process :

- Ask the participants to form groups of five. Each group will observe the village and conduct a research and dialogue.

- Choose fields of research in areas where the social problems are talked by people, such as ;
 - village market.
 - bus terminal.
 - cafe shop and village restaurant.
 - homeless huts.

- Conduct the research by having dialogue with the people. Theme of dialogue can be about :

\ The people's problems.
 \ their expectations.
 \ their jobs and salaries.
 \ their values.
 \ their relationship in their community.
 \ their legends and folk stories.

- Use this visit also to publicize your group performance, inform the people when, where the villagers will be giving the performance.

- Please make sure you find out what ordinary people are thinking - do not just get the views of the elite of villagers. Avoid jumping to your own conclusion too quickly listen to what people have to say.

3.3. Analyzing the theme of the story.

The goal of this exercise to help the participants to look at the information gathered and analyze and decide what community problems should be employed in making the performance. Not all the problems can be included - a few important problems will have to be selected.

The process ;

- Each participant shares his or her data finding with own group. This activity can be done by listing to all the problems, then they will chose the most important ones. Ask the group to collect all of information. Use this as the source of writing the story.

- To identify the most important problem to be solve, use the following criteria :
 - Problems which are important to people and affect them so that they want to do something about them.
 - Small tasks which people can easily do. Don't select large projects. By selecting something small and achievable in the beginning, people's confidence will grow and they will be more prepared to take on more ambitious things.
 - Problems which require the people do something rather than wait for government action.
 - Problems that you can help to solve as part of your regular activity.

Data Analysis involves :

- \ Listing all the information gathered.
- \ Categorizing the information into major issues.
- \ Establishing the inter-relationship between issues.
- \ Selecting the most important issues in term of the number of people affected, and the number of people who actually see is as a problem.

To choose the theme of the story based on ;

- To find a conflict situation as a main theme of the story.
- To find a character or people who have been interviewed. Find out about their behavior, the way to speak, their language and develop them as the character of the story.
- To find other resources that might be used as alternative to solve the problem .
- To find the artistic of the people daily life as the situation of the performance, such as :
 - forms ; behavior, posture, the people behavior.
 - space : setting, location, market, housing neighborhood etc
 - movement ; the steps.
 - melody ; steps.
 - color ; local color, color of people dress, situation.
 - voices; noisy, calm, empty.
 - texture.
- Ask them to share among groups, and discuss the results of the analysis. Try to find the main theme among groups to create a theme of story which will be performed in a popular theater.

4. Writing the story.

The goal of this exercise is to help the participant to write a story based on their observations and analysis, to be performed.

Process :

- To write the theme of the story by using analyzed data in the form of a poem, animal story (fable), short story etc.
- Each group tries to present its story in a drama performance improvisational.

The performance can be ;

- a poem.
- an experimental drama.
- a comedy.
- a traditional people theatre, or
- puppetry.

Before performance, the cast has to rehearse the whole play using the costumes on the stages as will be used in the real performance.

3.5. The performance.

- The performance is the most important activity in the whole process of popular theatre. The following steps are activities which are reflected based on some popular theatre field experience.
- The first step in performing popular theatre is choosing the place and the stage. Popular theatre basically can be performed almost everywhere. More often, a fixed area is used either in doors or outdoors in a large country yard or in an enclosure.
- Preparation the lighting is also an important part of a performance. Performances are often more effective after dark. One of the reasons is that more working people are able to attend at night. Gasoline or kerosene lamps can be used, even electric lights if available. Be careful not to place the light between the audience and the actors, unless the light are covered so that they do not shine in the people's eyes.
- Prepare props and costumes to support the performance. Props are objects such as tables, chairs, and tools, that are used on stage to add a sense of reality to a play. Costumes, like props, should usually be kept simple. Easy-to-understand symbols help get ideas across.
- While the audience is gathering, entertain them with songs, drumming and others kind of local and traditional singing groups.
- Begin the performance by introducing the actors and explain the program. Remember to invite people to stay afterwards for discussion - so that they are prepared for this and understand from the beginning that the program is more than mere entertainment. It also has serious purpose.
- Encourage the audience to join in the performance. For example members of the audience can be invited to join the actors in meeting scenes or they can be asked to say their opinion. The performance should makes it possible to the members of the audience to respond to various situations in the drama.

3.6. Follow up action.

Popular theatre is not just an entertainment. It is an approach to raise critical consciousness and encourage follow-up action toward social change. The following activity can be done in order to bridge the gap between the performance and social change.

- Discussion after the performance is an important part of the program. It is a bridge between the presentation on the problems through the performance and community action to solve them. The discussion session should be announced before the performance so the people are expecting it.
- As soon as the performance is over, the actors and other discussion leaders should quickly join the audience to form groups. At the same time one of the actors should take the children away to a separate spot to teach them some songs and dance.

Here some basic questions can be used in the discussion :

- * What problems did we see in the performance which we have in our village ?
- * How can we solve these problems ?
- * What activities should be done ?

- The discussion should attempt to develop a collective plan of action as a solution. The concrete follow up plan of action is the most important result of the meeting.
- The follow up activities might include such thing as :
 - discussions with villages on what was said in the performance and what should be done next.

- further visits and meetings with the community and encouragement to develop community action project.

3.7. Evaluation.

The goal of the evaluation activity is to assess the impact of the program on the community. Did it have a useful effect? We need to assess each performance and discussion so that the following performance and can be improved. ?

Evaluation process can be done discursively noting following:

- audience participation, i.e their involvement both during the performance, discussion after the performance and in community action programs.
- People's comments on the relevance of the performance.
- Statements made at the meeting about agreed community action.
- Audience size.

Adapted from Mansour Fakhri and Roem Topatimasang. Biarkan Mereka Bicara (Let them Speak). Jakarta : P3M. 1988.

2. Research as collaborative activity

2.1. Raising critical consciousness and developing code.

Raising critical consciousness is one of the most important themes and critical part on participatory research. The concept of critical consciousness derives from the Freirean concept of **conscientization**. It is central to Freire's philosophical position with regard to the **pedagogy of the oppressed**. For Freire critical consciousness has the utility of increasing the depth of understanding and interpretation of problems and the social and physical environment that have shaped their world outlook. Absence of critical consciousness according to Freire creates a social environment in which self confidence, responsibility, participation and dialogue are lacking.

Freire's argument is that such an unjust order (a system of norms, procedures, rules and laws) is used by the power holders who believe that they are obligated to use their power to maintain order and stability thereby perpetuating their domination. They are called the **oppressor**. While on the other hand the powerless or the oppressed, accept their powerless and they are coerced to believe by the system that poverty and injustice are unavoidable condition of human existence. Freire sees under

such social relations, both the oppressor and the oppressed are dehumanized by the system.

Based on this perception Freire proposed a pedagogy of the oppressed. This pedagogy is designed to liberate both the oppressor and oppressed from the victimization of the oppressive system toward what he refers to as more complete humanness. This educational process is also called liberation because it creates of new norms, rules, procedures and policies.

Critical consciousness is not a process to "teach" people with the researchers assumptions, ideas of development and ideology. Conscientization is neither a technique to transfer information, nor even a method or process of teaching/training. It is a dialogical process which brings individuals together to solve their problems.

Freire gives a good analogy of the dialogical process by providing an example of a teacher and a student relationship. Freire describes the student-teacher relationship as the "**banking concept of education**". For this reason, Freire proposes a teacher - student dialogical relationship namely the "**problem posing education**". Freire gives an example of oppression by explaining the following student-teacher relationships.

- * The teacher teaches and the student are taught;
- * The teacher knows everything and the student know nothing,
- * The teacher thinks and the students are thought about
- * The teacher talks and the student listen;
- * The teacher disciplines and the student are disciplined;
- * The teacher chooses and enforces his choice, and the student comply ;
- * The teacher act and the students have the illusion of acting through the action of teacher.
- * The teacher confuses the authority of knowledge with his own professional authority, which he sets in opposition to the freedom of the students.
- * The teacher is the subject of the learning process, while the students are mere objects.

Conscientization is a developmental process which can be divided into three distinct stages : magical consciousness, naive consciousness and critical consciousness. Freire uses a coding system to facilitate people's consciousness about their stages of consciousness. The coding system is characterized by responding to explicit questions : **Naming** is what are the most dehumanizing problem in your life? **Reflecting** is what are the causes and consequences of the problem? and, **Acting** which is what can

be done to solve the problem ? This coding process can be understood by the following chart :

CONSCIOUSNESS			
	MAGICAL	NAIVE	CRITICAL
NAMING	\ problem denial \ survival problems	\ Oppressed deviated \ individual oppressor deviate	\ rejection of oppressor \ transform system
REFLECTING	\ facts Attributed to superior \ simplistic causal relationships	\ playing host oppressor's ideology \ understand how oppressor violates norms	\ reject oppressor's ideology \ understand how system works
ACTING	\ fatalism \ passively playing host to oppressor	\ collusion oppressor's ideology \ defending	\ self actualizing \ transforming the system

Adapted from Smith A.W. The meaning of conscientizacao. Amherst: CIE U-Mass. 1976.

After the team researchers find the generative themes or issue of community's problems, then they start to build critical consciousness by what is called coding. The code it self is, an instrument designed to bring the generative themes back to the people in such a way that they can reflect upon it and see what can be done about it. The media can be a slide shows, plays, songs, pictures or games. How to use the code and to provide problem posing question is important. The following **problem posing questions** have been developed and experimented by practitioners to raise critical consciousness:

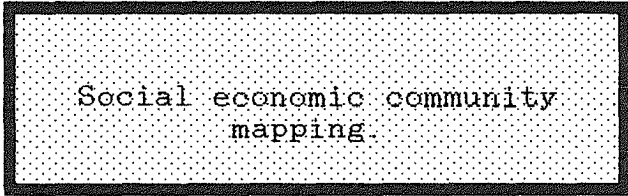
1. What do you see happening here ?
2. Why does it happen ?
3. Does it happen in your life?
4. If so what problems does it cause?
5. What can we together do about it ?

This five questions can be applied in any code of any generative themes.

2.2. Raising consciousness techniques.

The following techniques are adapted from experiences of practitioners of Nonformal Education and participatory training. The adaptation of the

techniques includes providing ideological questions in the training process. The role of facilitator is to provide problem posing questions which facilitate to the community an opportunity to create **dialogue**.



Social economic community
mapping.

In order to avoid survey methods and other traditional research methods in participatory research we can use "**community mapping**". Community mapping is a map of economical, social and political interactions within a village. Such a map contains levels and control of power as well as social, economic and political relations.

The community mapping also provides both a generative theme and means of codifying. Based on the collected and analyzed information and the social and political situation of village, people in this phase can develop their own theories and solutions to problems (Hall, 1975). This new knowledge should be empowered people by implementing it to the plan of action.

Objectives :

- To develop generative theme and code of the people.
- To provide a process which make them understand their position and why they become poor.
- To create a collective plan activity to solve the problem.

Time : 2 - 3 hours.

Process.

1. Ask the participant to draw in a group the real map of their village about :

- farms.
- houses and it land.
- roads.
- Offices building.
- Other important places.

2. Ask following questions :

\ What do you see happening here.

- Who are possessing the land and farms ?
- Who has access to the village buildings and important places ?

\ Why does this happen ?

- Is there any relation between the office, land and economy ?
- Is there any relation between economy and politics?
- What is your position in this relation ?
- Who benefits the most from this relation ?

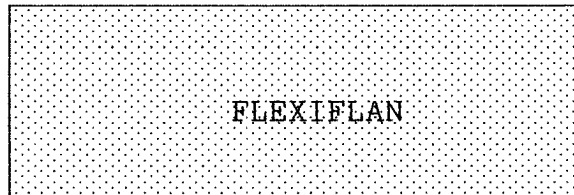
\ What problems does it cause ?

- Is the problem your mistake or other people's mistake ?
- Is the problem caused by people or by structures ?
- If it is structure what form does it take ?

\ What can we together do about it ?.

- What is the best solution that we can feasibly do ?
- What kind of activity do we have to plan to solve the problem ?

3. By the end of this activity, the people are ready to develop a plan of action. The kind of plan which is based on their critical consciousness. The discussion about critical consciousness and how to raise it is presented in the next chapter.



Flexiflan is designed to facilitate participants to express their values, opinions and ideas. The term came from two words flexi which means easy to move and flan which came from the flannel.

Objectives :

To help people to be able to develop their perceptions, values, problems and plans of action to solve the problems without being influenced by other people.

Time : 4 hours.

Materials :

- a set of flexiplan.
- Flannel.

Process :

- The process will be divided into these steps; the first is preparation or creation of the flexiplan, and the second is implementing them or using them.

1. Preparation.

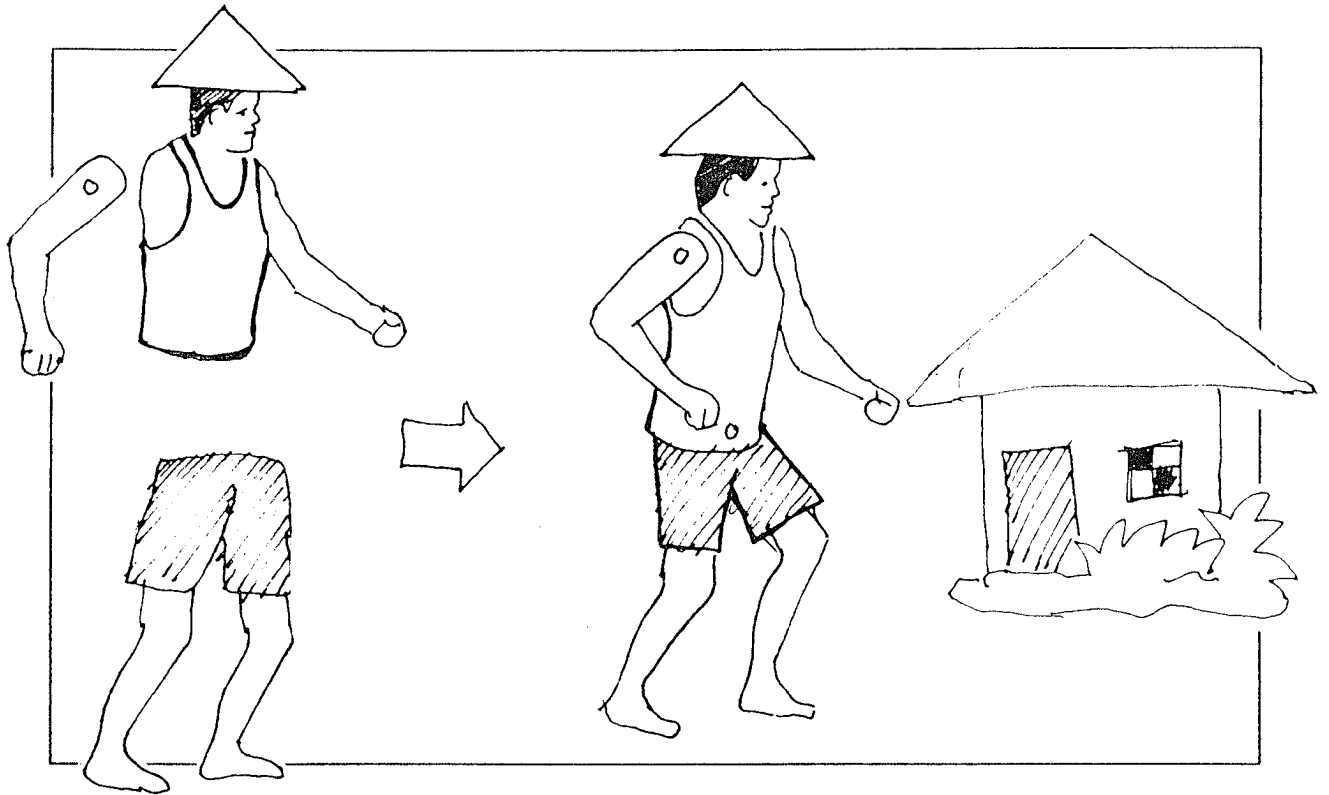
- The preparation is conducted by the village research team. Discuss with them about the goal of the activity, i.e. to create a medium of communication

that is appropriate to use by people to express their concern and their generative themes, their problems, their analysis of cause of the problem and their plan of action.

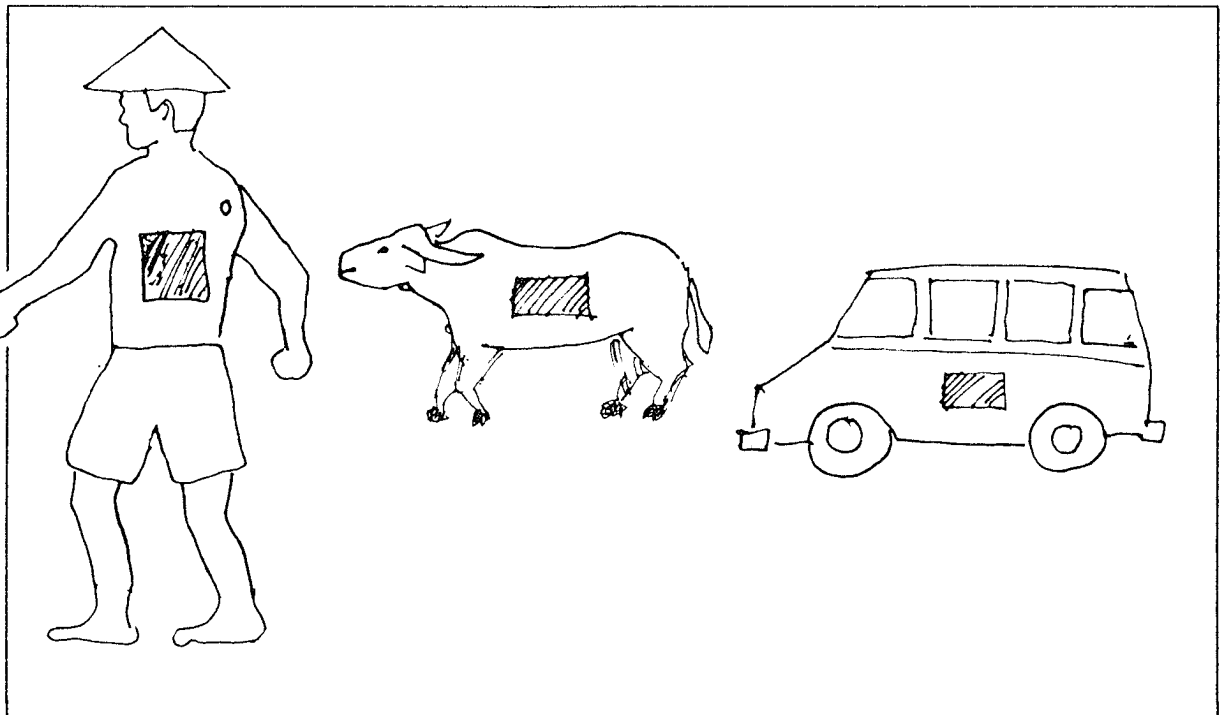
- The team will be divided into groups and ask them to observe their village. Ask them to make a list of interesting things in their village, for example ; Head of village, his wife, rich man, poor people, masque, religious leaders, wealth, land, car etc. This activity can also be done by using a camera.
- Ask them to met with some families to do observation and to dialogue about where they come from, their problems and their expectations.
- After they come back from the field ask each group to collect their information/data, and ask to combine their data and make a list of data. The list can be :

People : Head of village, military officer, Police, farmers, children, etc.
Building : Masque, Church, school, Village office, house of head of village, house of rich people, house of farmers, house of poor farmers, paddy storage, etc.
Things : Car, motor cycle, bicycle, chicken, dog, sheep, cow, radio, tv, refrigerator, book, etc.
Land and road : farming land, irrigation system, road, bridge etc.

- Ask the team to draw the list of information in hard paper. If there are artists among them the whole of picture will be produced by the artist. But if there is no artist, any body can be an artist. Ask them to discuss how to draw properly. You can give the example of a flexiplan and how to make it. For example :



- Put "iron paper" at the back of the flexiplan.
For example :



The use of Flexiplan :

- The appropriate use of flexiplan is in the meetings such as need assessment meeting, analysis meeting or evaluation meeting. First put all of the flexiplan on the table. The people sit around the table. Outside the circle, put a flannel on the wall.
- Ask them to make a story about their individual life or their community life by using the flexiplan and stick them in the flannel. Facilitator can help them by asking question, who they are, where they go etc. Facilitator can write down some point of their story at board.
- After they present their story ask them to discuss the story by asking following questions :

- What is the problem ?
- What are the causes and the consequences of the problem ?
- What can be done to solve the problem ?

Ask the other participant to discuss the answers to the three questions. By discussion it is hoped that participants can finally find the real problems and their solutions critically.

Adapted from Mansour Fakh and Roem Topatimasang. Biarkan Mereka Bicara. (Let they speak). Jakarta : P3M. 1988.

3. Understanding structure of oppression.

This stage attempts to link participant's individual interpretation of problems into the broader context, including the structural conditions of social reality, both local and macro levels. Problem posing education and consciousness raising approach can be very helpful to the people and outside researcher to examine their interpretation as well as to identify the broader causes of their problems. By the end of this phase, the people and the outside researcher have compiled the themes of problems which will be solved and developed. The following techniques is used by practitioners.

Any situation in which " B " objectively exploits " B " or hinders his pursuit of self-affirmation as a responsible person is one of oppression.

Paulo Freire

Pedagogy of the oppressed

CAUSES OF POVERTY

This exercise is developed to help a community look at the causes of poverty and to broaden their understanding of poverty. It can be used for a discussion starter on the problem.

Objectives. :

Participant will understand the cause of poverty critically.

Time : 3 hours.

Process :

- Divide participant into groups, each groups not more than 5 members.
- Hand out the "cause of poverty" form 1. for each member.
- Ask each individual to fill in under the column marked "individual" rank in order of importance as individual consider to be the first, second third and etc. most powerful causes of poverty.
- Ask group to discuss and rank in order of importance what the group considers to be the first, second etc. what the most powerful causes of poverty.
- In the whole group, list on newsprint the reaction from each group. Enter into discussion on points that are most different between groups. Write the result of whole group discussion in the "we" column.
- Ask them to compare, between their own perception and the whole people's perception of poverty. Put the different in the forth column.

CAUSES OF POVERTY (1)

The following is a list of major causes of poverty. Place a number 1 beside the one you consider to be the most important and so on, on the left side of the paper.

	individual (1)	we (2)	Group (3)
poor land/ short land			
lack of education.			
apathy/hopelessness			
Exploitation by elite			
overpopulation			
God had decided			
Exploitation MNC			
no job opportunity			
laziness and lack of initiative			
poor technology			
Wealth concentrated the hand of a few leaders			
Capitalist structure of economy			
Traditional values			
The colonial past			
Lack of entrepreneurship			
Corruption			

CAUSES OF POVERTY (2)

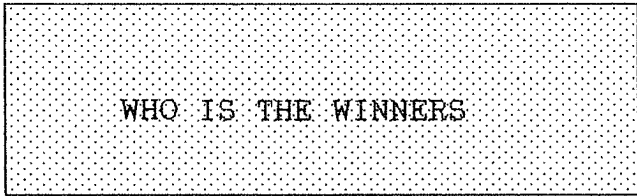
	my (1)	we (2)	Group (3)	result (4)
poor land/ short land				
lack of education.				
apathy/hopelessness				
Exploitation by elite				
overpopulation				
God had decided				
Exploitation MNC				
no job opportunity				
laziness and lack of initiative				
poor technology				
Wealth concentrated in the hand of a few leaders				
Capitalist structure of economy				
Traditional values				
The colonial past				
Lack of entrepreneurs				
Corruption				

- Ask them to compare their assumption with other people assumption as follows :

RESPONSES TO POVERTY			
	1	2	3
Causes of the problem.	- circumstances beyond local people. - God's decision. - Bad luck	- lack of educ - Corruption - Overpopulation - traditional values.	- exploitation - oppression - Unequal-structure
Goals	- to relieve suffering - to pray - to hope	- raise production - to make the existing structure works. - to change the people's value.	- to challenge the exploitation. - to build new economic, political structure.
Programs	- child care - Famine relief. - clinics - orphanage	- technical training. - small business - community dev. - legal aids. - supplementary service.	- conscientiza- zation. - alternative economic dev. - Trade union. - Co-ops.
Type of change and assumption	FUNCTIONAL / EQUILIBRIUM		STRUCTURAL CRITICAL
Type of leadership.	- reliance on authority - consultative	- participative - shared respons- sibility.	- participatory facilitator. - strong discipline.
Type of service	- Charity help the poor -welfare	- help people to help themselves. - green-revolution. - community-dev. - nonformal educ. - vocational educ.	- liberation theology. - Participatory research. - pop-education
Inspira- tion.	- Conformation	- Reformation	-Emancipation -Transformation

6. Finally ask them to compare the level of consciousness between him/herself and their group and other people. The more higher their number the far away from the people's level of consciousness.

Adapted from Anne Hope Training for transformation . Gweru :
Mambo Press. 1988.



WHO IS THE WINNERS

The exercise was implemented with a group of women in a training situation in rural area of Indonesia. The game is a good for practitioner who works with villagers to rise a critical consciousness to understand political and economical relation in their villages that blocked them to develop. Practitioners can create a dialogue and analytical discussion to understand critically political economics in village level."

Objectives :

The objectives of this session are to provide participants with experience in :

- developing and introducing critical consciousness method.
- understanding social structure and economic structure and relation in a village level of community.
- analyzing the social oppression system in a community.

Time : 2 hrs.

Materials :

- Blackboard and chalk or newsprint and felt pen.
- 40 cards, each card with a picture a sack of paddy.
- 8 cards, 4 cards which each card is written by a word "SELL" , and the other 4 cards is written " BUY ".
- 1 copy of a case study and game "regulation".

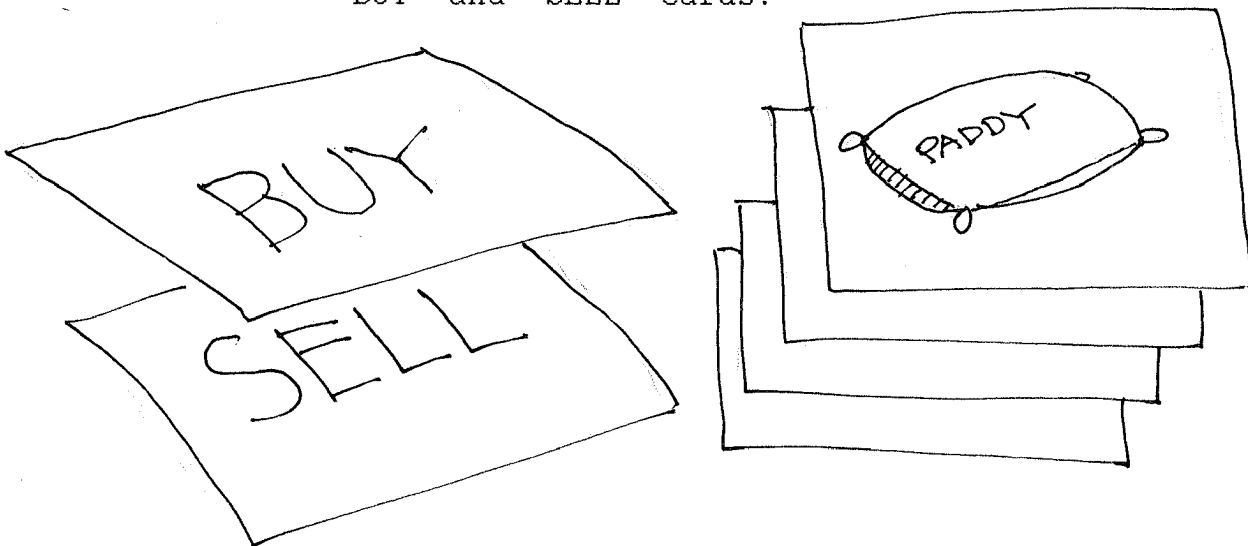
Process :

- Divide the participants into 4 groups. Separate each group to avoid communication, and provide each group with the following case :

FARMER'S COOP

You are now part of farmers' cooperative in a very competitive economic and market situation. There are other three farmers' cooperative in your area which produce and market the same agricultural product as your cooperative. The government through a chosen national company provide your cooperative a loan 10.000 dollars to do business and as the only your business relation. They also facilitate you a business meeting sometime. The last harvest, you have tons of paddy that you have to sell this year. As an economic effort, the main goal of your cooperative is to get profit as much as possible

- Provide each groups :
 - 4 envelopes with the name of group.
 - 10 "paddy" card.
 - "BUY" and "SELL" cards.



SUPPLY AND DEMAND MARKET SITUATION
AND BUSINESS ENVIRONMENT

SITUATION	TRANSACTION	RESULTS
1	All groups decide To buy	each group loss 1 000 \$
2	3 groups buy 1 group sell	each group wins 1000 \$ the group loses 3000 \$
3	2 groups buy 2 groups sell	each group wins 2000 each group loses 2000
4	1 group buys 3 group sell	the group wins 3000 each group loses 1000
5	All groups sell	All groups win 1000 \$

- After each group understand their situation, they are given 3 minutes to make decision to buy or to sell. After they make decision ask them to give the decision card to the facilitators (As a national businessman chosen by government), in an envelope. If they don't make decision automatically they lose 1000 \$ as a fixed cost. Announce that the game will finish in 10 period decisions.
- Every 3 time periods of marketing decision ask their leaders to have a meeting in separate room for 2 minutes. After they make decision ask the leaders back to their groups and make a group decision. In every period write the result of transaction on a flipchart as follows :

THE RESULT OF TRANSACTION			
GROUP I	GROUP II	GROUP III	GROUP IV
FINAL SCORE :			

After the tenth period, ask all groups back to the class and analyze the game by asking several question. Write their answers on the board. The focus of the question are :

- How did they make decisions ?
- What is their goal and motivation in doing transaction?
- How did they feel in every decision in each period ?
- What is their perception about other groups and the chosen national company ?

- After they express all facts of the game, ask them to discuss and analyze the game by asking questions:

- Who is actually their competitor and enemy ?
- By what the exploitation to the groups operated ?
- Did their rise a new awareness in every period and how it happened ?
- Who and how did make them did trust each other?
- Who benefits the most from every transaction and why ?

- Learning from the experience. Ask the following question :

- Do you have any experience in real situation like the game and how ? Can you explain with more detail the example of each role ?
- If you are in the situation like the game, what would you do as individual and as a group ?
- What is the real problem ?

- Conclude the game by asking a question to think about plan activity as group to solve the problem by asking the final question :

How we can do collectively
to solve this problem?

Adapted from Roem Topatimasang (et all). Belajar dari Pengalaman (Learning from experience). Jakarta : P3M. 1986.

Business competition game.

The exercise is modified from participatory training activity. The exercise is a good create a discussion starter and dialogue to rise critical consciousness to understand economic situation in their village. The exercise can be used to introduce the appropriate method to analyze the structure of economy in the village and its implication to their life. This exercise provides a political economy analyze for the villagers. "

Objectives :

By the end of the session participant will :

1. Understand the relation of production and how it effects economic relations in a community.
2. Have a skill to skill provide a method to analyze economic relation with in a community.

Time : 4 hours.

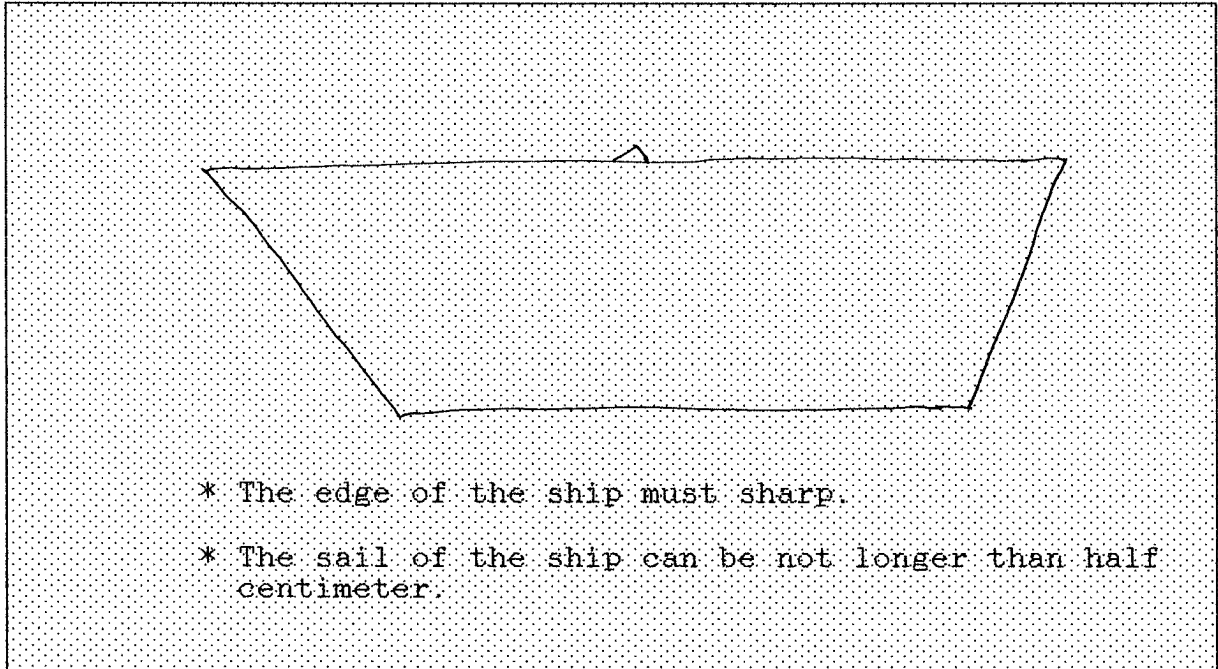
Materials.

- Paper, each participant 15 piece of papers.
- Blackboard and chalk or newsprint and felt pen.
- paper and pencils.

Process :

- Introduce the goal of the session to the participants, e.i. understanding relation in production and economy. Ask them to try to make a "ship" from a piece of paper. If any participant can make it, ask the participant to
- facilitate other participants to make it.
- After all of participants demonstrate the skill to make it, ask them to make one again. For this second production, ask them to count their time in production. Make sure they know exactly how long their capacity to produce each ship.

- Announce to them that the quality of ship to be bought by consumers must be as follows :



- After they understand and accept the quality of the product which is decided by "consumers", announce to them the rule of the game, as follows :
- They will have time to "product the ships" for 5 minutes.
- They will be loaned by "big businessman" paper to make the ship, and the price of material will be as as follows :

If they buy :

1 - 2	paper, each paper	: 500 dollars.
3 - 4	paper, each paper	: 400 dollars.
5 - 6	paper, each paper	: 300 dollars.
7 - 10	paper, each paper	: 200 dollars.
11 - more,	each paper	: 100 dollars.

- The selling price a ship is 600 dollars, for the best quality. Big businessmen will only accept and buy ship of the best quality.
- If they can not sell their product or they can not finish their product, they will be penalized , as follows :

1 ship/ material, each 10 dollars.
 2 ships/materials, each 20 dollars.
 3 ships/materials, each 30 dollars.
 4 ships/materials, each 40 dollars
 etc

- After they understand the rules of the game, ask them to make decision about how much ship material they want to buy. After of participants decide and buy ship materials, asks them to start working. To control the timing, it is hoped to use facilitator's watch.
- After 5 minutes, stop their activity completely, and facilitator can start to buy their products. If their product do not have quality as stated in the rules, the ships will not be bought.
- Ask them to discuss and analyze why they lose money and how they make profit, by filling the following form :

No	Buy materials	sell	profit / lose

Ask them to following questions :

- ✓ How many people make profit and lost money ? and why ?
- ✓ How many materials did you buy, and what the reason of your decision ?
- ✓ Why do you lose and not make a profit ? Is that your problem or do you think there is other problem outside yourselves ?
- ✓ Who control the process of production and economy, the producers or the money lender ?
- ✓ Do you think this relation is a problem or a necessity ? and how to solve the problem ?
- ✓ In reality, is the characteristic of the economic relation also happening ? can you give specific example ? and do you have any suggestion on how to win in this competition ?
- ✓ Finally, after they have plan of action to solve the problem, ask them to make conclusion of the session.

Adapted from Mansour Fasih and Roem Topatimasang. Women income generating program ; Manual for training motivator.
Jakarta : P3M.1987.

Class Society and Power

The game is modified to better understanding of the concept of power in a competitive and materialistic society and a consciousness of how it effects those that control the power as well as those who are kept from sharing resources.

Materials :

- A large class to accommodate separate sitting for three groups.
- Three color of chips : - Red color: 30. - Yellow : 50.
Green : 100.

Time : 4 hours.

Process :

- Put and mix the chips on table, and ask each participant to take equal numbers of chips. Make sure that participant will take equal number by dividing the number of chips by participants.
- Ask them to count their chips and announce that ;

1 red color is equal with 10 000 dollars.
1 Yellow color equal with 1 000 dollars.
1 Green color is equal with 10 dollars.

- Divide participants into three groups based on their wealthy. The first class if their money is valued more than 50 000 dollars. The second class if their money is equal with 10 000 dollars. The third class if their money less than 10 dollars.

- Ask all groups to trade in order to progress from one level of society to another. Their rule of trading is decided by the group with the most wealth. Give them enough time to negotiate and trade. The game is finished after one of the groups (the wealthiest group) decrees that the game is over.
- Ask the participant to discuss the process by debriefing some questions :

- What was happening ?
- Why it was happening ?
- Does the character of each group exist in reality ?
- What is the meaning of power ?
- Who controls the power by what for what purpose ?

- Ask them to think about power relations between class and power and how to challenge the power holders.

Adapted and translated from Belajar dari pengalaman P3M, Jakarta, 1986.

LOCAL STRUCTURAL ANALYSIS

The goal of the exercise is to facilitate local people to understand local structures which block them from developing.

Time : 3 hours.

Process :

- Ask participant in small group of 5 people. Provide each group a piece of newsprint. Ask them to divide the newsprint into three column economic and social level, organizational and political level and belief and value.

* **The economic level**

The following question can be used :

- What are the chief means of production ?
- Who own them ?
- Who works ?
- What is the mode of production (What type of arrangement is there between who work for whom?)
- Who controls distribution of goods ? How ?
- What different classes emerge from mode of production?
- What are the relationships between the different classes?
- What effect does this have on relationships in families, different tribe, other groups ?

* **Move up to the second level: organization level (political). The following questions can be used :**

- Who has the power to make decisions ?
- From which class are they ?
- For whose benefit are they made ?
- How are the laws enforced ?

Finally ask them to fill the last part, belief and value (cultural) ;

- What does the society believe about itself ?
- What it chief values ?
- Are the expressed values and the actual values the same?
- Who promote official values ? how ?

- Ask groups to reflect on their answers which have now been written on newsprint. Try to make a list of whole groups and encourage them to analyze the interrelation of each level. Ask them the following questions :

\ What links do you see between the different levels ?

- How the economic situation influencing the legal and political level ?
- How do these two levels influence the level of values ?
- How the real values and the expressed values of the people influencing the political and economical level ?
- Ask them to study and give the practical examples from the situation they know best.

A CHECKLIST FOR CRITICAL ANALYSIS

1. CLASS ANALYSIS :

- who are the land lord ?
- what do they produce?
- what their size of their landholding?
- what is the extent of their economic power?
- status of the landlord?
(rich, middle, absentee etc.)
- how do the landlords exploit the poor peasants?

2. PROBLEMS OF LANDS :

- is land distribution necessary? why?
- is reduction of rent possible?
- are the landlord oppressive the worker? how?
- can cooperative without landlord and rich be created?
- what can the poor peasants do to protect their economic and political gains?
- is land reform being applied? why?

By the end of the raising consciousness techniques it is hoped that people start to think about something must be done and solution should be proposed.

3. Plan and action program.

3.1. Developing a plan of action .

It is important to note that not all problems of community can be solved through Participatory Research. Participatory Research is developed to facilitate people to solve a specific problem, i.e. exploitation and political oppression.

The above assumption influences on the kind of a planning program which will be carried out by participatory research. Participatory research enables people to choose the appropriate programs for their liberation from exploitation and oppression. This model concedes economic development to be the central theme of participatory research. The assumption here is that political economy is the most influencing aspect of rural life.

The planning program will be divided into two activities, namely : participatory economic identification, and people's appropriate feasibility study in order to develop a detailed collective appropriate micro economic planning. In this phase, the role of the people's organization such as a cooperative is very important.

3.2. What kind of a community we would like to create.

In order to create a collective plan on the kind of community that people would like to have we need a method to involve the community in the planning. The following methods have been applied by several practitioners in several countries.

The collective
Participation Planning Program:
a metaplan discussion

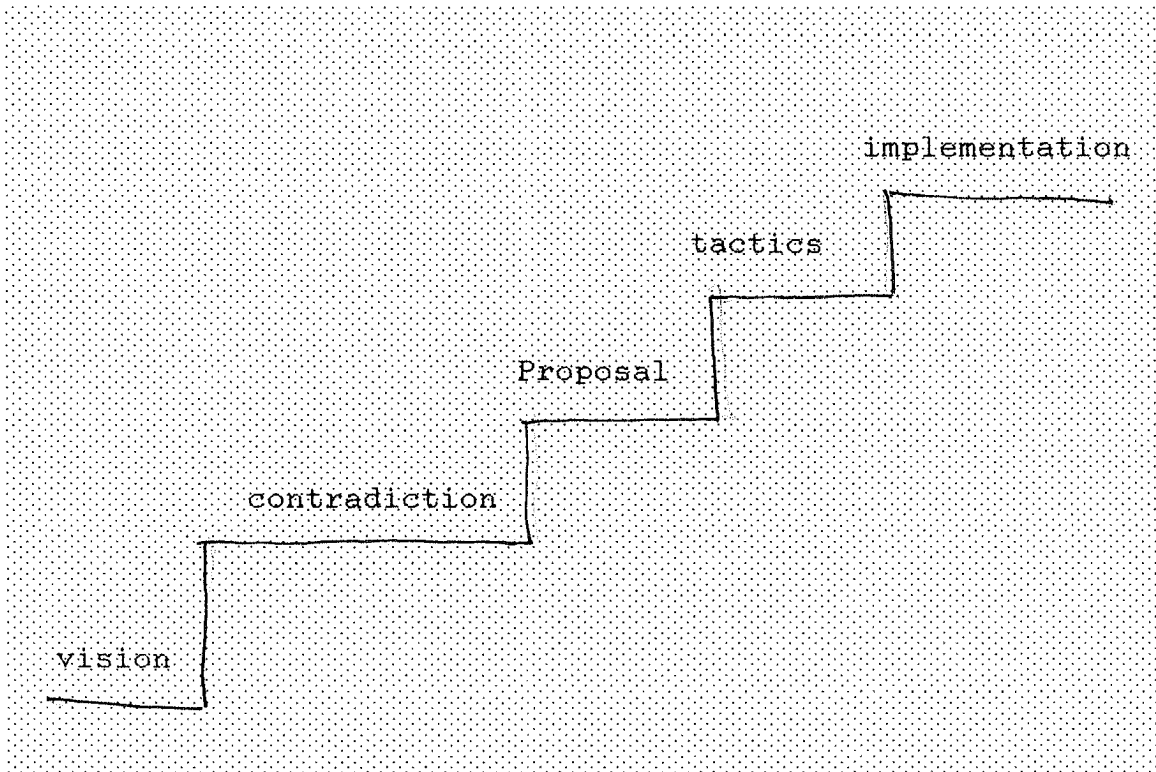
The Collective Participation Planning Program is designed to involve community members in planning the future of their community. The activity should produce results within the first ninety days of implementation of a five years plan that is developed at metaplan discussion. **A Metaplan discussion** is a method of discussion involves writing of 'cards' instead of using oral conversation.

This discussion is developed based on the assumption that **the participants are the 'experts'** and facilitator's role is just to help.

Time : 8 hours effective.

The process :

- Ask participants to form groups of five. Explain to them that this activity is designed to facilitate them develop a planing program for their movement. The discussion will be divided into five steps, which are :

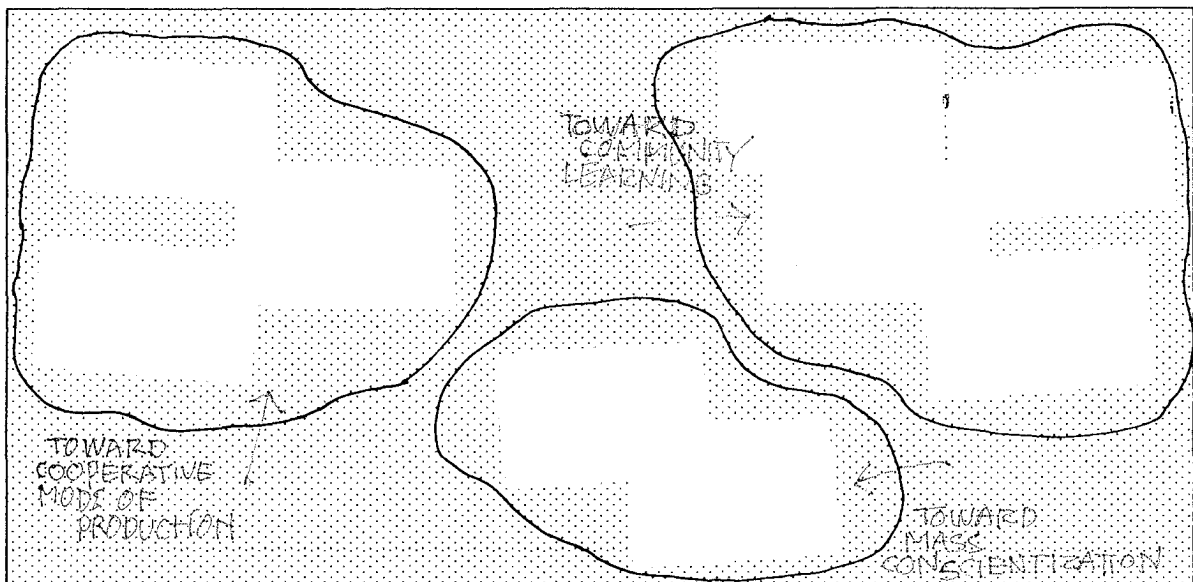


- Provide each group member with enough cards and a marker. Explain that the discussion activity will be conducted through writing own ideas in the cards. Each card should have only one idea. Each idea should be written in a sentence of not more than 4 words. Write the idea in big block letters. Shows the participants an example of how to write on the cards.

TO BUILD
A CO-OP
MOVEMENT

1. Creating the Vision.

- Ask participants to write the kinds of changes, or activities which they would like to see happening in their community within a given span of time - say five years. Their idea of this vision is to draw their aspiration concerning the future of their community. No attempt is to be made to influence the nature of their vision. The process is conducted without conversing with other group members. Each participant can write as much as he/she wants.
- After all visions have been written on the cards ask the group to put their card together. Ask them pick up one card which according to the group is the best idea and give it to facilitator.
- Facilitator stick one card on a board or on a large paper. Ask participants to decide whether other cards are similar or different. If a card is different put it in on other place. Continue to do the same thing so that all of cards will be categorized.
- Let the participants create their own categories. By the end of the activity, all cards should be grouped and categorized formed of "islands" on board.
- Ask participant to give titles to the visions represented by "island". Remind them that this is the collective vision that they will work on during the rest of the discussion :

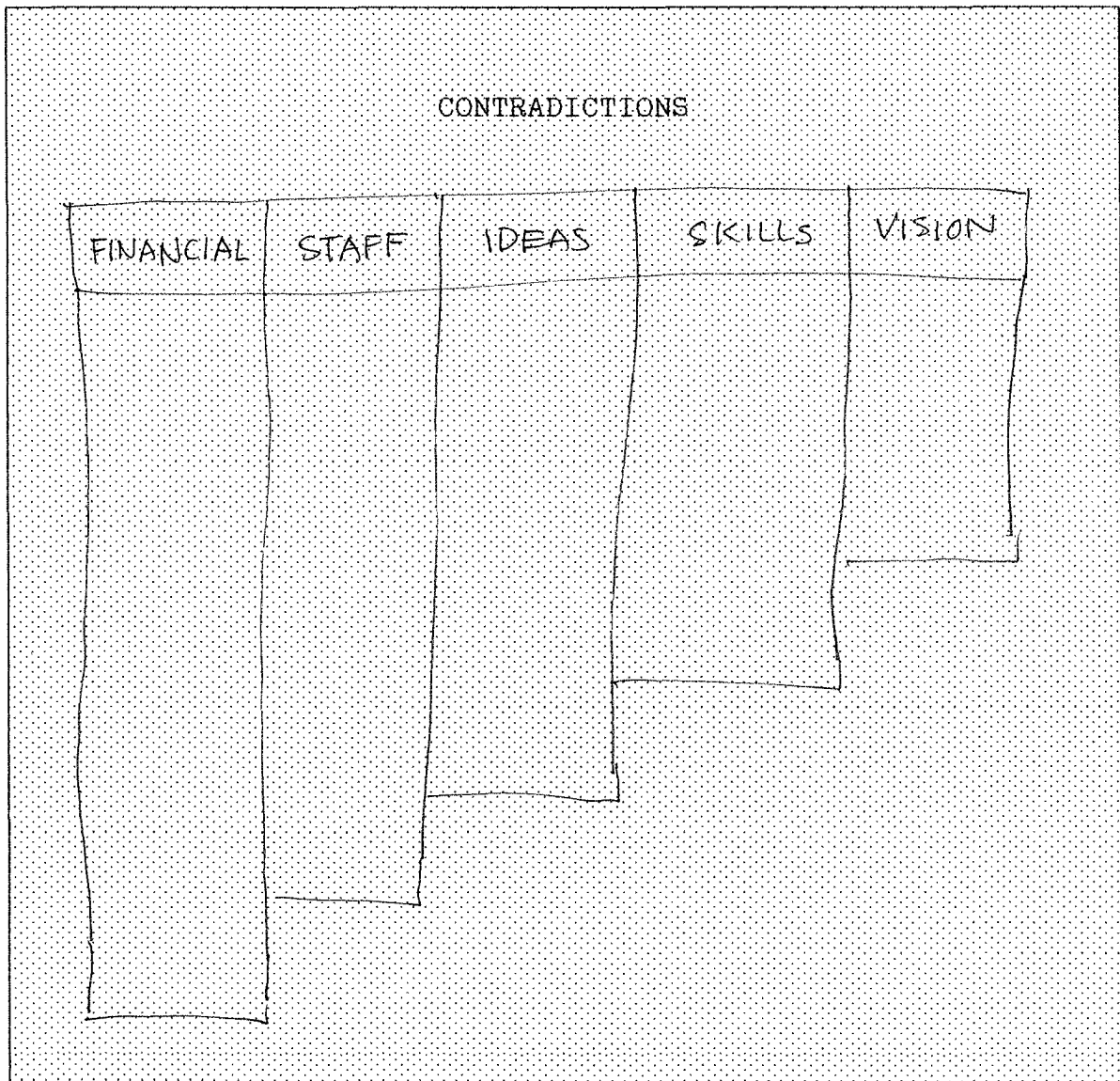


2. Contradiction.

- Ask participant individually to write on cards possible obstacles that would make it difficult for the to achieve this vision. The steps will help to clarify the meaning of the vision. The nature of the vision is beginning to be revealed.
- Each idea should be written in one card in a sentence of not more than four words. Ask each group to make a classification of cards on their table.
- Ask each group to pick up one card and give the card to facilitator. Put the cards on a column which is prepared and written on board as follows :

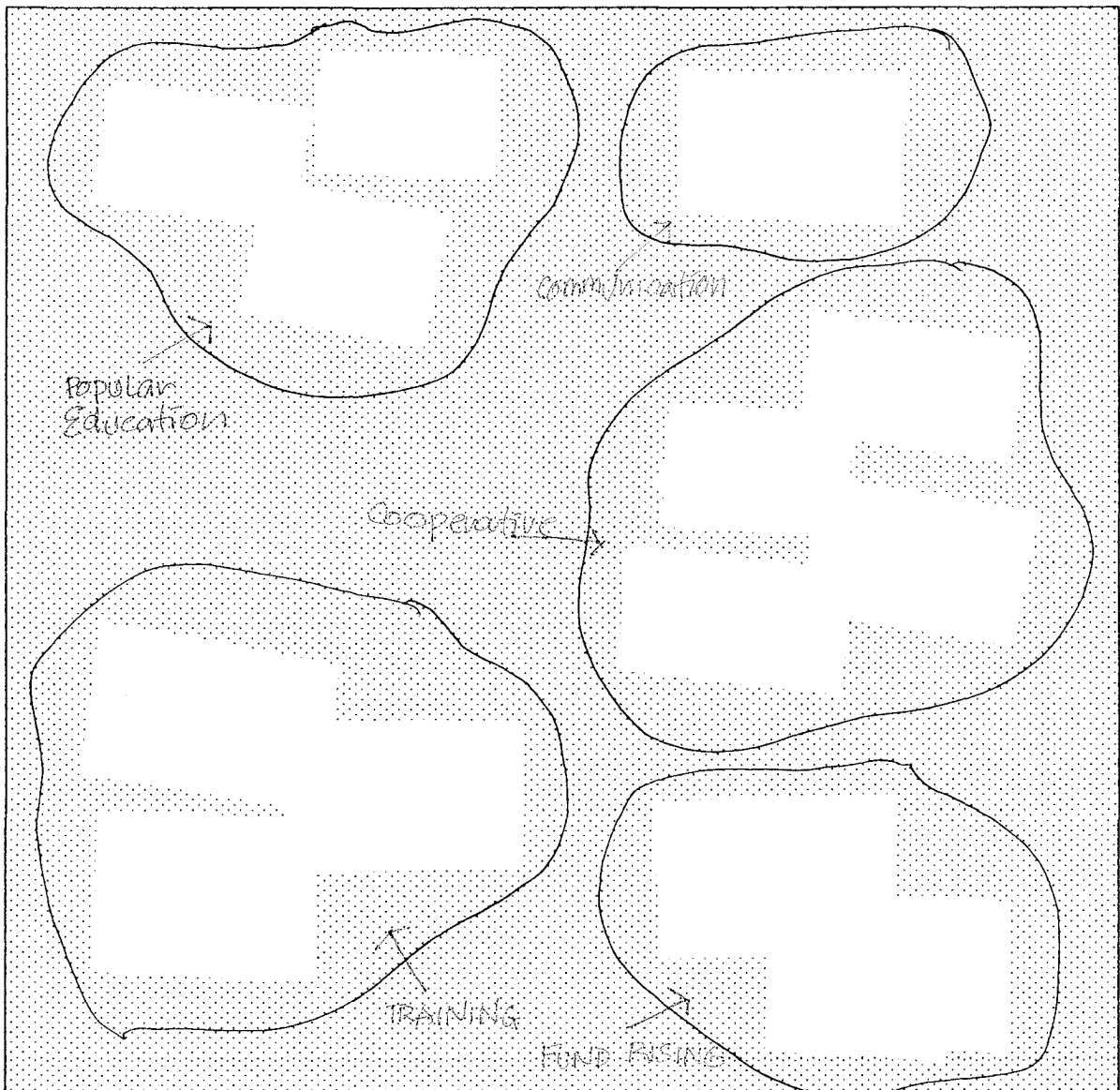
*	⊗	□	⊙	*
MONEY	FUNDING		LACK OF ...	
	LACK OF MONEY			
	NO COMMITMENT			

- Ask groups to pick up second cards which should have totally different ideas from the first cards. Put this card in another column they are different. If according to participants a card has a similar idea with the first cards put it under the first cards. Do the same thing until all of their cards are put on the board.
- Ask them to make titles of the contradictions by giving titles the columns. Count cards in each column so they can detect serious obstacle according them is the most.



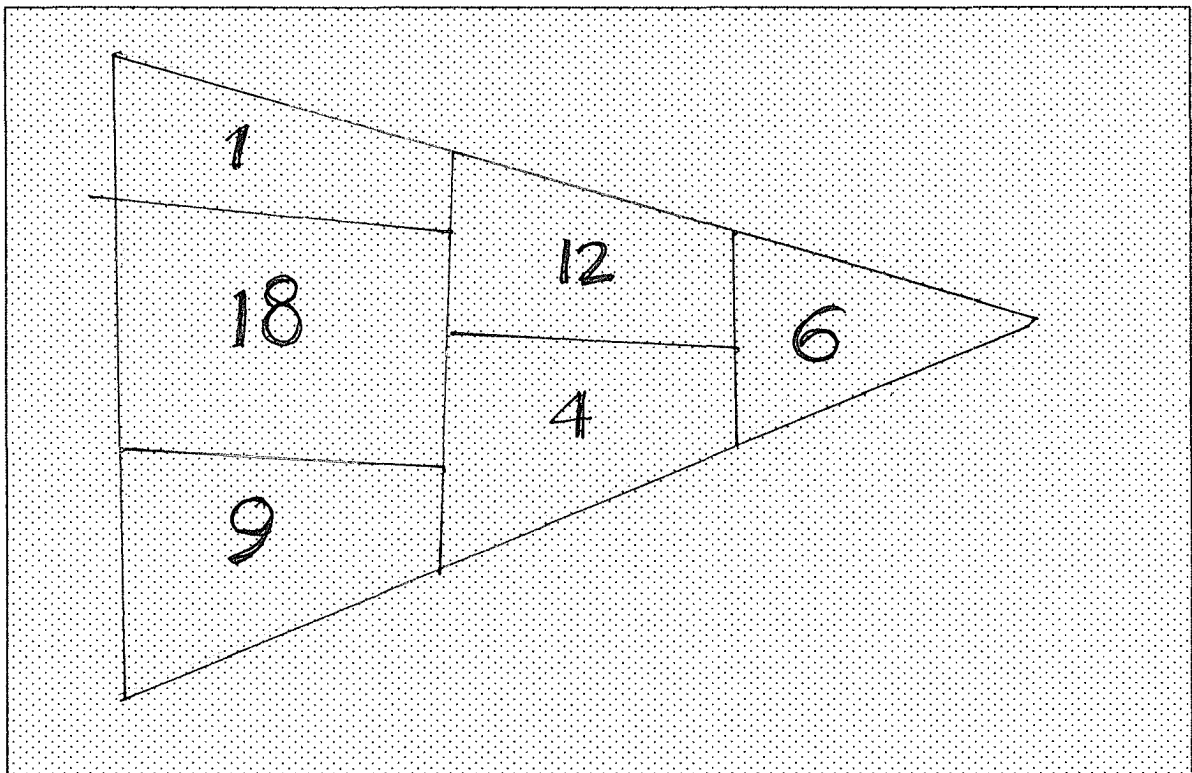
3. Proposal strategic.

- After they are aware about their obstacles, ask them to think about creative proposals that would help to overcome the obstacles blocking them from achievement of their vision. Again ask them to write each idea on a card. Encourage them to write as many ideas as possible.
- Ask them to classify their ideas on the board just as they did when developing the vision. Ask them to give a title to each group of cards.



4 . Tactics and implementation.

- Ask them to priorities and choose a proposal which can feasibly be implemented in a year. There are many ways to select a priority. You may ask them to choose three proposals which according to them are very important, and can be conducted and they would like to implement.
- Take the six top choices as the priorities of the participants. Put the chosen numbers in large paper and fill in the chosen proposals in the following triangle column :



- Ask the participants to choose which proposal they would like to work in to create plan of action. After all of participant have chosen their interest, ask them to discuss to fill the plan of action. Give them an example of format of plan of action that they have to discuss.

PLAN OF ACTION

- 1 . NAME OF PROGRAM ;
- 2 . OBJECTIVES :

- 3 . PROCESS/ METHODOLOGY/ APPROACH.
- 4 . TIME SCHEDULE :
- 5 . ORGANIZING COMMITTEE :
- 6 . FUNDING :

(How much and how to get it)

- Ask each group to present its plan of action. Encourage the participants to give their feedback.

Adapted from Roem Topatimasang Belajar dari Pengalaman. (Learning from experience. Jakarta : P3M. 1986.

PLANNING CHECKLIST

This tool can be used by a group to see if their planning program has been done properly in relation to building a supportive structure.

1. In the beginning new programs :

- how the decision has been made?
- are the goals clear and acceptable?
- have the assumption been clarified to meet the people's satisfaction?
- is there a framework for quick communication?
- is there definite direction?
- is there clarify about the size, nature of the program?

2. In checking existing programs :

- is there a method of checking the original goal in relation to practice.
- is there a method of checking the program relation to the original goal?
- if they are not consistent, have the goals changed?
- are the changed goals acceptable to everyone?
- is there a way to test the level of support for the program?
- How has work been divided? Who decided these procedures and is there agreement about the work division?

3. Checking the leadership :

- who is thinking through the problems on the program and new direction?
- who is developing commitment to the program among the people, with other groups, in the structure involved etc.?
- who is responsible for preparing meetings, putting ideas in order, and designing meeting so they can be run most effectively with maximum participation?

Adapted from Hope, A. Sally Timmel. Training for transformation.
Gweru : Mambo Press. 1988.

3.2. PEOPLE'S ECONOMIC PLAN : A FEASIBILITY STUDY

Cooperative movement, farmer group and other forms of economic activity in grassroots level are the best tools for social transformation. They are not the ultimate goals but are more of approaches to social change. Building a strong economic institution is the most important vehicle to building people's organization. Having a strong economic and financial institution is also the only way for people to control their own " mode of production".

Economic reality in villages is dominated by the strong elites farmers. Many grassroots economic activities and cooperatives fail because of the competition against the big elites in the area. In the a market system of economy, competition among business firms is one reason why many cooperative fail. In order to prepare strong people-economic-organization we need to develop the movement professionally. In this context we first need a feasibility study.

The following chart is developed to help collective grassroots economic organizations to understand a framework of feasibility study.

DOING A FEASIBILITY STUDY

The problem faced by many community economic developers is choosing the kind of business which may really be profitable and grow. The following scheme can be used in order to a develop popular economic feasibility study.

Questions	Answers
1. How many people need the product that we want to produce ?	The first step : To account for your market potential.
2. How many products can we sell ? Who are the buyers ? how much do they need ? How many dollars ?	The second step : To know your market share.
Questions	Answers
3. What kinds of tools do we need to produce the product?	The third step : To know of the Investment.
4. What material do we need to produce the the product and how much their cost.	The forth step : To know : the production

Questions	Answers
<p>5.a. How many people do we need and what their abilities to produce the amount that we can sell.</p>	<p>The fifth step : To know the operational cost.</p>
<p>5.b. How much money do we have to pay directly in order to produce the amount products that we can sell.</p>	
<p>6. Other things that we have to get to produce the products that we can sell.</p>	<p>The sixth step : To know other costs.</p>
<p>7. After the costs of the sale, of the products how much money can we get ?</p>	<p>The seventh step : To know the Loss and profit.</p>
<p>8. Is this business profitable ? Can we really get our money back ?</p>	<p>The eighth step : To know : if we can get back our capital.</p>
<p>10. Is this business feasible?</p>	<p>The ninth step : Our decision to do or not to do business.</p>

The following form is designed to implement a feasibility study in appropriate way.

**FEASIBILITY STUDY
(QUESTIONS)**

Cooperative :

Village :

A. Introduction.

This small economic program is developed collectively by the members of community (cooperative) in this village. We agreed to do this business :

.....

The reason/ rationale for doing this business is :

.....
.....
.....
.....

As a small community economic program, this activity is developed by the community for the community and will be done by the community. The benefit will be the community. We have developed a people's organization. The structure is as follows :

Group leader :
members : people.

The flowing feasibility study is based on the group analysis.

B. Marketing

1. The product that we want to produce have been sold in this area by other companies :

Producer/seller	amount	their selling capacity
a. Producer		
b. Shop/store		
c. Retailer		
d. others.		

2. This form tells us about our competitors. Know your cooperative competitors :

- a. How much their price ?
- b. What is quality level of their products ?
- c. What are the methods of marketing :
- d. Others :

3. Who will be our costumers :

3.1. Consumers :

sex	ages	amount	potential buyer
male	0 - 10	-----	-----
	10 - 20	-----	-----
	20 - 30	-----	-----
	30 - 40	-----	-----
Female	0 - 10	-----	-----
	10 - 20	-----	-----
	20 - 30	-----	-----
	30 - 40	-----	-----
Amount			

4. Retail shop/store :

Total shop	Total shop will buy	amount
-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----

5. Other buyers :

Group buyer	Total	How many
-----	-----	-----

Total

6. Total product and selling to be achieved by the cooperative can be projected in week/ month/year.

Aspect	week/month/year			
	I	II	III	IV
A. Buyer				
B. Total unit of buyer				
C. Market share				

C. Production

1. The general character of the product :

a. The business: Agriculture/ small industry/handicraft

b. Specification :

- Formula :
- Package :
- Grade :

2. Process of production.

Describe briefly the process of production of the scheme :

.....
.....
.....

Based on our analysis of our market share, in order to produce our total market potential, we need the following materials :

3. Material (raw materials) :

Type of materials	Unit	Source
Raw materials :		
a.		
b.		
c.		
d.		

4. Tools for production :

Tools	Unit Needed	Source

5. Staff :

Qualification	Total	source
1. Manager		
2. Technician		
3. Administrative staff		
4. Worker		

6. How they will be paid.

(Describe who get how much for how many weeks.)

7. Production cost :

	Cost	Total
INVESTMENT		
1. Investment		
2. Credit		
3. Interest.		
4. Law		

Production :

1. Improvement
2. Maintenance

Marketing :

1. Promotion.
2. Distribution.
3.

Others :

1. Taxes
2. Social

8. Other explanation :

D. Financial

Based on the information of marketing and production aspects, in order to do business we need the following year's capital :

1. INVESTMENT : \$

-
- a. Land m2 \$
 - b. Building m2 \$
 - c. Tools units \$
 - d. Law \$

2. PRODUCTION COST :

-
- a. Raw materials :
 - unit \$
 - unit \$
 - unit \$

b. Other materials :

.....	unit	\$	.....
.....	unit	\$	.....
.....	unit	\$	.....
.....	unit	\$	.....

3. OPERATIONAL COSTS : \$

a. Manpower :

Salary people	\$
--------	--------------	----	-------

b. Direct cost \$

4. OTHERS COST : \$

a. Investment :

- devaluation.		\$	.....
- credit		\$	.....
- interest		\$	.....

b. Production cost:

- Maintenance		\$	.....
- Improvement.		\$	.....

c. Marketing cost :

- Promotion		\$	.....
- Packaging		\$	.....

d. Others :

- Tax		\$
-------	--	----	-------

5. TOTAL INVESTMENT : (1 + 2 + 3) : \$

6. Community asset	\$
7. The need of capital	\$
8. The fix cost of production :	\$..... / unit
9. The profit : \$	/ unit.
10. The sell price \$	/ unit.
11. Net income	\$
12. Total income	\$
13. Profit	\$

E. Feasibility test

1. Rentability :

$$\frac{\text{III.13 (profit)}}{\text{III.1+III.2+III.3 (Capital + Work capital + operational cost)}} \times 100 \% = \dots \%$$

2. Payback period :

$$\text{IV.1 (% rentability)} \times 1 \text{ year} = \dots$$

F. FINAL DECISION

1. The rentability % = Feasible / not feasible.
2. Pay back period less ...week = Feasible/not feasible

This business is : FEASIBLE / NOT FEASIBLE

Based on the socio-economic feasibility study, people start to develop their social, political and economical aspects. This stage of action is also part of education and research. It is educational because people can learn and implement their knowledge. It is a research process because people have an opportunity to collect data, analyze it and reflect on their action.

4. Action programs

4.1. Cooperative movement; a tool for social transformation.

The goal of participatory research is to create a social transformation toward a community without oppression and exploitation. Most of practitioners choose cooperative movement or other kind of collective popular economic movement as a vehicle of the struggle toward social transformation. The cooperative is a feasible movement for carrying the message of social transformation. The reasons are : first, the potential of a cooperative to provide an environmental and educational and democratic way on politics and economics. Second, a cooperative has a potential to change the capitalistic mode of production, in rural level, toward socialistic mode of production. Lastly, the cooperative movement is politically legal even in a very oppressive country.

There are two things according to field experiences that influence the life of cooperative movement. First, is the organizational leadership and the decision making process in a cooperative. The second is technical business of the cooperative movement which consists of financial management and institutional and marketing.

The following discussion focuses on how to build collective financial institution to support the cooperative economic program and to conduct a market research.

4.2. Revolving fund.

A cooperative needs capital fund to start and to run its economic program. The cooperative members' capital becomes the main and the most important capital. A revolving fund has been proved by practitioners to develop financial support system. A revolving fund is a pool of money that "revolves" among groups, to different group members of the cooperative networks at different times. A group borrows, and then repays the money to the group, and other can do so. However, more than one group can borrow money from the fund at any one time.

The "pool" of money can come from a number of sources :

- Members of your group can contribute;
- You might find a grant or a contribution to begin the fund. Many government agencies and International development agencies are able to provide sums of money to grassroot organizations to start revolving fund.

An outline of activities to establish a revolving fund :

4.2.1. Preparatory work :

- Know your group :

Who are your members ?

What are their credit need.

- Determine your goal :

What are your short and long term goals ?

What special need do you want to respond to ?

- Asses your community :

What credit and technical assistance source already exist? To whom are these useful ?

What laws will affect the way your fund operates.

4.2.2. Launching the fund :

- Call a series meeting to develop a working group.
- Give responsibilities.
- create an executive committee
- Create loan review committee.
- Set policies.
- Determine the "political and social" goal.
- Determine the "financial" goal.
- Establish lending rules.
- Establish credit policies.
- Prepare a budget and a cashflow statement.

- Detail your annual expenses.
- Estimate the income requires to operate the fund.
- Draw a chart of monthly expenses and how they will be met.

4.2.3. Establish administrative procedure :

- Responsibilities/staffing and volunteer needs.
- Procedures for managing money.
- Procedures for handling loan request.
- Procedures for approving loans.
- Procedures for reviewing of business progress and collecting loans.

4.2.4. Choosing a management personnel.

4.3. Marketing : Improving the cooperative businness.

Marketing, in a cooperative activity, the most important aspect in a country which is based on the free market system economy. Marketing, in terms of micro economic is a process of finding out what products or services people want or need to buy, and then provide them hopefully at a profit to the seller. It consists of all activities involved in getting goods and services from the producer to consumer; that is product design, market research, promotion and pricing. The marketing process is

on going throughout the life of a cooperative movement. Below are brief descriptions of the different elements of marketing. Whether your cooperative is starting a new business or introducing a new product or service within your cooperative existing business, you should be sure to cover each of the steps described below :

3.3.1. Market research.

Market research is always done by business companies in order to keep their products and service needed. Cooperative movement also needs market research in order to satisfy and keep their costumers. The following guide is a simple way to develop a market research which can be conduct by any community or members of a cooperative.

\ Find, collectively answers to the following questions:

- What is the exact product or service that you will sell ?
- Who will buy it?
- What price will they pay for it ?
- How many other businesses are offering the same product or service ? what makes your product different?
- How will you get your product or service to the costumers.

The following market research form can be used to help cooperative group to conduct a market research.

A COLLECTIVE MARKET RESEARCH

Let us answer the following questions for our cooperative economic program :

1. Defining the market :

- Who do you believe will buy your product or service ?

age :
sex :
economic status :

- Where does your potential costumers live ?

Your village :
Other village :
Your district :
Other district :

2. The Competition :

- Who will be your competitors. List them

- How and why will be you compete with them, specific situations and reasons?

- What will your marketing strategies be for competing with them ?

3. Testing the market .

It is a good idea to test your ideas on the market before beginning full-scale operation. Placing prototypes of you product in a few stores this will allow you to find out how your potential costumers react.

- Was your product well received ? Yes : No :

- Why did people like it ?

Design :
Materials :
Packaging :
Finish-work :
Price :

- Why did people not like it ? list the reason :

4. Packaging and production

During this phase, you should be able to determine :

- What design and packaging of your product or service does your target audience finds most appealing ?
- Do you have raw materials, skills and equipment necessary to produce the product or service according to what consumers are buying ?
- Can you meet standard of equality in packaging and design that the market and government regulation require ?

5. Promotion and sales.

During this phase, it is important to determine :

- What you need to do to make sure that people recognize your product or service as distinctive and want to buy.
- Which forms of promotion will you use to reach the greatest numbers of people and how much will promotion cost you.

6. Distribution.

In this step, you will need to find out :

- What type of transportation will be required to get your product or service to the public ?

- Will you sell your product by yourself or use an intermediary?
- What will be the time and cost involved in getting your product or service to the market ?

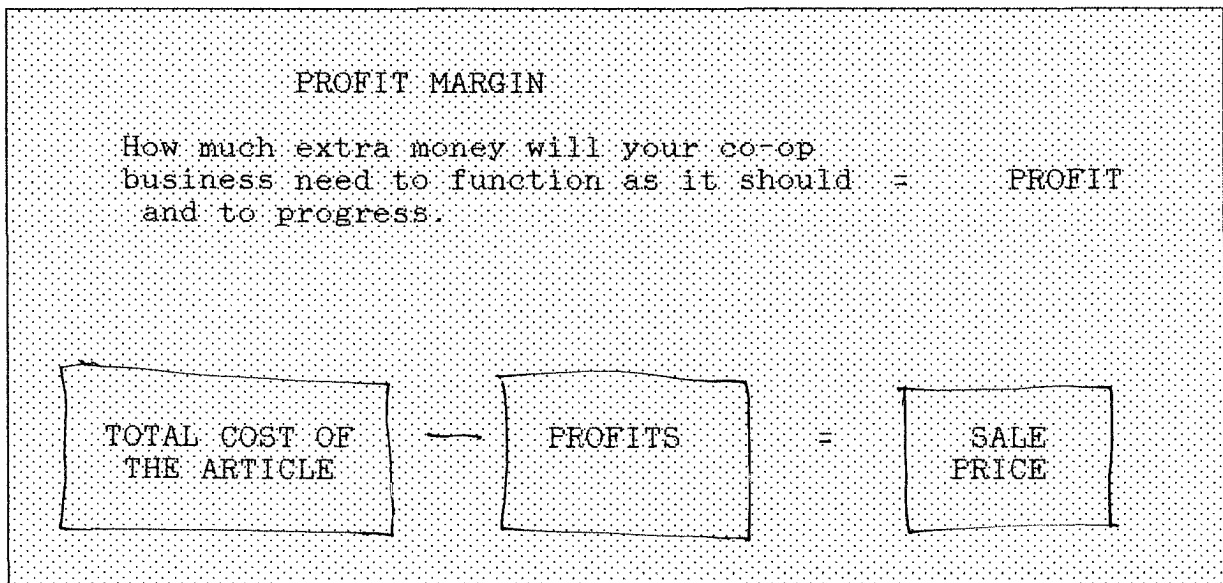
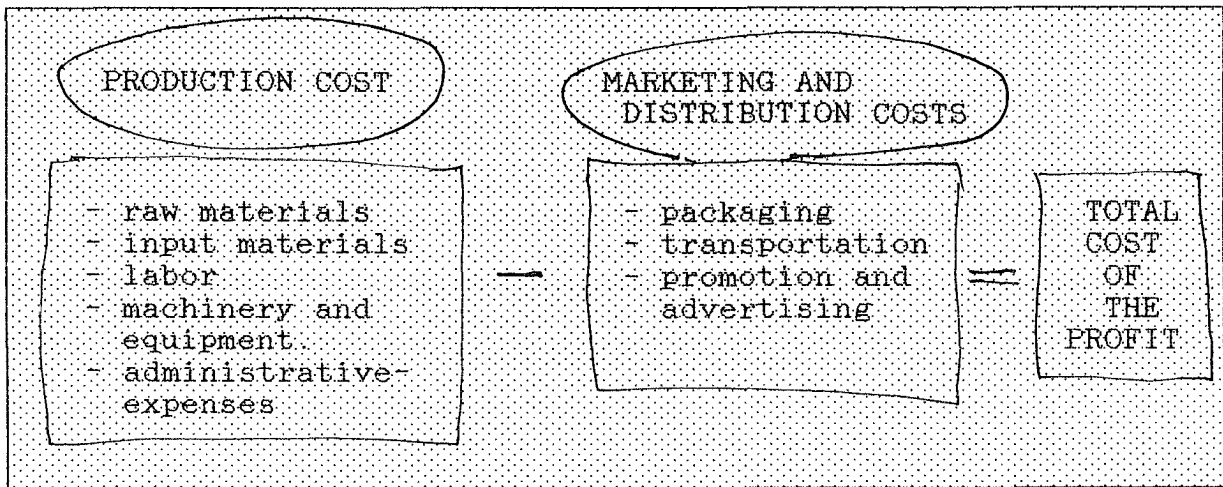
7. Pricing.

To determine the correct prices to charge your products or services, it is important to have answer to these questions.

- What are other businesses charging for the same or similar product or service ?
- How much will you target audience be able to pay for this product ?
- What will your total production, management and marketing cost ?
- How much profit does your business need ? That is, after paying production, management and marketing cost, how much additional money do you want to have to distribute to the cooperative members or reinvest in the business.

3.3.2. Pricing policy

Selling a product involves determining an accurate price, the price which is neither too high nor too low in relation to the cost of production and market conditions. Remember to add in all production costs. The following chart may help you to assess your cost directly :



Adapted from Mansour Fakh and Roem Topatimasang. Women income generating program : A manual training for motivators.
 Jakarta : P3M, 1987.

SECTION

4

REFLECTION

CHAPTER IV
REFLECTION AND EVALUATION

1. Collective reflection

1.1. What is participatory evaluation ?

All too often especially in the traditional dominant research paradigm and development, evaluation is understood and used to judge the program and the personnel. The traditional researchers paradigm also assumes that only an "expert" could carry out evaluation. In this context evaluation is used more to control and to dominate people as object of evaluation rather than to give feedback and to empower.

Evaluation in the context of participatory research is considered as a part of the learning process and empowerment. Without mass empowerment in the evaluation process, the interest of the majority will not be served. The more removed evaluation is from the people and the processes involved in design and implementation, the more likely the evaluation product will reflect external bureaucratic and political needs. Based on this assumption, participatory evaluation places people at the center of evaluation.

Participatory evaluation is a collective process of evaluation where community initiates action and develops by

their own thinking and decision making process. The community then analyzes systematically their own reality to increase self-reliance and self-determination. Dr. Kinsey in The Center for International Education developed the following criteria for determining whether evaluation aids self reliance.

Does evaluation (process or result) contribute to

- \ increase cooperation and sharing - rather than competition or individual advancement.
- \ increase equality & mutual learning - rather than elitism, expert mystique, or intellectual arrogance.
- \ increase liberation, empowerment and independence rather than domination, silence, compliance, dependency.
- \ increase validity of own experience and culture rather than alienation from experimental knowledge, community and culture.
- \ increase ability to name problems and think for selves rather than adopt mental retreat, uncritical reliance on authority.
- \ increase capacity to assess and adapt what learned from others rather than adopt & apply the "new" or the rule without reflection or consideration of local conditions.
- \ increased motivation to find solution and action rather than feeling passive or fatalistic in the face of problems
- \ increase participation in democratic decision making rather than leaving expression of opinion or deciding to others.

Participatory evaluation means more than just a way of seeing how much has been achieved or produced at what cost and with what effect. So what is participatory evaluation?

PARTICIPATORY EVALUATION MEANS :

- Building on what people already know and do.
- Using and developing people's abilities and skills to monitor and evaluate their own progress.
- Helping people see whether their activities are having impact on their program objectives.
- Enabling people to study their own methods of organization.
- Providing good information for making decision about planning and program direction.
- Enabling people to see their program in the context of a wider struggle.
- Increasing the sense of collective responsibility for program activities.

1.3. What is the process of participatory evaluation?

Many approaches of doing participatory research have been practiced in participatory evaluation. The points below are developed to show the steps which are necessary in Participatory evaluation :

STEPS IN PARTICIPATORY EVALUATION

- \ All those involved in a program need to decide jointly to use a participatory approach.
- \ To decide exactly what the objectives of the evaluation are.
- \ To elect a small group of evaluation coordinators to plan and organize the evaluation.
- \ To decide what the methods will be for attaining the evaluation objectives.
- \ To form a written evaluation plan.
- \ To test evaluation methods.
- \ To use the tested evaluation's method to collect the facts and information required for the evaluation.
- \ To analyze the information and data by all participants.
- \ To prepare in written, oral or visual form the result of the analysis.
- \ To decide exactly how the evaluation results will be used.

1.4. How to conduct participatory evaluation ?

There are several methods that can be adapted to conduct participatory evaluation. The following methods are modifications of field experience of many practitioners who are working in nonformal education, popular education and community development.

I-R technique

This technique is derived from the Itemize-Response (I-R), advice used in the Synthetics problems solving method for assessing and improving new ideas. It was originally and adapted and developed for use in evaluation by David Kinsey at The Center for International Education. The technique of the evaluation it self is relatively simple and require limited amount of time, expense and expertise to use.

1. The objectives of the activity are :
 - 1.1. To produce a result of evaluation which can contribute immediately to program improvement.
 - 1.2. To involve active participation to elaborate diverse perspectives and to develop a sense of ownership of the evaluation.
 - 1.3. To provide access to findings that are qualitative as well as qualitative those related to intended goal.
2. Time : 8 hours.
3. Process :

3. Process :

3.1. Data gathering :

- Ask participants with a question on what do they directly familiar with it feel is working well and what is not. Write their answers and put two columns on a backboard or large sheet of paper, and labels the columns with strengths and problem to be solved. " Strengths " are aspects that work at least reasonable well, are effective, should be maintained or repeated. " List all items mentioned by participants until nothing else offered. There is to be no discussion or assessment of items at this time, only listing them with the key word used by participants.

- Next, weaknesses are identified and listed in the second column in a similar way. The weaknesses are referred to as "Problem to be solved" problem that need solution if there is to be improvement. It is helpful to begin with the brief problem statements written in the second column with the words " How to ...

Example, rather than " the goal is not clear " write the problem as "how to make the goal statement more clear".

STRENGTHS	PROBLEM TO BE SOLVED

3.2. Prioritization :

- Ask the participant choose the "strengths" noted which are the most to be sure to continue or to reinforce, and for "**problem to be solved**" noted, which are the most important to work on or correct. Means for determining is by asking them to chose the five most important points of strengths and "problem to be solved".
- Before prioritizing according to any of the above criteria or means, it may be advisable to select those problems on which action is feasible.

- By this activity we will have a list of prioritized "strength" and "problem to be solved" which is each list only has five or six items. Write down the list in a large paper.

The priority of :	
STRENGTHS	PROBLEM TO BE SOLVED

3. Solution ideas.

- Ask participant to think and select of the priority problems, to find what are promising ideas on ways each might be solved. Use "brainstorming" approach which is based on "no judgement principle" to make unusual ideas in an effort to find something original.
- Select the most fresh and promising idea. If it is clear that ;

- it is new ,
- its application is feasible.
- it is known who can do what whit it.

3.4. Planning/implementation

- Ask participant to make a groups of five, and each group will be asked to focus on an idea from the ideas selected and ask them to make a plan for action idea selected and implement to deal with priority problems.
- Ask participant to decide what guideline of the planning and implementation that should be prepared by each group. The guide line an be a very simple such as :

PLANNING

1. What : (Name of activity)
2. What purpose (Objectives)
3. Who will be responsible (Task group/committee)
4. When (Time schedule)
5. How much (fund is needed)

2.5. Reporting/presenting.

Each group will be presented their planning and give enough time to discuss and ask other group to give feed back.

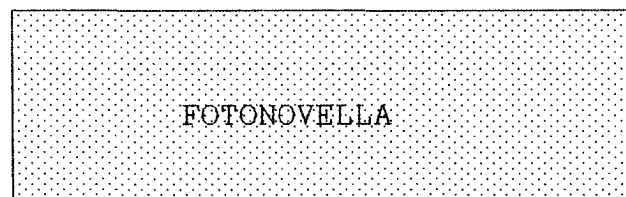
Adapted from Prof Kinsey, I-R technique Amherst : Center for International Education U-Mass.

2. How to report evaluation and use it ?

Reporting of evaluation is also an important part of participatory research. Evaluation and research in the traditional dominant research paradigm are reported only by researchers and experts. The research reports are full complicated statistics and difficult words because they are not intended to be understood by those outside the departments, organizations, funding agencies, universities, etc. People at the community level are not intended to take part in deciding what the results are and how they will be reported.

In participatory research people are recognized as the subject of research, so they go through all stages of planning and carrying evaluation and they also ready to report the results of what they have found. They are recognized as better able to see program strength and weaknesses, so they decide which plan need to be made for their own future action. There are many ways

to share the result of evaluation in the context of participatory research. Different ways of sharing results are including the use of newsletters, pictures and also usual report writing. The following model is applied by practitioners to share the results of evaluation/research.



Fotonovella is a novel whose story is told with photographs and words. It consists of photos which are arranged in a sequence of a dramatic story while the plot is conveyed through dialogue bubbles. The objective of the following techniques is using fotonovella as a vehicle to share the report of participatory research and participatory evaluation to the community.

Objectives :

- \ To facilitate people to create a media of communication in which they can develop a horizontal dialogue among people, and to mobilize them to find a collective solution.

- \ To provide a communication media to disseminate their ideas.

Materials :

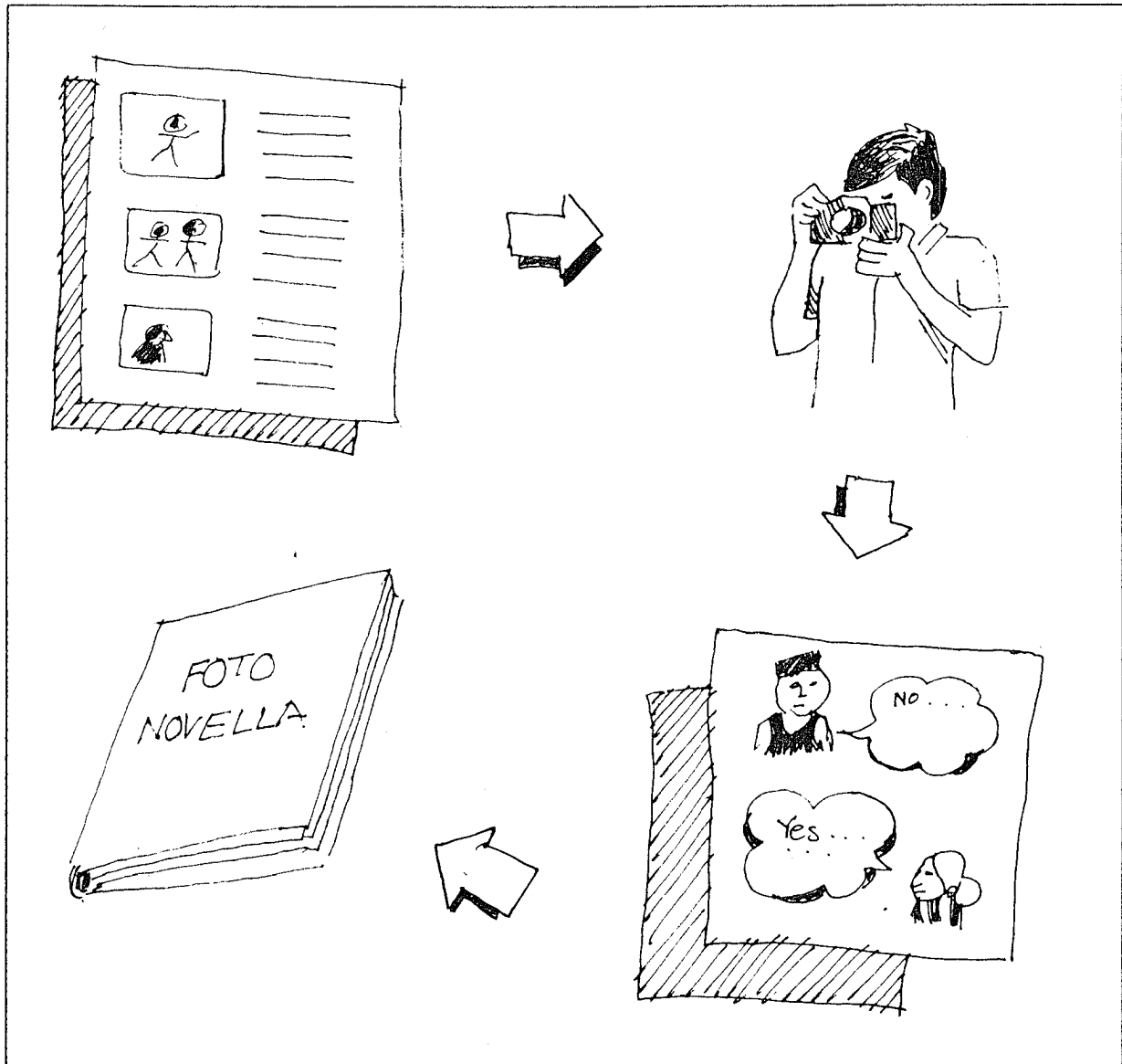
- Flipchart paper and markers.
- Instant camera automatic and print photos.
- Scissors and gum.
- Example of a fotonovella.

Process :

The following is a process of creating a collective fotonovella :

1. Beginning :

Fotonovella is a novel whose story is told with photographs and words. Since it is a story, it should have a plot of story line. Many grassroots / people organizations decided the story line based on the process of their activities chronologically. To develop a story line within context report of participatory research and evaluation is by deciding the main question of the story which is the central conflict or decision in which the people are involved and actions that have been taken.



2.1.2. Plot sketch :

The plot sketch is process needed to make visual outline of the story line. The activity includes a consideration of how many pages that appropriate for the villagers. There are several stages to develop plots sketch.

2.1.3. First layout :

There is no such thing as the correct layout or universally accepted rules. Let participant decide develop their own sense of beauty of what is pleasing to the eyes of the reader.

2.1.4. Shooting schedule :

The next steps is to plan for the days when the participants will be photographing. Ask participant refer to the plot sketch and decide of :

- which characters will be in each photo ;
- Where the characters will be standing or sitting.
- Clothes and other things will be holding to support the photo.
- What gesture of people will be making, what expressions they will on their faces ;
- Where the people and the characters will be located - in street, meeting room, head office, etc.

2.2.2. Shooting :

Participants will be having everyone change jobs during the shooting such as a member of group become photographers, photographers becoming facilitators etc.) will enhance the feeling and reality of participation. basically everyone can become a photographer.

* Remember always to make :

- a close up photo.
- to avoid making photos of too many objects.
- to avoid making photos in a complicated situation.
- to always make a photo which has relation with the result of interview and evaluation report.

2.2.3. Final layout and publishing :

After the photographs have been developed, they are ready to do the final layout. Participants decide and make the layout by themselves. The process of the final layout is by cutting the selected and adjusted the photos and putting in every element of the page. After the photos has been selected, consider the space available in the picture for the sign of dialogue then shape the dialogue into the space. Probably it will be required to typing for the dialogue. But many fotonovella is using hand writing for the dialogue. After all of the layout activity is done, the participants should make decision on the title and design on front and back covers. Finally the fotonovella is ready to publish and to distribute to other community.

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