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Part Survey

(PR ... & ...)

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CEC-UNESCO-UNICEFF-Studies and
Seminars about Basic Educational Needs (NEB)
of the rural population in the Central American Area

"Description of the Methods of Participation Reseerch"

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I N D E X

1. METHODOLOGICAL ORIENTATION

About the foundation of the preceding objectives, it was decided to combine an experimental process and the method of the participation-survey.

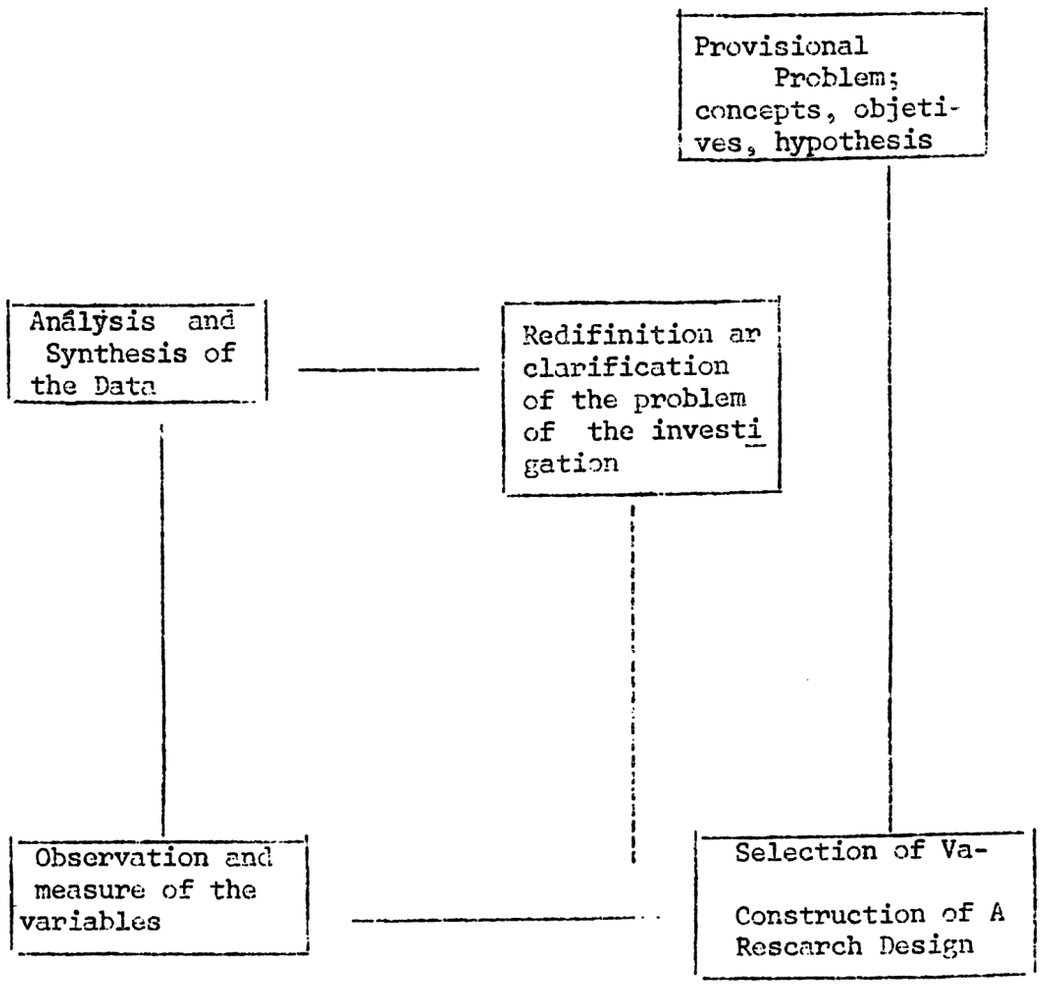
1.1. The experimental process

This type of process can be included in an "iterate" -- (back and for) process that is expressed in five phases:

- The formulation of a provisional problem for investigation: concepts, objectives, hypotheses.
- The construction of variables to be observed (useful information, "relevance") in the function of the provisional problem, and the construction of the -- plan of investigation (elaboration of adequate instruments, design of the program, selection and training of the inquirers.
- Observation of the variables through the plan for - investigation. (observation schedules)
- Analysis and Synthesis of the Data: formulation of the results of the survey.
- Elaboration (refinement and transformation) of a new problem for investigation.

This process can be visualized in the following chart.

CHART OF THE EXPERIMENTAL PROCESS

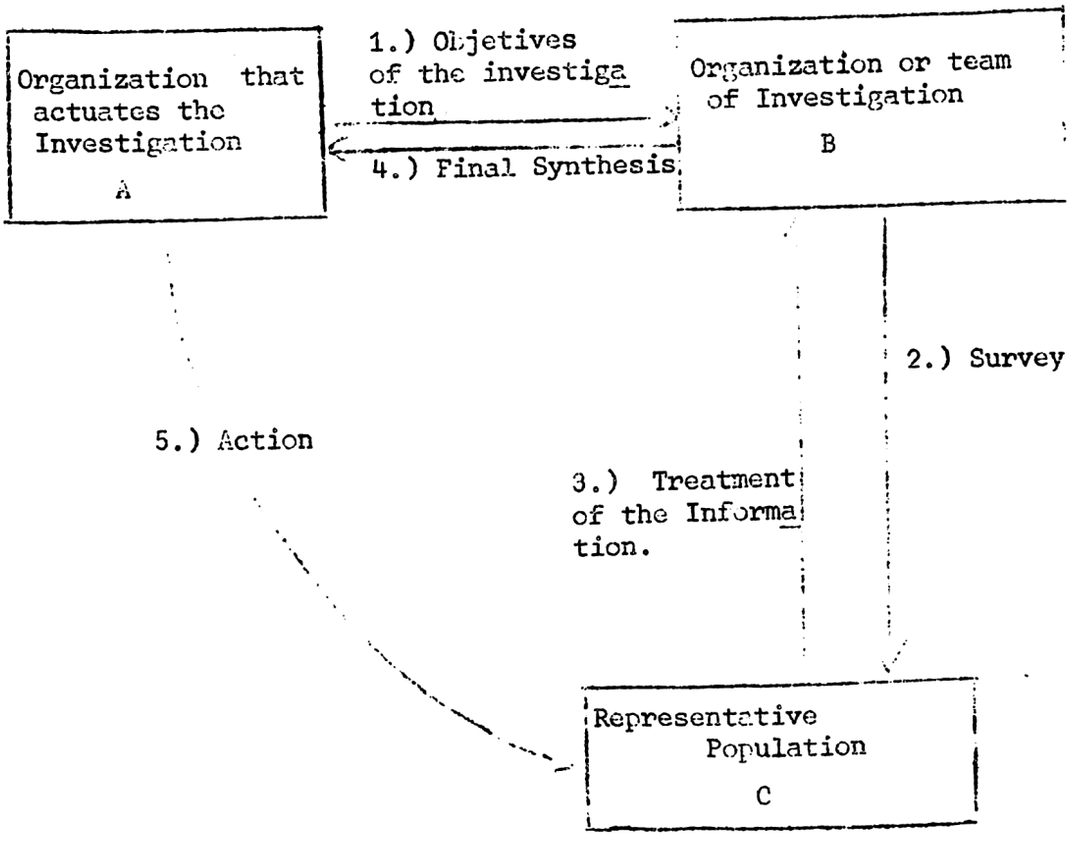


1.2. A participatio-survey

What is the difference between a participation-survey and a classic survey?

1.2.1. Scheme and implicit surveys of a classic-survey.

a) Relationship between action and investigation.



b) Commentary on the chart

In a traditional survey, one ean observe the following developments:

- An organization or institution (A) to operationali-ze a survey of representative modes (C).

- This organization (A) has a group or team of reser arch specialists (B) to conduct the investigation - meeting the research objetives. (1)

- This group (B) practices the survey (2) compiles and analyses the data (3) and deliversa synthesis (4) to the organization (A).

- The organization (A) of this synthesis can decide an action for the model conditions (C).

This focus as it appears, has the objetive of obtaining data (economics, social, cultures...) froma given sample, to attain abigger operational action, in decide the necessary -- changes.

Probably, this type of survey permits a rationale for - broader activities. On the other hand, the investigator's objetivity seems to be mere respected if there is a greater distances from the sample who asks for the investigation under study. This focus reveals some progress in the process of making a decision.

However, this process has limits in its effectiveness - since it overlooks over postulates and implicit questions.

c.) Implicit postulates of the classic survey

In this focus it assume that:

. The population is "passive". It is considered to be only a "deposit of information". It cannot be capable of per forming, of knowing its own situation and needs, unable to face the problems herself.

. The population is considered to be the same as its - "statistics". It is assumed that it does not change or become different between the moment of investigation and the moment of action.

. The population has not have to react objectively to the investigation. or the decided action. It does not take - into consideration the interaction between the dispositive of investigation and the sample.

. The investigation is only the subject of the specia lists, of the "profesionals". Only the specialists could be - capable of identifyng and formulate the problems of the sample.

The results of this survey are exclusively designated to the investigators "A"; the population has not need to know or to discuss them.

These postulates explain the low efficiency that often results in making decisions for action based on the survey.

The intervention (strategy) meets with ressistance by - the population which does not want to compromize and participate in a project, pertaining to their own social foundations, in which they did not share ideas and interpretations.

Participation that was not stimulated during the survey can not result in actions it wants to promote. The popula-- .. tion studied is kept in a passive and dependency relationship to the ones who conducted the investigation.

1.2.2. New Postulates and objectives for "Participative - Survey". (*)

a) The objectives

Besides the objective of investigation (identification of problems, basic needs etc.) the participa-- tive-survey pursue the objectives of formation and action.

In effect, it trys to provoke a dynamic conscious - ness in the community of their specific problems. Investigating the reality of their lives, the mem-- bers of the community are going to develop their - own capacity of observation and diagnosis. They - will exchange points of view to discover the percep tions of others; they will reflect on their own -- needs and, maybe, change their visions. This cons- ciousness, would be a used as a condition in the co mmunity towards indentifying the need in solutions for their problems has to find.

b) The postulates of a participative - survey

. Any group or community has the potentials to take charge of its development, to define problems and needs and put them into the full context of their - society.

(*) This methodology is developed in the book of G.Le Boterf "Formations et Autogestion". editions ESF-EME Paris 1975

- Any intervation, investigation or action looking for the developing of a sample, of a town, to succed, had to stir up the active participation of a town in a self process of the intervention.

- To facilitate the participation of the town, it is necessary to introduce and organize a process of critical and constructive confrontation of the community with the results of the investigation. This process of information and discussion is called "feed back".

In this case, easy audiovisual ways can be a help to encourage and assist the participation of the community in the analysis of their situation and the planning of their problems.

The use of this mode is not the "exclusive domain" of the professionals or specialists. It turns into an instruments of dialogue that the members of the community can employ to exchange points of view-data, to relate to groups and subgroups that constitute, to the community to technics of investigation and to survey participants.

- The performance of the technician (educators, social workers, health technicians, agriculture, housing) is very important in this case, in helping the town to formulate operationally their problems and solutions.

  The objective is to help the community to formulate their problems and their points of view, in the first place as a basis for a dialogue about their feelings, and in the second place for a dialogue with the leaders and decision centers on the regional or national level.

- The investigation is not only an investigation but also an action.
  The investigation modifies or transforms the ways inwich to intervine.
- The town has expectations, resources, reactions pertai-- ning to the process of investigation and action.

The process of investigation is an oportunity to formulate - their own survey. The professionals or specialists can perform an educational facilitators, with the implementation of situations of discussions or dialogue. In the participative-survey ·, the investigators is also an "animator" and raiser of consciousness.

c) Different degrees of participation

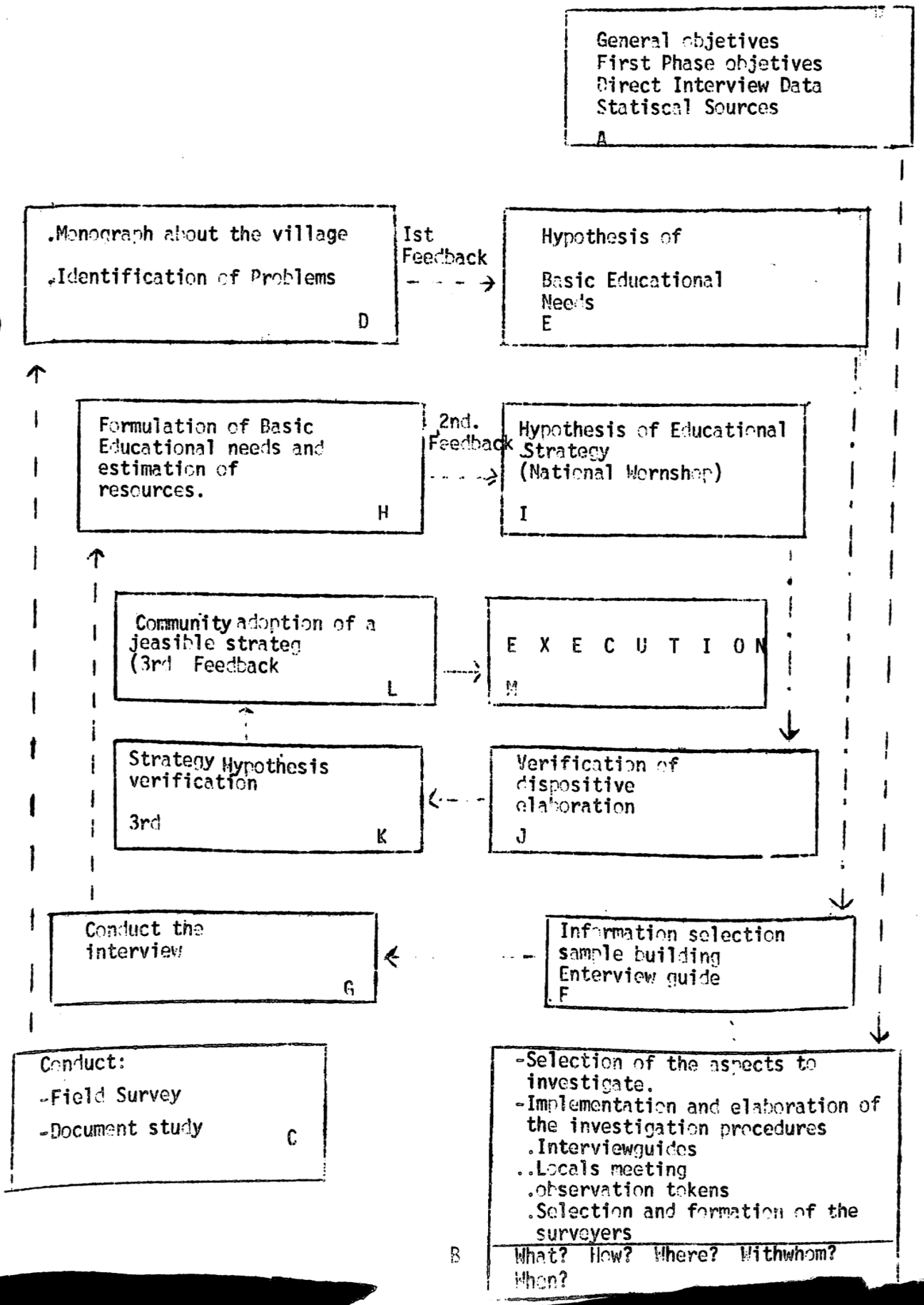
One single model of a participative-survey, does not exist - since the process trys to adopt to specific conditions of a sample.
The degree of the town participation can vary, according to - the resources, limits, and the political social options that exist.
Then, they decide to experiment, at least in the simple sense of the term; the participants receive feed back in the discussion of the results of the investigation in each their phases.

As part of the experiment, will be necessary to analyses participant contribution and their limitations to develop a process of participation and discussion wich is most adequate.

2. INVESTIGATION DEVELOPMENT CHART

As a product of the combined experimental process and participative-survey method, development followed by the investigation about the "basic educationals needs" (NEB) of rural popula -- tions in 6 villages of the Central American area can be visualize in the next chart:

INVESTIGATION DEVELOPMENT CHART



The investigation is developed in three phases (general exploration of the community, NEB investigation and elaboration and execution of an educational strategy). Each of them included several stages:

FIRST PHASE: General exploration of the community

STAGE A: Identifying objectives

In this information phase "direct interview data" and "statistical sources", the investigators did not try to identify with the community, to gather description data on its principal characteristics and to identify the existing problems.
This phase attempts to combine the community point of view with that of the technicians.

STAGE B: Field testing - Instrumentation

- Identify selected aspects (social, cultural, health, educative...) to investigate.
- An interview guide and documental study guide was elaborated
- Ways of compilating data were selected with the object of assuming feedback of the information to the informants. Additionally the selection and training of the surveyers proceeded the selection of the sample.

STAGE C: Fulfilment in the field and documentation of the investigation

STAGE D: Information synthesis

A first "scarcity Inventory" and "existing problems" were elaborated.
Examples: water pollution, land scarcity, lack of control of animals, and the consequence of parasitic sickness, termites in the houses, lack of toilets, etc...

STAGE F: New field selection and implementation of the 2nd. - phase investigation

To gather selected information, a survey and sample avide was built, and surveyors were trained.

STAGE G: Interviews were conducted

STAGE H: Synthesis and analysis of interview results

The basic educational needs, their operational formulation and the existing community resources were identified.

To operationalize a formula, requires the specification, in -- terms of observable behavior, of activities desired and evaluation requires that specific problem be confronted. It can be stated in the following way:

to be capable of	+	Expressing a verb in observable terms and evaluation	+	the specific problem confronted

Per example;

- To be capable of designing and building a corral using simple carpentry techniques.
- To be capable of building a safe and well peotected silo for storing grain from damage by rats.
- To be capable of applying and communicating farming rotation techniques appropriate to the land and season.

This operational formulative of NEB is at the same time , to attain the identification of educational objectives.

At the conclusion of this second phase, a feedback of the surveyors results, took place with this 2nd. feedback, the NEB - priorities were selected.

THIRD PHASE: An educational strategy elaboration

STAGE I : An elaboration of educational strategy hypothesis to answer the identified NEB.

In this stage, the Interinstitutional Commission, joined by some community representatives, elaborated (or some alternatives) an educational strategies hypothesis, to say:

- Only one or two priority problems in the community were selected.

This selection took into account the following criteria:

a) To correspond to an expressed priority of the community - feedback from the 2nd phase.
b) To have a feasible solution (or analysis of resources and limitations).
c) To allow short term gains (to entertain the community motivation).
d) To be a generator of educational activities.
e) To be coherent with technical or socio-economics criteria (per example: the introduction of a new farming product - for sale, will depend on a small study of their comercial possibilities).

- Designed, in relation to non-educational actions, the educational strategies, based on the same problems and according to the following scheme :

PROBLEM FORMULATION
(example: "to improve coffee production" or "to eradicate pollution in water supply sources")

FORMULATION OF GOALS (dates, place, population-goals, fulfilments).
(example: "to construct a stone well by 1978"
"to train 25 farmers to build a type of coffee seed bed by March or April of 1978)

STRUCTURE OF LOCAL RESPONSIBILITIES (Comitties: Health, water, etc.)

Non-Educational tasks or actions to solve the problems(with dates and responsible institutions)	Selecte appropiate technology	Learning Group	Educational objectives (-N.E.B. operatives) Learning objectives and Analitical objectives of the problems ("consciousness")	EDUCATIONAL ACTIVITIES						Feed
				How?	Who? (trasmit - knowledge, skills)	Where?	When?	With what resources (internal and external to the community	Institutional Responsibilities?	Acti
example: Pruning, fixing the shade of the coffee plant (Jan.-March 1978) or building a water tank (May 1978) etc.	(for example stone well etc..)	example: 40 small coffee planters	"To be capable of..." (here the educational objectives are expressed in terms of production, health, alphabetization, information, etc...)							Eval

STAGE J: An elaboration of a verification procedure of this hypothesis, means the preparation and organization for the Inter-ministerial Commission,(integrating the community representatives) of a feed back process to the community that designs its own educational strategies.

Therefore, it was necessary to anticipate and to organize:

- The modes of relating information
- The presentation of material
- The establishment of discussion groups
- The selection, the attributes and the procedures of the animators of the feed back activities.

STAGE K: Discussion of the strategy with the population in the community study.
This stage constitutes a feedback process

STAGE L: Community adoption of a feasible educational strategy, for its execution.

STAGE M: Execution of the educational strategy and continuation of the study process of the problems and the respective educational needs.

3. ESSENTIAL CHARACTERISTICS OF THE INVESTIGATION

In the investigation process described before, one can examin its principal characteristics, such as:

a) A participative - investigation (with feedback of the results of each phase).

b) Methodological dynamics and "iterative"
In any method of investigation or of action, there are several phases: definition of objectives, selection of variables, information analysis, elaboration of instruments, field work, etc...

It says that the focus being utilized is "iterative"when a back and forth process exists between phases, to question, to assert or correct these stages.

The reverse of a iterative focus is a "lineal focus" -- wherein, once a stage is a accomplished, one can not go back again to correct or modify it.

c) An inter-institutional investigation
It is an investigation, whose orientation, conception and execution is not performed as the responsibility of an only institution,(ministry or agency) but under the common decision, and the coordination between related institutions.
In the case of the present investigation, this coordination can be realized through an inter-institutional committee, integrating several ministers and "developing agencies".