



participatory research  
handbook  
for  
community groups

juan marino

## TABLE OF CONTENTS

### GETTING STARTED

- 1 What this handbook is about
- 2 A starting point
- 4 Foundations
- 7 Putting together the research puzzle
- 8 An introduction to the profile index
- 9 Profile index....housing cooperative
- 11 Critical concepts...how to keep an eye on  
what happens...a map to keeping on track

### CASE STUDIES

- 13 People's Commissions
- 15 Education and Production (Immi-can)
- 17 Uncovering Contradictions (Lorne de L'Acadie)
- 19 Going to Meetings (Canso Strait)
- 21 Community Development Corporation (New Dawn)
- 23 Two Community Councils (St. Felicien et  
St Pascal)

### ACTIVITIES

- 25 Writing Your Own History
- 27 Ways to Know Your Situation/Workplace/Community
- 29 Ways to Get Others Involved
- 31 Ways to Identify Critical Issues/Problems/Themes
  
- 33 Ways to Identify Resources
- 35 Ways to Gather/Generate Information
- 37 Ways to Look at/Understand Information
- 39 Ways to Examine Our Work
- 41 Ways to Keep Going

### CONCLUSIONS

- 42 Acknowledgements
- 43 A Final Plea

What this handbook is about

This book is an attempt by the North American Team of the Participatory Research Group to prepare a handbook which could be used by people in local groups in order to think about and do participatory research.

It is for North America, specifically for groups which normally do not possess the funds, professional training and other helps which make research a relatively exclusive activity.

We feel that this draft needs much improvement, and therefore invite you to tell us about what could be changed, added and taken out.

Participatory Research Project Group  
International Council for Adult Education

Deborah Barndt  
Greg Conchelos  
Alan Etherington  
June Galindo  
Budd Hall  
Linda Harasim  
Ted Jackson  
dian marino  
Kathy Tobias  
Al Vigoda  
\*Dianne Correia  
\*Bernardita Icaza  
\*Jennifer Mansfield

\*Actively involved until June 1978

## A STARTING POINT

Welcome to Participatory Research! It is certainly not a new approach to looking at the community, (in fact, it's been used for a long time) but it is different from the way research is often done.

Basically, there are three aspects which define participatory research. P R is

- a method of social interaction, involving the full participation of the community in the research
- an educational process, raising the awareness of the community about certain issues or problems
- a means of taking action on issues or problems

There is a technology (a set of activities) related to each of these three aspects. The goal is research designed, implemented, and controlled by the community being studied. The results of the research hopefully lead to some kind of action built upon community involvement and control of the whole process.

two

This handbook is being designed by the Participatory Research Project to

- introduce you to the concepts of participatory research
- describe some methods which can be used when engaged in a community research project
- raise some questions about working in the community
- give some examples of how participatory research is <sup>be</sup>ing used

The handbook itself is viewed by us as a participatory process. We are eager to receive your comments and suggestions on content, format, and design. This book is the first in a series of drafts, and it's your comments and suggestions which will form the basis for revision. It is very important that we get the kind of constructive criticism the you can offer. This book is for all of us, and we should all have as large a part to play in its development as possible.

Write to Budd Hall , Participatory Research Project, International Council for Adult Education, 29 Prince Arthur Avenue, Toronto, Ontario, M5R1B2.

We look forward to hearing from you.

# FOUNDATIONS

There are a number of things that we feel we should say before talking about the activities involved in participatory research. We'd like to deal with some ideas about research; about communities; about participation; and about where this book fits in.

**1** It's possible to get research done in your community without doing it yourself. Community research is very often done without community participation. However, with outside organizations controlling the information gathered in a community, and even controlling the ways in which the information was obtained, do you in the community have any assurance that that your needs will be met: that your problems will be identified, and dealt with? It is certainly much harder to do your own research, but the chances are better that action will be taken on the problems that you and other folks in the community see.

The central issue here is one of control. We feel that **2**

- the way information is analysed
- the way information and analyses are made available to the community, and to other interested parties
- the way action is taken on issues and problems which are uncovered

should be controlled firmly by the community being studied.

In fact, the more community members involved in this control; the more participation in the process, the better.

four

3

You don't necessarily need a lot of money, or other outside resources to do participatory research. You do need a strong commitment to identifying and dealing with problems in your community, and to use your available resources well.

4

Participatory research can be done by 'just plain folks' like you and me. You don't need years of special training, a long apprenticeship, computers, or a university degree. But it is HARD WORK. Because the idea is to involve as many folks as possible in the research that affects them, P R is labour intensive, and takes a long time. Real participation is a long process, and the trade-off between participation and 'efficiency' is an important one to consider.

No research is done in isolation. No community **5** lives in isolation. The environment (physical, social, political, historical) affects the community, and will therefore effect the research. The group or groups inside the community which takes the responsibility for the research also affects the research.

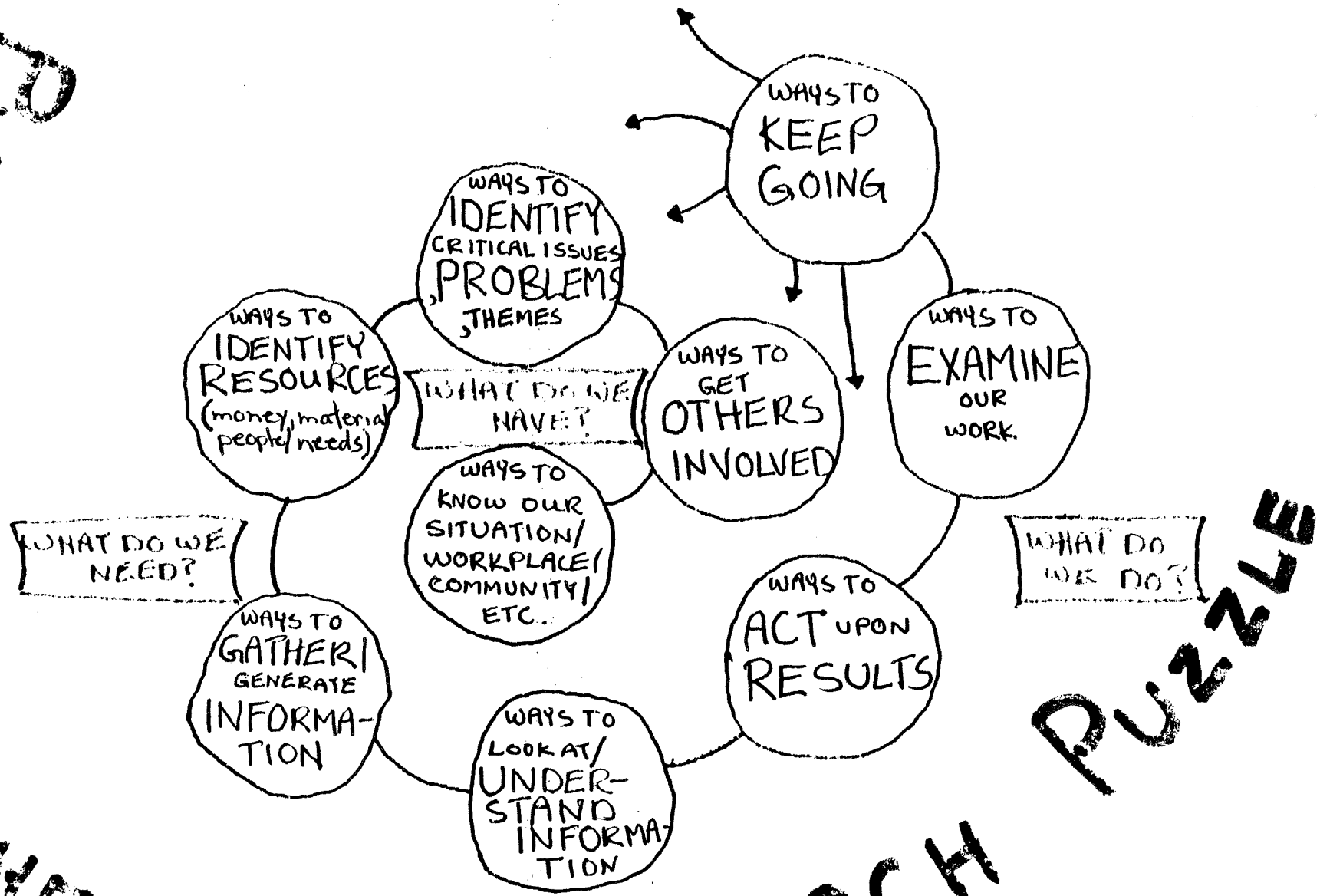
Personal relations, organizational make-up, and the membership of the group; the reputation of the members (and of the group) in the community, and the group's relationship with other community groups are all factors here.

five

6

One of the things we've done in this book is use case studies, or examples of various places where participatory research has been used. We're sure that you'll notice that any one case study does not mention all of the activities involved in participatory research. There are no 'pure' cases, and there cannot be 'full' participation in any stage of a research process. Where a participatory process will fit into your situation is a decision you'll have to make (hopefully with a bunch of other people in your group). We might be able to help you with that decision. Drop us a line, or pay a call....we'd like to meet you.

PUTTING  
TOGETHER



THE RESEARCH PUZZLE

## AN INTRODUCTION TO THE PROFILE INDEX

Well, I finished looking at

1. Putting Together the Research Puzzle
2. A Map to Keeping On Track
3. The Case Studies

and decided to see if I could fit them all together in a simple, useful form.

The idea of a file card came to mind. I figured that this sort of profile index of different kinds of groups who could use participatory research methods would make it easier for users of this book to identify whether or not they fit, or want to fit. The profile index is also a good example of the use of our three question approach to analysing any situation (HAVE/NEED/DO), which kills two birds with one stone.

I therefore conjured up a 'housing cooperative' which I built out of several housing coops we know of, and wrote it up in 'profile index' form.

Hope it's useful.

eight

card 1 of 2

Housing Cooperative

Has ① A Problem

- to prevent banks from refusing property improvement money and mortgages to our members and other area residents
- known as 'redlining'

② Some Resources

- property, legal aid, collateral, people; social connections, energy, organizing skills, 'organizational' (large scale) buying power

③ Commitment to a solution

- basic interest of the group is to widen its capital development options

**HISTORY**

**ECONOMICS**

Needs ① More Resources, Information

- specific cases of 'redlining' in the community
- ways to organize and present the cases to the members
- ways to direct and control sensitive and tactically important information (i.e. security)
- concrete ways to act upon results

**RESEARCH**

**PARTICIPATION AND CONTROL**

... cont. on card 2

## Housing Cooperative

Does ① Make best use of existing resources

- uses co-op office structure to co-ordinate activities; becomes a member of key organizations with interest in property-holder concerns
- uses collateral to pressure banks; uses 'professional' members to probe the corporate banking circle

② Finds and develops new, needed resources

- hires street worker to collect incidents
- hires business executive to co-ordinate 'intelligence network'

③ Takes action to solve problem

- develops co-op lobby to pressure provincial and federal bank regulatory bodies
- uses research and media contacts to launch city-wide publicity campaign aimed at bank users
- evaluates effectiveness of action by re-applying for mortgages
- looks at effect of program on the co-op

ACTION

REFLECTION

# How TO KEEP AN EYE ON WHAT HAPPENS ... a map to keeping on track

## CRITICAL CONCEPTS

### History

- is local history being used?
- how many ways can things turn out?
- which ways would be best for the community?
- where will all of this be in a year?
- is it going in the right direction?

TWO IMPORTANT  
THINGS WE HAVE

### Economics

- are we using all of our internal resources?
- who/what needs to be brought in?
- who gets jobs, money, options on other income?
- what controls/restrictions come with various funding sources?

### Participation and Control

- who's in control?
- who's involved in and out of the group?
- who's making the plans?
- who's putting together what we find out?
- who's controlling whose activities?
- what's keeping people from doing it?

TWO IMPORTANT  
THINGS WE NEED

### Research

- is the information you collect as local as possible?
- is it clear when/why 'outside information' is used?
- where are the research methods coming from?
- are there contradictions in how things are done?
- who is saying what can/can't be researched, and why?
- what special things (computers, tape recorders, video) are being used? Why? Why not?
- do you agree with the overall plan and purpose of the research? Do others agree?

### Reflection

- are you getting time to think?
- is most talk getting results, or just letting off steam?
- is everyone getting their say?
- are more, or less people coming to meetings?
- are meetings in 'plain talk'?
- are people 'taking over' meetings?
- can everyone talk freely about their assumptions, goals and preferences?

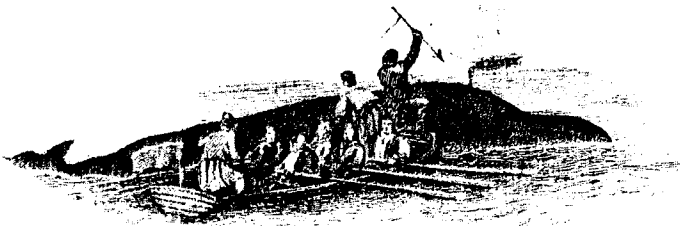
TWO IMPORTANT  
THINGS TO DO

### Action

- how many ways can this be done?
- who/what's in the way of the action?
- what are people learning?
- what politics/economics/history is changing?
- what happened unexpectedly?

# PEOPLE'S COMMISSIONS

**“Now that we've burned our boats...”**



**Know your Situation**

The Newfoundland and Labrador Federation of Labour (NLFL) very recently proved that commissions of inquiry may be set up by and for the people.

Typical practice in Canada has been for various levels of government to set up terms of reference for commissions, appoint commissioners, and control funds

The results (with few exceptions) have been to delay and defuse controversial public issues around which militant citizen action might have taken place.

It was against this pattern that the NLFL reacted in the fall of 1977.

In the face of persistent and increasing unemployment in the region, the PEOPLE'S COMMISSION ON UNEMPLOYMENT was born.

The NLFL asked well known clergyman to chair the commission, and he chose three other commissioners: a community development worker; a regional union representative; and a local professor of community initiatives.

Unlike government commissions where appointees are paid up to \$300.00 per day, the commissioners received no pay for their work.



thirteen

While government commissions usually take a long time to complete their deliberations, the PCU began in November, 1977, and published its report in June, 1978.

Unlike government commissions, whose results are not always made public, the PCU report was submitted to the NLFU and to the public at the same time.

The 117 page report, "Now that we've burned our boats...", is acesible because it uses straightforward language, and representative in its reliance upon quotations from the people themselves, and local songs, poems, newspaper articles, etc.

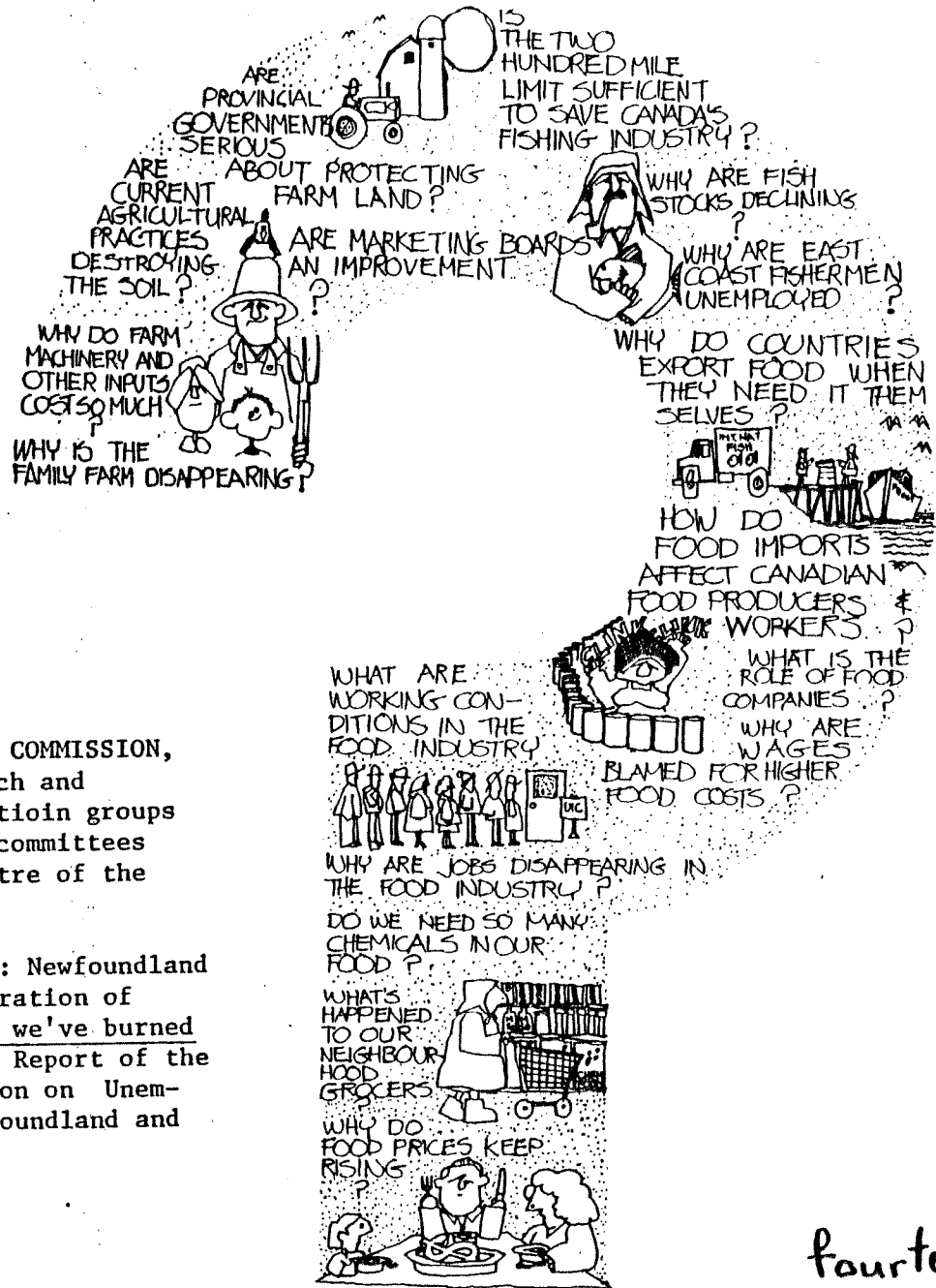
The report is analytical in its treatment of the 'human faces of unemployment', the real unemployment rate, under-development in the region, regulation of the unemployed, and recommendations for action. It also contains technical notes and recommended readings. Statistics, graphs and charts are all laid out clearly.

The commissioners travelled over 4,000 miles; held hearings in eleven centres, and heard more than forty-five hours of testimony.


Another People's Commission has recently begun in Canada, this time on a national scale.

The PEOPLE'S FOOD COMMISSION, supported by church and development education groups is forming local committees in each major centre of the country.

**\*\*FURTHER READING:** Newfoundland and Labrador Federation of Labour, "Now that we've burned our boats..." The Report of the People's Commission on Unemployment for Newfoundland and Labrador, 1978



keep going



## EDUCATION AND PRODUCTION

The members of Immi-can, a small craft and graphic art cooperative of disadvantaged black youths in Toronto's inner city, have been seriously attempting to link education to production.

A good example of their efforts can be found in Immi-can's one-year-old literacy program.

Forming a cultural circle, the participants use slides of their community to discuss the meaning of Immi-can in the first week.

In the next week, this dialogue results in the adoption of the philosophy "if you know...teach; if you don't know...learn", which forms the basis of the literacy program.

Subsequent weeks involved an evaluation of the first sessions, and writing exercises.

Week V saw the group move into a work building, allot working space, install tools, and prepare offices.


In the following week, the participants discussed the role of the Board of Directors and the concept of centralized democracy. They then engaged in a writing exercise related to these matters.

Participants learned about graphic art design, Nigerian art, and wood-carving from their co-workers---both theory and practice. As a writing exercise, they did an analysis and evaluation of the program to date.

This seven week start-up period illustrates the early attempts by Immi-can members to integrate education and production.

New exercises, new skills, and new dialogues have emerged using slides, film, music and written materials. Out of this a new curriculum for the months to come is being fashioned.


\*\*FURTHER READING: Wells, W., Literacy Report on Immi-can, Toronto, 1978



examine  
our  
work

fifteen

keep going



New exercises, new skills, and new dialogues have emerged using slides, film, music and written materials. Out of this a new curriculum for the months to come is being fashioned.

**\*\*FURTHER READING:** Wells, W., Literacy Report on Immi-can, Toronto, 1978

## EDUCATION AND PRODUCTION

The members of Immi-can, a small craft and graphic art cooperative of disadvantaged black youths in Toronto's inner city, have been seriously attempting to link education to production.

A good example of their efforts can be found in Immi-can's one-year-old literacy program.

Forming a cultural circle, the participants use slides of their community to discuss the meaning of Immi-can in the first week.

In the next week, this dialogue results in the adoption of the philosophy "if you know...teach; if you don't know...learn", which forms the basis of the literacy program.


Subsequent weeks involved an evaluation of the first sessions, and writing exercises.

Week V saw the group move into a work building, allot working space, install tools, and prepare offices

In the following week, the participants discussed the role of the Board of Directors and the concept of centralized democracy. They then engaged in a writing exercise related to these matters.

Participants learned about graphic art design, Nigerian art, and wood-carving from their co-workers---both theory and practice. As a writing exercise, they did an analysis and evaluation of the program to date.

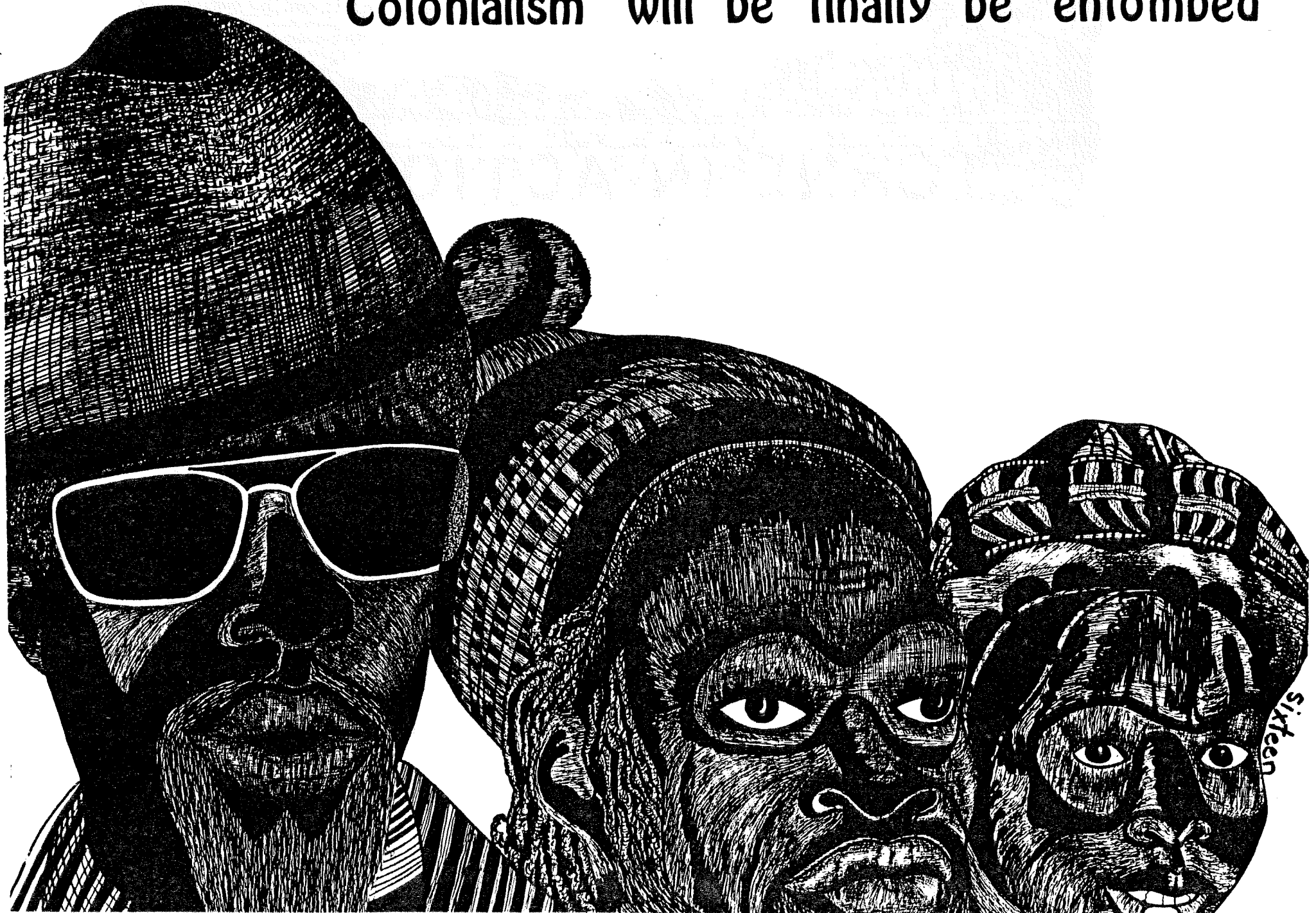
This seven week start-up period illustrates the early attempts by Immi-can members to integrate education and production.



examine  
our  
work

fifteen

We must all of us together, dig the grave in which  
Colonialism will finally be entombed



sixteen



### UNCOVERING CONTRADICTIONS

In April, 1977, 350 consultants -- many of whom were local residents -- participated in a consultation designed to reformulate community problems in Lorne de l'Acadie, a bilingual community of 1,050 people in New Brunswick.

After much preparation and negotiation between local people and the Institute for Cultural Affairs, residents braved cold weather to attend the opening festivities.

Each day for one week, 'consult teams' spent many hours visiting and talking with local people in their homes and places of work.

Ninety-three non-resident consultants participated, while Lorne residents were represented by woodcutters, miners, carpenters, teachers, construction workers, machine

operators, trappers, secretaries, housewives, and clergymen---to name only a few.

This diverse group acted as a unified research body using the following methods:

\*charting the operating vision of the people of Lorne

\*discerning the underlying contradictions blocking the realization of that vision.

\*building a set of over-all practical proposals for dealing with the contradictions.

\*creating a set of tactical systems with which the proposals could be realized.

\*identifying the actuating programs to allow the application of the tactical systems.

gather information

# Understand info

Of the contradictions uncovered, the following were of great importance:

- \*ineffective functioning of cooperative efforts.
- \*partial access to essential services.
- \*no structure for local decision making.
- \*obsolete methods of commercial marketing.
- \*narrow range of social skills.
- \*incomplete practical education structures for adults and youth.
- \*demoralizing images of village identity.
- \*minimal investment of development capital.

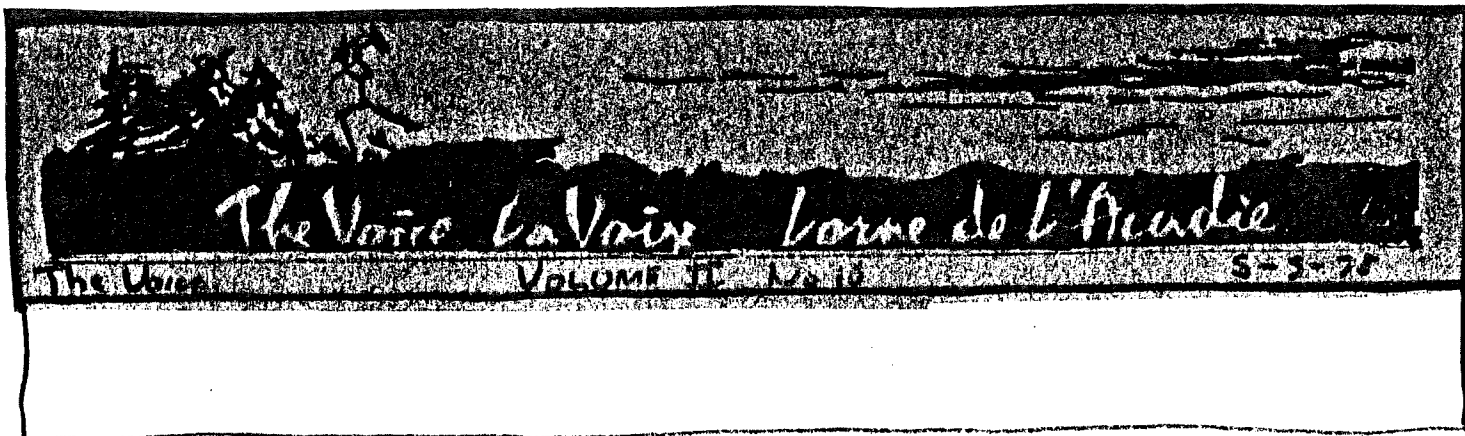
Fourteen Actuating Programs were proposed to deal with these contradictions, including an integrated wood industry, a light industries park, a commercial agricultural enterprise, a central shopping plaza, and a fiscal management agency---all involving resource utilization.

A second program area has to do with community cohesion in Lorne de l'Acadie, and contains the Village Square Development, the Lorne de l'Acadie Identity project, the Citizen Involvement Network and the House Construction Cooperative.

The third group of programs involves the social development of Lorne, including a public utility system, and an Essential Services Complex, as well as a basic education centre, and a youth action group.

\*FURTHER READING: The Voice/La Voix of/de Lorne de l'Acadie, local newsletter, 1977-1978

Institute of Cultural Affairs, Consultation Summary Statement: Lorne de l'Acadie, Human Development Project



## GOING TO MEETINGS

Fishermen in the Canso Strait area of Nova Scotia, reflecting on their first strike experience during 1970-71, pointed out that they learned a lot about the value of meetings.

Everett Richardson, one of the fishermen, says "I remember the first meetin' too. I had never attended a meetin' before, until after we was on strike...I said, 'if there's one thing I want to tell you before I go, I'm not gettin' involved in nothin'".

"So then when I come back, I was involved,, and I started tellin' her, and she said 'Glad you said you wasn't going to get involved, anyway! Never go to a meetin' with the intention that you're gonna get involved, because Jesus Christ, then what'll happen!'"

The national organization working with the men refused to make decisions for them. "I'm not making up your minds for you. You fellers tell me what you want to do...You fellers are the union."

Identify resources

Some of the other skills related to meetings which the fishermen developed over their fifteen month strike were:

\*how to set up joint meetings with other fish plant workers.

\*how to hold local union meetings.

\*how to prepare agendas

\*how to prepare press releases, and talk to reporters

\*how to negotiate with fish plant owners

\*how to organize picket lines

\*how to allocate strike pay, and do book-keeping

The meetings were endless. The fishermen found striking as hard as fishing. Many times they felt like quitting---but they didn't.

\*\*FURTHER READING: Cameron, S.D., The Education of Everett Richardson, Toronto: McClelland and Stewart, 1977

nineteen



**new  
dawn  
enterprises  
ltd.**

*a community development corporation  
business for people*

P. O. Box 605  
Sydney, Cape Breton, Nova Scotia  
B1P 6H7  
• • •

Business Office (902) 539-9560  
Social Development Office (902) 539-1098

COMMUNITY DEVELOPMENT  
CORPORATION

The New Dawn Community Development Corporation is a model of business for people.

In its second year of operation, New Dawn has brought well over one million dollars into the community.

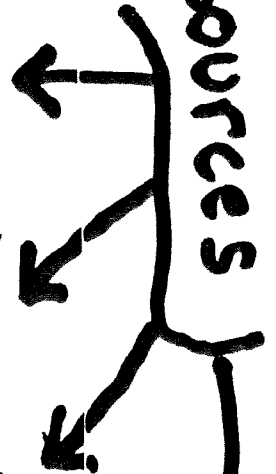
This CDC has been very successful in a very short time because:

\*a great deal of time was spent on a developmental phase before New Dawn approached Health and Welfare for a demonstration grant.

\*New Dawn has a Cape Breton/ Nova Scotia tradition of cooperatives and trade unions to build upon.

\*New Dawn recognized the importance of business expertise, and hired an experienced, local business manager who was able to begin making money for New Dawn as soon as he joined the organization.

identify resources




twenty-one

\*New Dawn has a board that provides legal, engineering, and professional services free of charge.

\*Board and staff are morally committed to the success of New Dawn.

New Dawn's job impact in less than one full year of operation was ten full time, and 24 short-term jobs, as well as 873 man-weeks in construction.

Some of its business projects include the construction of two (nine and twelve units) apartment buildings for low and middle-income people in the region. Its real estate business administers a portfolio of over one-half million dollars. It will initiate any business if:



keep going

\*it is economically viable.

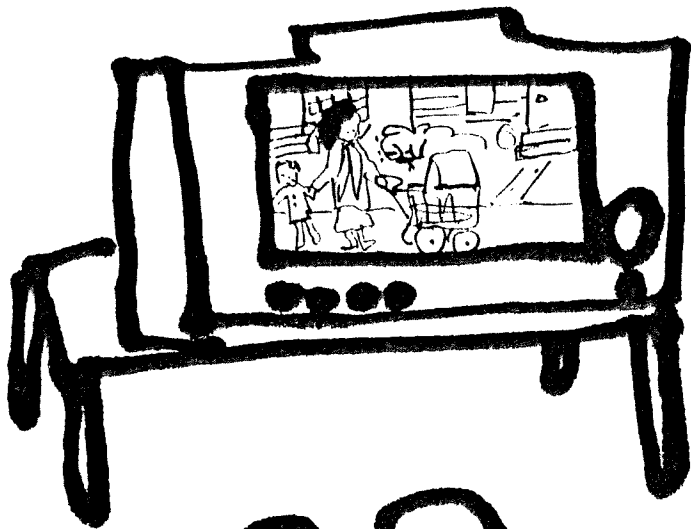
\*it will improve the community.

The Social Development Division provides services and leadership for an information and referral project, a Senior Citizens' Resource Centre, a Senior Citizens' guest home, a group home for former psychiatric patients, a dental facility, and a community employment committee.

The Cultural Division provides rent-free space to the Cape Breton School of Crafts. The Cultural Promotion Department organizes entertainments and sponsors efforts to assist in the development of local culture.

\*\*FURTHER READING: Whitney, P.M., Community Development Corporation Workshop, Glace Bay, Nova Scotia. Ottawa, National Health and Welfare, 1977





## TWO COMMUNITY COUNCILS

The community council has long been established in the towns and villages of Quebec. Here we examine the way in which two such councils dealt with communications in their communities.

St-Felicien is in the Lac Saint-Jean region, 150 miles north of Quebec City. It is filled with community organizations, and in April of 1971, a group representing fifty of these organizations incorporated as La Television Communautaire St-Felicien Inc.

The aims of the new community television group were:

- \*To develop a sense of participation and to encourage different generations to work together and understand one another better.

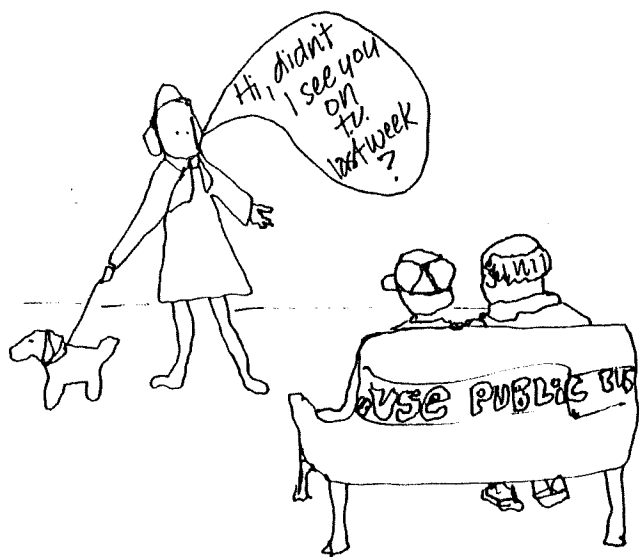
- \*To foster better all-round communication, as well as moral, intellectual, social, educational, and economic development.



\*To provide television programmes in line with these goals, and make available to all its members the facilities for self expression and communication offered by the community cable television channel.

Of the several committees which run the community television organization, the programming committee is without doubt the most interesting. It is not a management committee, but rather a clearing house for programming ideas, and a facilitator for community participation.

It is the responsibility of the members of this comm-



ittee to insure the participation of all interests and sectors of the community.

Instead of forming a new organization to deal with community television, Centre Social St-Pascal Inc., the local development organization of St-Pascal, entered directly into agreements with the local cable TV owner, and with the local school board.

The cable TV operator installed equipment, and does repair work in a studio space provided in one of the local schools.

The cable television committee of the Centre Social is responsible for the content of programs, and for running the community cable channel.

It is important to remember that in both St-Felicien and in St-Pascal, community councils already existed. Community television was seen as an effective way of having people in the community communicate with each other about issues which concern them.

\*\*FURTHER READING: Santerre, M. Community Councils in A Resource for the Active Community, CRTC, Ottawa: 1974

# WRITING YOUR OWN HISTORY

A history (especially when written 'newspaper style') should really answer five questions..... who? where? when? how? why?, but these questions aren't very useful without a theme, or themes to tie the questions to.

One theme that's used a lot is time. A 'chronological' history starts at the beginning of the group or project (e.g. August 31, 1978), and finishes either at present day, or at the end of the project, or the demise of the group.

Another theme that sees a lot of use is power. A 'power analysis' history looks at which people or groups can take action on whose interests, problems, and concerns.

An important theme for us is participation. We feel that any history should include details of

- who participated
- where and when this participation occurred
- how people participated
- why participation happened

|       | HAVE | NEED | DO |
|-------|------|------|----|
| WHY   |      |      |    |
| WHERE |      |      |    |
| WHEN  |      |      |    |
| WHO   |      |      |    |
| HOW   |      |      |    |

people in my group felt better, and the local council liked our reports better when we started quoting people in the community talking about our problems



HINT: quotations from 'real people', news reports, etc. which support a point in your history really helps your presentation 'breathe'!

There are lots of other themes that can be used. Such things as problems, results, organizational growth and change, action, money and resources, etc. etc. might be relevant to your history. Try using a combination of several themes that seem important to your story.

One way to organize your information is to make up a chart for each theme you plan to use. A key word or phrase is usually enough to remind you what should come next.

# Ways to Know your

THE KEY IS IN BUILDING RELATIONSHIPS!

Participate fully in the activities of the group — meeting people will lead to friendship built on common concerns...

Some basics:

Attending community meetings

Knocking on doors

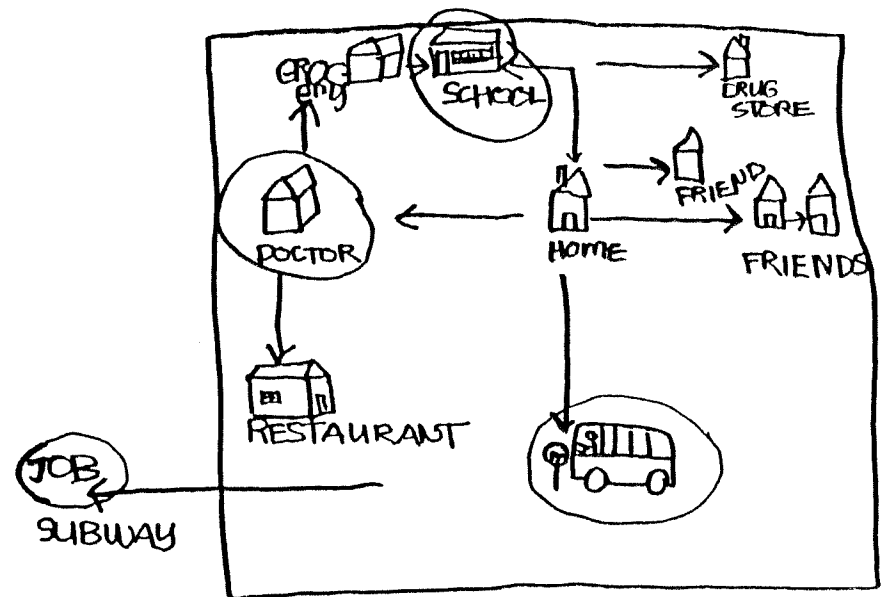
Reading community newspapers, letters to the editor, information boards

Hanging around favorite neighborhood spots

Listening to the stories of old-timers

Keeping a personal diary

Using short questionnaires





ways  
to  
get  
others  
involved:

"The people do not fight for the beautiful ideas in our heads. They fight for a better living, for a better existence."  
Paulo Freire

→ IF THERE IS  
SOMETHING IN IT  
FOR US -

If we ourselves are involved in naming the problem, if it is real and important to us, then we will get involved...

Some motivators:

Set up a gallery  
of photos of past  
activities

Offer workshops  
around specific  
themes or specific  
projects

Negotiate exchange  
of resources & skills

Form committees  
around specific  
problems

Invite city officials  
and politicians

P·A·R·T·I·C·I·P·A·T·I·O·N

If meetings and activities and  
decisions and actions are truly  
participatory...

people affirm their own  
knowledge, their own power...

thirty



# al issues/problems/themes

listen · listen · hear · remember to  
look too · feel the description  
begin · record · paraphrase · be quiet

Talk with people  
in groups · family · clubs ·  
organizations  
work units

individually · in different  
settings

- what is important?
- what is avoided?
- what has happened in the  
past · why?
- what is the future? where

to with care · listen and hear

Develop a photo-story  
about the life of the  
group: what are the plots?  
the action? the actors?  
the direction

negative needs  
assessment:

- "what we don't need  
in this community is...."
- "what I don't want to  
see happen is...."
- "what has happened  
in the past that I  
want to change....."

Photo-novels

~~naming the problem~~

a comprehensive list  
of more than 2058  
problem names, their  
origins and variations

by

# ways to identify

## MAPPING

generate with group. kinds of resources here in this community. e.g. categories or types of resources →

- people skills. interview
- seasonal work shifts as in farming so have both active and quiet times
- physical meeting rooms; transportation; paper.
- etc.

**Draw** up a community resource map which can be added to as time goes on.

school children to deliver posters

4 adults Jim  
Joe  
interview  
+ write Red  
up

work schedule



typewriter + mimeo  
meeting space  
times 1-4pm

ask for workers

through:  
net-working.  
re-source files.  
endorsements.

# resources

**analyze** ⇄ **past events** describe  
 who involved?  
 where?

critically:  
 • what helped - how proceeded.  
 hindered - how did people act?  
 progress of project - what did they do?  
 who benefitted - can  
 how? what equipment involved?

when were meetings held.

what changes happened  
 funding - how gotten and controlled

Check with:

Community information centers  
 similar political groups  
 personal contacts

**describe**

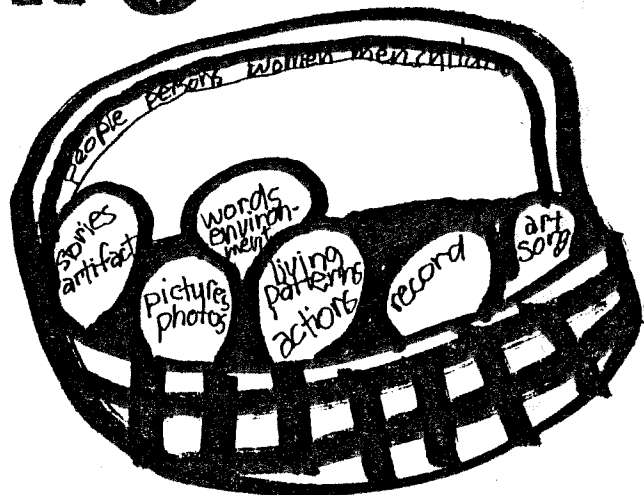
• what people do  
 at work -  
 for fun -  
 want to learn -

write these out on sheets.  
 form "work pools".

| WORK POOLS  |  |          |  |
|---|--|----------|--|
| visuals:<br>photo - dan<br>drawing - dian<br>layout - sara<br>etc | clerical:<br>typing - john<br>sub - jerry<br>editing - <u>      </u><br>filing - <u>      </u><br><u>      </u><br><u>      </u><br>etc. | drivers: | collect info:<br>interview<br><u>      </u><br><u>      </u><br><u>      </u><br>newspapers<br><u>      </u><br><u>      </u><br>other <u>      </u> |

want to learn: to write -  
 to read -  
 to type -  
 thirty-four

# ways to gather/ generate information



Collect: 1. descriptions: names  
anecdotes, stories  
both past and  
present

2. analysis: how and why  
past and pres-  
ent happened  
and happens the  
way it did/does.

3. documents.

Take a group for a  
walk around a problem  
area. Hold a public meet-  
-ing. Do group interviews  
with videotape -  
exchange tapes  
among groups -  
get them to edit  
their own tapes or  
to build on each  
others'

thirty-five

# Relationships: Community Self Portraits



oral



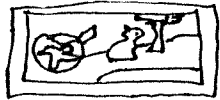
written



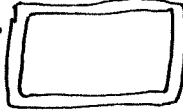
Photographs



popular theater



Drawings  
images  
symbols



## Tests:

# Ways to look at/

A WORD OF CAUTION:

Be suspicious of statistics!

Be critical of all "official" information and pre-digested material.

Supplement, update, and correct all this with your own observation, participation

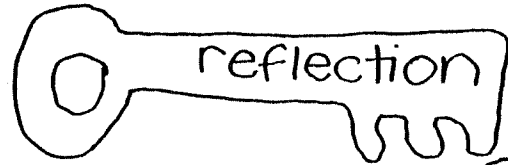
And it can come in many forms:

CHARTS • VIDEO TAPE • REPORTS •  
PANELS • SURVEYS • PHOTOS •

understand information

thirty-eight

# ways to examine our work



Discuss, reflect, analyse with all folks involved and in small groups. an atmosphere of trust and respect is essential for effective reflection.

\*also see "Reflection" section of Critical Concepts

thirty-nine reflection and each mee'

"public diaries"

Someone keeps/records what's happening and after some editing, circulates these in the group. If it is made clear that they can be scribbled on and notated, they make great discussion material.

a small tool:

structured criticism: look at (collectively) what was learned or seen in a new way → find several of these gems. now identify what we want to change. naming these reflections is a way of finding out what/how we know

analysis can begin and ending. make it a key agenda item.

take the mapping approach suggested earlier and re-do it every three months. what's changed? what hasn't? why? why not? what we try to change next?

forty

ways to keep going



## ACKNOWLEDGEMENTS

We would like to thank the persons who worked on the following publications and activities for allowing us to refer to them in this handbook:

Berger, Justice Thomas R. Northern Frontier, Northern Homeland: The Report of the MacKenzie Valley Pipeline Inquiry Vol. 1, Ministry of Supply and Services, Canada 1977.

Cameron, S. D. The Education of Everett Richardson. McClelland and Stewart, Toronto: 1977.

Institute of Cultural Affairs. Consultation Summary Statement: Lorne de l'Acadie, Human Development Project.

Keating, Donald R. The Power to Make It Happen: Mass-Based Organizing, What It Is and How It Works Green Tree Press, Toronto: 1977.

New Dawn Enterprises Ltd.

Peoples Commission on Unemployment for Newfoundland and Labrador, "Now that we've burned our boats..." 1978.

People's Food Commission, National Working Group.

Sonterre, M. Community Councils, in A Resource for the Active Community, Community, C.R.T.C. Ottawa: 1974.

The Voice/La Voix of/de Lorne de l'Acadie, local newspaper, 1977-1978.

Wells, Wayne, and co-workers. Literacy Report on Immi-Can, Toronto: 1978

Whitney, P.M. Community Development Corporation Workshop, Glace Bay, Nova Scotia. National Health and Welfare, Ottawa: 1974.

forty-  
two

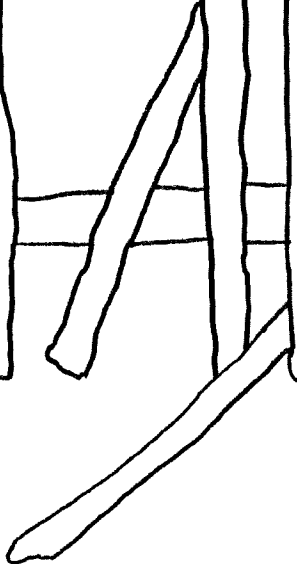
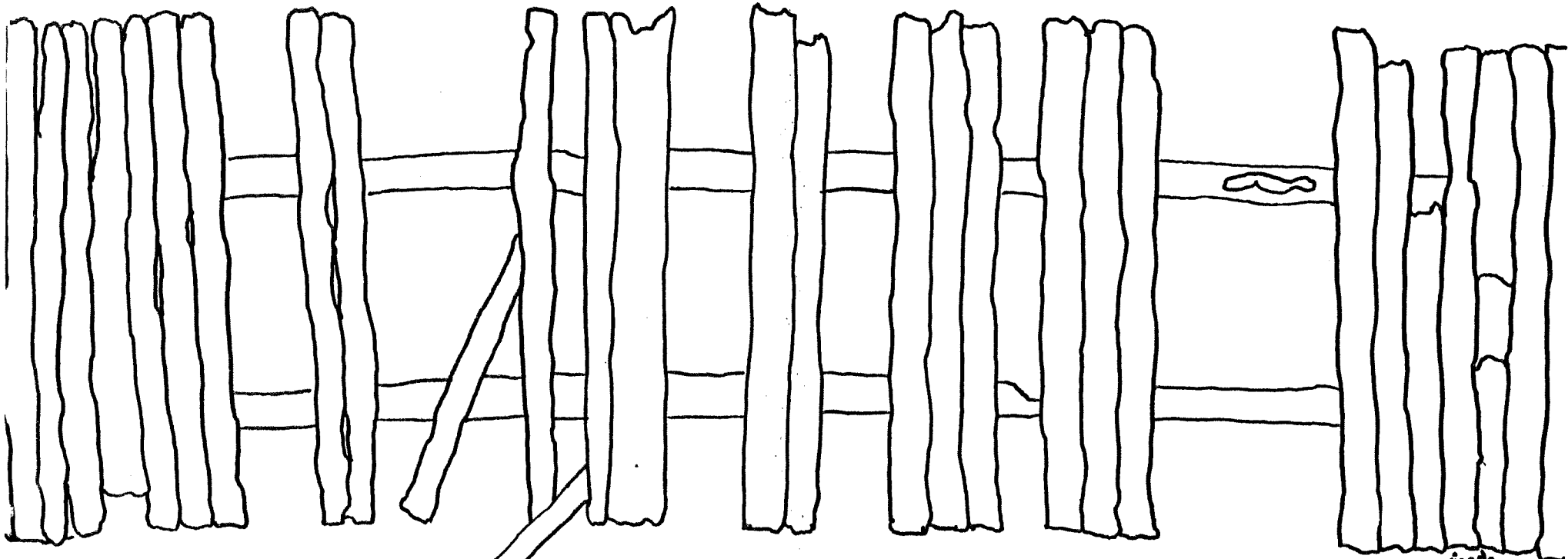
## A FINAL PLEA

Well, that's it...a first attempt by us to get outside of our own perceptions of the participatory research process in order to understand it, and to explain it to its true critics.

The dialectic does not stop with us, or even with your opinions, and ideas.

Our original intention was to give it to people to use. In the last analysis only they have the expertise to tell us whether we know much about how participatory research may be useful to them.

Let us know what you think. It's real important.



finca  
CACHIBLOS