Global Thematic Review on Training in Community-Based Research

Governance and Citizenship
Final Report

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Introduction

Historically hierarchical institutions, that have existed prior to the establishment of any formal democracies, continue to manifest in everyday interactions, despite them not being recognised by the law.

Therefore, underlying principle behind participatory citizenship is one where citizenship needs 'needs to be conceptualised by taking into account the experiences of those whose inclusion remains problematic' (Mohanty & Tandon, 2006, p. 10). One needs to analyse citizenship not from a top-down approach that prioritises its conception in statutory laws. Rather one needs to understand it through people's social location and how it affects their perception of citizenship and their status as a citizen (Mohanty & Tandon, 2006).

John Gaventa (2003) opines that the key to building an environment for deeper democracies is through facilitating better relationships between the people and the governance institutions. The contradiction lies in the fact that there exist the needed institutions that look into the welfare of the poor. But a lack in their participation in matters of governance means that their points of view are excluded from the decision making process. This demands newer methods of citizen engagement that go beyond the traditional voting rights.

The search for training organisations on Participatory Governance was conducted mainly for CSOs and educational institutions in South and South East Asia. Some of the examples from outside this region came from Africa, Europe and New Zealand.

Some of the key aspects on participatory citizenship and democracy on which training is being provided by many of the organisations include social accountability, participatory monitoring, & evaluation, participatory communication (which includes participatory video, like in the case of PRAXIS, India and in Centre for Visual Methodologies and Social Change in the University of KwaZulu-Natal, South Africa) etc. In many of the cases, explicit references to 'participatory-governance' was not found, but rather had to be derived from the list of trainings and activities that have been conducted. It was found that many organisations in this part of the world were involved in participatory practices as a part of its projects. But training for participatory research and community-based research was not as much.

Institutional searches were in the region proved difficult. At many points, it was found that curriculum of particular universities were not available. Unlike universities in the west (where curriculum was available), South Asian universities did have references to seminars on Participatory Research, but whether they are part of the main curriculum was still not always clear.

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Narrative description of the search process

The search process for the thematic review was conducted through various sources as have been discussed and described below:

Simple search on Google: To begin with, a simple search on Google was undertaken. Searching keywords like 'participatory research', 'community-based research' 'community-based participatory research' 'training in participatory research' etc.), in specific countries, (like 'participatory research in India', 'participatory research in Sri Lanka' etc.) did provide vital information and links to some of the major organisations who are working on CBR, PR & CBPR. Most of the countries searched thus were from the Asia-Pacific. Simple Google search was also used to find universities in different parts of the Global South and what are the kinds of courses provided and research conducted in community-based research in these universities.

Database / Journal	Date	Key Terms/Search string	Search field (e.g., Topic, Title, Abstract)	# Results
GOOGLE	January	'participatory research in India'	All fields	14,00,000
	January	'participatory research training in India'	All fields	7,90,000
	January	'community-based research in India'	All fields	7,90,000
	January	'community-based research training in India'	All fields	4,17,00,000
	January	'participatory citizenship in India'	All fields	13,30,000
	January	'participatory research in Pakistan'	All fields	2,52,000
	January	'participatory research training in Pakistan'	All fields	8,14,000
	January	'community-based research in Pakistan'	All fields	42,50,000
	January	'community-based research training in Pakistan'	All fields	18,90,000
	January	'participatory citizenship in Pakistan'	All fields	41,60,000
	February	'participatory research in Sri Lanka'	All fields	2,94,000
	February	'participatory research training in Sri Lanka'	All fields	5,90,000
	February	'community-based research in Sri Lanka'	All fields	22,60,000
	February	'community-based research training in Sri Lanka'	All fields	18,00,000
	February	'participatory citizenship in Sri Lanka'	All fields	20,10,000
	February	'participatory research in Bangladesh'	All fields	7,40,000
	February	'participatory research training in Bangladesh'	All fields	9,33,000
	February	'community-based research in Bangladesh'	All fields	5,15,00,000
	February	'community-based research training in Bangladesh'	All fields	3,19,000
	February	'participatory citizenship in Bangladesh'	All fields	42,20,000

Grey Literature

A lot of the information was collected over a period between January-March through various grey literature sources. The primary one of these is the 'Knowledge from the Margins: An Anthology from a Global Network on Participatory Practice and Policy Influence' published by the *Participate* Participatory Research group. It had information on the groups which was followed up through their websites online

Participate is a group of 18 participatory research groups in 29 countries. They work together to bring the viewpoints of the disenfranchised into the mainstream and inculcate their ideas and knowledge in the process of policy making. The process is also one of ensuring the accountability of policy makers

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and making them answerable to the marginalised sections of society and surviving in its fringes. The need to mainstream the voices of the fringes is also an attempt to carry forth the debate on what should follow the Millennium Development Goals (MDGs) when they expire in 2015. The project is co-convened by Institute of Development Studies (IDS) and Beyond 2015 and is being funded by the UK Government.

Works that have already been conducted by people associated with the PRIA was another vital source of information. With regards to the status of Participatory Research in India, Dr. Ranjita Mohanty's study **'Teaching Participatory Research in Indian Academic Institutions'** was immensely useful. No interview with Dr. Mohanty was conducted in the process.

The '**Consultative Meeting on Proposal Development under the new UGC Scheme for Establishing Centre for Fostering Social Responsibility and Community Engagement**' was an opportunity to meet representatives from different Universities in the country and better understand what are the kinds of participatory research and University-Community engagements that are being conducted in the country. Although no particular interviews were conducted during the period, the meeting gave information on what was the conception of participatory research in many of these Universities and how vital they are to the study.

Asia-Pacific University-Community Engagement Network (APUCEN) & Asia Engage: The two South-East Asian Networks also provided a huge source of information on what are the different types of community-engagement programmes and community-based research being conducted in the region.

PRIA's Engagements and Resources: PRIA's engagements with other organisations have also been a crucial source of the kind of participatory research that is being conducted. Organisations like the Sahbhagi Shikshan Kendra (SSK), Unnati etc. are partner organisations to PRIA. The relationship that PRIA shares with these organisations provided the opportunity to access the resources, with regards to training and resource material, they produce.

Content of narrative synthesis

i. Terminology that best describes the practices related to training in CBR in participatory citizenship

Participatory Research: With regards to various materials in relation to community-based research, participatory research has been one of the most commonly used term. It has been the word that has been most commonly used in organisations and academic institutions across India. Organisations like PRIA and SSK use the term Participatory research and Participatory Learning to best describe the kind of research the types of research that they are conducting and training that they provide. The *Participate* participatory research group also uses the same term to refer to the work that is being done by the various organisations in the group. Participatory research is accompanied by such terms as participatory video, participatory training etc. which are some of the tools that some of these organisations utilise as a medium of facilitating the process of participatory research.

Reality Check Approach: Another term that has found mention is the Reality-Check Approach. The process is based on immersion and observing people in their daily lives and activities. It emphasises the understanding of human behaviour as it plays out in the private spaces in the household. One of the groups in *Participate*, which goes by the same name as the process, uses the said approach to understand how households in Ghana experienced health, education and agricultural development interventions.

Barefoot Research: This term (though not as popular as participatory research, community-based research or community-based participatory research) is specifically used by the Partners for Urban Knowledge, Action & Research (PUKAR) based in Mumbai. It specifically refers to their groups of Barefoot Researchers (a term that was first coined by Arjun Appadurai) who have been given basic training in social science research and conduct the research based on their and their communities' daily experiences. This is also the term used in some their in-house productions like '*Ithe Khari Mumbai Bhetatey'* (Here you find the real Mumbai) and Mumbai's Barefoot Researchers.

Community Research: This term, synonymous to community-based research, is the term that has been used by the 'Tangata Whenua Community & Voluntary Sector: Research Center'. The term has also been used for its webinar summer series.

Theatre for Development: This is the term that is primarily used by the Theatre for Development Centre (TFDC) in Nigeria. It is also one of the tools for which they provide training to students, civil society organisations etc. Theatre for Development (TFD) is a participatory theatre practice which allows communities to write their own stories and perform in a drama based on the messages that emerge from the storytelling process. It is a practice which operates from their perspectives, using their own language and idioms of expressions. In this way theatre is domesticated to specific needs, taken over and shaped by community people. What they seek to demystify is the 'expert syndrome,' which takes away agency from those at ground level that the programmes and projects are intended for.

The extent to which Theatre for Development is a participatory methodology differs. Theatre is often used for communicating information and to bring about attitudinal and behavioural change. In Uganda and Malawi, for example, theatre is being used as part of family planning and AIDS-awareness raising programmes. Here, theatre compensates for the inability of people to read written extension materials. The message conveyed is provided by an outsider, and often the actors do not belong to the communities. Theatre for development may be very effective in addressing communities in their own ways of understanding, and may easily facilitate dialogue and create ownership of action and change. On the other hand, the level of outreach is often limited, while it requires a skilled facilitator (with both experience in social research and a feeling for theatre) to be successful. Moreover, raising awareness without follow-up may easily disappoint audiences, and it is often suggested that Theatre for Development should rather form part of wider programmes for social change.

ii. Places where people are getting training in CBR

In the search that was conducted, there were 3 main types of institutions that conducted training for CBR viz.

1. **Civil Society Organisations (CSOs):** Most of the training for community based research has been given by various civil society organisations. Most of the institutions that have been included in the survey, like PRIA, PRAXIS etc. are all civil society organisations that have originated from social movements, research networks etc.

2. **Higher-Education Institutions (HEIs):** Higher Education Institutions have been major providers of participatory research training and community-based research training. Universities have been providing academic training in participatory as a part of a larger course on research methodology. For example, in the University of Kwazulu Natal, Durban, South Africa the school of Psychology provides a one year directed Masters in Social Science Research. One of the courses is 'Applied Research & Evaluation'. This course covers aspects of participatory research as a part of its content.

Other than this, courses are also being provided that are exclusively on participatory research. For example, Jamia Milia Islamia in New Delhi, India, the Department of Sociology mandates that all its Masters students take a course titled 'Participatory Sociology: Theory & Practicum' which deals with participatory practices in the study of sociology.

In some other universities, there are centres whose work is essentially participatory. An apt example for the same is the 'Te Mata Punenga o Te Kotahi: Te Kotahi Research Institute' in University of Waikato, which works with the Maori community acknowledging traditional knowledge and epistemologies.

3. **Research Institutions:** Some of the organisations that provide training in participatory research are research institutions that specialise in different types of research especially participatory research. One of the prime examples of the same is the Indian Social Institute based in New Delhi, India.

4. **Government Agencies:** In addition to all these different types of institutions, some government agencies also provide training on participatory research. For example, the National Institute of Rural Development in India provides training in such areas as participatory natural resource management, participatory watershed management etc. for government officials, academicians, development-sector workers etc.

iii. Types and length of training

Throughout the search, some of the most common modes of providing training are:

Workshops: Most of the institutions and organisations that provided training in participatory research and community-based research held workshops in various capacities for the same. Most interestingly, PRAXIS's annual commune on participatory development is titled 'The Workshop'. This caters to development practitioners, policy makers and proactive individuals from around the world. The event provides training in such areas as community mobilisation, corporate social responsibility, participatory methods & approaches, public accountability etc. This event takes place through a period of one week.

Online Courses: Online courses are another mode through which training in participatory research is provided. Participatory Research in Asia (PRIA) provides online course like certificate (6-month long) and appreciation (10-week long) courses in such participatory research, participatory monitoring & evaluation and citizenship, democracy & accountability. Such courses cater to students, development practitioners etc.

Webinars: Although not as common as workshops, some organisations also provide webinars for people interested in CBR. For example, the Tangata Whenua Community & Voluntary Sector: Research Centre provides the Community Research Webinar Summer Series for development practitioners. It provides an opportunity to interact and learn about doing research with the community.

Conventional Academic Learning: As has been discussed in the previous sections, there are many HEIs providing academic training in participatory research and community-based research. Some of the courses are embedded in principles of participatory research. An interesting example in this case is the Master of Philosophy (MPhil) in Development Practice which is conducted in collaboration between School of Development Studies and School of Human Studies in the Ambedkar University in New Delhi, India. The University is also collaborating with the CSO Pradan in conducting the programme. The students are expected to learn by living with the community. The course also includes a short course (over a period of 7 days) titled 'Participatory Action Research and Grassroots Engagement Methodology'.

iv. Content of the training curricula and skills/capacities that learners are expected to learn to do CBR

The content of the training under the theme of 'participatory citizenship' often includes theoretical constructs of the various important aspects of participatory training, guidelines and checklists for operationalization of principles involved in participatory research, and compendium of tools for the practitioner among others. Being participant centred, the training arises out of specific needs of participants as articulated by them. It focusses on their objectives as opposed to the trainers and the participants maintain control and influence upon the methods of training. In essence, participation is both a basic value underlying this method of training as well as an important instrumental requirement whereby trainees learn through participation. Participatory training essentially combines the focus on awareness, knowledge and skills, and relies heavily in a experiential approach. Experiential learning is generated through simulations, systematic sharing of experiences and exercises designed to provide experiences to participants on themes of training.

Through training exercises, the learners/practitioner is equipped with skills to work in groups, design and construct a training program and capacity building for becoming a more effective trainer. The learners are introduced to various aspects of group building processes and other related interventions, in the context of citizenship.

For the purpose training in participatory research and community-based research, the case of PRIA shall be used.

PRIA provides training to community members on conducting participatory research, social accountability etc. Such training is done through workshops within or independent of other projects. As has been mentioned before, PRIA has also been providing online courses on participatory research, participatory monitoring and evaluation etc. The purpose behind having online courses is to be able to provide access to a larger audience who could do the course in the confines of their PCs with a relatively flexible schedule. The primary target groups for this type of training in CBR are students, academicians and development practitioners, trainers engaged in development programmes in government and non-government sectors, field workers, community organizers and adult educators.

For instance, PRIA offers a 6-month online certificate course on 'International Perspectives in Participatory Research. The main idea behind the course is that today, in an increasingly post-industrial world, ownership and control of information technologies and communication has led to the growth of knowledge elites who represent and institutionalize them. This has led to the delegitimisation of popular knowledge and the subordination of common people. It is here that participatory research approaches assumes significant importance, especially in an era where information and knowledge are two key resources of development. Participatory research examines and understands the challenges of poverty, inequality, and exclusion from the vantage point of the marginalised.

The content of the course is carefully drafted and inclusive of the theoretical aspects of participatory research, its evolution, and application in today's times. The curriculum especially focusses on the tools and techniques of participatory research training, such as participatory enumeration, focusses group discussions, group feedback analysis, community consultations etc. The content is supported by real-time case studies which explain the usage of various tool and techniques amidst practical situations.

Being an online course, the pedagogy of the course includes online reading material, backed by power point presentations. Supporting this is vibrant online group discussions between the course facilitators and the learners from across the world, through the moodle platform. Regular assignments, tests and project papers comprise of the evaluation mechanisms for the course, which are graded on by the course facilitator/instructor.

Top training programs

A. Participatory Research in Asia (PRIA), India

Participatory Research in Asia (PRIA) is an international centre for learning and promotion of citizen participation and democratic governance located in New Delhi, India. Established in 1982, PRIA has promoted 'governance where people matter' to ensure that citizens and their collectives can access and claim their rights through engaging with governance institutions and processes. PRIA works on the demand side of development by facilitating active citizenship and empowering civil society. It works on the supply side by reforming institutions and their governance so that the entitlements of citizens are realised. In all its interventions, PRIA emphasises gender mainstreaming institutionally and programmatically. Its perspectives on participatory research generate innovative participatory methodologies.

Training objectives

PRIA's participatory training methodology is seen as an intervention that aims to empower individuals and collectives to bring about significant improvements in their lives and situations. Therefore, empowerment of individuals and groups is the core of the participatory training methodology at PRIA. The purpose if rooted in an article of faith that all individuals are capable of and interested in learning to transform their own reality. The faith in the motivation and capacities of people (women, tribals, dalits, youth, illiterate, poor, marginalised people) is the hallmark of PRIA's participatory training methodology.

Content and design

PRIA's participatory training methodology emphasises on creative improvisation of methods and tools of learning. Therefore, it is not a particular method or tool bound. Participatory training methodology is applied through a combination of methods and techniques, creatively applied in a given context for a specific group of learners. PRIA's participatory training methodology believes in investing substantially in the capacities of the individuals and the institutions who have taken on the challenge of being trainers and facilitators of others learning. Some of the ways in which the training is imparted include workshops, Training of Trainers (ToT), online courses, etc. For instance, in 2014, PRIA also collaborated with Save the Children, Bangladesh, to offer the course on Participatory Research which was both online as well as field-based. This blended mode of course teaching included online course teaching, face to face interaction and on-site coaching.

PRIA's participatory training programs aims at creating an experience of personal and collective change, thus strengthening people's understanding that change is possible, within one's self and at the level of the group. This is done by way of encouraging people to question what they have always accepted, to critically examine their own experiences and to derive insights through analysis. This process of releasing people's critical faculties enables them to discover and exert their latent powers for autonomous corrective action.

Underlying philosophy/pedagogy

Ever since its inception in 1982, PRIA has been engaged in the uplift of the poor and marginalised by enabling them to be central in the process of their development. Being pioneers of Participatory Research (PR) in India and Asia, PRIA has been successful in intervening in different parts of the country and the continent in aiding their voices and opinions be heard in the mainstream. It believes in the knowledge that rests in the community and upholds the idea that this knowledge is catalytic in bringing social change pushing the world towards equity and equal opportunity for all. PRIA has also been a pioneer in participatory training and learning in India and elsewhere.

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Student's profile

PRIA provide training in participatory practices to academia, students, development practitioners from both the governmental and the non-governmental sectors, community-members, adult educators etc.

Learning impacts

The theory of change brought about by PRIA's participatory training programs comprises of

- Mobilization and collectivisation of citizens preparing them in becoming more active and informed.
- Creation of positions of countervailing power energizes and reforms governance.
- Governance institutions are influenced to become accountable to their mandates and citizens.

Language used

The training material produced by PRIA is mostly in English and Hindi.

B. Center for Development Services (CDS), Cairo, Egypt

The Centre for Development Services (CDS) in Egypt is an employee-owned entrepreneurial venture that provides support to various development initiatives in Egypt, in particular, and the Middle-East in general. CDS is well-known throughout the Middle East region as a leader in the development and delivery of training in both Arabic and English. CDS' training programs impart knowledge, promote confidence and transfer practical skills to the participants. They offer a practical approach to training, and all training programs delivered are prepared by their staff, which is based on their extensive experience and expertise in the different fields of development.

Training Objectives

The broad objectives of the training imparted by the CDS are to foster the spirit of participation, partnership and gender equity. These approaches have been introduced and developed by academics and development practitioners as effective vehicles for promoting economic growth, alleviating poverty and achieving social justice.

Content and design

One of its major services is organisational capacity development and technical assistance. It has been giving capacity building sessions and workshops to other development organisations in the region in the various participatory approaches and tools that have already been mentioned. Another major thrust area of the organisation is also the training that it provides to other organisations. These trainings may be a part of a larger project that CDS is involved in, or exclusive training sessions that are delivered upon request. Among various thrust areas for the training, some of the participatory tools on which training is provided on are PRA, result-based management (RBM) etc. It specialises in the use of participatory tools like Collaborative Collective Action (CCA), Asset-Based Community Development (ABCD), Participatory Rural Appraisal (PRA) etc. These training sessions are tailored according to the needs to the organisations requesting for training.

Underlying philosophy

The Center for Development Services is committed to participatory approaches in order to assist individuals, communities, and organizations to define their developmental priorities and take meaningful steps toward self-directed, self-sustaining change. CDS participatory approaches are meant to create value for stakeholders' resources invested in development work put together around strategic themes.

Student's/facilitator's profile

In the past CDS has provided an advanced training to officials from the Ministry of International Cooperation (MIC) on RBM and log-frame analysis (LFA). It has also provided a capacity building for water-board project staff on participatory approaches and training of trainers. Therefore, CDS is engaged in providing trainings services to a government, NGOs and other clients.

Participatory approaches is in hands of highly qualified teams of professionals and entrepreneurs engaged with the stakeholders in painstaking processes of planning and management help address the challenges facing development work in diverse settings and boost impact on the well-being of thousands of people in the region.

Language used

The primary languages that the training is conducted are in Arabic and English. Due to its vast experiences, CDS has become one of the best resource centres for material on development practices in Arabic. It also publishes other material in English and French. The material includes a training manual on participatory learning and action, in Arabic, and an ABCD manual in Arabic.

Learning impacts

Participatory approaches enable the Center for Development Services to facilitate processes of learning and change in diverse communities and organizations. They assure sustainability of results over time and offer higher returns for donor resources while getting people to claim a greater say in the running of their own affairs. Many of the projects that CDS has been a part of have helped various populations build their capacities and better participate in various political activities. One of the apt example is the 'Young Women's Leadership Project' (YWLP) which was produced by CDS, NEF & IREX and sponsored by Mobinil & the Japanese Embassy. In this project, through the establishment of 6 ICT resource centres in the governorates of El Minnya, Beni Suef and Cairo, the leadership and advocacy skills of 600 young women (18-25 years old) were built. It also reached around 2400 younger girls (13-17 years old), 2400 parents and community members as well as 1200 representatives of private, public and civil society sectors.

C. Theatre for Development Centre (TFDC)- Nigeria

The Theatre for Development Centre (TFDC) based in Zaria, Nigeria, was set up as one of the research and training unit of the Nigerian People Theatre Association (NPTA) in 2000. It is affiliated to the Department of Theatre and Performing Arts, Ahmadu Bello University (ABU). The organisation aims at sharing the wealth of information on participatory development based on the experiences of NPTA since its inception in 1989. It also seeks the share knowledge on participatory development techniques possessed by the faculty of the Department of Theatre and Performing Arts, ABU. The two main services that the organisation provides are:

i. Training and coaching

ii. Facilitation and consultancy

Training objectives

TFDC pursues to:

- Generate, analyse, and share knowledge on participatory development approaches, especially Theatre for Development (TFD), Participatory Video (PV), and Participatory Learning and Action (PLA).

- Promote the implementation of TFD, PV, and PLA in development contexts by offering training, coaching, facilitation, and consultancy services to development practitioners.
- Encourage cross-fertilisation of ideas on TFD, PV, and PLA by engaging in networking and exchange activities with institutions/ organisations/ individuals across Nigeria and abroad.

Content and design

Training workshops typically take place in small groups of 10 to 15 participants. The training and coaching is done through facilitation workshops for three main participatory tools, viz. Theatre for Development (TFD), Participatory Video (PV) and Participatory Learning and Action (PLA). The focus is on practical tools and skills to enhance stakeholder participation.

One of the most interesting project that was undertaken by the organisation was 'Encountering Citizens' project. The project ran from 2001 through 2010. It was a long term participatory research programme focussing on citizenship, participation and accountability. It combined research with grassroots capacity building and training. The learners of the projects mostly were for citizen leaders and members of community-based organisations (CBOs). It involved sharing with them information on participatory research, tools and ways of using them. It involved the citizens in knowledge sharing and better understanding of such issues as adolescent sexual health, ensuring citizen participation (especially among the marginalised and silenced populations) and communal harmony among various religious communities. There was also a 'have your say' phase in the project that helped people share their opinions and demands and ways of inculcating these considerations in the process of development.

Underlying philosophy/pedagogy

TFDC's work on citizenship, participation and accountability is pioneering, making significant contributions in the field of violence mitigation and social action. Within this work TFDC has been, and continues to be committed to innovation in creative participatory practice, working with storytelling, drama, video and digital media to enable transformatory political processes for marginalised groups. The IDS Participation, Power and Social Change research team has worked with TFDC for over ten years, notably as a collaborator on the Development Research Centre on Citizenship, Participation and Accountability, and more recently as part of the Participate initiative.

Student's profile

The Theatre for Development Centre (TFDC) offers training, coaching, and consultancy services to civil society organisations, government agencies, and other development practitioners.

Learning impacts

TFDC pursues social development by sharing with people inside and outside the academic context the wealth of experience with participatory development strategies built since 1989 when Nigerian Popular Theatre Alliance (NPTA) was founded. It similarly seeks to share the expertise of scholars in the ABU Department of Theatre and Performing Arts involved in developing and studying participatory development techniques since 1975.

Language used

TFDC also publishes a rich source of resources and learning materials on community theatre, citizenship, community participation, accountability of governments etc. English being the official language of Nigeria, the publications are produced in English itself.

D. Ambedkar University Delhi

The Bharat Ratna Dr. B R Ambedkar Vishwavidyala (Ambedkar University Delhi or AUD) was established in 2007 and notified in July 2008.

Training objectives

The basic objective of training programs conducted by the University is to de-institutionalise it from its current position that is urban, elite and inaccessible to the rural poor to make it an institution that works with the grass root.

Content and design

AUD's involvement with PR is through its Centre for Community Knowledge (CCK). The underlying understanding behind setting this centre is the need for recognition of the knowledge that lies among communities in the country. It acknowledges that potential of these knowledge systems as being transformative and empowering for marginalised populations.

As an Ethnological Research and Documentation Centre, CCK has been able to document people-centred and community-based narratives of how they understand their own histories and how they conceptualise social transformation. It has been able to document the experiences of the people of Delhi and how they understand the changing geography of the city. They have also teamed up with the North-East Forum in AUD to conduct research in the NE region with special reference to cultural heritage of the region in the face of drastic changes.

The CCK has also been creating digital archives of community-based knowledge based on various research conducted by the academicians and development workers. Some of these researches have also been self-initiated by the centre itself.

The MPhil programme in Development Practice and the Centre for Community Knowledge are two important instances for understanding the kind of CBR and PR being undertaken by the University. The MPhil in Development Practice is being conducted by the School of Development Studies (SDS) in collaboration with the School of Human Studies (SHS) in collaboration with PRADAN, a grassroot level CSO.

Underlying philosophy/pedagogy

Ambedkar's principles of equality and social justice guide the functioning of the University and its academic orientation. A critical component of the pedagogy includes experiential learning through field immersion. A good part of the learners' period during her MPhil shall be spent with rural populations. The learning in such cases shall bridge the gap between theoretical knowledge and ground-level reality. The research methodology course during the MPhil shall carry a component of participatory and action research.

Student's profile

The basic eligibility for the students is to have an MA in Social Sciences or to hold a professional degree in engineering, medicine, law etc.

Learning impacts

At a time when development is faced with multiple challenges, the Centre for Community Knowledge aims to document, study and disseminate the praxis of community knowledge, so as to improve our understandings of our living heritage, and integrate community-based knowledge in the available

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alternatives. Drawn from living experience, and mostly unwritten, oral and practice based, community knowledge can play a crucial role in these transformative times in a number of areas, including the empowerment of marginal communities, adapting to environmental impacts and changes in public policy.

Language used

Most of the documentation and the learning materials is produced in English which is the basic medium of instructions.

E. PRAXIS- India

PRAXIS- Institute of Participatory Practices began as an initiative of Action Aid in 1992. It set-up its office in 1997 in Patna and later shifted its headquarters to New Delhi, India. It is a development support organisation aiming at democratisation of the development process to make them more relevant, responsive and inclusive. Some of the groups of people that it works with are children, Dalits, elderly, sexual minorities, injecting drug users, people with disabilities etc. PRAXIS has also partnered with Governments of India (Central, State and Panchayat - Level) as well as governments of African and South Asian countries, Foundations, Non-governmental organisations and institutions, Global and regional networks, Academic institutes and corporates and Community-based groups.

Training objectives

Praxis engages in participatory research and capacity-building towards this end, advocating for the rights of the excluded to live a life of dignity and choice. It strives for building the capacities of the poor and the marginalised. It aims to democratize development processes to make them more inclusive, relevant and responsive vis-à-vis marginalized communities.

Content and design

PRAXIS provides a theoretical understanding of participatory approaches and an opportunity to apply them in the field (PRAXIS, 2015, p. 1). PRAXIS has through its past experiences, been a rich source of resources PRAXIS also has an in-house film-making unit, called WeDIO (We-Do-It-Ourselves), that promotes participatory videos (PVs). PVs made by vulnerable and marginal sections of the population, gives an angle to the narrative that documentary films, shot by outsiders, would not be able to. It provides alternatives spaces for these populations to express their views and experiences. A lot of the videos produced by PRAXIS also contain experiences of and tips to keep in mind while conducting Participatory Rural Appraisals.

In terms of providing training and capacity building for Participatory research, PRAXIS holds the Workshop every year. 'The thematic workshop is an annual residential event that brings together development workers, policy makers and proactive individuals from across the world to learn, share and grow in the field of participatory development.

Praxis also conducts need-based thematic trainings and capacity-building workshops on a diverse array of themes and issues for a large number of developmental organisations in India and abroad. Participatory methods and approaches, micro-level planning, organisational development and participatory research help in building the capacities of communities and fellow workers in civil society.

Underlying philosophy/pedagogy

PRAXIS is guided by the twin principles of Social Equity & Governance. The pursuit of social equity recognises the absence of a level playing field and the need for affirmative action. Praxis believes that equality, of opportunities and of the right to participation, and social justice is essential to establish an inclusive society. It also believes that the state bears a critical responsibility to facilitate access

to development opportunities and social justice to marginalised communities and good governance implies that the government's arms/institutions succeed in achieving an equitable society.

Student's profile

The students include development practitioners, civil society workers, communities, governmental agencies, multilateral/bilateral organizations, media houses etc.

Learning impacts

Through research, capacity-building, and documentation and dissemination of pro-poor research initiatives, Praxis moves towards its ultimate goal of eradication of poverty and establishment of an equitable society.

Language

Most of the learning materials published by PRAXIS deal with PRA, participatory poverty assessment, inclusive planning with the poor and community media. Most of the learning materials are in English although there are other learning materials also in Hindi, Telugu, and Malayalam etc.

F. All-Together in Dignity (ATD) Fourth World- International Movement

The ATD Fourth World International Movement is a non-governmental organisation that works with individuals and institutions to confront and eradicate extreme poverty. The movement works in collaboration with people who have directly experienced or are experiencing abject poverty. The organisation has a strong presence in Europe and North America. It also works in Latin America, Africa and South-East Asia. The organisation also works specifically with children under the project called 'Tapori'.

Training objectives

ATD aims to discover together what knowledge is useful to understand the world and take charge of one's own life. ATD also aims to intensify its contribution to education and ongoing learning for all, based on partnership and cooperation.

Content & Design

The ATD also has a research and training institute that was set up under the name of Social Research Bureau, 1961, by Alwine de Vos van Steenwijk. The institute helps in the building of knowledge, research and training in all areas affecting poorest, taking into account their personal knowledge and experiences as well as the contributions made by practitioners and academics. The institute also holds an annual seminar called The Campus, where people from the grassroots, academicians can come together and share their research and have an open and equal dialogue among them. The institute provides a rich source of reading and learning material that contain such topics as poverty and exclusion, participatory approaches and poverty, merging of knowledge etc. The institute also brings out an annual journal called Quart Monde (French for 'Fourth World').

Underlying philosophy

The central focus of the organization is to reach out to those populations whose contribution is missing. Its first priority is to build knowledge and provide access to education. It is built on the understanding that battling extreme poverty is only possible when we acknowledge the knowledge base among people living in extreme poverty.

Learning impacts

The learning outcomes construed out of the training sessions conducted by ATD include identifying and recognizing life skills (passed on by families, communities and cultures) and their complementarity with

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the knowledge taught in schools or training institutions; exploring and experimenting within knowledge sharing projects on how to combine life skills with academic/technical knowledge, which can help people grow within their families into global citizens; and, unleashing hidden potential in the people.

Language

Most of the material is primarily published in French though English and Spanish translations are now available.

G. Community Research (The Tangata Whenua Community & Voluntary Sector, Research Centre), New Zealand

Community Research is a registered charity and incorporated society established in 2008, formerly known as The Tangata Whenua, Community & Voluntary Sector Research Centre. Its website provides access to various community based researches that are being conducted among the Maori. There are various areas in which such research is being conducted like Governance, Women, Education, etc. The research that is conducted need to follow 4principles viz.:

1. Principle of participation
2. Principle of empowerment
3. Principle of social justice
4. Principle of moral responsibility

Training objectives

Community Research aims to build knowledge/capacities of communities and researchers in New Zealand in the field of community based/participatory research. For this, they offer a number of programs, tool kits and resources, which in turn help people to perform community research in a better way.

Content & design

For the purpose of training, the research centre offers webinars to any person that is interested in the various nuances of community-based research. It had recently conducted a webinar summer series on community research which was free of cost and could be accessed from one's personal computers. It was an interactive series where one could connect with community researchers. Similarly, the research centre has also conducted workshops like the Participatory Leadership Facilitation and Evaluation Workshop series. These and other practices and principles that the research centre abides by are listed in their Code of Practice. Community Research also runs seminars at least annually. This one-day gathering offers networking and dissemination opportunities for community research, and witnesses' great participation from community based researchers.

Similalry, Community Research has also developed a PATH (Planning Alternative Tomorrows with Hope) research tool that can assist in individual and whānau planning. It uses visual images alongside facilitation that seeks to clarify, research and create a positive and hopeful 'pull toward an aspirational place'. This should be of interest to Government agencies as a means of identifying whānau-related policy and can inform whānau and communities about ways to have their dreams and plans captured in a creative way.

Underlying philosophy

Community Research believes that a significant duty while doing community research is to ensure good relationships. The responsibility for a good relationship rests with all who are involved and good relationships function best when power imbalances are minimal. Community research includes a practising level of self-determination because the community should be able to make decisions at all

levels of the research. Accordingly, there should be meaningful opportunities for community members to make decisions throughout the research process. The research builds capacity in the community and gives it benefits.

Student's profile

It primarily works with the Maori community in New Zealand. This includes urban or rural communities, interest groups or more, Iwi, Hapu, Whanau communities, Groups formed around health, disability, social or special needs and more Demographic groups such as children, women, men, elderly, ethnic and more.

Learning impacts

The various community based interventions carried out by community research impacts the learners in a number of ways. Not only do they get an opportunity to share their research, they also learn from the experiences of others. They also get involved in various community based projects where they learn the various nuances of community based/participatory research.

Language

The language used by the organisation reflects how the epistemology of the Maori is central to all the research that is being conducted. Frequent use of Maori words sends the message that traditional Maori practices and philosophy is crucial to the kind of participatory community research that is being conducted. For example, one of the projects is called *Kuhu Mai*. This phrase means '*welcome- come on in*' which briefly summarises the outlook towards research. The *Kuhu Mai* is a Community Research Tangata Whenua caucus project. The attempt is to acknowledge research that happens on a daily basis and need not be the sole area of expertise to 'trained' researchers and academics.

H. Partners for Urban Knowledge, Action and Research (PUKAR), India

Basing itself in Mumbai, and using this city as its 'laboratory', PUKAR seeks to democratise the process of research and expand it to include first-hand narratives of disenfranchised groups in the city. It questions conventional research and acknowledges the dominance of upper-class, upper-caste voices in it. It critiques its inaccessibility and inherent elitism.

Training objectives

PUKAR tries to train people with basic skills of social research to create narratives that are based among people whose voices have previously gone un-represented in mainstream academia.

Content & Design

As a basic effort to expand the reach of research to disenfranchised groups, one of PUKAR's foremost efforts was through the creation of Barefoot Researchers. Inspired by Barefoot Doctors of China (who were community-based medical practitioners with minimal basic education in medicine), Barefoot Researchers (a term coined by Professor Arjun Appadurai) were a group of youth who were given basic training in the practice of social research. They used this training to go out into the communities and conduct research that is based on their daily experiences. The intent is to not just conduct research but utilise it in a way as to transform their realities and to contribute to an alternative pedagogy and narrative.

Based on this project, a book was published titled 'Mumbai's Barefoot Researchers' in English and 'Mumbaiche Anvani Sanshodhak' in Marathi. Based on the research conducted by the Barefoot Researchers, PUKAR also brought out a book in Marathi titled 'Ithe Khari Mumbai Bethatey' (Here you find the real Mumbai). This is a compilation of the various experiences of these researchers and is available in bookstores in Mumbai.

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PUKAR also has a Youth Fellowship Programme (YFP) which trains youth, over a period of one year, to conduct social research that is based on the principles of Community-Based Participatory Research (CBPR). This programme has also contributed to creation of a large cadre of Barefoot Researchers

As a part of YFP, PUKAR has also collaborated with Universities in Mumbai in multiple occasions. On 28th November, 2014, PUKAR along Gandhian Studies Centre started a 'Research as Pedagogy, Advocacy and Transformation' course in Dr B M N College. This is a certificate course with 2 credits.

Also as a part of YFP, PUKAR teamed up with Gunvati J. Kapoor Foundation and the Guru Nanak Khalsa College to launch the Youth as Change Makers Fellowship, 2014-2015. Through this programme, training for Community Based Participatory Research (CBPR) was given to students studying in Khalsa College who come from resource-poor households.

Underlying philosophy

PUKAR believes that concerted efforts need to be made by every organisation working with youth to produce active citizens, who are critical and informed about the city and at the same time contribute to the city through their skills, talents and passion. It believes that the process of knowledge creation is anchored in the lives of the youth and their community and the resulting research has been seen to bring about amazing transformations in the youth, their families, the communities they work with and the society at large.

Student's profile

PUKAR engages with development practitioners, rural communities, students and civil society workers for building capacities in participatory research.

Learning impacts

PUKAR strives to create an environment where the youth see themselves as important stakeholders in the processes of developmental planning and lead the informed decision-making processes. It hopes that this process of knowledge creation through research and experiential learning, anchored in the learner's own aspirations and located in their own communities, would help build life skills, employability skills, and a sense of 'me to we' thus enhancing their chances of leading a better quality of life for learners along with making their cities a better place to live.

I. University of KwaZulu-Natal, South Africa

The centre for Visual Methodologies and Social Change in University of KwaZulu-Natal in South Africa aims at democratizing the practice of research through the use of visual methodologies. It was established in 2004. The Centre for Visual Methodologies and Social Change has three areas of focus:

First, it strives to provide leadership at the faculty-level in relation to visual methodologies, arts-informed research and approaching research as social change – with a particular interest in collaborative participatory outreach and community-based research. Leadership is also provided through its publications and through its linkages to several international projects.

Second, it is committed to providing support to Media Studies modules in the School of Language, Literacies and Media Education at both the undergraduate and postgraduate level.

Third, it offers a 'home-base' for funded research studies of staff involved in specific visual methodology projects, with the possibility of establishing itself as a national training centre in the area of photovoice and other action-based visual methodologies.

Training objectives

The overall objective of the training sessions conducted by the Centre is to provide hands-on training to researchers in the area of participatory methodologies. The training sessions focus on the use of participatory visual methodologies with the learners in addressing health, education and agriculture, and present participatory methodologies as a cross-sectoral approach for engendering poverty reduction strategies in rural areas. Participants are given opportunities to test out photovoice, participatory video and other visual methods. Central to the training session is a focus on both the 'how to' and the 'why' along with hands-on opportunities to learn about in all aspects of the data collecting process. Particular attention will be paid to ethical issues and to critical issues around interpretation.

Content and design

The centre has been involved in facilitating the voice of youth in various projects. It had been previously engaged in a project on engaging the youth in combatting HIV-AIDS pandemic through the use of media, art-based and other participatory approaches. It is also involved in the issues of gender violence. They have acknowledged the need to address this issue in communities through participatory methods that include communities and teachers too. The centre also conducts symposia, trainings and workshops focussing on teacher education, rural communities and social change.

Throughout the training session, hands-on sessions are led by social science researchers who have been working in the area of visual participatory methodologies in rural and urban settings and with girls and women. The training is designed to provide hands-on training for the participants on all aspects of photovoice (from operating cameras, to taking pictures, to working with printers, preparing captions and setting up a curate exhibition). Participants learn by doing. They also receive training around visual ethics and informed consent, and the interpretive process as well as strategies for working with communities. The training also provides time for reflection, discussion and critique on all aspects of the methods, with particular attention to their appropriateness to a particular situation. The training session also give participants opportunities to consider the ways in which photovoice data can be complemented by drawings and other visual approaches. Simultaneously, the training session also provides valuable feedback for the research team in relation to conducting photo-voice research in rural communities in Rwanda. A certificate is awarded at the end of the training.

One of the projects the centre has undertaken is titled the 'Rural Rwandan Girls' And Women's Vision for Engendering Poverty Reduction Strategies'. The motive behind this project is to include the opinions and knowledge of poor girls and women in Rwanda in development programmes and poverty reduction strategies. The project was funded by SSHRC, Govt. of Canada.

Underlying philosophy

The centre for Visual Methodologies and Social Change in University of KwaZulu-Natal in South Africa aims at democratizing the practice of research through the use of visual methodologies. It also aims at building teachers as crucial assets to rural communities. It believes that their interaction with the community needs to be participatory in which both parties mutually share information and facilitate in the building of alternative pedagogies. The Centre aims to promote visual methodologies as research for social change in Southern Africa, through a cultural production approach not only in the context of teacher development, but also within community outreach.

Student's profile

Teachers, community health care workers, rural youth, and learners are some of the people who benefit from the centre's activities.

Learning impacts

This training sessions conducted by the Centre is meant to prepare researchers to work in a participatory way through various visual methodologies with girls and women in grassroots policy making and development programs.

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