

WOMEN AND DEVELOPMENT UNIT
EXTRA MURAL DEPARTMENT
THE PINE
ST. MICHAEL
BARBADOS

PR 101.
3236

M 3216

PARTICIPATORY RESEARCH - AN INTEGRAL PART OF
THE DEVELOPMENTAL PROCESS

PAPER PRESENTED BY

PAT ELLIS

AT THE

CARCAE GENERAL ASSEMBLY
AND

THE BAHAMAS ADULT EDUCATION ASSOCIATION SEMINAR - WORKSHOP

APRIL 25 - May 3, 1983

APRIL 1983

CONTENTS

	PAGE
INTRODUCTION	1
I. WHAT IS RESEARCH	2
II. THE TRADITIONAL APPROACH TO RESEARCH	4
III. WHAT IS PARTICIPATORY RESEARCH	6
. Principles, Methods and Techniques of Participatory Research	8
. The Role of the Researcher	10
IV. THE POLITICS OF PARTICIPATORY RESEARCH	12
V. PARTICIPATORY RESEARCH IN RELATION TO THE CARIBBEAN	15
THREE EXAMPLES OF PARTICIPATORY RESEARCH IN THE CARIBBEAN	18
A. Participatory Research in Development - The SERVOL Experience - Trinidad	18
B. Participatory Research and Women - WAND, UWI, St. Vincent	19
C. Participatory Research in Education - Vieux Forte Secondary School - St. Lucia	21
BIBLIOGRAPHY	24

INTRODUCTION

The emergence of participatory research as an alternative approach to social research is receiving wide spread attention among social scientists, educators and development workers especially in Third World countries

The result is a growing debate about the concepts, theories and issues which have given rise to the use of this approach, as well as about the methods used, the outcomes and the validity of participatory research activities.

This paper attempts to address some of these concerns:-

1. It defines the nature and purpose of social research and suggests that the research process should be viewed as one part of a larger process of development and change.
2. It examines the traditional approach to research
3. It gives a definition of participatory research and identifies some of the principles which underlie it.
4. It looks at some of the methods and techniques used in participatory research and at the critical role which the researcher plays in the research process.
5. It raises some questions about the politics of participatory research and the risks inherent in using it.
6. Finally, it gives a brief overview of participatory research in relation to the Caribbean region and a few examples of projects and programmes in which the participatory research approach has been used.

I. WHAT IS RESEARCH

It is generally agreed that the primary aim of research is to gather, examine and analyse information for the creation and production of (new) knowledge. However,,, if we accept that the creation of knowledge is always the result of some action in order to solve a practical problem, and that knowledge is generated as a result of practical experiences in the reality of the every day lives of people, then we must also accept that the creation of knowledge is a means to an end and not an end in itself. Research activities should therefore lead to the creation and production of knowledge which can be used to solve "real" problems that people face in their every day lives.

Social research is the study of individuals, groups and organisations in the social setting. It is undertaken so as to gain knowledge about, to examine and understand social phenomena and to explain social reality.

Within the social sciences the traditional, (classical) approach to research places emphasis on objectivity in the research process -(characterised by the "detachment" of the "researcher" from the "subjects" of the research) and on validity of quantitative data collected by the researcher. This emphasis borrowed from the natural sciences has significant implications for the purpose and outcomes of social research, as well as the use to which the findings are put. Because in the natural sciences the researcher is enquiring into the behaviour of "things," it is easy for the researcher to detach himself/herself but in social research where the enquiry is into the behaviour of "people" the researcher will by his very nature find it difficult to be neutral towards the subjects of the research.

Over the last decade or so there has been a growing dissatisfaction among some social scientists - especially in the Third World.¹ - with the use of this traditional classical approach to social research. This has come about as a result of a realization that the traditional approach has not paid attention to the fact that research can be a powerful tool in the process of social change, and that social change, can be an integral part of the research process. This, in turn, has stimulated an on going debate on the purpose of social research, and led to the emergence of the concept of participatory research as an alternative approach to social research.

Any approach to social research is essentially determined by the purpose of the research and the use for which the findings are intended. If we see research only as a process of enquiry to generate knowledge per se, we will adopt one approach, if we see it as one aspect in the process of social change and development, then we will adopt a different approach. It might also be necessary for use to consider the use of different approaches to research, in different situations, for different purposes. In any event we need to examine the "role of the researcher" and his/her relationship with "those being researched."

¹ "Participatory Research Popular Knowledge and Power: A Personal Reflection" - Budd Hall in Convergence Vol. XIV, No. 3, 1981, pg. 8.

II. THE TRADITIONAL CLASSICAL APPROACH TO SOCIAL RESEARCH

Very often in the traditional approach to research the problem to be researched is identified/perceived by the researcher, the research is carried out as an academic exercise, carried out within an educational institution - mainly a university, (except for the field work phase) and for the benefit of the researcher.²

The researcher is required to be objective, to develop and use highly specialized skills to collect, analyse and present his/her research findings mainly through statistical analysis and computerization. The quantitative data collected is subjected to rigorous (static) verification techniques which "validate" it. This valid data may/can then be made available to social planners and be used as the basis for "informed policy" without further recourse to the concrete (dynamic) social situation in which the research was carried out and to which it refers.

The data has remained static while the situation out of which it has come may have changed significantly between the time of the research and that of enacting policy. Policies based on the knowledge of the "expert" rather than on the needs of the community may therefore be inadequate and/or irrelevant.

²These include increased skills/expertise in collecting and analysing information, acquisition of academic qualifications - degrees, etc., recognition by other academics and increased intellectual and social status.

In this approach too, it is believed that in order for social research to be scientific, the process of enquiry into social phenomena should be seen as separate from the process of change of that phenomena. Consequently, the "success" of the research is primarily judged on the number of articles which the researcher succeeds in publishing in "reputed journals" rather than on what social action results from the findings.

The emphasis on quantitative rather than on qualitative data puts a corresponding emphasis on statistical analysis rather than on analysis of a social reality and on the relationship between this and the quality of life of people in communities.

In the traditional approach the researcher has complete control of the research process and with it the power to determine unilaterally the focus, method, interpretation and use of the research. He/she does not enter into dialogue on these matters with the "subjects" of the research, is not accountable to them and rarely gives them any feedback on the answers to the numerous questions he/she has asked them.

Social science researchers constitute an (minority) intellectual elite. They have their own language (jargon) techniques and methods (expertise), and their own rewards (degrees, etc.) bestowed on them by their colleagues. Most importantly, they have access to, and control of a body of knowledge which gives them power over those "ordinary people" - the subjects of their research. In many cases too, the bulk of research done in universities is either not available or used by persons at the policy making level.

III. WHAT IS PARTICIPATORY RESEARCH?

Participatory research is an approach to social research. It is based on the premise that research should be seen not as an end in itself, but not as an one aspect of the process of development, and change.

Inherent in this concept of research is the belief that, development can only be meaningful if it is based on, and if it ensures full participation of the people in every aspect of a process of change which will result in an improvement in the quality of their lives.

In this context, research like education or training must be viewed as a tool to facilitate the greater participation of people. Through their involvement in research activities people can be enabled to understand the factors within their societies which prevent, frustrate and/or limit their participation in the development process.

Participatory research as an approach questions the relationship between the purpose and consequences of social research, between the researcher and the researched, between the creation of knowledge and the use of that knowledge to transform the social situation; and between the notions of objectivity and subjectivity in social research.³

³ Research For The People By The People - selected papers from the International Forum on Participatory Research in Ljubljana, Yugoslavia, 1980.

The basic aim of participatory research is seen as the creation and use of knowledge to bring about change in the social situation for betterment and improvement in the lives of (the majority) poor and oppressed people.

In the participatory research approach emphasis is placed not on the collection of information by a "professional" researcher, but on the involvement of both the researcher and the persons with whom the research is being conducted (the community). It is important that this involvement continues throughout and at every stage in the entire research process, from the identification of the problem, to the collection and analysis of the data, to reflection and collective action based on the results of the research.

Rather than being viewed as an "objective outsider" the researcher is seen as a "participatory social actor"⁴ in dialogue with the community, combining his/her skills in research and critical analysis with the resources, knowledge and understanding of people in the community. In this collective endeavour both the former and the latter are engaged in an "educational process" through which they both begin new knowledge and skills, deeper insights and greater understanding of the underlying factors which constitute the reality and social situation of that community.

⁴Participatory Research: An Emerging Alternative Methodology in Social Science Research, Edited by Yusuf Kassam and Kemal Mustapha. Pg. 70.

With this new awareness the members of the community then have a choice and can decide if and how to use the new knowledge to resolve the problem which they had identified for research. In addition, the acquisition of this knowledge from the research gives control to the people and puts power into their hands rather than into those of the researcher alone.

In participatory research, the gaps between theory and practice, research and action is lessened. The creation of knowledge (theory) and the use of that knowledge (practice) to transform/change the social situation, becomes inter related parts of a single research process. Social research can then be seen as an integral part of a larger development process in which people at the community level are actively involved.

Principles, Methods and Techniques of Participatory Research

Participatory research is developing as an alternative approach to conventional research methodologies. Its intention is to facilitate social change for the improvement of the poor and oppressed and it is being influenced by the principles and methods of a variety of disciplines.

The anthropological concept of participant - observation, action research and its recognition of the need to involve local people in the research process, Paulo Friere's concepts of "conscientization" and "thematic investigation," the principles of class struggles in historical materialism and principles of adult non-formal education are all being brought to bear on, and to inform participatory research.

Consequently, within this approach, a wide variety of techniques and methods are being employed as tools in the social research process. These include some of those used in the traditional approach to research, as well as more creative, innovative and dynamic ways of collecting, analysing and presenting information, of stimulating greater participation of people in the process, and of facilitating collective action and social change.

"Appropriate" methods/techniques are used according to the specific situation. Through these the researcher and community collectively generate and produce knowledge, analyse and engage in critical reflection so as to understand the meaning of that knowledge in relation to their social reality, and decide on whether and/or how to act on the knowledge to transform their social reality.

The appropriate tools/methods to be used may be decided upon and developed either jointly by the researcher and/the community or by a few persons after discussion with the majority. In the dialogue between the researcher and the community the nature of the problem to be researched is identified and agreed upon, the kind and amount of information needed to address the problem and the "best" methods/ways of getting this information are also decided on jointly. The use of "traditional" tools such as surveys and questionnaires then take on a different meaning if the decision to use them is the result of dialogue/discussion between researcher and community.

The use of more innovative techniques such as group discussions, community meetings and seminars, community drama, popular theatre, research teams, etc. are commonly used in participatory research to generate and analyse information. These ensure wide participation in the research process and provide insights and understanding of social reality which questionnaires and surveys alone cannot provide.

It is important to bear in mind, however that participatory research by itself, is not able to provide the answers to all social problems.

The Role of the Researcher

In both the traditional and participatory approaches, the researcher is often an "outsider" or an "external agent," i.e. not a member of the community in which the research is taking place. It is important that the roles of both the researcher and the community be clearly understood from the start.

In participatory research, the role of the researcher is a more critical one as it demands accountability to the community and a greater sense of responsibility on his/her part. He/she must be committed to give the interests and needs of the community greater priority than his/her own or than those of the academic community, although it is not necessary to strip himself/herself of the skills learnt and used in the traditional approach, he/she must be aware of how and why he/she is using them and to consciously try to transfer some of these to the people in the community.

The researcher must also be conscious of the fact that, as in the traditional approach, participatory research can be used either to liberate or exploit people in a community. This brings into sharp focus the stance of values and political views of the researcher and whether he/she is committed to reinforcing the status quo or to changing oppressive social structures.

IV. THE POLITICS OF PARTICIPATORY RESEARCH

Research as a liberating process is in a sense a class struggle.

Traditional social research reinforces the status quo of a minority elite. It gives them the right to decide what knowledge is valid or useful, and it gives them the power to use the results of research for their own benefit. As such, it has been and can be used to keep the majority of people in a state of ignorance - (oppression).

Participatory research seeks to empower "ordinary" people, to give the "poor" and "oppressed" the opportunity to create knowledge, and to associate themselves to organize and take action in their own interest. The poor and oppressed usually lack knowledge and understanding of the social structures which determine their position, and they are often unaware of alternatives. Through participatory research, they can engage in social analysis and critical reflection. Participating in this process will help them to become conscious of how power and authority are maintained, and of the contradictions inherent in the structures of society. They can then take action to change those structures which keep them in their state of oppression and poverty. If this is achieved, then there will be a shift in the power relationships and a transfer of authority from a minority (the elites) to the majority (the people).

The researcher using participatory research must therefore be aware of the risks inherent in this approach. He/she remains an outsider by virtue of his/her class

position and may, therefore, experience severe inner conflict. However, if he/she is "genuinely committed" to social change and has developed a high degree of "critical consciousness," his/her concern will always be to ask how he/she can by his/her actions help the weakest and poorest members of the society to participate fully in the process of development and change. The researcher must also have a thorough understanding of the contradictions in the structures of the society and of the power of those in control. He/she must not consider himself/herself the proprietor of history, or of men, or the liberation of the oppressed, but he does commit himself, within history to fight at their side⁵.

As more academics/social scientists become involved in participatory research activities, it is in danger of becoming institutionalized. Furthermore, as soon as it becomes legitimized and gains validity and status among the intellectual elite, the possibility of it becoming "corrupted," and of it being used as a tool for greater exploitation rather than for liberation will increase.

So far, participatory research has been "localized," has been used fairly successfully for reform and "remedial social action" at the micro-level and mainly in rural communities. These cases are now being documented and disseminated widely.⁶ Whether participatory research can be as effective at the micro-level is still not clear but it raises the

⁵ Freire, Paulo - Pedagogy of the Oppressed.

⁶ Cases in Africa, Asia and Latin America are being carefully documented.

question of the "political climate" in which participatory research activities are to take place and the implications of this for those involved in the research.

Consideration also needs to be given to the effect which may result from documenting and sharing widely information about participatory research activities, since in doing so the information will eventually be accessible to people who may use it to further their own interests and/or to manipulate, control and counter-act radical change.

Another factor worthy of consideration is the financing of social research by funding agencies especially those with a high interest in "popular movements" and "people's development". Those involved in participatory research activities must always be alert to the possibilities of "control of the research process being determined by the funders.

There is a great need therefore for vigilance in order to ensure, as far as possible that those involved in participatory research are constantly aware of the very real danger of it being co-opted.

V . PARTICIPATORY RESEARCH IN RELATION TO THE CARIBBEAN

As in many other Third World countries, the people of the Caribbean have been the subjects of hundreds of research studies and surveys. They have answered thousand of questions and have given to researchers and interviewers every imaginable type of information about themselves, their situations, their families, their hopes and aspirations. Some believed, or were made to believe that the information which they provided would be used so that those in authority would better understand their plight, bring about some change in their situation of poverty and undevelopment and so improve the quality of their lives.

The research to which Caribbean people have been subjected over the years has been carried out by means of traditional social science research methods and techniques in order to preserve its "objectivity". As is usually the case in this type of research the "subjects" of the research had very little idea of why many of the questions were being asked, and rarely if ever did they know how the information which they provided was used, by whom and for what purpose.

In the last decade or so, there has been a growing awareness that the "findings" of research done on people in the Caribbean region have not brought about much significant change in the lives of the "subjects," and very little in the various communities and societies of the region. Furthermore, a large quantity of the research has been done by non-Caribbean people, (e.g. North American and British scholars) the results are recorded and stored in numerous

institutions and agencies outside of the region, and in many cases is inaccessible, even to Caribbean scholars.

At the same time, at all levels of societies within the region, there has been an emergence of a sense of "Caribbean Identity" and with it a deepening awareness of our need to "find out for ourselves more about ourselves." This has led in some measure to a better understanding of our situation and problems, and to a number of attempts to experiment with new and different alternative ways/methods of dealing with these, and of promoting self-reliance among Caribbean people.

One direct measure of this growing awareness has been the placing of increased emphasis on development at the community level.

In every island in the Caribbean, both government and non-government agencies have implemented community programmes and projects aimed at "developing the people." Large numbers of these programmes/projects are of the traditional and "top-down" type and have not had much impact on the lives of people in the community. On the other hand, some agencies/organizations have been emphasising the "bottom-up" approaches. They have been implementing more innovative programmes which are resulting in change in attitudes, as well as in the lives of community members.

Within these, more innovative community based programmes, a number of change agents/facilitators - teachers,

priests, social workers, extension officers, etc. who are committed to the true development and liberation of Caribbean people; are working with community groups to achieve this goal. Through their work with such groups, they have been able to share knowledge, and skills gained from their training in "traditional research" and in academic studies. In this way, they help to increase the skills and build the capability of "ordinary people" in the systematic collection, analysis and use of relevant information, for collective community action in order to achieve set goals or overcome common problems.

At the same time, and as a result of this interaction, while the "professionals" are gaining a deeper understanding and appreciation of the rich resources and knowledge of people at the community levels; community members are becoming more aware of the underlying causes/factors which are responsible for their position within their societies. As the people gain new skills and greater self-confidence they are also realising not only that they have to act to change their own situation, but more importantly, the power of collective community action to produce positive results.

Throughout the region, therefore, there exists a number of groups and individuals working in this way and slowly coming to terms with the "Caribbean reality." Although some of these are probably aware of similar work, opportunities to share experiences, exchange, discuss compare and evaluate their efforts, methods, strategies, results and impact have not been readily available. At the same time, the majority of them have been unaware of the term "participatory research" until very recently, or of the growing and continuing theoretical debate on the validity of this approach to research.

Following is a brief summary of three programmes/projects in which the participatory research process has been/is being used.

A. Participatory Research and Development. SERVOL - Service Volunteered for All - Trinidad

SERVOL began its work as a development agency in 1970, with unemployed youths in Laventille, East Port-of-Spain.

The organization began its programme in a rather unorthodox way - its workers asked the people of Laventille two questions: "What are your problems?" "How can we help you?" Then they listened to the people and on the basis of the information they received they developed experimental projects. These projects were based on a concept of development as making maximum use of human resources and potential.

After a while the funders suggested that the organization employ a qualified research officer. This was done, and in the five years which followed, thirteen researchers passed through the organization.⁷ They not only met with little success but with open hostility from both members of the organization and of the communities in Laventille. Their traditional approaches, their lack of understanding of the situation and their insensitivity were out of place in an organization which was experimenting with innovative approaches to development.

In 1976, SERVOL came to the realization that for the organization, research had to be "process-oriented," i.e.

⁷ Pantin, G. A Mole Cricket Called SERVOL - The Researcher Researched. Pg. 107.

- (a) It must feed information about the project to the project co-ordinators as soon as it is discovered.
- (b) The researcher must be involved in the project which is being researched.
- (c) He/she must maintain close contact with project participants.
- (d) He/she must carefully document the process as it takes place including his/her impressions of the project and of those involved.

Research is therefore an integral part of the SERVOL programme, it is an on going process in which all those in a project are involved in gathering information, collating it, analysing it and using it to improve the project for their own benefit. This is in essence participatory research and the degree to which it has been successful can be seen in the number of people (mainly youth) in Laventille who have improved their financial situation as a direct result of having been involved in a "SERVOL project."

B. Participatory Research and Women.- WAND - Women and Development Unit.

WAND is committed to the use of participatory research as a tool for involving rural women in the development of activities which will bring about significant change in their social and economic situation.

In 1981 WAND exposed a number of women in the rural community of Rose Hall, St. Vincent to training in participatory approaches, to needs assessment, programme planning and evaluation. There they gained skills in problem identification, collecting and analysing information.

Since then, the women in this community have identified a number of problems in their community including illiteracy, the need for a pre-school, the need for an organized farmers' group, and the need for income-generating activities. For each of these problems identified, the women collected information from a large number of community members to get their views on the reasons for the problems and of possible solutions. They used a variety of methods and techniques including:

1. Community Surveys

In the survey to ascertain whether there was a need for an adult education (literacy) programme, they interviewed 912 persons - 434 males and 478 females - in 174 households⁸.

2. Community Meetings - Group Discussions

In a series of community meetings, through large and small discussions, information was analysed and additional information/insights on common problems was collected.

3. Role Play/Drama

This has been used to present information and to highlight key issues and possible solutions to problems. These are then analysed by the group and **decisions made** on what collective action should be taken

The following have resulted from the use of the participatory approach in Rose Hall:

⁸ The total population of Rose Hall is approximately 1200 people.

- (a) The women have acquired skills in research, planning and evaluation and with these greater confidence and greater self-esteem.
- (b) They have developed and implemented an adult education programme⁸ - a pre-school; a sewing project and other income-earning projects.
- (c) The community has been able to obtain resources from government and non-governmental organizations in meeting their needs, and in this way is beginning to have an indirect influence on national policy.
- (e) There has been collective community action on a number of issues affecting the entire community.⁹

C. Participatory Research and Education. Vieux Forte Senior Secondary School - St. Lucia

In the History syllabus for the Caribbean Examinations Council (CXC) secondary education certificate, schools have an option to submit candidates for a substitute theme in the 1985 examination.

Under the section sugar and slavery students of the Vieux Forte Secondary School will deal with the theme - The Sugar Industry in Vieux Forte.

⁸ See Ellis, Pat - The Use of Participatory Methods in a Community Based Adult Education Programme, 1982.

⁹ For details of this project see Ellis, Pat - Report on the Pilot Project for the Integration of Women in Rural Development - St. Vincent, 1980 and 1983.

Students and staff have been working on this project since 1981, and have employed the concepts of participatory research and of industrial heritage "as a new approach to historical development of a people."¹⁰

An inter disciplinary approach to the study is being adopted, and components of Geography, Environmental Studies, Mathematics, English and Sociology are all included, and in addition to students and teachers, parents and residents in the community will be involved in the study.

Activities will include archival research, collection of documents, photographs, etc., preparation of maps of different periods, excavation of Belle Vue Estate and visit to nineteen estates in the area, interviews, oral history interviews, and panel discussions. Through this variety of methods and techniques the history of the sugar industry in Vieux Forte will be "recreated" and both students and community will develop a deeper historical perception and with it a sense of cultural identity and positive self-esteem. The experience of being involved in this process of research will reinforce in all age groups in the community the sense of a common past and a revalidation of local "savoir-faire" especially related to sugar technology.

This exciting experiment demonstrates that the use of the participatory research approach within the formal school system can involve students in community activity

¹⁰Renard, Rosamunde - The Sugar Industry in Vieux Forte.
Pg. 3.

and involve the wider community in the education process. This will not only result in education being more relevant but in facilitating the development process at the community level.

Conclusion

As people in the "Developing World" we have endured for centuries the imposition, initiation and the use of theories, concepts and methods developed and designed for use in the "Developed World." We have nothing to lose, therefore, by experimenting with new, different and/or unorthodox approaches, as we try to define and decide on strategies by which to chart the course of our own development.

For this, if for no other reason, we need to keep an open mind to the use of participatory research as an alternative approach to social research.

B I B L I O G R A P H Y

1. Bhasis, K. Breaking Barriers: A South Asian Experience of Training for Participatory Development. FAO Rome, Bangkok, New Delhi, 1978.
2. _____ Participatory Training for Development. FAO Rome, Bangkok, New Delhi, 1976.
3. Callaway, H. Participation in Research: Case Studies of Participatory Research in Adult Education: Centre for Research and Development in Adult Education. Amersfoort, The Netherlands, 1981.
4. Ellis, P. The Use of Participatory Methods in a Community Based Adult Education Programme in Rose Hall, St. Vincent, WAND, UWI, 1982.
5. _____ Reports on the Pilot Project for the Integration of Women in Rural Development - St. Vincent, WAND, UWI, 1981, 1983.
6. Erasmie, T., de Vries, J., Dubell, F. Research For The People, Research By The Poople - Selected Papers from the International Forum on Participatory Research in Ljubljana, Yugoslavia, 1980. Luikoping, Sweden: University of Luikoping, Amersfoot: Netherlands Study and Development Centre for Adult Education, 1981.
7. Fernandes, W., Tandon R. Participatory Research and Evaluation: Experiments in Research as a Process of Liberation, New Delhi, 1981.
8. Freire, P. Pedagogy Of The Oppressed, 1970.

9. Hall, B., Gillete, A., Tandon, R. Creating Knowledge: A Monopoly? Participatory Research in Development: Participatory Research Network Series: No. 1, New Delhi, 1982
10. Kassam, Y. Mustapha, K. Participatory Research: An Emerging Alternative Methodology in Social Science Research. African Adult Education Association, Nairobi, 1982.
11. Mustapha, K. African Perspectives on Participatory Research: A Report on the African P. R. Network. Participatory Research Group, Toronto, Canada, 1982.
12. Pantin G. A Mole Cricket Called SERVOL. Bernard Van Leer Publication. Pergamon Press, 1979.
13. Rahman, M. The Theory and Practice of Participatory Action Research. Rural Employment Policy Branch, ILO, Geneva, 1982.
14. Renard, R. Participatory Research in Education - The Sugar Industry in Vieux Forte, St. Lucia. A History Project of the Vieux Forte Secondary School, St. Lucia., prepared for the Caribbean Examinations Council Secondary Education Certificate, 1983.
15. Shrivasta, O., Tandon. R. Participatory Training for Rural Development. Society for Participatory Research in Asia, 1982.
16. Tandon, R. Participatory Research in Asia. Canberra, Australia: Centre for Continuing Education, Australia National University, 1980.

JOURNALS

17. Tobias, K. Participatory Research: An Introduction. Participatory Research Network Series No. 3.
ICAE, Toronto, Canada, 1982.
18. Participatory Research: Development and Issues.
Convergence Vol. XIV No. 3, 1981.