A Toolkit for Participatory Action Research

This publication is part of collaborative project aimed at strengthening the capacity of grassroots communities in Mali, Nigeria, Uganda and South Africa to address through action research, situations of land and other natural resource grabbing that are threatening their lives and livelihoods. The project was carried out by a consortium of organizations based in Germany, the Netherlands, South Africa, Nigeria, Uganda and Mali. The project involved supporting people in threatened communities to investigate the causes, conditions, and consequences of these processes in order to inform collective action and advocacy, and in particular exploring use of the CFS/FAO Guidelines on Responsible Governance of Tenure of Land, Fisheries and Forests in action research to increase bottom up accountability amidst these pressures. We hope the Toolkit is of use to other grassroots communities in other countries as well.

Made possible by financial support from the International Development Research Centre (IDRC)-Canada.

Co-Authors: Ruth Hall (PLAAS), Zoe Brent (TNI), Jenny Franco (TNI), Moenieba Isaacs (PLAAS), and Tsegaye Shegro (ISS).

Editor: Katie Sandwell

Design: Bas Coenegracht

Amsterdam, Heidelberg September 2017

Published by FIAN & TNI

FIAN International
Willy-Brand-Platz 5
69115 Heidelberg,
Germany

TNI
De Wittenstraat 25
1052AK Amsterdam,
Netherlands

Table of Contents

1 Introduction

This Guide is drawn from experience in the action research project "Bottom-up accountability initiatives and large-scale land acquisitions in Africa". The project aimed to bring the international soft law instrument, the Voluntary Guidelines on Responsible Governance of the Tenure of Land, Fisheries, and Forests (the Tenure Guidelines or TGs), to rural communities and, together with them, to use the Guidelines to strengthen their tenure of land, fisheries and forests.

The ultimate goal of the project was to bring about bottom-up accountability in the context of large-scale land acquisitions in Africa. By looking at tenure challenges, and what the impacts of change are on different people (gender, generation, ethnicity, class), it was possible to identify sections of the Tenure Guidelines that were relevant to each case study. However, collecting and understanding this type of information requires a good understanding of decision-making and governance roles at local district, provincial and national level. The project sought, especially, to produce policy-relevant knowledge on how to promote legitimacy and accountability of public authorities.

The project therefore required design and methods that would allow and enable the production of high-quality outputs, while at the same time as bringing about change for the communities involved. This Toolkit is an adaptation of the Guidance Note developed in the course of the project to assist each partner in choosing methods of research and action best suited to their context and goals. The Toolkit addresses how to ensure that project outputs are rigorous and cannot be seen to be biased, or based on the perspectives of certain interest groups. A key technique for doing this is "triangulation": the process of checking your facts and versions of events against those form different people and institutions. This Toolkit introduces several techniques for triangulation.

Taken together it is hoped that the theoretical frameworks, techniques, and exercises contained in this tool kit can help communities and researchers in a variety of contexts to produce research results which are suitable for publication and acceptance as evidence, and which can therefore be taken seriously in future advocacy work. Ultimately, the goal of this Toolkit is to help users to produce outputs which are politically relevant and useful.

2 What is action research?

BOX 1

Definitions of action research

Action research is "research on the conditions and effects of various forms of social action and research leading to social action" that uses "a spiral of steps, each of which is composed of a circle of planning, action and fact-finding about the result of the action"[1].

'Action research is an experiment in design, and involves implementing an action to study its consequences[2].'

Participatory action research rests on two principles: the pursuit of social change and the democratization of the knowledge process[3]. The point of action research is both to change the situation and to change power relations in terms of who holds knowledge.

This means:

1. You don't have to start by gathering data
2. 'Participatory' is how information is gathered (as far as possible)
3. 'Action' is how the community, with your support, uses it in the process itself

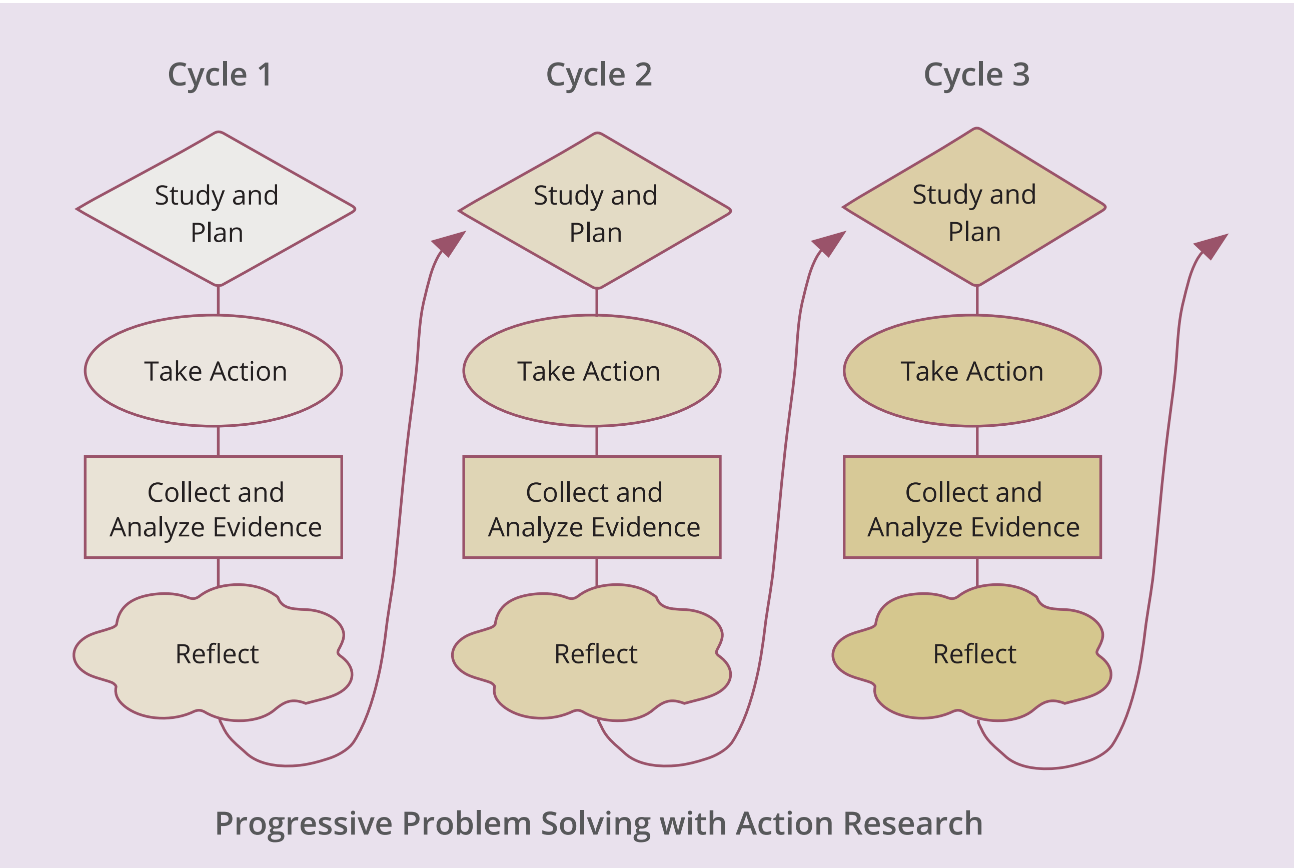
A crucial element: 'Write as You Go' to document the process, drawing on the informal knowledge derived from practice - i.e. deconstruct the mystique of 'research' and recognise that everyday interactions are the data.

Action research is different from conventional academic research, as its purpose is directly to bring about change and to understand what provokes change and what does not. It is not just a way to understand a certain situation or problem, but is also a process for changing the situation and empowerment of all those engaged. It is a process in which you bring together communities affected by a certain situation or problem to figure out what is going on as a group, and do something about it. The "research" and the "action" are related and feed each other through an iterative reflective process.

One way of understanding this relationship is through the concept of Multiple Loop Learning.

Figure 1

Multiple loop learning vs single loop learning (Chris Argyris)



Source: Centre for Collaborative Research, 2014.

Multiple loop learning is a dynamic process in which the methods and types of actions develop over time through iterative process of research, action and reflection. As illustrated in the diagram above, repeating cycles of studying and planning, action, collecting and analyzing evidence, and reflecting allow continual development and improvement of your analysis, even as they provoke continuous change in the circumstances and problems with which you are engaging. This process is one of strategic and collective reflection-action-reflection-action "from below". It enables the creation of so-called "virtuous circles" in reality. "Virtuous circles" is a term used by Jonathan Fox[4] to refer to the process of "mutual empowerment between institutional reformers and social actors in the public interest", and is based on the idea that "pro-reform initiatives are likely to have broader and deeper institutional impacts if they are accompanied by processes of strategic interaction between policymakers and civil society counterparts that helps the latter to target and weaken obstacles to change5" . In the case of this research project, participants aimed to produce virtuous circles of authoritative and accountable resource governance, using participatory action research to guide and provoke the development of increasingly accountable structures and systems.

3 Action research as political practice

Participatory action research draws on Paulo Freire's 'critical pedagogy' – the researched are researchers. They hold knowledge and can analyse it. Collaborative action research emphasises that the researched are co-decision makers in the research process. "Knowledge is always gained through action and for action" [6]. Performing action research has been described as the same as performing an experiment, and therefore as an empirical process. Action research is viewed not only as a process of creating knowledge, but simultaneously, as education and mobilization for action.

Action research challenges traditional social science by moving beyond "reflective knowledge," created by outside experts sampling variables, to an active moment-to-moment theorizing, data collecting and inquiry occurring in the midst of emergent structure. It differs from traditional social science research because of its commitment to empowerment and providing a learning platform for all those engaged. Practicing action research is indeed an empowering experience as it is a research process undertaken by and for those taking the actions. It is a process of inquiry in which "participants develop goals and methods, participate in the gathering and analysis of data, and implement the results in a way that will raise critical consciousness and promote change in the lives of those involved – changes that are in the direction and control of the participating group or community[7]". It is different because of its politicized goals – its emphasis on and commitment to obtaining and using knowledge to empower communities, particularly poor, marginalized and vulnerable groups.

4 Participatory methods of research

Conventional research methods include: key informant interviews, focus group discussions, document analysis.

Participatory research methods include: participatory observation, community meetings, resource mapping, problem identification and visioning, transect walks[8], testimonials, theatre, personal / family / community diaries, timeline analysis, public dialogues, engagement with state authorities / investors / others, events and processes to reflect and learn from these, use of media, community exchange, using multi-media as inputs into these (or creating them from these), re-strategising, documenting. There is a broad spectrum of possibilities that people can consider in relation to their specific cases, to see which might work and which not. As well as these methods mentioned above, you can work with local organisations and with social movements, hold community dialogues and have formal or informal meetings with leaders.

Consider using 'barefoot researchers' – field assistants who are from the community, who can document processes and update you regularly, in between your visits.

Methods need to be informed by (a) relationships with state authorities and investors - i.e. political economy context and (b) relationships with the 'community' and whether there is sufficient unity to have collective events, or whether it is necessary to engage with different groups or factions.

5 Typical challenges in action research

There are often difficulties in defining who is directing the action research process, as action research can raise tensions regarding whose local voices are foregrounded. Researchers must engage with: ways of mitigating the typical silences of women, young people, old people, pastoralists, others; the role of the NGO in these tensions; how to engage with local gatekeepers and elites with vested interests; security issues and risks to NGO staff and to community members; and addressing expectations that are raised.

6 Toolkit: research methods you can use

There are many research methods that you can use as part of your action research. Here we identify four useful methods and explain how you can put them into practice. Note that this does not mean that you will necessarily use each of these methods nor that these are the only methods. It is important to recognize that, in action research, as the research process unfolds the research focus (problem) may evolve, requiring a new definition or look to the situation and new research methods for understanding it.

Although it depends on your particular research context, it is always important to use a combination of multiple research methods to get a more complete and accurate picture of the local situation that you are trying to understand. In the context of an action research project like this one, which looked at the political processes and terms of exclusion and inclusion of local communities vis-a-vis large-scale land acquisitions, and the conditions under which the interests and rights of poor rural people are protected and promoted, the use of multiple methods is very crucial as multiple actors, often with diverse perspectives, are involved so that the variety of viewpoints can be adequately captured and represented.

Each of the methods below is both a useful way to pull together lots of information, but also a way to facilitate a collective conversation among community members. Remember that both objectives are important – you are not only trying to get the perfect map or timeline, but to ensure that, in the process, people have the opportunity to debate with one another. If there are different versions of history or different views on who has or had rights to which natural resources, then these are part of your research findings, not a 'research mistake'. Document any disagreements as well as the points of agreement among community members.

6.1 Mapping

Mapping is an effective way to get people (individually or in a small group) to identify the territory they use, and the different natural resources that they rely on for various livelihood activities. Mapping is useful because it allows people to overlay different kinds of information, and should ideally combine different kinds of information, such as:

- the physical features of a territory (coast, lake, river, forest, mountain)
- key infrastructure or 'signpost' places (roads, canal, village, post office, district office, police station)
- resource use (grazing area, cropping fields, fishing area)
- political/administrative boundaries (traditional authority, municipal, district)

Having described a territory, its physical features, infrastructure, resource use and possibly also political/administrative boundaries, more detail can be added to maps to show:

- Who has rights to which resources (bearing in mind that in common property systems, many of the resources will be held in common, and different users or user groups will access the same resources)
- How resource access has changed over time (for instance, how the fishing area has been reduced, or grazing land encroached upon)

Resource use is also structured by social difference, and so the maps that women, men, old, young, better off and poorer, farmers and pastoralists will draw will always differ. Consider having separate groups to develop maps, so that these can be contrasted as a basis for community discussion. Or if you are going to go with a single process, be sure to draw out the different views, and to bring to light the types of resource use that are often ignored or silenced (e.g. women's collection of water and firewood, as opposed to cattle grazing or cash crop production).

Mapping can, at its simplest, be done by drawing lines on the ground with sticks – but it is better to use flipchart paper and marker pens, so that the completed maps can be taken away. A small group of people can discuss together how to draw their area, either sitting around the paper on the ground, or at a large table. You can use different colours to indicate resource use at different points in time. Take photos during the process, and of the finished product, for the record.

6.2 Timelines

Timelines are people's own account of their history – a chronology of important events or changes over time, with approximate (or whenever possible, exact) dates.

Timelines serve to help people to construct a history (individual or in a small group), and to identify key moments at which their land and natural resource use or access changed. Timelines can include general trends with approximate dates (e.g. from 2007-2010, fish stocks were declining) or specific events (e.g. drought year in 2013, arrests on 14 November 2014, and a series of meetings with government officials and investors). Note that some 'events' occur over a number of years, others might be linked to a year, while others can be more specific, like a month or even day.

For timelines, it is important to have a long piece of paper; it does not need to be thick, but it must be long. Several sheets of flipchart paper stuck together end-to-end can be used. The left-hand end of the timeline is for an agreed start date for the story that the community needs to tell (e.g. the year of independence, or 2008 which was before investors came to negotiate with us) and the right-hand end is for any future event that is anticipated (e.g. hearings on new Land Bill in October 2019). If there are no future events anticipated that are of relevance to the story, then the right-hand end is for 'now' (the date of the research activity).

Timelines can be constructed by agreeing on the 'start' and 'end' dates for the timeline, and writing the intervening years at well-spaced intervals along the length of the paper. Then, invite people in a group discussion to identify some important events or changes, write these onto small cards and place them in the approximately correct place on the timeline. If you don't have cards for people to write on, they can also write directly on the timeline (but this means that it is less easy to move the entries around if people change their minds as to when something happened).

In a very divided community context, consider repeating this exercise with different people or groups to bring out different views of their history.

You might also want to draw seasonal calendars. This exercise helps to capture variations in access to resources that occur throughout the year. They are graphic representations of various key activities and the occurrence of problems and opportunities over different periods of a given year. They help to draw correlations between different activities, highlight periods of a given year in which potential competition for labour, resources (e.g., water, grazing fields, etc.) occur. Understanding seasonality can also help in strategizing appropriate actions. Calendars help to understand seasonal variations in livelihood activities conducted, labour migration, fish migration, constraints and opportunities of communities in different seasons. Seasonal calendars can be constructed with the community by drawing out the months and identifying the seasons on a flip chart. Go through each of the seasons with group participants discussing and identifying key issues and problems they want to talk about for each period.

6.3 Key actor analysis

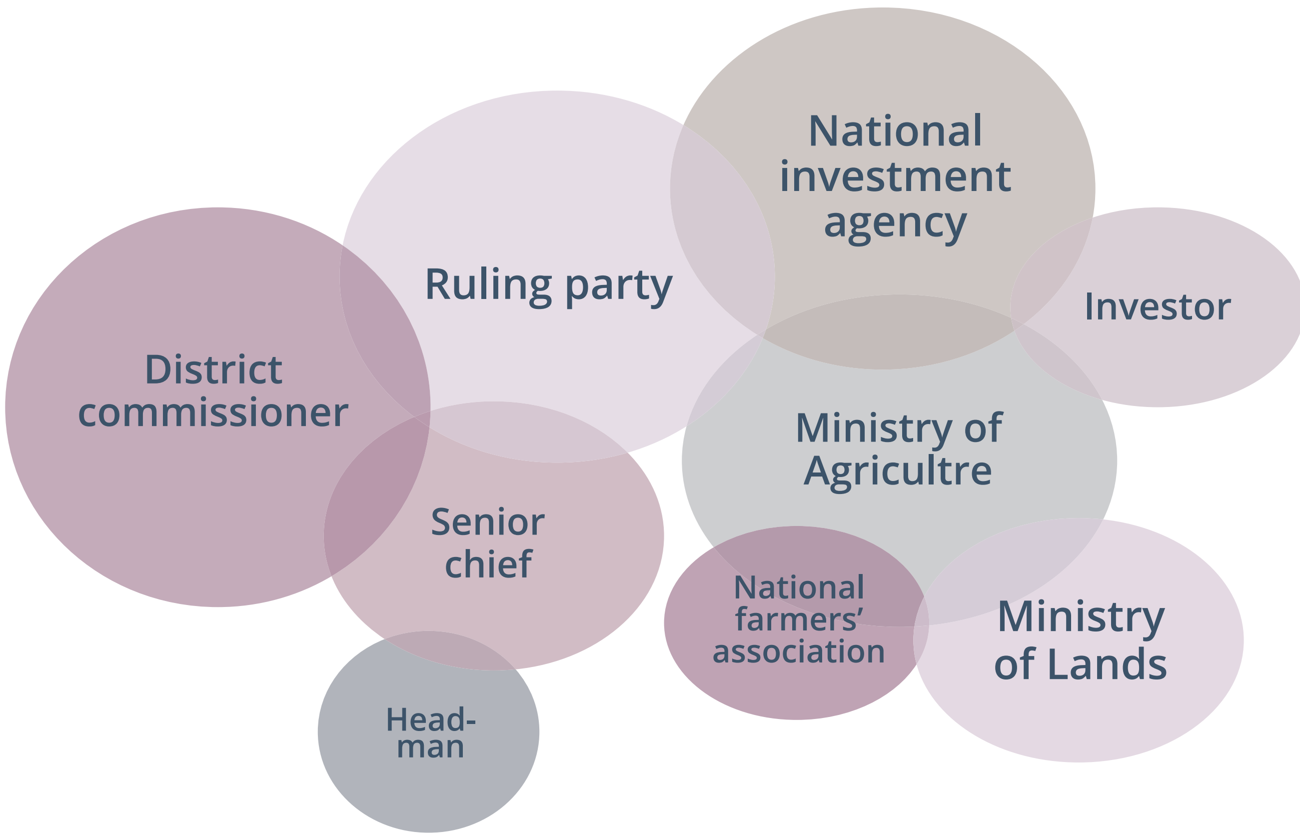
There are many ways to analyse key actors – both individuals and institutions – who may be important for the situation you are researching and may be targets for advocacy activities. Key actor analysis may also help with refining a strategy in a situation in which communities have little access to their 'ultimate target' (e.g. Minister of Agriculture, or President). Who are the intermediary individuals and institutions that have some influence, and which they can feasibly target?

Here are two methods that you might consider in your action research.

VENN DIAGRAMS

Venn diagrams are a cluster of circles, some of which overlap. These are easy to develop in a small group of community members. You can invite them to discuss the individuals and institutions that play a role in shaping their situation, and they can decide how big or small each should be, depending on how important they are. Next, invite the group to arrange the circles of actors to indicate which work together – and place them overlapping one another.

Here is an example of a very basic Venn diagram – yours might well have more actors, and arrange them in a different way.



ACTOR TABLES

As with the Venn diagram, ask a small group of participants to identify the actors that are of relevance to their story, and in each case, to discuss and decide which of these are most important (i.e. able to influence their situation) and which are less important (i.e. less able to influence their situation. Having done that, ask participants to discuss which among these are likely to be more friendly and receptive to the community's concerns, and which are likely to be hostile or unwilling to engage.

You need flipchart paper for this, and can draw a table like this beforehand.

	Friendly	Hostile
Most important		
Less important		

Participants can write directly on the paper, or, if you have small cards, they can write the names of the actors on these, and then discuss where to place them. As with the timeline, it is better to have small cards so that people can move an actor - e.g. from less to more important, or from friendly to hostile - on the basis of their discussion. Expect that people will not automatically agree. Again, that is part of the research process; note the disagreements and use the opportunity to ask the participants to explain their reasons for classifying the actors they way they do.

Using the table as a tool for a conversation, discuss how the community, and you as a supporting organization, will engage with these different actors. Bear in mind that:

- Top-left quadrant (more important and friendly) actors are those to build alliances with
- Top-right quadrant (more important but hostile) actors may be the ultimate target, but you will need to identify routes to reach these actors, via others
- Bottom-left quadrant (less important and friendly) actors are those you might not prioritise but can keep in contact with, invite to meetings, share perspectives with and seek invitations from
- Bottom-right quadrant (less important and hostile) actors may not be worth spending time and energy on trying to engage with.

Note that this classification of key actors might change during the course of the project. It may be worth repeating this exercise with the community to check whether the landscape of key actors has changed, and to discuss the implications for your joint strategy together with the community. By applying this method, you can identify allies with whom to work, as well as those individuals, groups or institutions that may resist advocacy efforts or actively oppose them. Thus, actor analysis helps people to develop advocacy strategies and to build more effective coalitions in the mobilization for action.

Regardless of which method you use, remember to take photos both of the process and the final product.

6.4 Visioning

Visioning is about what does not exist; it is an exercise to collectively construct a future scenario that community members believe would be a real improvement on the current situation.

The purpose of visioning is to provide a space for community members to consider an alternative to (a) their past, (b) their current situation and (c) a future which they do not want. In many cases of large-scale land deals, some people in a community might welcome investors not because they think this is the best way forward, but because no other 'development' is on offer and their current situation is so difficult.

Visioning requires reflecting on timelines, key actors and maps, to construct a possible future which is preferable to the local community. One key issue to look out for is which of the principles underpinning the Tenure Guidelines would need to be realized in order for this vision to be realized.

Conducting a visioning exercise requires pushing people to think beyond what exists and the problems they confront. Most of all, people might just want the problems to stop. To get out of this limiting framework, some helpful tools might include: 1) arranging people in pairs to talk about what they would ultimately like to have happen in the area; 2) using images and text from magazines and newspapers, ask people to choose one that reflects their visions for the future and explain why, or ask people to create a simple collage of images and words that capture their vision for the future and then describe what each component represents for them; 3) ask people (individually, in pairs, or in small groups) to draw, paint or cut out shapes and construct new maps or a vision of the future they want; 4) identify a new metaphor that captures the vision they have for the future; or 5) ask people to use theatre or performance to express the vision of the future that they want. The timeframe should not be too short, not too long – it could be 10 or 15 years, when those who are children now will be young adults starting out with their own families and building a livelihood.

7 Practical Tip

As you make trips into the community and engage in participatory action research with the community, try to document each field trip during the trip itself. Wherever possible, write up notes from the day during the afternoon or evening, when the information is still fresh, rather than waiting to return to the office.

8 Case Study: Bottom-up Accountability Initiatives and Large-Scale Land Acquisitions in Africa

Beginning in 2015 the FIAN, PLAAS, ISS, and TNI supported local and national NGOs in Nigeria, Mali, South Africa, and Uganda to develop action research projects to explore land and resource grabbing in their communities, and strategies for bottom-up accountability in these contexts. Specifically, the action research focused in ways in which The Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security (The Tenure Guidelines or TGs for short), a non-binding international instrument, could be used by communities in their efforts to protect their rights and strengthen bottom-up accountability. Much of this Toolkit was developed as part of the project, to support the Action Research initiatives. Some project-specific aspects, including the Theory of Change, Research Questions, Themes, Actions, and Additional Questions are presented here as an example of some tools and frameworks which can be developed to advance an Action Research project.

8.1 Theory of change

All Participatory Action Research must be based on and supported by a theory of change. Researchers must ask themselves: How can our research bring about change? What action is needed? Who is to be the target? Who is to be the messenger? What does the message need to include? In what form is it needed?

A possible theory of change from "Bottom-up accountability initiatives and Large-Scale Land Acquisitions in Africa" was:

If local communities are aware of the FAO Tenure Guidelines, and provided with support to document ways in which these are not being adhered to in their resource tenure (of land, fisheries and forests) and to take this to state authorities, investors and other relevant groups, then they will be able to hold them accountable and halt the erosion of resource rights and extend and entrench their rights, at individual, household and community level. Capacitating affected people can bring about change in land governance by holding public institutions accountable.

But is this true? Or does invoking the FAO Tenure Guidelines not help in local struggles? This research project undertook to find answers to this and suggest reasons why the Guidelines have helped or why they have not helped. Of key significance was the need to be able to respond with evidence to wider skepticism about the Tenure Guidelines, and particularly the common view that, because they are 'voluntary', they cannot have a real impact.

8.2 Research questions

In addition to a Theory of Change, an Action Research project must have a clear set of questions, and must be able, at its conclusion, to provide compelling (believable and backed up) answers to them. In the case of this research project, the following questions formed the backbone of the research:

1. What are the current existing practices and reactions in the target communities in relation to changes in access to land, water, fisheries, forests and other resources?
2. What differentiated impacts do these changes have on the local people and, in particular, how has local food security been impacted?
3. What are the factors that have contributed to these impacts and how?
4. What forms of interface and interaction between local, national and international actors and levels of governance have taken place in relation to changes in communities' access to land, water, fisheries, forests and other resources?
5. What are the responses of local people? Some people resist land deals; other want to be included in the deals.
6. What strategies can be put in place in order to enhance the capacity of civil society organisations and rural workers to effectively hold public authorities accountable for people's rights?
7. How and under what conditions can international governance instruments and principles, especially the TGs, be used to hold public authorities more accountable, with a view to ensuring compliance with the right to food?
8. How do the TGs stand institutionally and politically in relation to other international governance instruments and principles, and what is the value-added, if any, of having the TGs provide an institutional anchor?
9. To what extent are these governance instruments and principles, especially the TGs, coherent with national land governance framework? What are the lines and spaces of tensions and synergies?

8.3 Themes

Early in the process of developing Action Research plans for this project, researchers proposed five themes to inform the project, to help guide fieldwork and written reports. These are presented as an example of the types of themes which can guide Action Research projects:

1. Processes in practice: what has actually happened, in situations where commercial land deals on customary or community land, fisheries and forests have been proposed or implemented?
2. Law, policy and institutions: what are the legal and policy frameworks that govern such transactions, and what institutions are in place to regulate these in your country? How is the process meant to work and what are the differences between how it is meant to work and what has actually happened?
3. Impact and outcomes: how are local people affected? First, what are the impacts on their access to and control over land, fisheries and forests? Second, how has this affected their livelihoods, incomes, activities, social relations? How are different people differently affected: old and young, richer and poorer, women and men, locals and migrants, people involved in different kinds of enterprises and resource use?
4. Responses and strategies: how have affected people responded, individually or collectively? Who is doing the responding – or are different people responding in different ways? What are their substantive responses to the proposed deals, and what strategies have they deployed to advance their views (including collaboration and resistance)?
5. Alternatives: where relevant, what alternatives do they propose in terms of process (how negotiations should happen) and substantive (what terms they consider fair, or what alternative forms of land-based development they envisage)? In what ways do smallholder agriculture, multiple uses of land, outgrower schemes, large-scale plantation agriculture, or other land use models feature in their visions for the future?

8.4 Action items

This was an action research initiative, where the intention was to engage in an unfolding process, understand it, and support affected people to respond, primarily in three ways:

1. Work with local land users to document the processes through which the land deals have been introduced and/or concluded
2. Provide platforms for the voices of local people to be heard (e.g. public meeting, visit to local or national authorities to voice their response, work together to get media attention, etc.)
3. Discuss with local people what processes they envisage and, where they wish to transact their land, what terms they would like to see in the deals?

8.5 Additional Questions

In addition to the research questions listed above, researchers were encouraged to consider these ten questions:

1. How have land and resource deals in the researched communities been developed, and who has driven them?
2. What are the proposed terms of the deals, and what is the proposed distribution of costs and benefits between local communities, urban and political elites, external investors and other actors?
3. How are local landholders or land users responding? What are their views and why?
4. What platforms are available for the voices of local people to be heard?

5 What strategies and forms of organisation characterise their responses?

6 In what ways are people divided on the proposed deal, and how is the process affecting people differently (women vs men, young vs old, livestock owners vs others, wealthier vs others)?

7 How are government and other authorities responding to (and promoting or opposing) this process?

8 How adequate is existing national law and policy to safeguard the interests of poor land users? What would enable affected people to either refuse deals of which they disapprove, or leverage beneficial terms?

9 What issues should be addressed in a joint agenda for research and advocacy? What legal, policy or institutional changes could address concerns of local people regarding their resource rights and the process of land and other resource rights transactions?

10 Are any stakeholders in the process aware of the existence and provisions of (a) the FAO Voluntary Guidelines on the Responsible Governance of Land, Fisheries and Forests and (b) the African Union's Framework and Guidelines on Land Policy in Africa? If so, what are their views and how have they used this framework and guidelines?

9 References and further resources

Bacon, C., V. E. Mendez, and M. Brown. 2005. Participatory action research and support for community development and conservation: examples from shade coffee landscapes in Nicaragua and El Salvador. Research Brief #6. Santa Cruz, CA: Center for Agroecology and Sustainable Food Systems, University of California, Santa Cruz.

Centre for Collaborative Action Research http://cadres.pepperdine.edu/ccar/

Fox, Jonathan. 2004. "Lessons from Action-Research Partnerships," LASA Forum.

Geilfus, F. 2008. 80 Tools for Participatory Development: Appraisal, Planning, Follow-up and Evaluation. Inter-American Institute for Cooperation on Agriculture (IICA).

Kidd, S.A. and M. J. Kral (2005) 'Practicing participatory action research', Journal of Counseling Psychology 52 (2): 187-195.

Lewin, Kurt. 1946. Action Research and Minority Problems, Journal of Social Issues, Vol.2.

Méndez, V.E., Christopher M. Bacon & Roseann Cohen. 2013. Agroecology

as a Transdisciplinary, Participatory, and Action-Oriented Approach. Agroecology and Sustainable Food Systems, 37:1, 3-18

Polack, Emily, Lorenzo Cotula and Murial Cote. 2014. Accountability in Africa's land rush: what role for legal empowerment? London: International Institute for Environment and Development. http://www.idrc.ca/EN/Documents/LandSeries-IDRC-English-web.pdf

Russell W A, Wickson F & Carew AL. 2008. Transdisciplinarity: Context, contradictions and capacity. Futures. 40: 400-472. doi:10.1016/j.futures.2007.10.005

Stoeker, R. 1996. Report to the Community Development Society on the Participatory Research meeting at Melbourne Community Development Society.

Thomas, Alan, Joanna Chataway and Marc Wuyts (eds.) 1998. Finding Out Fast: Investigative Skills for Policy and Development. London: Sage (in association with The Open University).

Torbert, William R. 1981. Why Educational Research Has Been So Uneducational: The Case for a New Model of Social Science Based on Collaborative Inquiry. In P. Reason and J. Rowan (eds) Human Inquiry: A sourcebook for new paradigm research. Washington DC: J. Wiley and Sons: 141–151.

Endnotes

1 Lewin, Kurt. 1946. Action Research and Minority Problems, Journal of Social Issues, Vol.2.

2 Centre for Collaborative Action Research http://cadres.pepperdine.edu/ccar/

3 Stoeker, R. 1996. Report to the Community Development Society on the Participatory Research meeting at Melbourne Community Development Society

4 Fox, Jonathan. 2004. "Lessons from Action-Research Partnerships," LASA Forum. Pgs. 6, 9.

5 Russell W A, Wickson F & Carew AL. 2008. Transdisciplinarity: Context, contradictions and capacity. Futures. 40: 400-472. doi:10.1016/j.futures.2007.10.005

6 Torbert. 1981

7 Kidd, S.A. and M. J. Kral (2005) 'Practicing participatory action research', Journal of Counseling Psychology 52 (2): 187-195.

8 A walk with community members along a specific course or transect in order to explore local conditions ("Community Mapping through Transect Walks, Catalytic Communities, http://catcomm.org/transect-walk/, accessed 15 August 2017)

TNI is an international research and advocacy institute committed to building a just, democratic and sustainable planet. For more than 40 years, TNI has served as a unique nexus between social movements, engaged scholars, and policy makers. It works to strengthen international social movements with rigorous research, reliable information, sound analysis and constructive proposals that advance progressive, democratic policy change and common solutions to global problems. Through its Agrarian and Environmental Justice Project, TNI works with rural social movements to defend and claim their economic, social and cultural rights to land and related natural resources.

FIAN is an international human rights organization working for the realization of the right to adequate food. It consists of national sections and individual members in over 50 countries around the world. FIAN strives to secure people's access to the resources that they need in order to feed themselves, now and in the future, and cooperates with peasant organizations around the world. Since 2006, FIAN facilitates the IPC for Food Sovereignty working group on land and territory. In this role, FIAN facilitated the civil society process of participating in the development and negotiation of the Tenure Guidelines.

PLAAS of the University of the Western Cape in South Africa is a world leading research institute that conducts and coordinates research across the African region. It is the region's leading research institute working on land issues and land governance. PLAAS collaborates closely with ISS in The Hague especially around the land Deal Politics Initiatives (LDPI, www.iss.nl/ldpi).

The critical agrarian studies cluster in ISS has been in the cutting edge of research on global land deals, and has spearheaded innovative initiatives that bridge together academic, policy and grassroots activist circles. It is an institutional co-anchor for the global network of academics working on land deals, the Land Deal Politics Initiatives (LDPI – www.iss.nl/ldpi).

Made possible by financial support from the International Development Research Centre (IDRC)-Canada.

International Development Research Centre
Centre de recherches pour le développement international