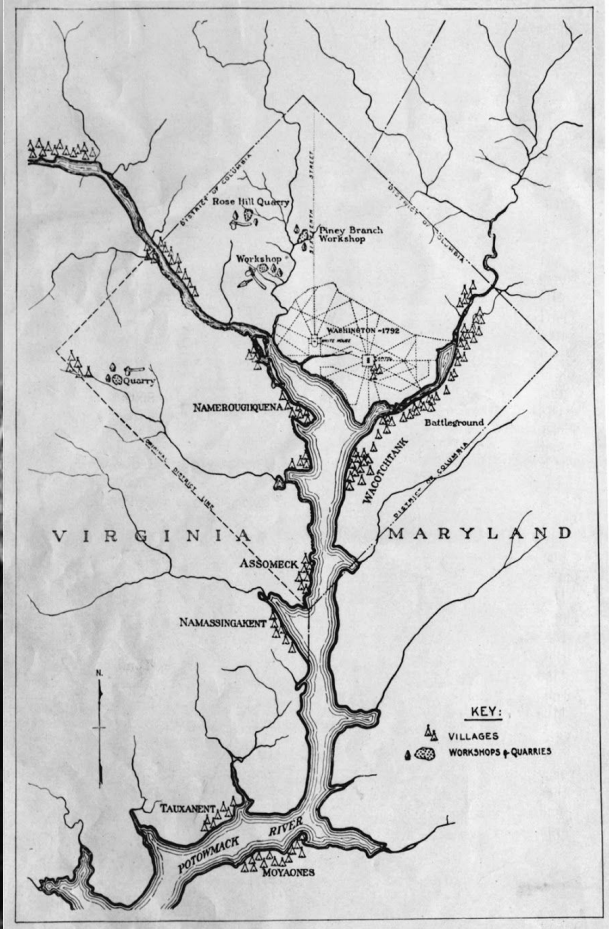
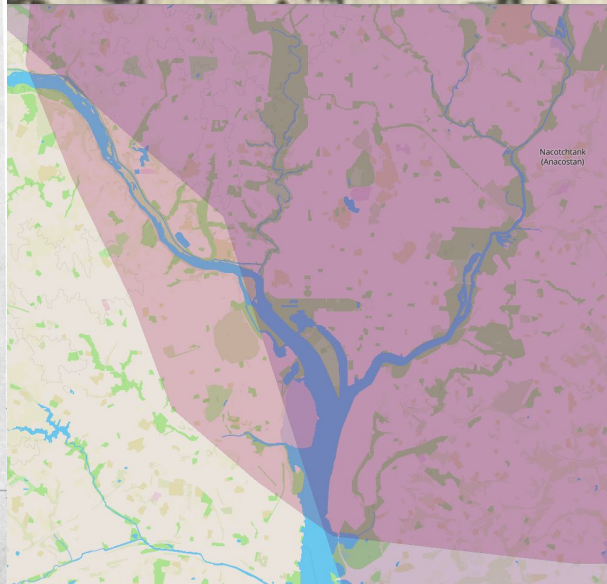


DIAGRAM OF INDIAN VILLAGES

-{6}-

From Development of the United States Capital.
Washington, Government printing office, 1930.
(71st Congress, 1st session. House document no. 35.



Homo Sapiens appear

Homo Sapiens appear

Paolo Freire in 1970s

OVER A MILLION COPIES SOLD

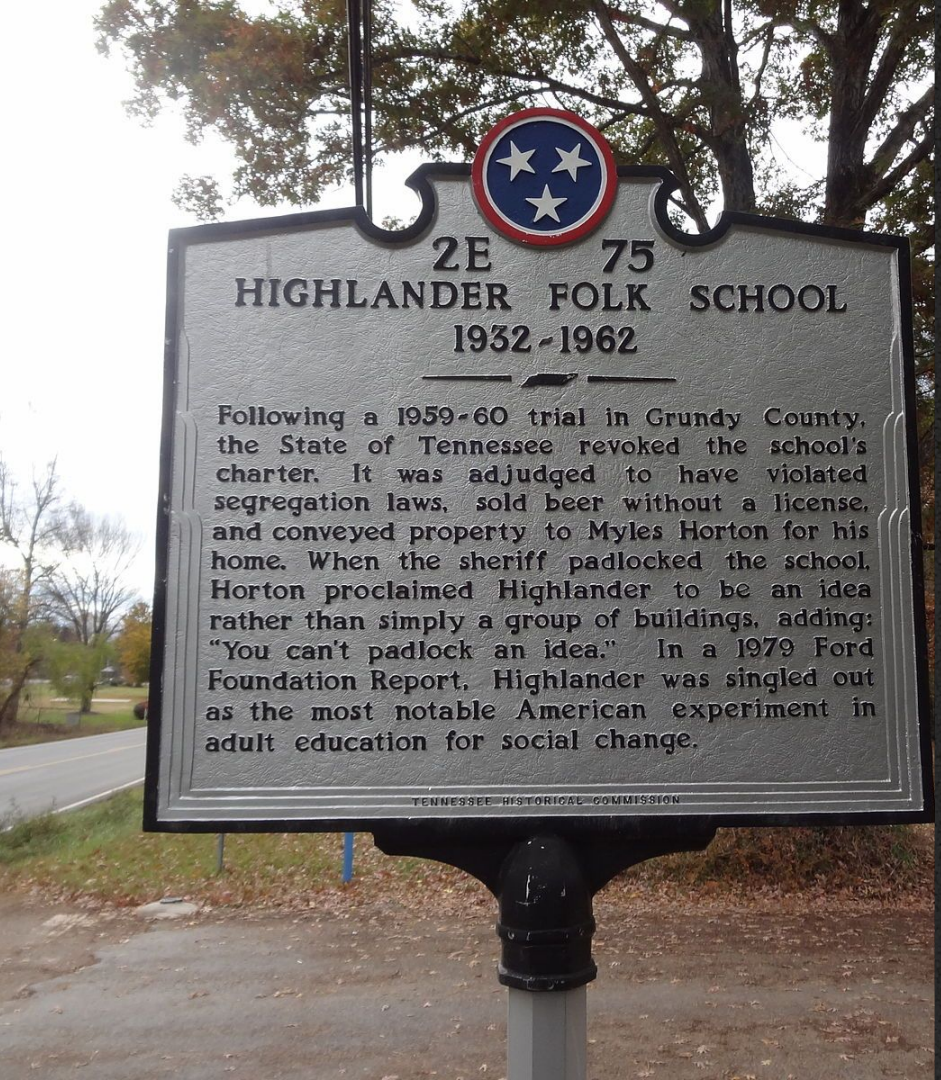
pedagogy of the oppressed

PAULO FREIRE

With an Introduction by Donaldo Macedo

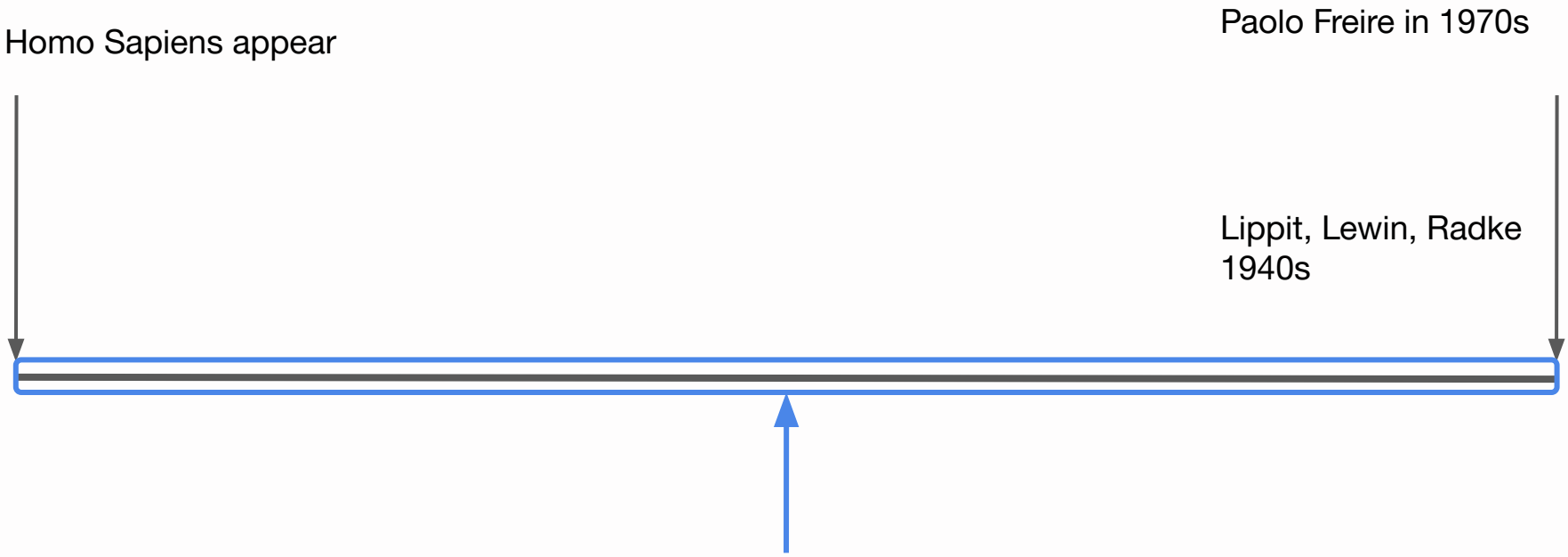
BLOOMSBURY

Homo Sapiens appear
Paolo Freire in 1970s
Lippit, Lewin, Radke
1940s


2E 75
HIGHLANDER FOLK SCHOOL
1932-1962
Following a 1959-60 trial in Grundy County, the State of Tennessee revoked the school's charter. It was adjudged to have violated segregation laws, sold beer without a license, and conveyed property to Myles Horton for his home. When the sheriff padlocked the school, Horton proclaimed Highlander to be an idea rather than simply a group of buildings, adding: "You can't padlock an idea." In a 1979 Ford Foundation Report, Highlander was singled out as the most notable American experiment in adult education for social change.
TENNESSEE HISTORICAL COMMISSION

Tinde van Andel

Homo Sapiens appear
Paolo Freire in 1970s
Lippit, Lewin, Radke
1940s


Homo Sapiens appear
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Participatory Research throughout the history of communities

Homo Sapiens appear

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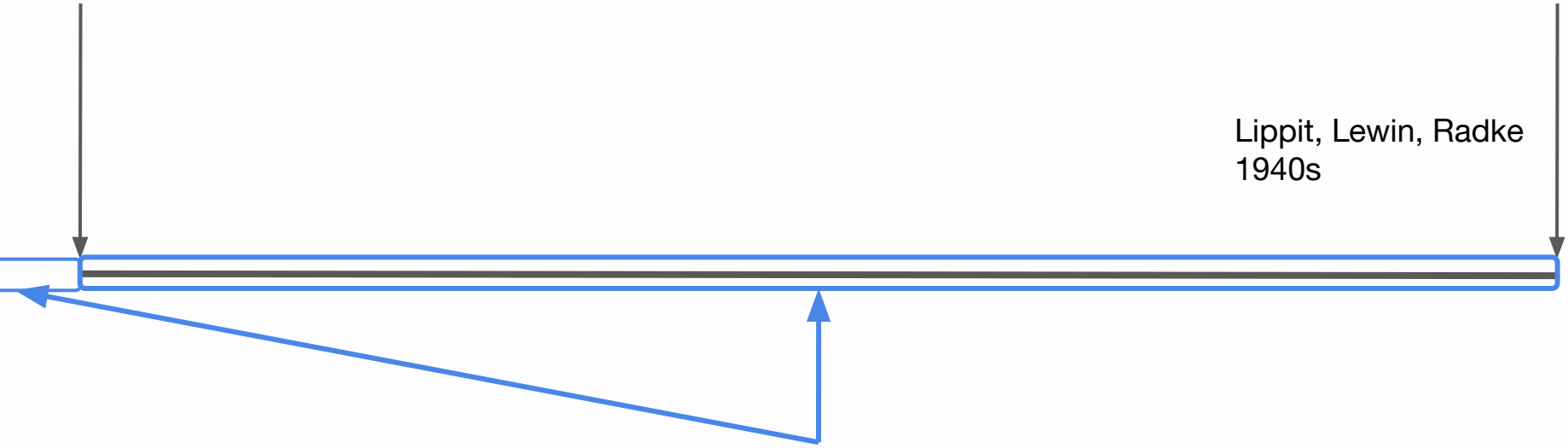
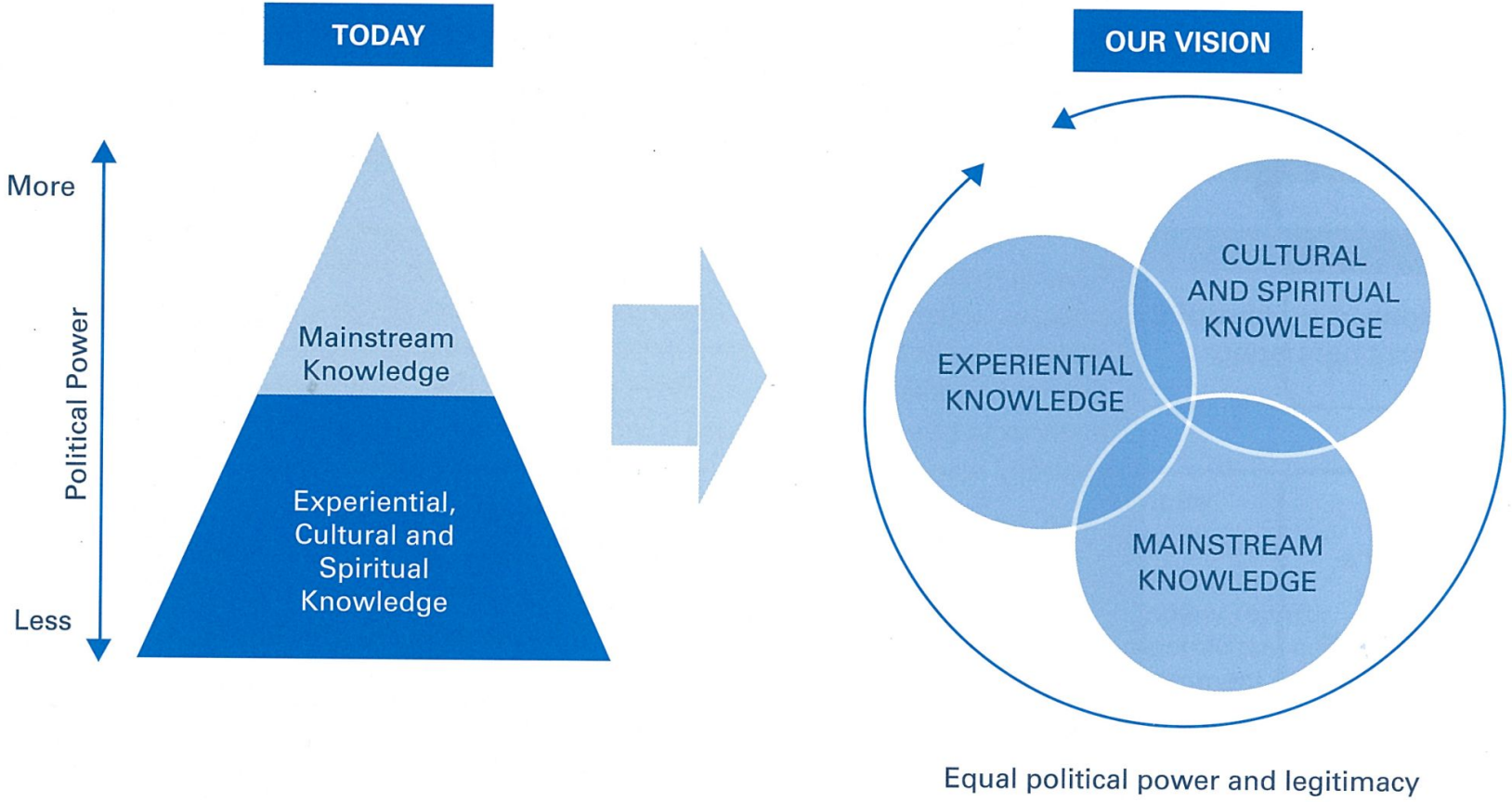


Participatory Research throughout the history of communities

KNOWLEDGE IN THE WORLD



Investigation

Receiving info stored in a body or person

Griots

Experimentation

Shamans

Learning Circles

Investigation

Propagating information in a socio-human system

Oral tradition

Apprenticeships

Songs

Storing info in a body or person

Problem solving

Storytelling

To establish fact, reach conclusion

To survive

To teach history

To share values

To do justice

To establish fact, reach conclusion

To pass down culture

To answer a question

To leave a legacy

To transform society

To resist

What is Participatory Research?

Participatory Research
Participatory Action Research
Community-based Participatory Research
Collaborative Action Research
Critical Action Research
Practitioner Research
Emancipatory Research
Liberatory Research

PARTICIPATORY RESEARCH TOOLKIT

FOR SOCIAL NORMS MEASUREMENT

December 2020

UNFPA

Drexel University Dornsife School of Public Health

unicef for every child

Design Researcher

Community Members

Facilitation is power.

Community Member
Influencer, Networker

Community Member
Research

Community Member
Historian, Poverty Reduction Expert

Community Member
Education Expert

Community Member
Movement Builder, Doctor

Community Member
Multilinguist

Community Member
Organizer, Activist

Community Member

Researcher
Community Member

Community Member
Researcher

Community Member
Researcher

Community Member

Community Member
Researcher

Community Member

Community Member Facilitator

Community Member Researcher

Community Member Researcher

Community Member Researcher

Community Member Facilitator

Community Member Researcher

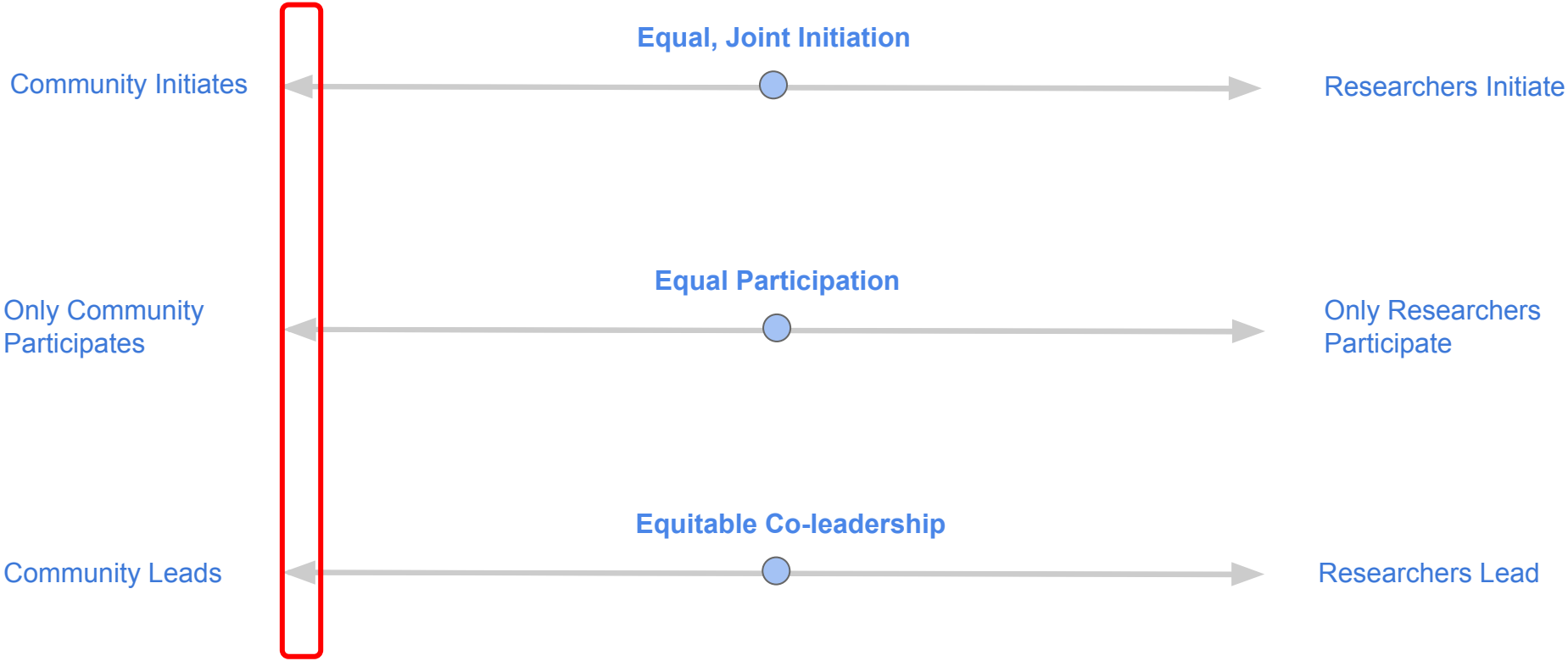
Community Member Facilitator

1. Community members always present & leading

2. Community members outnumber professional researchers

3. Community members own artifacts and narratives around the artifacts

Equal, Joint Initiation
Community Initiates
Researchers Initiate
Equal Participation
Only Community Participates
Only Researchers Participate
Equitable Co-leadership
Community Leads
Researchers Lead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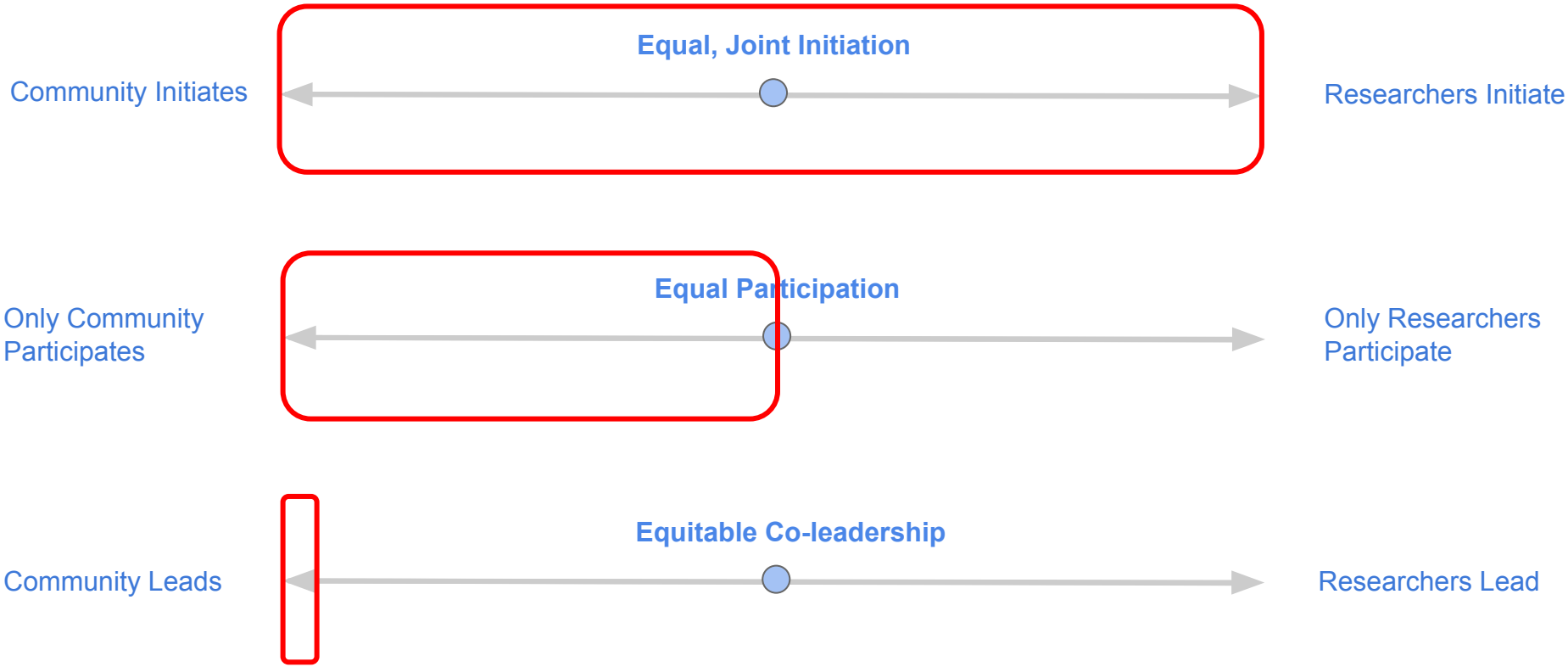
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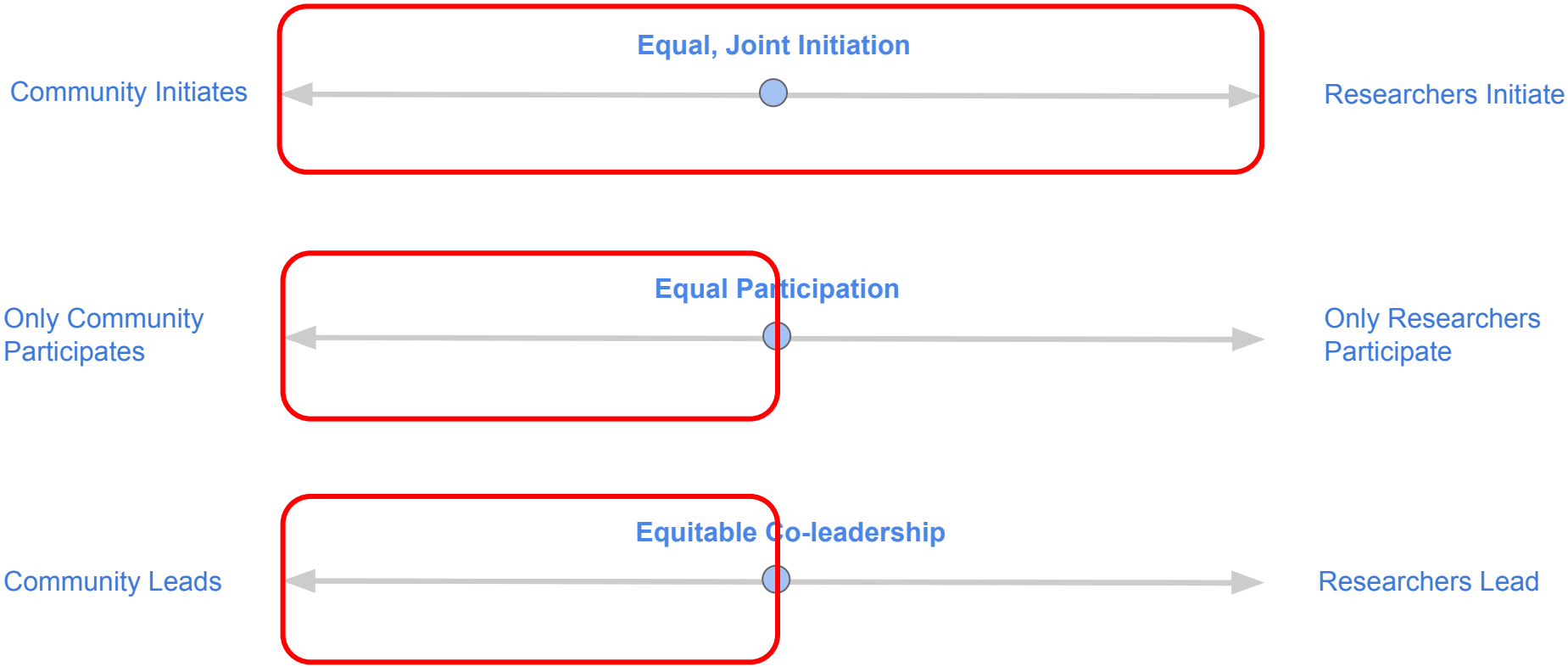
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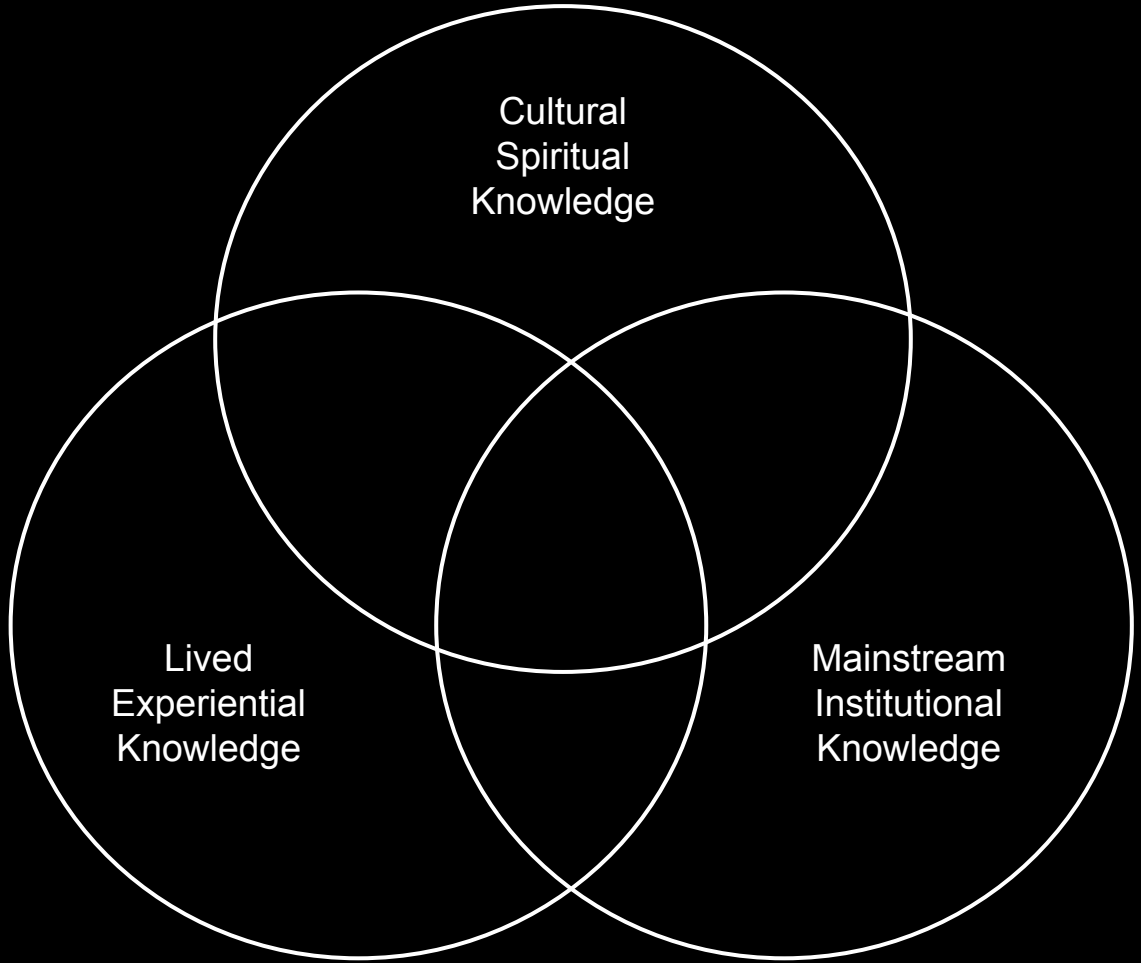
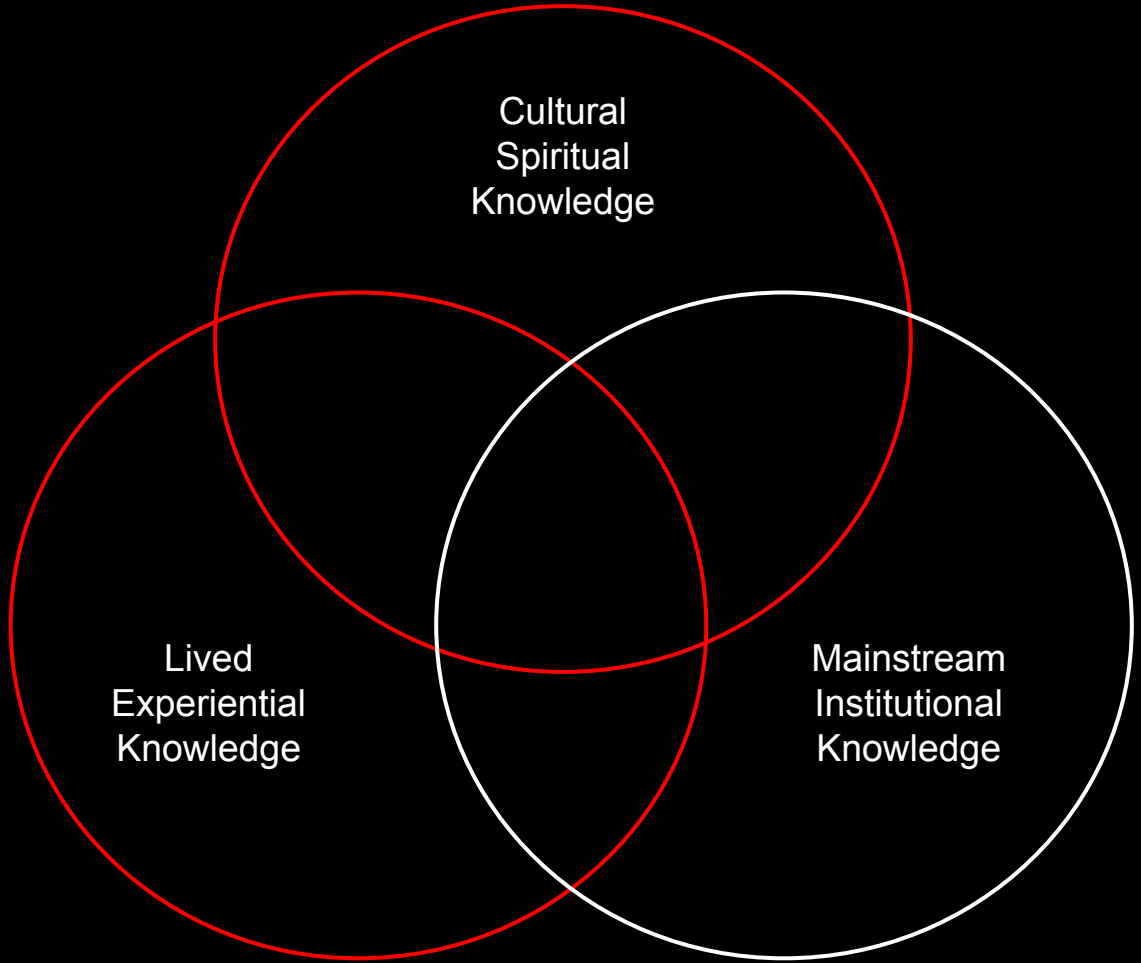

Cultural
Spiritual
Knowledge
Lived
Experiential
Knowledge
Mainstream
Institutional
Knowledge


Cultural
Spiritual
Knowledge
Lived
Experiential
Knowledge
Mainstream
Institutional
Knowledge

distance learning
Well-informed
Make online micro-credits

Program Name	e-Basics	e-Professionals	Tech-Professionals
Track Name	Web Essentials	Online Professionals	Cloud Professionals HTML5 Developers
User Insight	"I want to learn how to browse the Internet and send email"	"I want to turn my online knowledge into practical, employable skills"	"I want to improve my technical knowledge with advanced courses"
Student Objective	A Google Web Academy e-Basics student is new to the Internet world and wants to know how to master the basics.	A Google Web Academy e-Professional student wants to gain online skills to know how to help businesses and/ or attract potential employers.	A Google Web Academy Tech-Professional student wants to learn how to harness their existing IT knowledge into specialist skills.
Characteristics	• Little knowledge of the Internet • Older demographic • From less developed areas where the Internet is not widely used/ available • Wants to use the Internet for basic functions - send email, Internet search	• Students seeking professional employment • Marketers and Sales people • Business/ client focussed • Want to get the most out of the Internet for business	• Developers, IT students/ professionals • Wants to get the most of their IT knowledge and skills • HTML5: Basic knowledge of HTML, CSS and Javascript • Cloud: Web savviness, familiarity with offline / online productivity tools
Channel to Reach Target Audience	Offer in cyber cafes, CSCs (community service centers) and government programs	Offer as extra curriculum in universities and send professionals to teach (in addition to training centers)	Offer at chains of training centers (NIIT and similar)

AFRICAN
THAT WEEK 2013

What are the benefits of RPR?

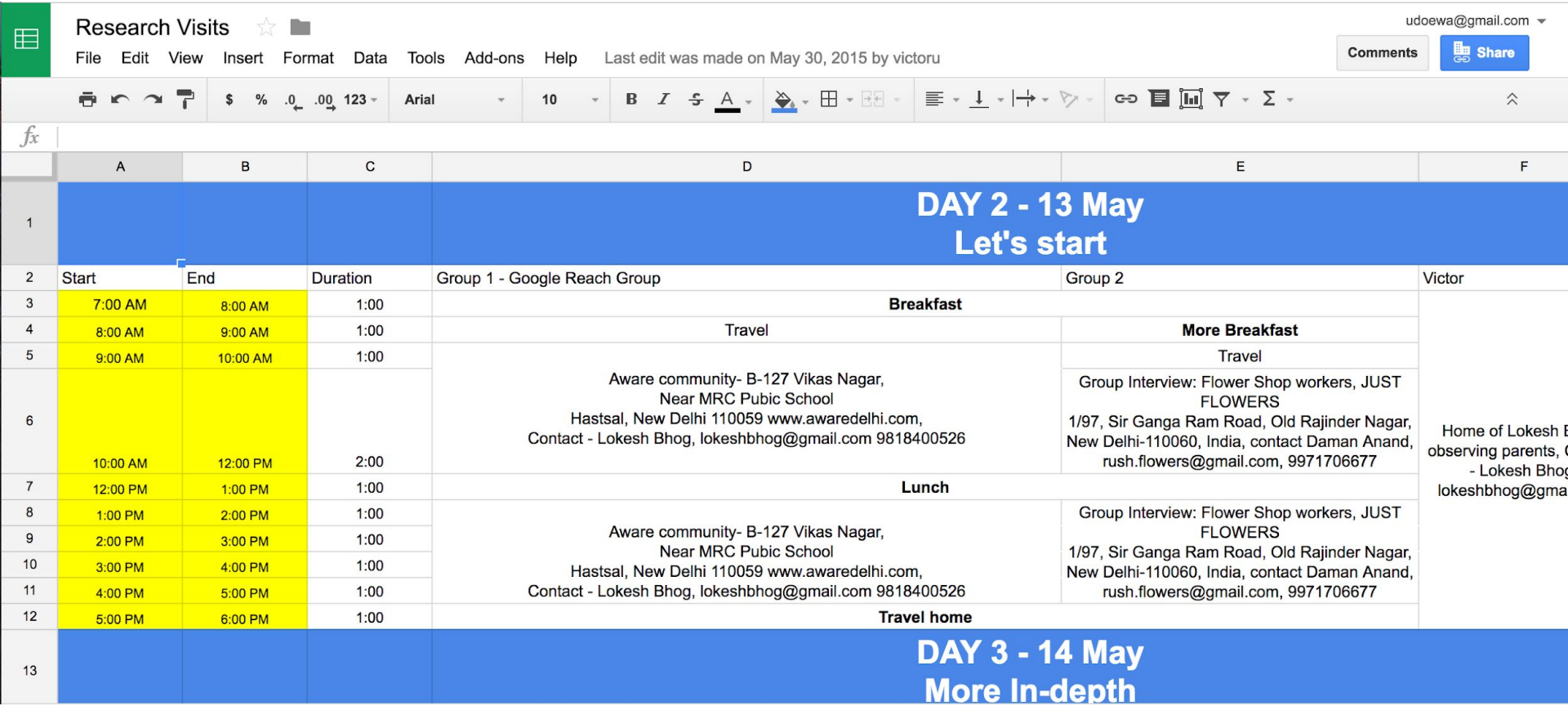
Benefits of Radical Participatory Research

1: Inclusive Research

The community best knows how to recruit and include community members.

From Inclusive Research → Inclusive Team

From Inclusive Team → Inclusive Recruitment



	A	B	C	D	E	F
1				**DAY 2 - 13 May Let's start**		
2	Start	End	Duration	Group 1 - Google Reach Group	Group 2	Victor
3	7:00 AM	8:00 AM	1:00	**Breakfast**		
4	8:00 AM	9:00 AM	1:00	Travel	**More Breakfast**	
5	9:00 AM	10:00 AM	1:00		Travel	
6	10:00 AM	12:00 PM	2:00	Aware community- B-127 Vikas Nagar, Near MRC Pubic School Hastsal, New Delhi 110059 www.awaredelhi.com, Contact - Lokesh Bhog, lokeshbhog@gmail.com 9818400526	Group Interview: Flower Shop workers, JUST FLOWERS 1/97, Sir Ganga Ram Road, Old Rajinder Nagar, New Delhi-110060, India, contact Daman Anand, rush.flowers@gmail.com, 9971706677	Home of Lokesh B observing parents, C - Lokesh Bhog lokeshbhog@gma
7	12:00 PM	1:00 PM	1:00	**Lunch**		
8	1:00 PM	2:00 PM	1:00	Aware community- B-127 Vikas Nagar, Near MRC Pubic School Hastsal, New Delhi 110059 www.awaredelhi.com, Contact - Lokesh Bhog, lokeshbhog@gmail.com 9818400526	Group Interview: Flower Shop workers, JUST FLOWERS 1/97, Sir Ganga Ram Road, Old Rajinder Nagar, New Delhi-110060, India, contact Daman Anand, rush.flowers@gmail.com, 9971706677	
9	2:00 PM	3:00 PM	1:00			
10	3:00 PM	4:00 PM	1:00			
11	4:00 PM	5:00 PM	1:00			
12	5:00 PM	6:00 PM	1:00	**Travel home**		
13				**DAY 3 - 14 May More In-depth**		

2: Human-centered Research

The best way to center the research process on the community for whom you are designing is Radical Participatory Research.

From HCR → Society-centered Research

From HCR → Planet-centered Research

Plant Needs

1.
2.
3.

Learner Needs

1.
2.
3.

Caregiver Needs

1.
2.
3.

Compost Needs

1.
2.
3.

Teacher Needs

1.
2.
3.

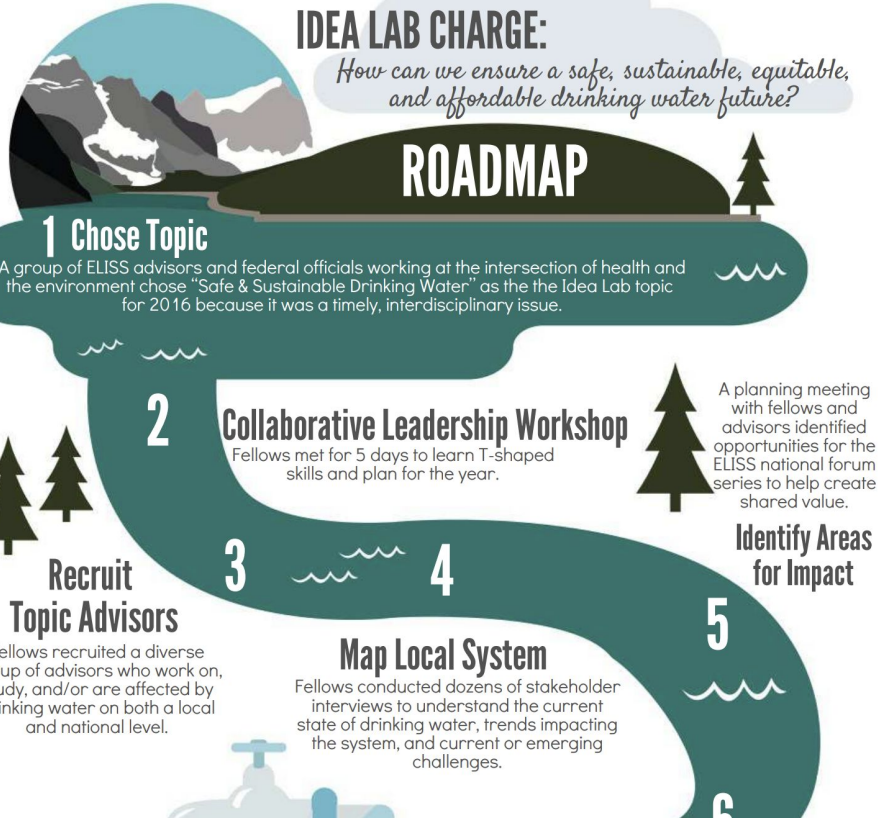
Administration Needs

1.
2.
3

Building Needs

1.
2.
3.

IDEA LAB 2016: DRINKING WATER



Ensure a safe, sustainable, equitable, and affordable drinking water future

3: Empathy

Stop pursuing empathy. You won't find it.

- Intellectual empathy
- Emotional empathy
- Compassionate empathy

Background: Is from Bethesda, MD
went to Whitman HS (public)
SES: Upper-middle class
Edlevel: 10th grader Age: 16
Overall attitude: Excited about traveling, somewhat anxious, bored, nervous
Key needs: Community service hours, resume padding, int'l experience
Motivation: new experience, or helping for getting into college
Goals: 80 comm. service hrs
Tools+skills: Know how to write (AP English), over-eager abroad (overthought and always early),
Challenges: Communicating w/ kids not from background, not having wifi

Background: From NE went to EL Haynes Charter
SES: Lower-middle income Age: 17
Education: 11th grader
Key needs: international experience, college prep (resume), Motivations & Goals:
Tools+skills: Communication, Open-mindedness, Energy, Interest
Challenges: Not homebound - what will this be like? Culture shock of the "black" kids and w/ partners
Attitude: Interested Excited

Background: Teacher at Bullis
SES: Middle class
Ed level: Master's in Education
Overall attitude: excited
Key needs: Classroom management, Schedule, Understanding the trip
Motivation: Cheap/free intl trip, family member visiting (?), learning outside traditional classroom, continuing education
Goals: to fulfill motivations
Tools+skills: experienced teacher/leader, classroom management
Challenges: Working 24/7, bridging the culture shock, bonding students that are insubordinate

Silver Spring
Age: 24-28

Background: Teaches at Cesar Chavez Charter
SES: middle Age: 34
Key needs: Handing trip logistics, teamwork, communication fundraising
Motivation: new skill set, intl experience, compensation
Tools+skills: Previous leadership experience + intl experience
Challenges: Uniting group, teaching curriculum, bridging gaps within the group
Attitude: excited, nervous
Goals: Successful trip, no logistical/health problems, teach curriculum, maintain positive attitude, learning respect of the team

Laurel MD

in country

Background: Student at Bullis
SES: Lower-middle class Age: 18
Education: 11th grade
Attitudes: Bored, unmotivated, not here to learn, sightseeing (gotta take that)
Goals: get community service hrs, get to college (maybe not working to do it)
Tools+skills: Lacked writing/reading ability, street smarts
Challenges: overcoming attitude blocks, adaptability, getting interested

Needs: Fundraising

Background: Background: From Woodley Park, DC
student at Burke Age: 17
SES: Upper-middle
Education: 12th grade
Attitude: doesn't care - parents said I had to go - "be here"
Sightseeing. I want to hang at on my phone.
Key Needs: Sun SSL hours & fun
Goals: Get SSL, sightseeing.
Challenges: Communicating w/ kids from other background
Tools/skills: following directions, respect, some international experience.

- Travel to Europe Racism

4: Trauma-responsive Research

The components of a trauma-informed approach are embedded in your process when the community is participating fully and fully leading.

- Safety
- Trustworthiness & transparency
- Peer support
- Collaboration & mutuality
- Empowerment, voice, and choice
- Cultural, historical, & gender issues

6 GUIDING PRINCIPLES TO A TRAUMA-INFORMED APPROACH

The CDC's Office of Public Health Preparedness and Response (OPHPR), in collaboration with SAMHSA's National Center for Trauma-Informed Care (NCTIC), developed and led a new training for OPHPR employees about the role of trauma-informed care during public health emergencies. The training aimed to increase responder awareness of the impact that trauma can have in the communities where they work. Participants learned SAMHSA'S six principles that guide a trauma-informed approach, including:

1. SAFETY

2. TRUSTWORTHINESS & TRANSPARENCY

3. PEER SUPPORT

4. COLLABORATION & MUTUALITY

5. EMPOWERMENT VOICE & CHOICE

6. CULTURAL, HISTORICAL, & GENDER ISSUES

Adopting a trauma-informed approach is not accomplished through any single particular technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level. On-going internal organizational assessment and quality improvement, as well as engagement with community stakeholders, will help to imbed this approach which can be augmented with organizational development and practice improvement. The training provided by OPHPR and NCTIC was the first step for CDC to view emergency preparedness and response through a trauma-informed lens.

5: Research through Design

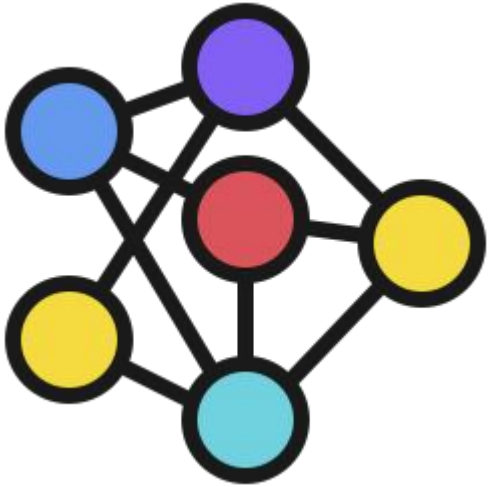
Communities often use design as an exploratory research tool.

Community direction → Nonlinearity of research & design process

6: Systems Research

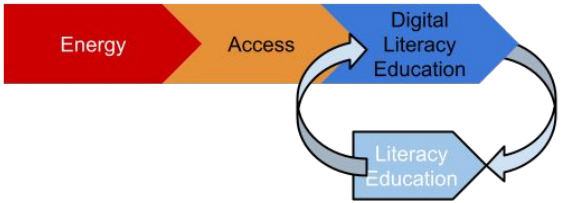
Communities tend to be in tune with socio-natural systems.

System knowledge is embedded in communities.



Digital Literacy System Maps

- What factors motivate people to learn?
- What enables and inhibits someone's access to technology?
- What factors worsen and improve the socioeconomic status of community members?



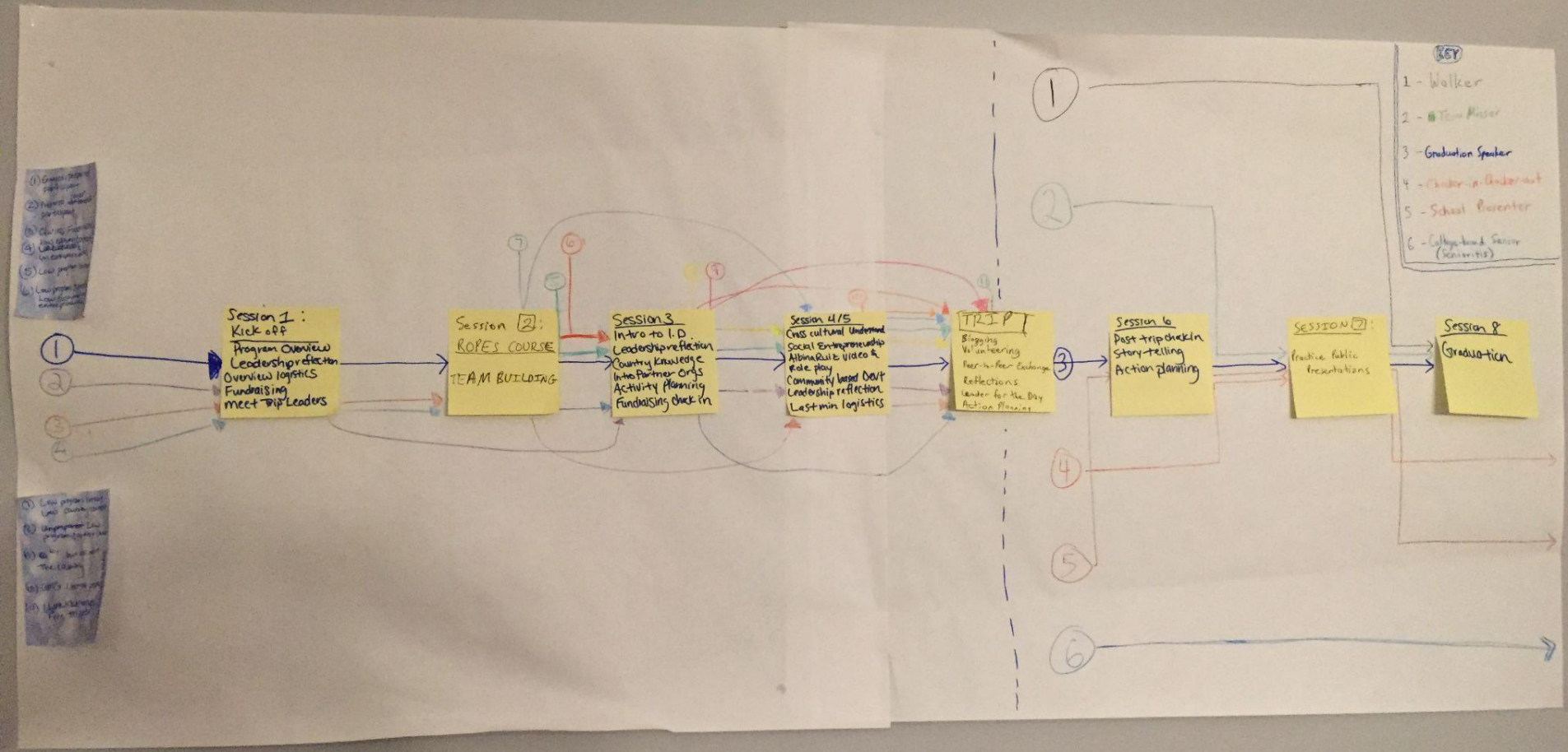
GREENWOOD
Greenwood
Millville
Stillwater
FISHING CREEK
Forks
Hunting
Mountain
Knob
Orangeville
North Centre
NORTH CENTRE
MOUNT PLEASANT
Mordansville
Millertown
Light Street
PENN CENTRAL
SOUTH CENTRE
Willow Springs
HEMLOCK
Buckhorn
Fernville
Bloomsburg
SUSQUEHANNA
RIVER
Espy

7: Pluriversal & Futures Research

Communities can define for themselves what is the good life.

From damage-centered research → Desire-based research

Asset-based methodologies


KEY
1 - Walker
2 - Team Mascot
3 - Graduation Speaker
4 - Chalker in Chalkerout
5 - School Presenter
6 - College-bound Senior (Scholarship)
Session 1 : Kick off
Program Overview
Leadership reflection
Overview logistics
Fundraising
meet Dip Leaders
Session 2: ROPES COURSE
TEAM BUILDING
Session 3
Intro to I.D
Leadership reflection
Country Knowledge
Intro Partner Orgs
Activity Planning
Fundraising check in
Session 4/5
Cross cultural Understand
Social Entrepreneurship
Albina Ruiz video &
Role play
Community based Dev't
Leadership reflection
Last min logistics
TRIP
Blogging
Volunteering
Peer-to-Peer Exchange
Reflections
Leader for the Day
Action Planning
Session 6
Post-trip check-in
Story-telling
Action planning
SESSION 7:
Practice Public Presentations
Session 8
Graduation

What are the ethics of RPR?

AMIRA

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Vol. 11, No. 2, pp. 18-37, Fall 2016
ISSN 1555-9033

Helping the Next 4 Billion Go Online Part I: Design Research for Digital Literacy Education

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Vol. 12, No. 1, pp. 13-40, Spring 2017
ISSN 1555-9033

Helping the Next 4 Billion Go Online Part II: Prototyping Solutions for Digital Literacy Education

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Jindal Lead Management Trainee at Jindal Steel & Power Ltd. || IIM Alumnus

August 18, 2017, Victor was teacher

I taught Bhawana how to create web apps and front-end development focusing on HTML5, CSS3, and Javascript. I also worked with Bhawana on a human-centered design project on digital literacy for north and central India. In both cases, she was an excellent learner, developer, designer, and worker wi... **See more**

How do you evaluate an RPR process?

SYSTEMS
SYSTEMS

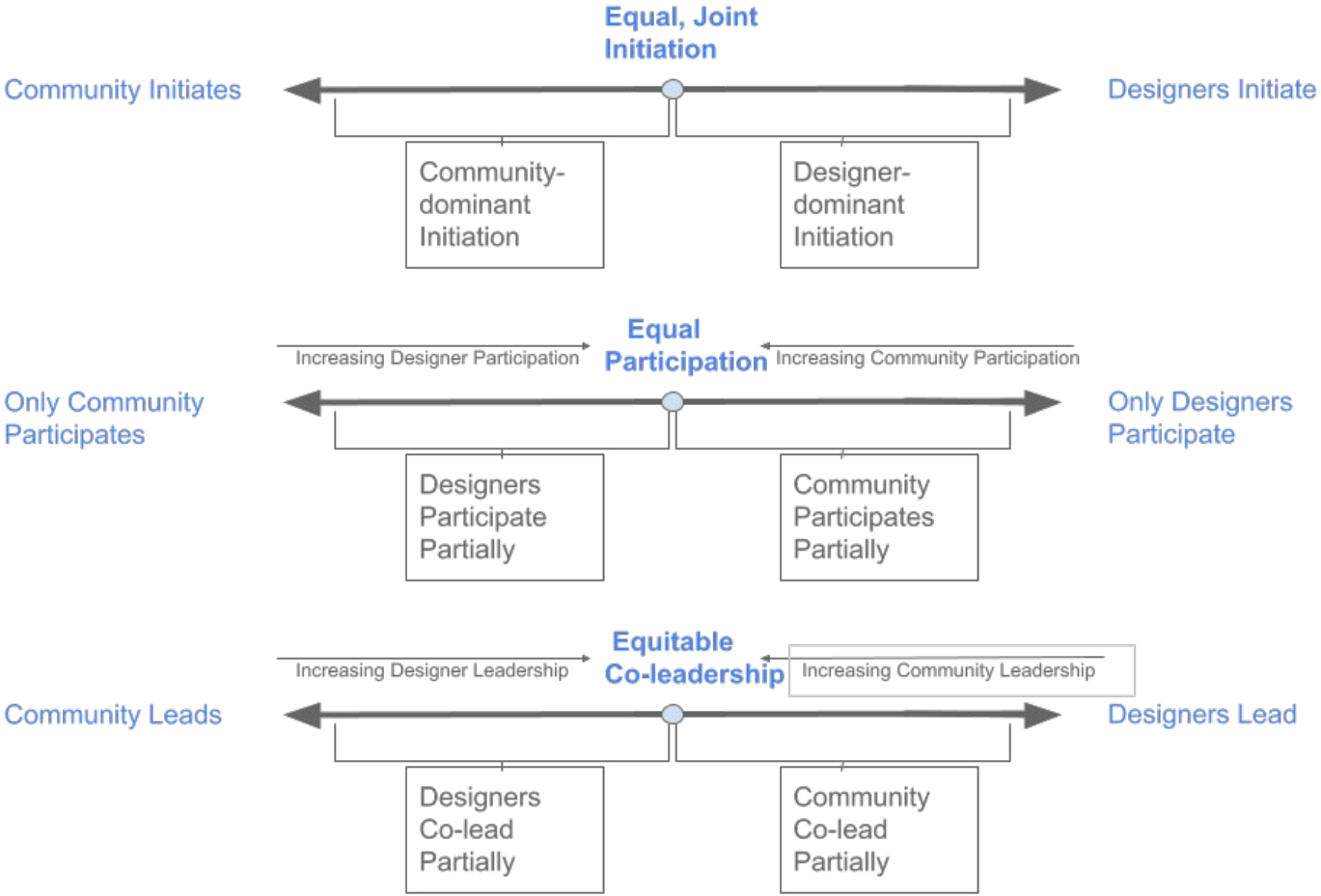
GOOGLE BUS BANGLADESH
GOOGLE BUS
BANGLADESH
Powered by Google

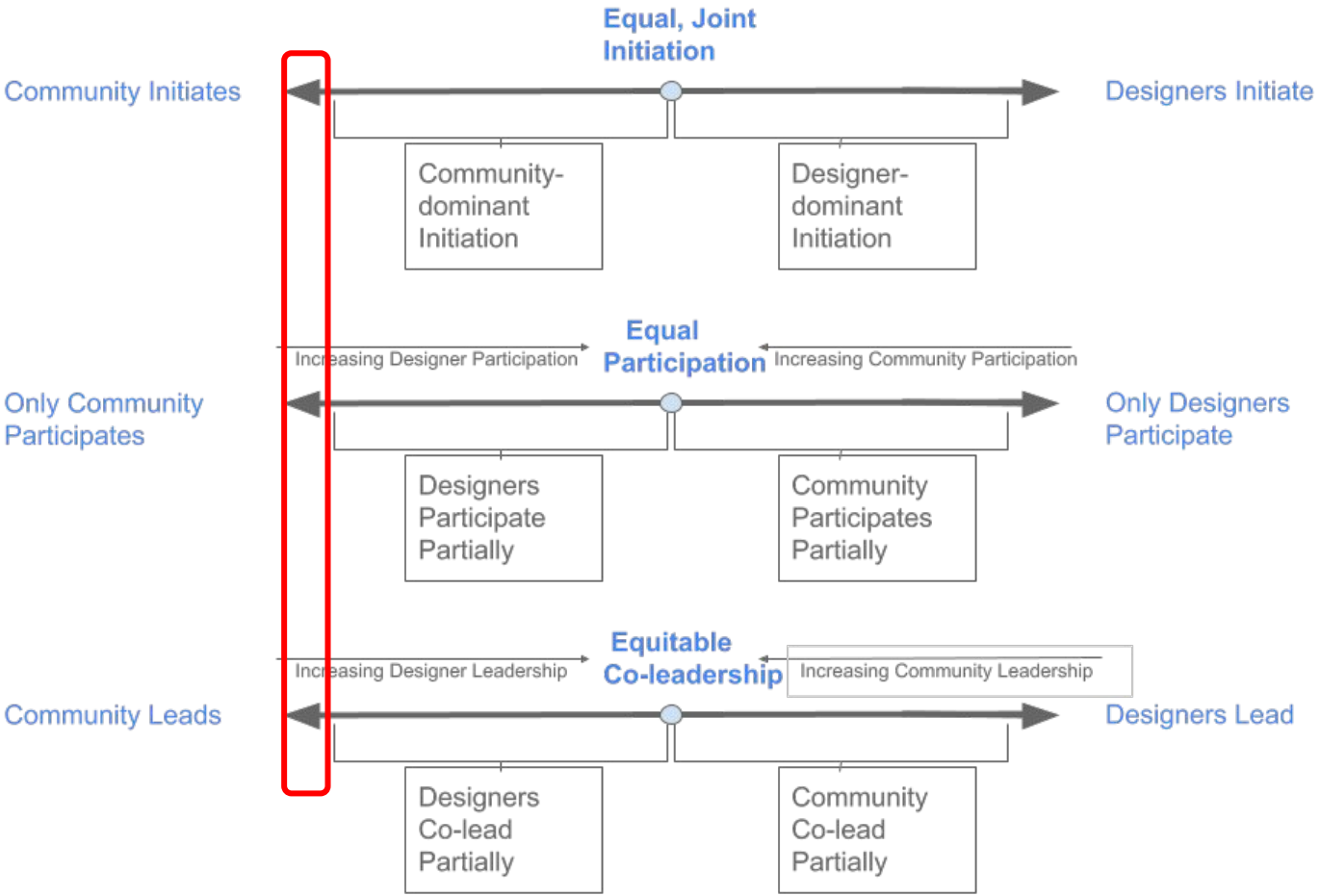
HIDE CAPTION

A web trainer who is taking part in Internet Saathi, the joint program of Alphabet, Inc.'s Google and local philanthropy Tata Trusts, in the village of Habibwala, in Rajastan, India, Sept. 28, 2016. *PHOTO: GOOGLE*

AMIRA

APPENDIX


Equal, Joint Initiation
Community Initiates
Designers Initiate
Community-dominant Initiation
Designer-dominant Initiation
Increasing Designer Participation
Equal Participation
Increasing Community Participation
Only Community Participates
Only Designers Participate
Designers Participate Partially
Community Participates Partially
Increasing Designer Leadership
Equitable Co-leadership
Increasing Community Leadership
Community Leads
Designers Lead
Designers Co-lead Partially
Community Co-lead Partially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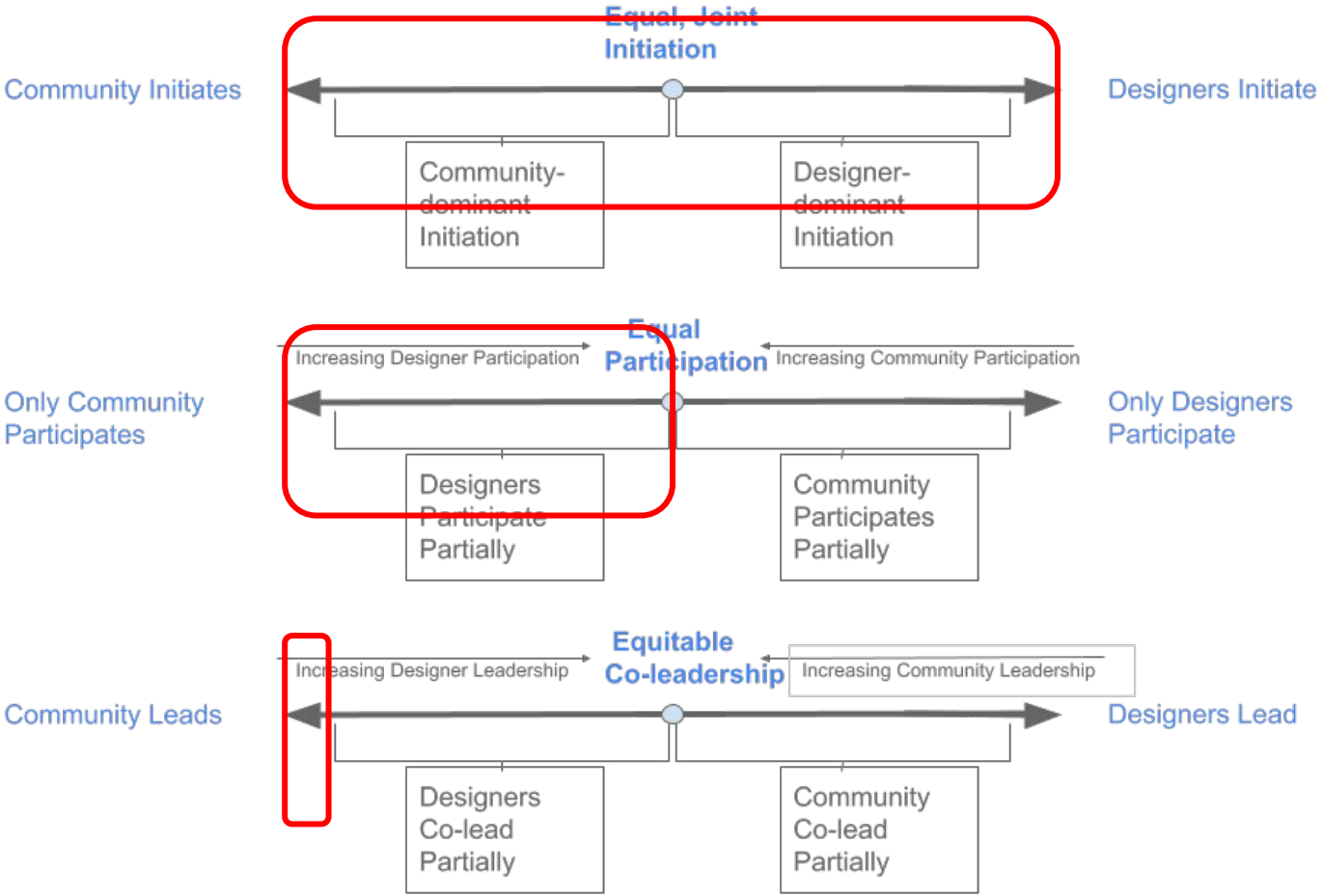
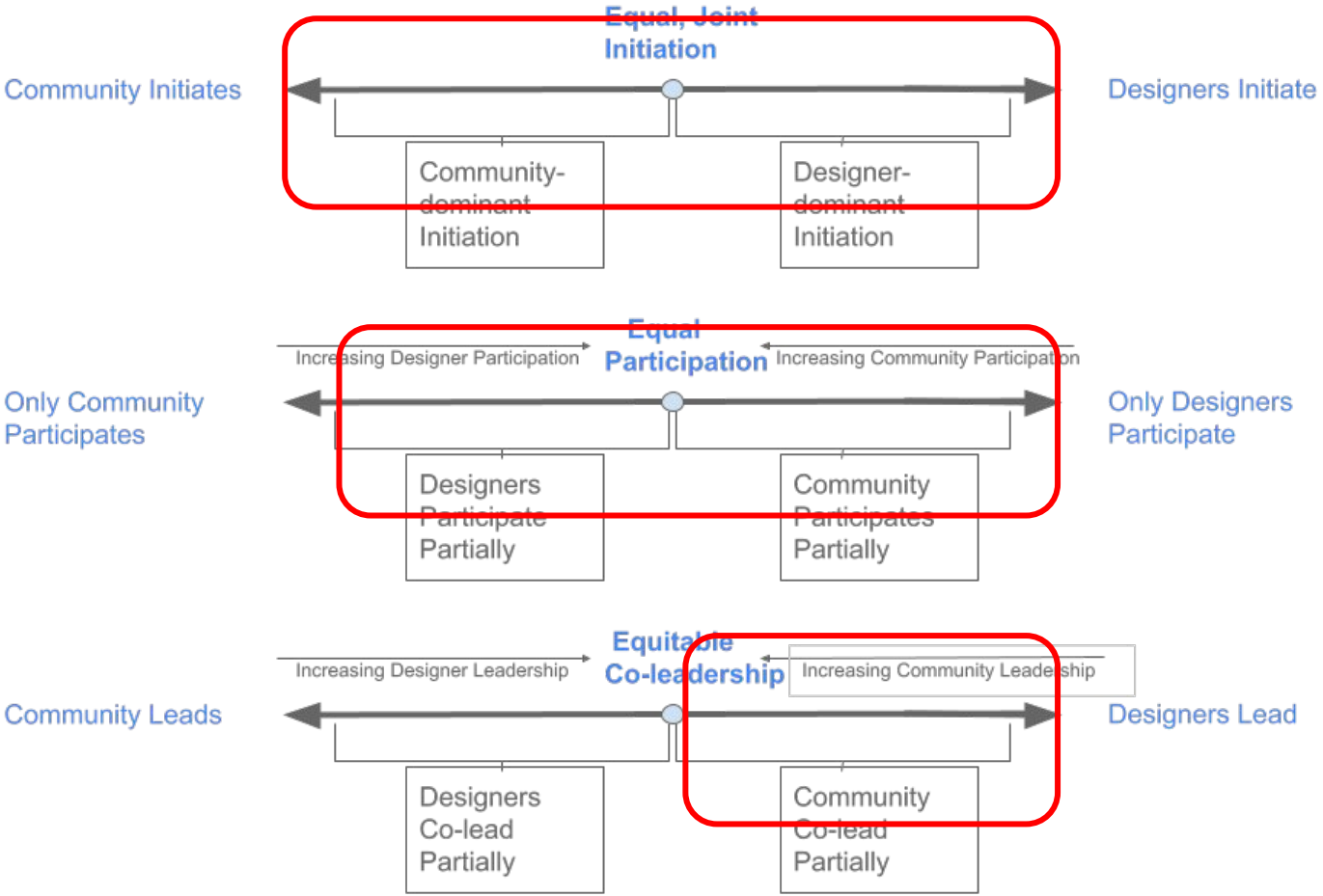
Designers Lead
Designers Co-lead Partially
Community Co-lead Partially


Equal, Joint Initiation
Community Initiates
Designers Initiate
Community-dominant Initiation
Designer-dominant Initiation
Equal Participation
Increasing Designer Participation
Increasing Community Participation
Only Community Participates
Only Designers Participate
Designers Participate Partially
Community Participates Partially
Equitable Co-leadership
Increasing Designer Leadership
Increasing Community Leadership
Community Leads
Designers Lead
Designers Co-lead Partially
Community Co-lead Partially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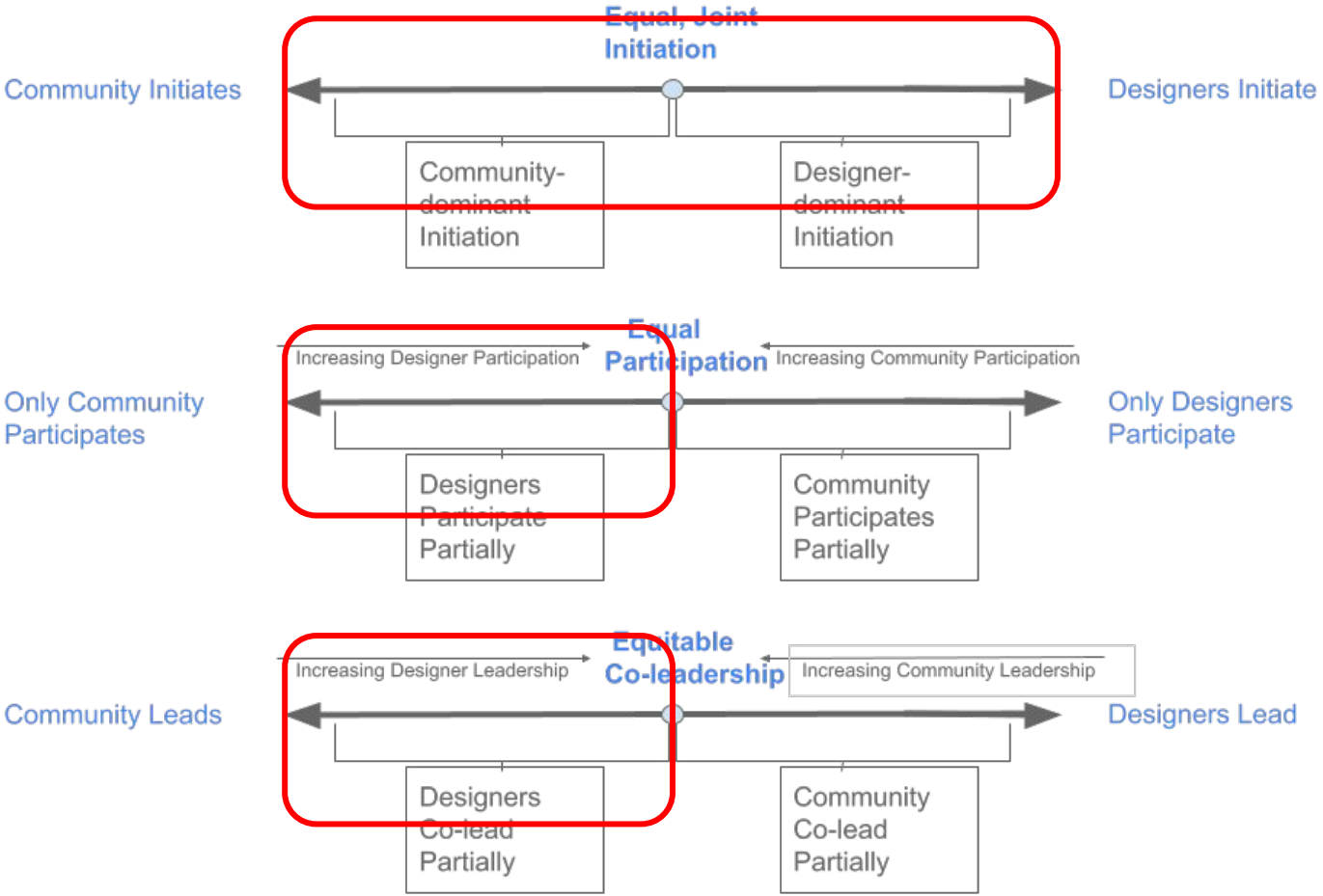
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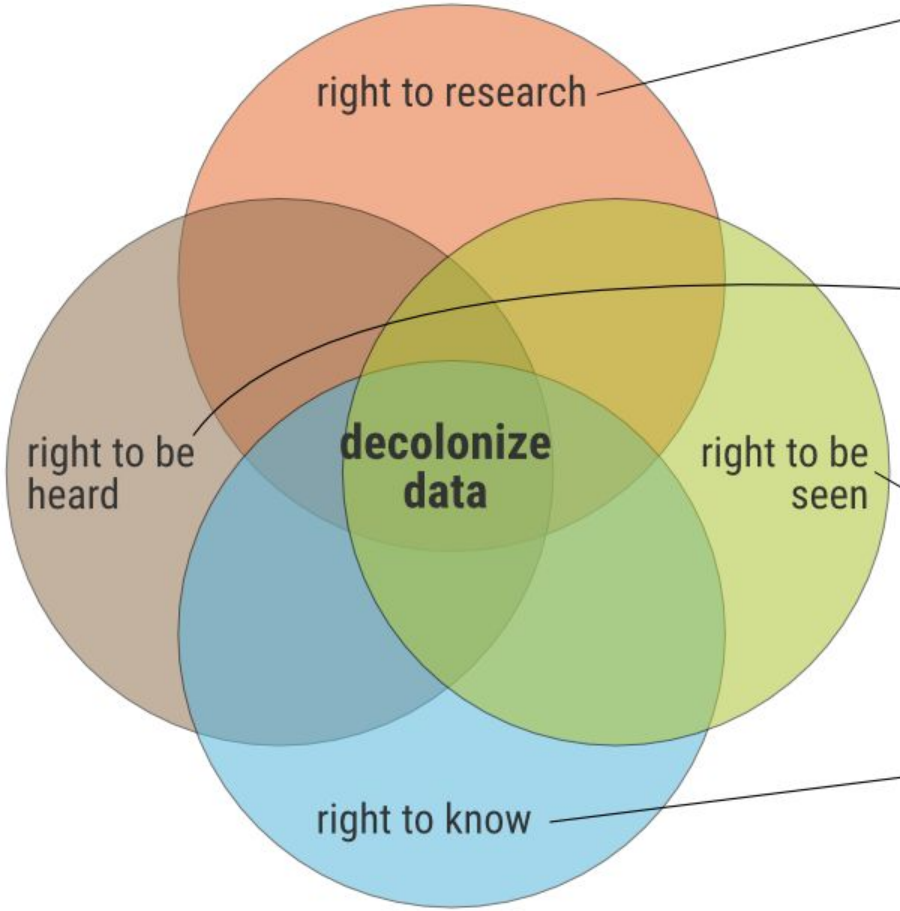
In 2052, most government agencies have a PD unit that addresses the future of work by employing the public in RPD projects. Citizens, immigrants, and refugees rotate in and out of the PD units. Only 10% of private companies had PD units until one gov RPD project created a law mandating increased planet-centered value creation through PD units in private companies.



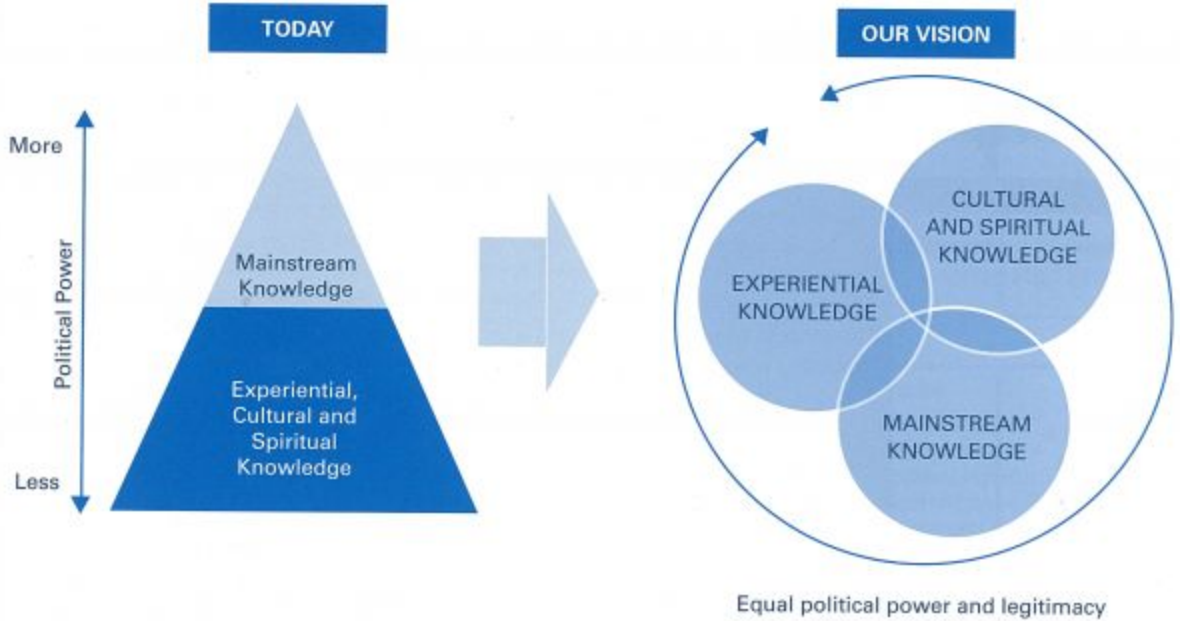
Right to Research: the right to the tools through which any individual or group can systematically increase that stock of knowledge which they consider most vital to their survival as human beings.

Right To Be Heard: to use social science tools -- such as surveys, interviews, mapping -- to package their knowledge into data to convey back to their communities and chosen decision-makers.

Right To Be Seen: the right to be visible, represented, and treated fairly in the collection, dissemination, and use of data.

Right To Know: to access information beyond our reach, whether that knowledge is inaccessible due to cost, technical jargon, or other barriers.

KNOWLEDGE IN THE WORLD



Design mediates so much of our realities and has tremendous impact on our lives, yet very few of us participate in design processes. In particular, the people who are most adversely affected by design decisions — about visual culture, new technologies, the planning of our communities, or the structure of our political and economic systems — tend to have the least influence on those decisions and how they are made.

Design justice rethinks design processes, centers people who are normally marginalized by design, and uses collaborative, creative practices to address the deepest challenges our communities face.

Principles of Design Justice

1: Liberate

We use design to **sustain**, **heal**, and **empower** our communities, as well as to seek liberation from exploitative and oppressive systems.

We focus on social ills and work on liberation before reconciliation.

We use a systems approach.

Principles of Design Justice

2: Center the Community

We **center the voices of those who are directly impacted** by the outcomes of the design process.

Agile processes allows the customer to harness change as a competitive advantage.

Being able to effectively change the product according to customer needs increases customer satisfaction.

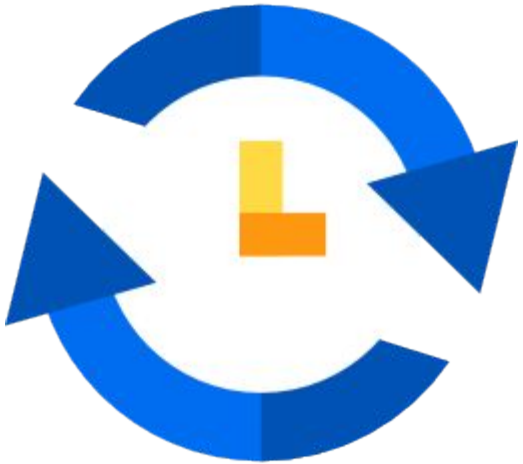
Principles of Design Justice

3: Prioritize the Community

We **prioritize design's impact on the community** over the intentions of the designer.

The community leads the design.

The health and wellness of the community is paramount.



Principles of Design Justice

4: Seek Health

We view **change as emergent from an accountable, accessible, and collaborative process**, rather than as a point at the end of a process.

We focus on the health of a system and do not seek a mission-accomplished approach.

We map and remap systems knowing our interventions change the system.

Principles of Design Justice

5: Facilitate

We see the role of the **designer as a facilitator rather than an expert**.

The experts are the community. They have the lived experience.

Designers only know a process. They are facilitators.

6: Listen to the Community

We believe that **everyone is an expert based on their own lived experience**, and that we all have unique and brilliant contributions to bring to a design process.

The experts are the community. They have the lived experience.

Value and prioritize indigenous knowledge, experiential knowledge, and contextual knowledge.

Principles of Design Justice

7: Share Knowledge

We **share design knowledge and tools** with our communities.

Communities should have access to information. We break down barriers to access to knowledge.

Communities can use the information to better themselves. Knowledge is power.

Principles of Design Justice

8: Be Sustainable

We work towards **sustainable, community-led and -controlled** outcomes.

We create interventions and build in ways that reinforce the human rights of all people.

We design, research, and build ethically, inclusively, and equitably.

9: Improve Our Ecology

We work towards **non-exploitative solutions** that reconnect us to the earth and to each other.

We create interventions and build in ways that reinforce improved health of our ecology.

We design, research, and build sustainably.

Principles of Design Justice

10: Use Positive Deviance

Before seeking new design solutions, **we look for what is already working** at the community level. We honor and uplift traditional, indigenous, and local knowledge and practices.

We use a positive deviance methodology.

We practice a systems approach and amplify positive system dynamics.