Workbook for Community Investigators

ACTIVITIES AND INFORMATION FOR COMMUNITY LEARNING & INVESTIGATING CIRCLES

higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**Education
Policy
Consortium**
TRANSFORMING EDUCATION

ABOUT THIS WORKBOOK

The workbook has been written by the Community Education Programme (CEP) for use by Community Investigators from Missionvale, Veeplaas, Zwide and Soweto-on-Sea. Groups of Community Investigators in a local area form a Community Learning and Investigation Circle (CLIC) and start a participatory action research process with community members to study conditions in their respective communities. They use the results from their investigations to dig deeper into issues that are important to them, to challenge dominant ideas and thinking about their communities. They share what they learnt in community education workshops – learning events that are open to any member of the community.

Such a Community Education Event enables public and critical discussion of the results of the investigation. From this critical understanding, each CLIC will resolve how to apply their knowledge to imagine and develop new or different cultural expressions and social practices, improve livelihoods and deepen democracy across households, communities and the wider society.

This workbook is written in English. We at the Community Education Programme (CEP) recognise that this is a dominant language worldwide and that its use often prevents the use of local languages. In the application of this material in CEP workshops and in participatory action research, two additional local languages are used: isiXhosa and Afrikaans.

The workbook has three sections – The first section starts by setting out the long term process that we intended to follow. A sequential set of activities linked to the steps of a community investigation follows. Next is a background section with additional information on research. A third section brings together the research tools we used to collect information. The contents page also lists all activities separately, should you want to look for a specific activity.

CONTENTS

BACKGROUND INFORMATION

TOOLS

ACTIVITY LIST

WEEK 1: The Transect Walk – DAY ONE: what will we do together?

1. INTRODUCTION & WORKSHOP PURPOSE

1.1. What is CIPSET?

CIPSET stands for the Centre for Integrated Post School Education and Training. CIPSET works to support post-school education, particularly where its provision and participants are marginalised. Its work covers a wide variety of activities and subjects including: linking further education and training course curricula to university courses; organising and creating space for adult non-formal education; standing in solidarity with adult educators across the country; encouraging university academics to look at socially engaged scholarship; and working with other education institutions to promote multi-lingualism, support education justice and study emancipatory forms of teaching and learning.

CIPSET is based at the Nelson Mandela Metropolitan University on the Missionvale Campus.

WEEK 1: The Transect Walk – DAY ONE: what will we do together?

1.2. What is the Community Education Project?

The Community Education Project is a joint research project by CIPSET and the Centre for Education Policy and Development (CEPD) based at the University of Johannesburg. This research project forms part of a wider study into the post-school education and training sector led by an NGO, the Centre for Education Policy and Development (CEPD), and a group of university-based organisations at NMMU, Fort Hare University, the University of Johannesburg and, the University of the Western Cape.

What makes the Community Education Project different from most university research is that it uses a Community-based Participatory Action Research (CPAR) methodology. CPAR is a democratic process which gives authority to all participants to question, define and create knowledge. It contrasts and challenges the ways in which our society links power and privilege to wealth, education, or to holding a specific position. The CEP sees CPAR as an educational methodology to support non-formal adult education programmes where:

- The curriculum comes from the concrete experience and material interests of people in marginalised communities;
- Its principles and practice is focused on collective learning and development; and
- It attempts, as much as possible, to forge a direct link between education and social action.

The CEP views adult education (including adult literacy) as vital to the achievement of social justice, critical citizenship and building deep democracy. This education aims to transform the relationship between local communities and their development, and the state.

What the CEP learns from its work will be used to support the implementation of non-formal community education through the new Community Education and Training Colleges and their Community Learning Centres. (CLC)". The CEP is trying to understand what the work of a Community Learning Centre should be and how learning linked to a Center can be designed and organised to emerge from the lived experience and material interests of community members.

WEEK 1: The Transect Walk – DAY ONE: what will we do together?

1.3. What is this workshop about?

This workshop is the first one of a set of three workshops that builds the capacity of Community Investigators and Community Learning and Investigation Circles to do community mapping. Community mapping is a participatory action research and learning process that develops shared knowledge within a community and helps to inform community processes for change. This community mapping process wants to answer the question: "What can we learn from the lives and experience of community members?" The process places community members, households and community organisation at the centre of the inquiry. It moves from observation to deeper levels of engagement through dialogue and eventually collective action.

The mapping process with CLICs will start with a **transect walk** in four communities around the Missionvale campus of NMMU. Through the transect walk community investigators document the key social, physical, economic and environmental features and resources of the surrounding communities. The community investigators strive to develop a rich and diverse picture of the community across race, age, gender, disability and socio-economic differences.

This analysis by the community investigators guides the design of the second mapping activity, **a listening survey**. The listening survey seeks to understand what issues are at the forefront of community members' thoughts. A listening survey, involves listening to and participating in conversations with a range of community members in churches, taverns, taxis, on the street, spaza shops and other small businesses, and other community spaces. The listening survey helps community investigators look below the surface of an issue to understand the diversity of experiences of across social groups.

The listening survey also seeks to understand what organisations are of practical relevance to the livelihoods and well-being of different social groups. This understanding helps build the next mapping activity: **participatory observation** of key livelihood activities. During this activity, community investigators follow other community members and work alongside them in their organisations. This activity will help community investigators develop rich and detailed case studies of organisations that are important to the lives and well-being of community members.

WEEK 1: The Transect Walk – DAY ONE: what will we do together?

1.4. Where to after the community mapping activities?

The CLICs will come together after each mapping exercise to document and analyse the information they collected. They will, together with the CEP team, work to present the findings from their investigations as a series of reports in the form of stories, pictures and written text. They will invite community members to attend discussion sessions that seek to present and unpack the key themes of their findings. From these community conversations, CLICs and interested community members will form new CLICs and start a range of learning programmes.

The CEP research team will document the journey of all the CLICs and with the community investigators from the CLICs, study and explore their learning journey. The CEP team will use the understanding they gain from this work, to answer questions about how the curricula, the teaching and learning principles and methods, and the organisation of adult education can be transformed to better meet the needs of community members.

In 2014, the focus of the work of the CLICs shifts from community mapping to developing learning programmes and considering collective action around issues of importance. CLICs and CEP will work together to develop learning curricula and offer learning programmes across a number of themes that are of interest to the CLICs.

WEEK 1: The Transect Walk – DAY ONE: what will we do together?

1.5. What will a CLIC do?

The first set of activities that will help to develop the core CLIC in a community, are all linked to the community mapping. After the mapping activities are completed, the core CLIC members will build new CLICs in each community. These CLICs will study a theme or an issue identified and prioritised through the mapping activities.

The learning programme of a CLIC will always start with perspectives from participants on a topic. These sessions and will be accompanied in a follow up session by input from additional resource people or by extra material on the topic at hand. The discussion and themes for each session are recorded and circulated to the group before the next session. What is also included in the record for discussion and exploration in the next session, are issues of uncertainty and around which additional information might be needed.

Following on these two sessions is a third session - a critical conversation within the CLIC. Through dialogue the group seeks to integrate its collective experience, knowledge and learning to arrive at a new understanding of the issue that was explored. Again there is a documentation of the discussion, key themes and contradictions or divergent views. The dialogue continues, until CLIC members feel they have exhausted an issue and are ready to decide what they want to do about it; or, are ready to tackle a new learning theme.

The work and learning of a CLIC loops backwards and forwards between investigation and information collection, reflection through critical conversations, and action. Unlike formal schooling for certification or learning for a job, the learning in a CLIC might never actually finish. A world of life-long education awaits!

WEEK 1: The Transect Walk – DAY ONE: what will we do together?

1.6. How will a CLIC work together?

Activity 1: The Traffic Light

The big group divides into the four CLICs. Now within each CLIC, discuss in pairs or groups of three, how a group that you have been part of, worked together, made decisions and divided roles.
(15 minutes)

Each person gets one minute to share what worked and what caused conflict, especially what unusual methods worked well to get the group to function at its best.
The facilitator documents the feedback
(20 minutes)

Review the list of behaviours listed by your group. Sort these into behaviours that helped, hindered or completely blocked group functioning.
Document the behaviours your group were considered using the colours of traffic light:
- fundamental to keeping the group running well (green)
- likely to disrupt the smooth function of the group (orange)
- completely unacceptable (red)
(40 minutes)

Select one member to feedback to in plenary.
Where lies the most agreement in the group as a whole - around the green, orange or red behaviours?
With a neighbour, discuss what might be the reasons for the patterns you see?
Now feedback your reflection to the group as a whole.
(20 minutes)

WEEK 1: The Transect Walk – DAY ONE: what will we do together?

2. CONCEPTS: 'community mapping' & 'transect walk'

Activity 2: Reconstructing the Sentence

This exercise serves as a warm up to bring the group together in the morning and helps to focus attention on the task of the day: community mapping and doing a transect walk.

> In the middle of the room, form two lines and turn so that you are facing a partner. As a pair you will be given one half of a sentence. Work with your partner to find the other of the two people who hold the other part of your sentence.
>
> When you have a completed sentence, move to the side of the room.
> Only those who are still completing sentences, remain in the centre of the room.
> *(20 min)*

Activity 3: Walking the floor

This exercise helps the group to share their knowledge of community mapping and doing a transect walk.

> The facilitator will divide the room into three equal areas. The middle area represents uncertainty and the two edges of the room represent either agreement or disagreement.
>
> | **Agreement** | **Uncertainty** | **Disagreement** |
> | --- | --- | --- |
>
> The facilitator will ask a group to read out a completed sentence. Depending on whether you agree with the statement or not, or feel uncertain, move to the designated area of the room.
>
> Next, the facilitator will ask the groups to discuss and get agreement about why they stand in a particular space. The group exchange views. Once there is agreement, the participants can change places based on the new information they have.
> *(40 minutes)*
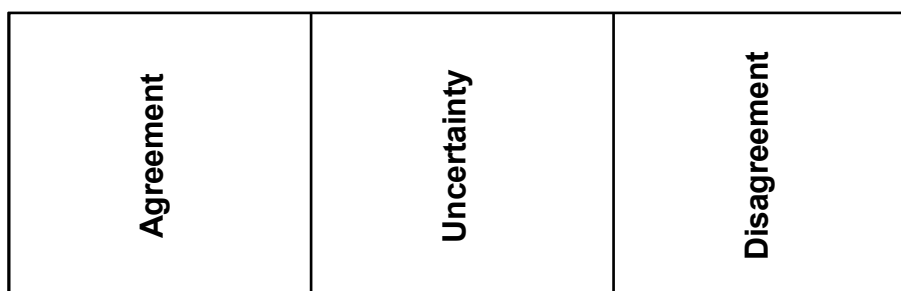
WEEK 1: The Transect Walk – DAY ONE: what will we do together?

3. WORKING WITH MAPS

Activity 4: My map

Close your eyes and think about your community.

Now draw your community in the block on this page.

(15 minutes)

WEEK 1: The Transect Walk – DAY ONE: what will we do together?

2. WORKING WITH MAPS

Activity 5: There is not a 'right' map

Share your drawing with another participant.

Look at each other's maps and discuss the questions that follow below.

Remember there is no right or wrong map. Your map simply represents your view of your community.

(15 minutes)

After your discussion, add detail to your map to allow someone who has never been to community, gain some understanding about it

(10 minutes)

What can you see on the map?

- Where are the boundaries to your community?
- What are important landmarks in your community?
- What are important resources in your community?
- Where are the transportation routes?
- Where did you put your house?

Did you use symbols, words, or picture drawing on your map?

Did you use different types of lines on your map?

What did you draw first?

How might the map of someone who does not live in your community, differ from the one you drew?

Write down in the space below what you are learning about making maps.

(10 minutes)

In plenary, share with the group some of the insights you have gained about mapping.

(10 minutes)

_____

_____

_____

_____

WEEK 1: The Transect Walk – DAY ONE: what will we do together?

4. REFLECTION ON DAY ONE

Activity 6: Ping Pong Aha Mmm

The purpose of the exercise is to close the day and to get an idea of how people are feeling about the day, the workshop facilitation, being a community investigator, and coming to the workshop tomorrow.

The exercise uses four sounds to express how you are feeling at this moment.

- If you are feeling excited, you will say: PING!
- You have negative feelings, you will say: PONG!
- If you feel surprised, you will say: AHA!
- And finally, is you are unsure how you feel, you will say: MMM!

Please consider your response to the four questions below and answer using the sound that best reflects your feeling.

Wait for the facilitator's cue:

- How are you feeling about the manner in which the workshop was facilitated?
- How are you feeling about being a community investigator?
- How are you feeling about tomorrow's workshop?
- Overall, how are you feeling?

(5 minutes)

In plenary the facilitator will ask you to share why your chose a specific sound and what you observe about the group as a whole.

(10 minutes)

WEEK 1: The Transect Walk – DAY TWO: doing a transect walk

---

5. DEVELOPING YOUR TRANSECT ROUTE

Activity 7: Exploring the map

> Look at the map of this community. This is a map that gives an aerial view of the community.
> On top of this map is another map, which shows, using thin black lines, how land is divided up for different uses.
> Use the map to answer these questions in your group.
> (25 minutes)

- What are the major landmarks that you can identify on this map?
- Can you see the major transport routes?
- Looking at the map, are there differences in how the houses are laid out? If yes, what might be the reason for the differences?
- Is there any vacant land in this community? If yes, can you see how such land might be used? Who are the main users of this land? Who do you think owns the vacant land?
- Looking at the map, is it clear what the main routes are?
- Can you see any differences in routes used by people on foot, using public transport, or private vehicles?
- Are there groups in the community that might be disadvantaged by the layout of the community? Who are they and how are they disadvantaged?
- Are there areas in the community that are not accessible to everyone? If yes, which are they? And why might this be the case?
- What else do you see in this map? How is this important to a group wanting to understand this community?

_____

_____

_____

_____

_____

_____

_____

WEEK 1: The Transect Walk – DAY TWO: doing a transect walk

Activity 8: Agreeing on your route

Now lay a piece of transparent paper over your map and as a group add some detail to your map. Make sure everyone in the group participates in adding information to the map.
(20 minutes)

Using a black crayon, draw the boundaries of your community.
Using a red crayon, draw the major transport routes.
Using other colour crayons, add the major landmarks, for example churches, clinics, crèches, primary and high schools, key businesses, and any other landmark your group agrees is important.

_____

_____

_____

_____

As a pair, discuss the following question:
If you wanted a group of people to get to understand this community better by taking a slow walk through it, what would be the best route to take? What stops will you make?
(5 minutes)

Motivate your choice to the group and get consensus agreement on the best route.
(10 minutes)

_____

_____

_____

_____

WEEK 1: The Transect Walk – DAY TWO: doing a transect walk

6. ORGANISING OURSELVES INTO TRANSECT WORK GROUPS

Activity 9: Following and leading

These activities help to get the group formed after the overnight break and to get ready for the transect walk.

Find a partner. Follow your partner's hand with your nose. Swop roles.
(5 minutes)

In the same pair, hold hands and start moving both your hands in different directions. Now add movements. You and your partner should mirror each other's movements.
Now change partners so that you pair up with someone who is shorter or taller than you; or who belongs to the opposite sex from you. Repeat the hand movements.
(5 minutes)

- In plenary, quickly give your views about the activity:
- How did you feel?
- What changed between the two activities?
- What can we learn about leading and following from these exercises?
- How might this learning help us in forming work groups for the transect walk?
(5 minutes)

WEEK 1: The Transect Walk – DAY TWO: doing a transect walk

Activity 10: Allocate roles to group members

Form four area-based groups. You belong in the same group as all the other people with the same colour sticker on your name tag.

Look at the roles set out below. Facilitate a discussion in your group to get agreement about who will play which role.
(10 minutes)

The group convener: This person will set the pace for the transect walk and make sure that the group keeps to their tasks, complete the walk in the allocated time, and return to the rendezvous point on time.

The photographer: One person per group, who will use the disposable camera to take pictures on behalf of the group. OR this person will coordinate turns so that each group member will get an opportunity to take at least one picture.

The scout/s: person/s who will walk off the planned route every now and again to see if there might be other important activities/ settings that need to be documented

The interviewer/s: people who will each do one short interview with community members
In your group allocate the task so that you do a maximum of two interviews each. If your group is big, some of you might only do one interview.

     i.   A pensioner (male)
    ii.   A pensioner (female)
   iii.   A young man who is no longer in school
   iv.   A young woman who is no longer in school
    v.   An unemployed man
   vi.   An unemployed woman
  vii.   A mother/ caregiver with a young child
 viii.   A business owner

In addition to these roles, everyone in the group will be making observations using the transect walk observation tool.

WEEK 1: The Transect Walk – DAY TWO: doing a transect walk

Activity 11: Getting to grips with tools and tasks

In your group, form three sub-groups, based on the roles you will take up during the transect walk. As individuals in your sub-group, quickly scan through the information listed below. You will have read through the information overnight. How might the research tools you will be using (maps, interview guide, observation tool, camera) help or hinder you in performing in your role?
(5 minutes)

Share with others performing the same role you have, how you understand the research tools might help or hinder you in performing your role.

(10 minutes)

In plenary, the facilitator will ask different role players to suggest strategies to overcome potential pitfalls in using the tools.
(20 minutes)

Group Convener and Scouts

What is transect walk	p. x
Observation	p. x
Taking field notes: jottings	p. x

Photographers

Taking photographs	p. x
Permission to use pictures	p. x
Observation	p. x
Taking field notes: jottings	p. x

Interviewers

Participant information sheet	p. x
Transect interview	p. x
Observation	p. x
Taking field notes: jottings	p. x

WEEK 1: The Transect Walk – DAY TWO: doing a transect walk

Activity 12: Checking our resourcess

In your group check that you have all the resources you need to do the transect walk.
(5 minutes)

Resources	✔
Community Information letter	
Transect documentation tool	
Maps in A3 with the route marked clearly	
Pen	
Notebook	
Clipboard	
Cameras	
Digital voice recorders	
Water/ refreshments for walk	

WEEK 1: The Transect Walk – DAY TWO: doing a transect walk

WEEK 1: The Transect Walk – DAY TWO: doing a transect walk

7. DOCUMENTING THE TRANSECT WALK

Activity 13: Complete your transect walk observation tool

In your area-based groups, complete your documentation for the transect walk.
Give group members a chance to complete any notes that capture their observations during the walk.
(20 minutes)
Please hand in the transect walk observation tool, your interview sheets, and the disposable cameras to your group facilitator so that the film can be developed.

Activity 14: Review your map

In your group, review the map you developed this morning, adding new detail by answering the questions below.
(30 minutes)

Documentation questions

1. What physical details can you add to the map?

2. What landmarks stand out now?

3. What can you say about livelihood activities in this community? How can you map these?

4. What can you say about education in this community? How can you map this issue?

5. What can you say about the environment in this community? How can you map this issue?

6. What can you say about issues of safety in this community? How can you map this?

7. What other social issues stand out in this community? How can you map this?

8. Did you discover anything in particular about the history of this community? How can you map this?

9. Anything else that you can add to the map?

WEEK 1: The Transect Walk – DAY TWO: doing a transect walk

Activity 15: Giving feedback that builds improvement and group work

This activity helps to get feedback on today's session and how well we worked as CLIC group. We will start by stating to the group what we didn't like and what we liked about the session in general. We will then give feedback to each other, appreciating specific behaviours or qualities of individual group members. The exercise is designed to encourage open reflection and help us end today's activities on a positive note. Give 5 minutes for each question.

(15 minutes)

Stand in a circle so that everyone in the group can see one another. Start at any place in the circle and go around until everyone has taken a turn to complete the sentence:

"I didn't like it when, …".

> For example:
> "I didn't like it when there was too little time to see all the maps."

I didn't like it when
_____

Now complete the sentence:

"I liked it when,…"

> For example:
> "I liked it when we all participated in the group's activities and no one was left out."

I liked it when
_____

Finally, break the circle and mingle as a group. Try to say at least one thing to every group member that you appreciated about their behaviour on the day. Start you your sentence with:

> For example:
> "I liked it when you helped to arrange the chairs for the session."

I liked it when
_____

The group then reforms the circle and confirms the meeting time and venue for Day 3

WEEK 1: The Transect Walk – DAY TWO: doing a transect walk

8. REFLECTING ON DAY 2

Activity 16: Image theatre - what did we see?

The purpose of this activity is to reform the group on the third day. The activity also raises issues from the transect walk on day two in a fun manner. In this way the group creates 'space' to start deeper reflection

---

In area-based groups, individually select a scene from the previous day which stands out for you. Think about how you can best act this scene out, without using words.

Each group member takes turns to act out her or his scene to the group. The group guesses what the scene is and names the scene. Everyone should act her/his scene out briefly, even if the scene is the same as that of someone else.

(20 minutes)

From the individual scenes that the group saw, selects the two scenes that were most common or most important to the group. The individuals whose scenes were selected will act the scene out to the plenary session. Everyone from the group with the same scene should act their scene simultaneously in the plenary session.

(10 minutes)

In the plenary session, the four groups present their scene selections. The facilitators list the scenes as these are acted out and ticks the number of times during which a scene was duplicated.

(20 minutes)

A short plenary discussion is facilitated on the questions:

What are we seeing from the scenes that were presented?

What observations are we drawing about this community?

(10 minutes)

WEEK 1: The Transect Walk – DAY TWO: doing a transect walk

Activity 17: Writing Wall: reflection on the transect walk

The participants form into four area-based groups.

The purpose of the activity is to reflect on the transect walk and surface both process and content issues and to arrange these in an order of priority. The group will then use their learning from this reflection to help inform their planning for the much longer transect walks in their own communities.

The groups start at any of the four flipcharts on the wall and answer the question they face at the time. The group should select a group convener who will chair the discussion and a scribe to write the group answers on the writing wall.

When the facilitator indicates, the groups all move to the next chart and repeat the process of answering and recording responses to the new question. The groups move on to new questions every five minutes until a full round has been completed.

(20 minutes)

The second round is a quick read through of all the documents and a final adding of any additional comments by the groups to each question.
(10 minutes)

The third round is a round of voting. Individuals can now use two votes per question to indicate their strong agreement with a statement on the wall chart. S/he indicates agreement by placing a sticker next to the statement with which they strongly agree. Each person also gets one sticker to indicate disagreement. Disagreement stickers need not be used, but agreement stickers must both be used.
(10 minutes)

A short plenary discussion is facilitated. What are the main process lessons from the transect walk?
(20 minutes)

Questions for the writing wall

- What worked well/ were challenges in preparing for the transect walk?

- What worked well/ were challenges in doing the transect walk?

- What worked well/ were challenges in transferring information to the map?

- How did your group work together?

20

WEEK 1: The Transect Walk – DAY TWO: doing a transect walk

9. DEVELOPING A TRANSECT ROUTE FOR YOUR COMMUNITY

Activity 18: Exploring the map

Look at the map of your community. This is a map that gives an aerial view of the community. On top of this map is another map, which shows, using thin black lines, how land is divided up for different uses.

Use the map to answer these questions in your group.

(25 minutes)

- What are the major landmarks that you can identify on this map?
- Can you see the major transport routes?
- Looking at the map, are there differences in how the houses are laid out? If yes, what might be the reason for the differences?
- Is there any vacant land in this community? If yes, can you see how such land might be used? Who are the main users of this land? Who do you think owns the vacant land?
- Looking at the map, is it clear what the main routes are?
- Can you see any differences in routes used by people on foot, using public transport, or private vehicles?
- Are there groups in the community that might be disadvantaged by the layout of the community? Who are they and how are they disadvantaged?
- Are there areas in the community that are not accessible to everyone? If yes, which are they? And why might this be the case?
- What else do you see in this map? How is this important to a group wanting to understand this community?

_____

_____

_____

_____

_____

_____

_____

WEEK 1: The Transect Walk – DAY TWO: doing a transect walk

Activity 19: Agreeing on your route

> Now lay a piece of transparent paper over your map and as a group add some detail to your map. Make sure everyone in the group participates in adding information to the map.
> *(20 minutes)*

Using a black crayon, draw the boundaries of your community.

Using a red crayon, draw the major transport routes.

Using other colour crayons, add the major landmarks, for example churches, clinics, crèches, primary and high schools, key businesses, and any other landmark your group agrees is important.

_____

_____

_____

_____

> As a pair, discuss the following question:
> If you wanted a group of people to get to understand this community better by taking a slow walk through it, what would be the best route to take? What stops will you make?
> *(5 minutes)*
>
> Motivate your choice to the group and get consensus agreement on the best route.
> *(10 minutes)*

_____

_____

_____

_____

WEEK 1: The Transect Walk – DAY TWO: doing a transect walk

10. ORGANISING OURSELVES INTO TRANSECT WORK GROUPS

Activity 20: Reviewing and allocating roles

In your group, review the roles and decide whether you want to continue with group members playing the same roles as during the practice walk. What would the dis/advantages be?
(10 minutes)

Confirm roles and tasks
(5 minutes)

In role-based groups, do a quick review of what you would do differently to ensure that you complete all the tasks well and are comfortable using the tools.
(15 minutes)

11. REFLECTION ON THE WORKSHOP

Activity 21: Reflect on your experience of the workshop

Please take some time to reflect on your personal learning journey over the past three days:
What did you expect to learn from the workshop?

_____

_____

What was the most interesting thing you learnt in the workshop?

_____

_____

What are you likely to take from this workshop to other organisations?

_____

_____

What questions do you now have about the Community Education Programme and the work of the CLICs?

_____

_____

What would you change about this event for future participants? Why?

_____

_____

What more would you have liked to have learned from this workshop?

_____

_____

What recommendations do you have for the facilitators?

_____

_____

WEEK 1: The Transect Walk – DAY TWO: doing a transect walk

12. CHECKING OUT

Activity 22: Taking pictures

As a way to conclude the workshop, we would like to take pictures of all the members of the CLIC. We would like to strike up a pose that reflect your new role as a community investigator. Consider ways in which you can dress up and use props to step into your role.
(15 minutes)

In plenary, take up your places for the photograph.
(15 minutes)

WEEK 2: Doing the transect walk

13. SAMPLE PLAN FOR THE WALK

Below follows a sample of the plan for the three days of the transect walk by a group.

	ACTIVITY	TIME	EQUIPMENT/HOW
Tuesday 17th September	Welcome and get to know one another Meet and greet, decide on someone to take minutes.	14:00 - 14:15	N/A
	Discuss further how your group will work together, how meetings will work, how you will organise yourselves and the roles and responsibilities of being a CI. decide on the best way in which we will understand each other, and the behaviours of one another through discussion	14:15 - 14:30	Each person will write one word on a piece of paper on how we should act when working together
	PLANNING FOR THE TRANSECT WALK:		
	Equipment check: use a checklist to make sure all the stationary and maps, tools and first aid kit is sorted	14:30 - 14:40	Checklist, tick off
	Route decided – including good places to interview people marked as 'stopping areas'. Here we will use the map just to verify our routes as we have already decided on the best route to take.	14:40 - 15:00	Maps, crayons.
	Safety plan: discussions on how we will take note of safety precautions	15:00 - 15:20	N/A
	Using the documents: we will, here explain what each document is and means and how it should be used	15:20 - 15:35	Documentation tools
	Taking field notes – jottings, recordings, speaking to one another about what we are seeing, decide you will write notes and who will record	15:35 - 15:40	N/A
	Photographs – who will take photos? How best to take photos, this will be done through discussion	15:40 - 15:50	
	Reflection: review everything that has been said by one person	15:50 - 16:00	Notebook

WEEK 2: Doing the transect walk

	ACTIVITY	TIME	EQUIPMENT/HOW
Wednesday 18th September	Meet at Missionvale campus	11:00 - 11:15	Pens, pencils, Koki's, crayons, maps, cameras, recorders
	Checklist for Transect walk	11:15 - 11:30	Pens, checklist, tick off
	Walk : from Missionvale campus to Missionvale on the route decided on Tuesday	11:30 - 15:30	Maps, cameras, notebooks, clipboards, pens and pencils
	Pick up lunch	15:30	
	Documenting	15:30 - 16:15	Talk about notes , ensure that interviews were completed, re-write interviews on interview sheets if it was written in a notebook
	Reflection	16:15 - 16:30	Discuss the walk through a discussion exercise, randomly

	ACTIVITY	TIME	EQUIPMENT/HOW
Thursday 19th September	Meet : Missionvale campus	11:00- 11:15	Same as Wednesday
	Checklist	11:15 -11:30	
	Walk	11:30–15:30	
	Pick up lunch	15:30	
	Documenting	15:30-16:15	
	Reflection	16:15 -16:30	

WEEK 2: Doing the transect walk

14. WORKING AS A GROUP

Each CLIC elected a group convener, scribe and treasurer. The CLIC kept minutes and documented its decisions.

Below follows a sample of the minutes by Zwide 2 CLIC.

WEEK 2: Doing the transect walk

WEEK 2: Doing the transect walk

At the end of each transect walk, everyone completed their documentation.

Below follows a sample from Soweto –on-Sea

Transect walk observation tool

Write your name here: Masiya, Siwa

Write the date here: 15/03/2013

Write the starting time of your walk here: 11H00

Write the name of the community and the route here:

_____

1. **Take your time to walk along the agreed route through the community.**
   - Walk slowly and talk to each other about what you see and experience.
   - Stop every now and again.
   - Use all your senses: what do you see, hear, smell?
   - Shift your focus when you look around. Look up and down. Look close by and gaze further away.

2. **What do you notice about the physical environment?**

   Recycle of bottles, cardboards, plastic bottl
   Dirtiness of the enviroment
   Pot holes, gravel roads
   Houses are congested / close to each o
   Dumping of gross infront of the yards
   of Rolihlahla and Mnenge: people dump

3. **Select a stopping location along your route.**

   Stop and watch people working, gathering togehter, talking, sitting, and m

   What body language do you see? How do you understand this?

   Mbulelo, Umthathi, mnenge, Rolihlahl
   Johnson Road, sign longuage (Tsots

WEEK 4: – DAY 1: The listening survey

15. LISTENING TO THE STORIES FROM OUR DATA

Over the next two days we will be searching for the stories that are contained in the data from our transect walks.

To do this we will be using thematic analysis as a method to make sense of our data. From our analysis we will write up our data as short case studies – short descriptions that explore and explain a person, group, place, issue or event.

Below follow short definitions and explanations of thematic analysis.

Thematic analysis is a qualitative analytic method for
> '…identifying, analysing and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail. However, frequently it goes further than this, and interprets various aspects of the research topic.'
> Braun and Clarke, 2006, p.79[1]

What makes a theme?
> 'A theme captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set.'
> Braun and Clarke, 2006, p.82.

How do you 'do' thematic analysis?
- Become familiar with the data by reading or looking through it several times.
- Next, develop basic themes by using short descriptive words from your data.
- Search across these themes for patterns and develop more abstract organising themes.
- Combine the organising themes to develop even bigger categories that bring several organising themes together as a global theme.
- Use the analysis to write up a report that answers your research question.

What is our research question for the transect walk?
What are the issues and experiences that are important to the lives of people in this community?

---

[1] Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, Vol 3 (2): 77-101.

WEEK 4: – DAY 1: The listening survey

16. REFLECTING ON OUR METHOD: PARTICIPATORY PHOTO MAPPING

Activity 23: What pictures did we take?

As a group, document how you organised taking pictures during the transect walk?

- Who took the pictures?

- What pictures did you choose to take?

- What pictures did you deliberately not take?

- What influenced your decisions?

- What else might have influenced the pictures that were taken?

- What activities/ community issues might you have missed documenting through pictures?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

WEEK 4: – DAY 1: The listening survey

17. UNPACKING THE PICTURES

The activities that follow below help us to name and describe our collection of pictures for each area, using basic descriptions or themes. We then group these basic themes under headings to reveal an issue (an organising theme) and finally group the issues into a bigger category (global theme).

Activity 24: Create themes that describe the pictures from your transect walk

This is an individual brain storm activity. Look through the photographs of the transect walk in your community. Write down a short phrase or word (theme) that describes each picture best. You may skip pictures that you feel have the same theme. Do not repeat words.

WEEK 4: – DAY 1: The listening survey

Activity 25: Create themes that describe your pictures

- Going around the group, one person after another in sequence, the CLIC facilitator asks each group member to add one theme from the list s/he made.

- he purpose is to combine the themes from each individual with those of other group members to generate as many themes as possible.

- The facilitator follows the same sequence in the group, going around as many times as needed until no additional themes are named.

- The group should not debate whether a picture describes what is named. The group should simply come up with a list of themes that describe the picture.

- As the group raises themes, the scribe adds these to newsprint placed where everyone can see all the themes raised thus far.

WEEK 4: – DAY 1: The listening survey

Activity 26: Name your pictures

Divide into small groups, give each group ten pictures. Ask the group to use the themes to give each picture a title followed by a short description. For example:

Missionvale Pic 1: GG's ground is a place of water

The picture shows one of the many places where water dams up in this area.
The water is salty and polluted by animal, human and household waste.

WEEK 4: – DAY 1: The listening survey

Activity 27: Sort the pictures into groups

Working as a whole group, use the headings to sort the pictures into groups.

Don't force a picture into a group – some pictures can stand on their own.

Give each group of pictures a heading that brings a group of themes together.

Below follows an example.

Waste is a BIG problem in Missionvale

Missionvale Pic 6: Waste collects in low-Lying areas at GG's Ground

Households dump waste in areas that are no good for housing or gardens.

Missionvale Pic 9: Plastic waste at GG's Ground

Plastic waste decomposes slowly and the wind blows it arounds.

Missionvale Pic 11: Woman cleaning up

Community members try to collect waste into heaps along the sides of streets and walk ways between houses. Waste is sometimes collected by people who work for the Extended Public Works Programme as waste collectors.

Missionvale Pic 12: Children at GG's Ground

Many play close to waste or even on dump sites

WEEK 4: – DAY 1: The listening survey

Activity 28: Create a thematic network

Working with their scribe each group completes a chart that shows the connection between themes grouped under different headings.

The group works through all their pictures in this way.

Below follows an example of how themes might be combined.

Category (global themes)	Heading (organising themes)	THEME (basic themes)
The physical environment makes living easier/ more difficult	Waste is a big problem	Waste collects in low-lying areas
		Households dump their waste
		Plastic waste takes long to decompose
		The wind blows plastic waste around
		Children play at dump sites
		Some community members try to clean up
		Some community members work as waste collectors for the EPWP
	Living informally brings many risks	Many houses are not strong enough to resist rain and wind
		Illegal electricity connections are dangerous
		Houses are very close together
		Many houses are made from pallets and can burn quickly
		Children get sick from playing in places where waste is dumped or waste water collects
Access to government services is different for different groups	There is very poor infra-structure	There is a bucket system for human waste
		The are no proper roads and cars, taxis and ambulances struggle to drive here
		There are communal taps
		When it rains water runs into the houses

The facilitator now puts up on the walls the categories from all the groups.

Next, the facilitator asks all the groups to place their pictures up on the wall using the headings and categories they generated.

The facilitator then asks all present to take ten minutes to walk around the room, look at the pictures and to read the categories, headings and themes from all the groups.

The facilitator asks the group whether the headings and categories can be collapsed or expanded to bring greater clarity to the analysis of the pictures.

The group then generates a thematic network for the whole group.

WEEK 3: – DAY 2: Making sense of our observations and interviews

18. REFLECTING ON OUR METHOD – OBSERVATION

Activity 29: What lines did we draw?

A map can sometimes look like a tangle of lines. What these lines mean might be 'official' – like the lines on a map that show the boundaries between properties or the lines that show the contours of a landscape – where a hill is, where a river runs or where a road is.

What 'lines' did we draw as we decided on our route and then walked along the transect we planned?

- Draw a map of your planned route using a black koki and a dotted line - - - - -.

- Then draw the map of your actual route using a different colour koki.

- Compare the maps of your planned route and the actual route.
  - What factors influenced our initial planning?
  - Did the route change? If yes:
    - − What did you add/ leave out along your route?
    - − What influenced these changes?
    - − Did the changes influence what you saw?

      If yes, can you describe how what you saw was influenced by the changes in your route?

- Use the transparent paper to draw your planned route and then add your actual route.

_____

_____

_____

_____

_____

_____

WEEK 3: – DAY 2: Making sense of our observations and interviews

Activity 30: Extracting information from the transect observation tool

This is an individual brain storm activity. Look through your notes on the transect walk in your community. Write down the key words from the issues you noted. Combine your notes from both days. Now write a single theme on the cards provided to you.

Do not repeat phrases or words.

Write as clearly as possible.

Below follows an example of what someone might have written as basic themes from their observation tool:

Some families keep livestock (goats, chickens, cows)
Some families have vegetable gardens
Some houses have wooden structures for selling goods
Some houses have a shop in a garage
A few houses have containers as shops
Some families own a car or a bakkie

WEEK 3: – DAY 2: Making sense of our observations and interviews

Activity 31: Combining information from the transect observation tool

Working as a group, begin to sort out all the cards.

- First remove duplicates, keeping the cards that are most clearly worded.

- Count the duplicates. Write the total number on the card that you kept.

- Now arrange the cards into organising themes – an organising theme is a bigger thematic group

- Give each of these bigger organising themes a heading. (For example, an organising theme for the cards written from the themes in activity 8 could be physical livelihood assets)

- Now combine the larger groupings into an over-arching theme – a global theme.

- (For example, a global theme that brings together physical, financial and other assets could be livelihood assets)

- Give each of these large categories a heading.

You should end up with a thematic network of cards. Starting with the global theme, number your thematic network to show the levels of the network. For example:

---

1. Livelihood assets

    1.1 Physical assets

        1.1.1 Own car
        1.1.2 Goats
        1.1.3 Chickens
        1.1.4 Cows
        1.1.5 Vegetable garden
        1.1.6 Wooden shop next to house
        1.1.7 Brick/container shop next to house

    1.2 Financial assets

        1.2.1 Child support grant
        1.2.2 Pensions
        1.2.3 Money from family

    1.3 Add other assets

        1.3.1 add more
        1.3.2 add more

WEEK 3: – DAY 2: Making sense of our observations and interviews

Activity 32: Feedback in plenary

The groups place their thematic networks up on the wall to share with everyone else.

Walk around the room and identify:

* What are the five most frequently occurring observations across the groups?
  How do you understand this?

* What might have been missed during the transect walk?

* What has been added to the themes from the pictures through observation?

_____

_____

_____

_____

_____

_____

_____

_____

_____

WEEK 3: – DAY 2: Making sense of our observations and interviews

19. REFLECTING ON OUR METHOD –INTERVIEWS

Activity 33: Who did we interview?

As a group complete the list of interviews you did:

PERSON INTERVIEWED	NUMBER OF INTERVIEWS
A pensioner (male)	
A pensioner (female)	
A young man who is no longer in school	
A young woman who is no longer in school	
An unemployed man	
An unemployed woman	
A mother/ caregiver with a young child	
A business owner	
Write your own categories below	

As a group, document how you organised the interviewing during the transect walk?

• Who did the interviews?

• What influenced your decisions about interviewing?

• What else might have influenced the interviews that were done?

• What groups might you have missed interviewing?
  How important is this to the research?

_____

_____

_____

_____

WEEK 3: – DAY 2: Making sense of our observations and interviews

Activity 34: Analysing themes from interviews

Look through your interview notes. Write down the key words from the response to the questions.

Do not repeat phrases or words.

Make a tick (✔) every time a word or motivation occurs.

Write as clearly as possible.

For example:

Concerns	Motivation
Crime ✔ ✔	Crime comes from unemployment. This is the biggest issue in our community
no parks for children	As a mother I think this has a negative impact on my children
Strongest desires	**Motivation**
The best thing	**Motivation**

WEEK 3: – DAY 2: Making sense of our observations and interviews

Activity 35: Combining themes from interviews

The facilitator puts news print up on the wall. The purpose of this activity is to combine the themes from each individual with those of other group members.

Going around the group, one person after another in sequence, the CLIC facilitator asks each group member to add one theme from the list s/he made.

The facilitator follows the same sequence in the group, going around as many times as needed until no additional themes are named.

The group now looks through the themes. Each person adds the correct number of ticks after the theme that occurred more than once for her/him.

Concerns	Motivation
Crime ✔ ✔ ✔ ✔	Crime comes from unemployment. This is the biggest issue in our community.
no parks for children ✔ ✔	As a mother I think this has a negative impact on my children
Bucket system ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔	It is unhealthy and smells
More ✔	More…

The facilitator now asks the plenary group:

• What are the five most frequently occurring concerns/ desires/ best things across the groups?

• How do you understand this?

• What might have been missed in the interviews?

• What has been added to the themes from the pictures through the interviews?

WEEK 3: – DAY 2: Making sense of our observations and interviews

20. LOOKING AT THE BIG PICTURE

This activity aims to help us consider how the themes that you have identified, are made worse/ or helped by differences within and across communities.

Activity 36: Wearing different glasses

Pretend you are wearing a special pair of glasses that enable you to see aspects/ elements of your community more clearly. You are wearing glasses that help you see differences or similarities based on:

- Ethnicity and nationality
- Race
- Gender
- Age
- Household income

With a partner

Taking one aspect / element at a time, work with a partner and discuss how ethnicity/nationality; race; gender; age; household income shape the following global issues you have identified.

Using the form provided (see example below), write down the lens you've used, what you have observed from the data, and what the issue is about.
Add any questions that you now have.

Lens	gender
Theme	Access to government services
Observation	The pictures from Rolihlahla informal settlement and from GG's Ground show young men fetching water in large buckets. There are no pictures of young women fetching water.
Issue/ Question	Fetching water in rural communities is often the task of young women. Why is this different here? Did we miss something, or are young men taking on tasks that were traditionally given to women in urban communities?

WEEK 3: – DAY 2: Making sense of our observations and interviews

In CLIC plenary

Now feedback your observations one issue at a time to the members of your CLIC.

Put forward one issue at a time and add your issue or question to the observation.

Remember, there are no right or wrong observations.

The CLIC facilitator asks group members to raise a single observation and issue at a time. The facilitator gives everyone a turn by going around the group repeatedly, until all the issues have been listed.

The group scribe captures all the issues from the group.

As a CLIC, appoint someone to speak in the plenary and decide which three observations they want to share.

You should identify the observations because they help one understand an area or an issue more deeply or because they highlight something common or unusual.

Note: This activity should also help us identify important questions to follow up in other mapping activities.

In plenary session of all CLICs

The facilitator asks each group to raise their most important observations, one observation at a time. After three rounds the facilitator opens the floor to any group member to add additional observations they feel are important to our understanding.

WEEK 3: – DAY 2: Making sense of our observations and interviews

21. WRITING THE STORY TO THE PICTURES

Activity 37: Develop ideas for your story

Work on your own. Look at the pictures from your group and select a theme, heading or category that you want to explore.

Make sure that everyone in the group is writing on a different issue.

- Write your main idea for a story as a short sentence below your picture.

- Now pass the picture and the main idea to another person or a pair in your group. They will look at your heading and the picture and add a question or sentence about the picture that expands your story.

- You will receive a piece of paper with someone else's main issue. You should add a question or a sentence to the issue from every person/pair in your group.

- Continue this writing until you receive your own piece of paper back.

WEEK 3: – DAY 2: Making sense of our observations and interviews

Activity 38: Write a story

To help you get into the right frame of mind, pretend that you are a journalist and you are writing a short article for the newspaper. You want your article to provide an in-depth understanding of the community/ group of people / issue about which you are writing.

Write to be understood and move people.

Your story should make people who read it, feel something and want to do something about the issue.

Read through your feedback from the group.

Underline the questions and sentences that you feel will help your story most. See if you can add further questions or key sentences of your own.

Organise them to form a story line.

Write a short paragraph for each question or sentence that you have chosen.

Read your emerging story aloud to a group member. Check with her/him if your story is clear.

Use the advice to improve your story – edit and rewrite until you are satisfied.

Tips for writing a good story

- Decide what the story is really about. Put this main idea in a single paragraph at the top of your story.
- The writing that follows should illustrate and develop the main idea.
- Use the simplest, clearest language and short sentences. One word is better than two.
- Use the past tense.
- Be direct rather than indirect. Instead of saying: "Waste was dumped." rather say: "Community members dumped waste."
- Be factual. If the facts are not known, say so or find out. Don't 'stretch' the facts to suit the point you want to make.
- Don't lecture your readers. Allow the story to lead the reader along a path of discovery.
- Edit and rewrite your story to make the main idea stand out. Don't be scared to cut out parts of your story to improve the flow and highlight main points.
- Write a headline for your story last of all. Your headline should connect to the first few paragraphs of your story.

WEEK 4: – DAY 1: Preparing for the listening survey

Activity 39: What spaces from our transect walk are important for our listening survey?

On your own or in a pair, consider the information from our transect walk: our observations, pictures, and interviews. What are the main issues that arise from the transect walk that we should seek to understand better through a listening survey?

Discuss with a partner and feed your views into the plenary group.

What does this discussion tell us about possible spaces for a listening survey?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

WEEK 4: – DAY 1: Preparing for the listening survey

22. PREPARING FOR A LISTENING SURVEY

Activity 40: What spaces could be used to conduct a listening survey?

In a pair and now thinking broadly, discuss what places present themselves within your community to conduct a listening survey. Write the all spaces down, including those you think important from the transect walk.

Use the space below to capture your list.

Once you have had time to brainstorm with a partner, join other members of your Community Learning and Investigation Circle. The facilitator will ask each member to offer one public space that could be used from the list s/he generated with a partner. Going around, each member of the group offers a space, until no new spaces can be added to group's collective list.

The facilitators then add the lists created by other groups as a final way for the CLIC to check and consolidate their list of spaces.

WEEK 4: – DAY 1: Preparing for the listening survey

51

Use the space below to capture the revised list of spaces for your community.

WEEK 4: – DAY 1: Preparing for the listening survey

Activity 41: What are the advantages and disadvantages of specific spaces?

Working again in your CLIC, discuss the advantages and disadvantages of the spaces you listed.
Consider too what would be the best time to do the listening survey

Space:	When:	Duration:
Advantage:		
Disadvantage:		

Space:	When:	Duration:
Advantage:		
Disadvantage:		

Space:	When:	Duration:
Advantage:		
Disadvantage:		

Space:	When:	Duration:
Advantage:		
Disadvantage:		

Space:	When:	Duration:
Advantage:		
Disadvantage:		

Space:	When:	Duration:
Advantage:		
Disadvantage:		

Space:	When:	Duration:
Advantage:		
Disadvantage:		

Space:	When:	Duration:
Advantage:		
Disadvantage:		

Space:	When:	Duration:
Advantage:		
Disadvantage:		

Space:	When:	Duration:
Advantage:		
Disadvantage:		

WEEK 4: – DAY 1: Preparing for the listening survey

Activity 42: Select the most appropriate spaces

Rank the spaces, thinking carefully through which spaces would be most appropriate. You can do this by giving each member of your group three votes, which they can place next to the spaces they consider best for a listening survey that will surface community issues.

Rank	Space

WEEK 4: – DAY 1: Preparing for the listening survey

Activity 43: Whose space is this?

On your own or in a pair, look at the group's list of spaces and start thinking through whose voices are most likely to be heard in these spaces. Write down next to each space whose voices will be strongest in a specific space: women or men, young people or older people, people who work or who are unemployed, people who are physically strong or who are disabled in some way, people who are educated or have had to interrupt their schooling, or any other community group?

In plenary session, the facilitator asks the group space by space to discuss whose voices will be heard. When this task is completed and there is agreement about whose voices will be strongest in a specific space, the facilitator then asks the group to consider if there are voices that are silent – that will be missed in the survey. What could be done to hear these voices?

Rank	Space	Whose voice will be heard?

WEEK 4: – DAY 1: Preparing for the listening survey

Next the facilitator asks the group if there are social groups whose presence might silence voices that are in a specific space. The group then considers what could be done to ensure that conversations in a space take place in a relaxed and natural way.

Space	Silencer	What could be done?

WEEK 4: – DAY 1: Preparing for the listening survey

Activity 44: Developing a plan for the listening survey

Discuss in your CLIC how you would organise yourself to conduct the listening survey.

Consider spaces, social groups and timing. Think about preparation – whose consent needs to be sought to conduct the survey? Can you conduct the survey whilst you go about your daily business?

space who	preparation	social group	when duration

WEEK 4: – DAY 1: Preparing for the listening survey

Activity 45: An 'emotional' vocabulary

Working in a pair, look at the words which follow below under the heading, "Basic emotions" and translate these words into isiXhosa or Afrikaans.

Now continue in your home language and find words that express a similar emotion.

Think about the intensity of emotion that the word describes and place the word in the appropriate category. Try to find as many words as possible.

In a plenary group, combine the list of words and their translation in a plenary session.

Basic emotions	Strong emotion	Lighter emotion
love		
joy		
surprise		
anger		
sadness		
fear		
desire		
hope		
disgust		
envy		
shame		
pity		
horror		
anxiety		
trust		

WEEK 4: – DAY 1: Preparing for the listening survey

Activity 46: An 'emotional' story

Emotions are real – they are expressions of our true orientation to an experience. Emotions often inform motivation and action. It is our hearts (what we feel), not only our heads (what we think) that influence our hands and feet (what we do).

- Think about an event or situation that you experienced in the past that evoked a strong emotion in you.

- What was your deepest emotion then?

- Did you express or suppress this emotion?

Working in a pair, tell your partner about the experience and take care to describe your emotions in detail. Discuss these questions and feedback your observations to your group.

- Now, looking back, have you changed how you feel about this event?

- How do present this event publicly? Is there a difference between your public and private emotional you 'face'?

- What do you think influences how we express emotion privately and in public?

- How do our emotions influence our listening?

_____

_____

_____

_____

_____

_____

_____

WEEK 4: – DAY 2: : Listening survey practice

23. PRACTISING LISTENING SKILLS

Activity 47: Listening for issues

In pairs take turns to tell each other about an experience in the past week that left you feeling happy and excited or which was connected to any other strong emotion.

You should sit so that you can see the other person's face clearly when s/he talks. Remember your job is to listen to the other person's story, so put aside any other thoughts that come into your mind when you are listening and let go of any thoughts that you might want to say in reply to the person's story.

Your job is to really hear and communicate that you are listening. Be aware of your facial expressions, nod when appropriate and use facial expressions and short verbal comments/sounds (like yes, uh-huh) that encourages the other person to tell her/his story. Check that your posture is open and inviting and relaxed.

Swop sides – if you were the listener, now is your chance to tell your story.

_____

_____

_____

_____

_____

_____

_____

WEEK 4: – DAY 2: : Listening survey practice

Activity 48: What did we hear?

Summarise what you understand the other person said. Start your summary by saying, "I would like to check that I understand what you explained…" and then give your summary.

Your summary should reflect back to the person the main points or ideas of her/his story.

Your summary should not include your own views – your beliefs or judgements.

Your summary can reflect what emotion you heard the person expressing.

Once you have finished your summary ask the listener for feedback on how well you listened.

- What did you do that encouraged her/him to tell her/his story?

- Did she/he feel that you understood her/him?

- Did you 'get' all the points s/he made?

- Were you able to 'hear' the emotion of the story accurately?

- Any other feedback?

_____

_____

_____

_____

_____

_____

_____

_____

WEEK 4: – DAY 2: : Listening survey practice

Activity 49: How was the experience of listening?

Reflect on your experience of listening.

What can you do to improve your active listening skills?

Jot down your thoughts and share in a plenary session.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

BACKGROUND INFORMATION

What is Community Participatory Action Research?

CPAR is a process that can be used by community members who collectively seek to understand and change their own community by exploring the conditions that encourage or hinder the development of community initiatives for change. The Community Education Programme wants to use CPAR to critically examine conditions for building community education programmes that encourage community change.

CPAR sees all participants in the investigation process as knowers, learners, and researchers. CPAR is a democratic process which gives authority to all participants to question, define and create knowledge. It contrasts and challenges the ways in which our society links power and privilege to wealth, education, or to holding a specific position. CPAR considers that people who are marginalised by the traditional organisation of power and privilege in society, are the best placed to name and define unjust social arrangements and to describe what the effects of the existing social arrangements are in their lives.

This deep understanding also places marginalised people in the best place to collectively decide what to change in society, how to bring about change and to act for greater equality and social justice. CPAR can also be seen as an educational method, which supports citizens to systematically increase that knowledge which they consider most vital to their survival as human beings and their claims as citizens. Therefore, CPAR can be viewed as a strategy that builds a link between education and social change.

Source: http://www.cparn.org/2011_04_01_archive.html

BACKGROUND INFORMATION

What is community mapping?

Community mapping is a participatory research process that seeks to raise knowledge about a geographical community. When used as part of CPAR, community members use available local materials to create the maps which show:

- the natural and built environment,

- physical landmarks and barriers,

- how people have settled in an area,

- how land and other natural and physical resources are allocated and used,

- what services are available, and

- what social networks exist.

Encouraging community members to create a map can help to surface knowledge and views held by different social groups in the community. For example, men and women may have different experiences of safety in a community. Young people may hold difference experiences from older people about what resources in the community are most important. Understanding and discussing these different views and experiences can help to break down social differences between groups. In this way community mapping builds shared knowledge and joint ownership of the results of a mapping process. Such common knowledge and the process that created it, lay the basis for collective decision-making about issues for further investigation and action in a way that acknowledges the importance of all members of the community.

Source: http://blog.biovision.ch/wp-content/uploads/2012/08/Biovision_CommunityMapping.jpg

So, participatory community mapping can be used to build social cohesion and lay the basis for collective action. But it can also be used to identify and resolve disputes about the allocation and use of resources and services within a community and between the community and other social actors, for example, business or government. Community mapping can be a powerful tool for community members to ensure that local government considers their needs in land use planning and in the allocation of resources and services. Most importantly, community mapping is an educational tool that empowers local communities to create knowledge, act to claim rights, and to create living places that meet the needs of everyone.

BACKGROUND INFORMATION

What is a transect walk?

A transect walk is an activity that forms part of a community mapping activity.

A transect walk is at the most basic level, simply a walk through a community to try and understand more about the people, places, structures and processes that make up that community. Community members build this understanding by documenting and analysing what they have seen, experienced and felt during the walk. They draw on their past experience and examine what they come to understand collectively about the issues that face their community, their roots and importantly what resources and actions already exist to strengthen community life. This helps community members jointly prioritise the things they want to change in their community. From this understanding they can then build stronger actions and organisations to construct communities that reflect their hopes and dreams for the world they want to live in.

What happens on a transect walk

A group of people (some who live in the community and some who might join them from outside their community), meet to plan the transect walk. Preparation for the walk is important.

- They talk about how best to organise themselves to do the walk: how to divide themselves into groups for the walk. Would mixed groups of men and women work best? Should younger and older people walk together or in separate groups? Would everyone in the group be physically able to participate in the walk? What arrangements need to be made to enable participation by all?

- The group needs to decide on what time of day or night to do the walk. Community activities change depending on the time of year, what time of the month it is and whether the walk takes place is in the morning, afternoon or at night.

- The group needs to think through what might be safety concerns for people who participate in the walk. If someone was injured on the walk, whose responsibility would it be?

- They need to consider the terrain and community culture and consider what dress code is appropriate for the walk.

- The group will need to find a central place to meet before and after the walk

- They will need to decide how to best to document the walk. Would taking pictures be a good way to help document what they see? If group members walk around with notebooks and clipboards in the community, how will people respond?

BACKGROUND INFORMATION

- The group needs to discuss the advantages and disadvantages of choosing a single route through the community or several short routes that branch out from a central point and take small groups in different directions.

- The group also needs to think about organisational issues, such as who should know of their intention to conduct the walk and how best to inform them.

BACKGROUND INFORMATION

Democracy in Groups

Feminist and civic action groups of the sixties and seventies discovered that structureless anti-authoritarian modes of decision-making can actually lead to hidden power distributions, so that it is important to have open and transparent procedures that can insure a flexible and wide distribution of power.

> The following extract come from an influential essay on the subject:
>
> Freeman, J. 1972. 'The Tyranny of Structurelessness', Berkeley Journal of Sociology, Vol. 17, 1972-73, pp. 151-165.

"Contrary to what we would like to believe, there is no such thing as a 'structureless' group. Any group of people of whatever nature coming together for any length of time, for any purpose, will inevitably structure itself in some fashion. The structure may be flexible, it may vary over time, it may evenly or unevenly distribute tasks, power and resources over the members of the group. But it will be formed regardless of the abilities, personalities and intentions of the people involved. The very fact that we are individuals with different talents, predispositions and backgrounds makes this inevitable. Only if we refused to relate or interact on any basis whatsoever could we approximate 'structurelessness' and that is not the nature of a human group.

1. **Delegation of specific authority to specific individuals for specific tasks by democratic procedures**. Letting people assume jobs or tasks by default only means they are not dependably done. If people are selected to do a task, preferably after expressing an interest or willingness to do it, they have made a commitment which cannot easily be ignored.

2. **Requiring all those to whom authority has been delegated to be responsible to all those who selected them.** This is how the group has control over people in positions of authority. Individuals may exercise power, but it is the group that has the ultimate say over how the power is exercised.

3. **Distribution of authority among as many people as is reasonably possible.** This prevents monopoly of power and requires those in positions of authority to consult with many others in the process of exercising it. It also gives many people an opportunity to have responsibility for specific tasks and thereby to learn specific skills.

4. **Rotation of tasks among individuals**. Responsibilities which are held too long by one person, formally or informally, come to be seen as that person's 'property' and are not easily relinquished or controlled by the group. Conversely, if tasks are rotated too frequently the individual does not have time to learn her job well and acquire a sense of satisfaction of doing a good job.

BACKGROUND INFORMATION

5. **Allocation of tasks along rational criteria.** Selecting someone for a position because they are liked by the group, or giving them hard work because they are disliked, serves neither the group nor the person in the long run. Ability, interest and responsibility have got to be the major concerns in such selection. People should be given an opportunity to learn skills they do not have, but this is best done through some sort of 'apprenticeship' programme rather than the 'sink or swim' method. Having a responsibility one can't handle well is demoralising. Conversely, being blackballed from what one can do well does not encourage one to develop one's skills. Women have been punished for being competent throughout most of human history: the movement does not need to repeat this process.

6. **Diffusion of information to everyone as frequently as possible.** Information is power. Access to information enhances one's power. When an informal network spreads new ideas and information among themselves outside the group, they are already engaged in the process of forming an opinion without the group participating. The more one knows about how things work, the more politically effective one can be.

7. **Equal access to resources needed by the group.** This is not always perfectly possible, but should be striven for. A member who maintains a monopoly over a needed resource (like a printing press or a darkroom owned by a husband) can unduly influence the use of that resource. Skills and information are also resources. Members' skills and information can be equally available only when members are willing to teach what they know to others.

When these principles are applied, they ensure that whatever structures are developed by different movement groups, these will be controlled by and be responsible to the group. The group of people in positions of authority will be diffuse, flexible, open and temporary. They will not be in such an easy position to institutionalize their power because ultimate decisions will be made by the group at large. The group will have the power to determine who shall exercise authority within it.

BACKGROUND INFORMATION

Research Skills

Observing

Most research relies on our senses, especially sight and hearing, to decide on the soundness of an observation. If we can see something, hear it, smell it, feel it against our skin or even taste it, we generally believe that is must exist. For example, we can quite easily describe a shoe that we see in terms of its colour, shape, material that it is made of and whether parts of it show wear. This is especially easy when we have the shoe in front of us, and we can pick it up and examine it. However, once we have to describe the shoe after having seen it only once, we might be less specific and detailed. The more time passes between our first observation and the description we document, the more difficult our task becomes. We might though still capture some information fairly accurately.

Observation is however often complicated by our prior knowledge of something. If we have never seen a sports shoe before, we might be able to describe its shape, colour and perhaps the material it is made of, but may not be able to say with certainty what the purpose of the shoe is. Nor whether it is a man or woman's shoe, or a cheap or expensive shoe. Adding this information requires our experience of the thing that we are observing. It is at this meeting point between what our senses perceive and our experience tells us, that observations made by people with different backgrounds could end up showing very different things.

Use your ethnographic eyes

Source :
http://contextualresearch.wordpress.com/week-04-2/class-07/

In traditional research, differences in the perception of an object will result in questions about the legitimacy or truthfulness of the observation and therefore its usefulness to the research process. In Community Participatory Action Research (CPAR), these differences are valued, because it is accepted that different groups in society have different experiences that are shaped by their lived reality and that these differences are important if we want to understand something deeply.

Photographs and tape recorders are tools that can help you record your observations. But the strongest tool is your own power of observation. Getting to know yourself and how you 'see' will help to sharpen the quality of your observations.

BACKGROUND INFORMATION

Taking field notes

Field notes should be written as soon as possible after an observation. Even though you might believe that you will remember something well, it is easy to forget important details. This is especially true if you are making a number of observations during a single field visit. Keep brief notes during the field visit and plan to have dedicated time as soon as possible after leaving the research site to write down your observations.

Jottings: Whilst you are in the field you will need to jot down short words or phrases in a small notebook that will help you remember things you would want to write about later. These are called jottings. You can supplement these jottings with sketches of a physical setting or with a photograph.

You should make sure that every observation is separately recorded and include the following information:

•   Date, time, and place of observation;

•   Specific facts, numbers, details of what happens at the site;

•   Sensory impressions: sights, sounds, textures, smells, or tastes;

•   Personal responses to the observation;

•   Specific words, phrases, summaries of conversations, and insider language.

Detailed field notes

Make sure that you date your detailed field notes and that you name the physical setting to distinguish different observations. In writing your detailed field notes you should separate your notes into three parts:

Description

Start off by describing as exactly as is possible what you observed. At first try to 'suspend' your own feelings or impressions and focus simply on describing, being as specific and detailed as possible.

For example, imagine you are describing people sitting outside a clinic. Start off by describing how they are sitting (in a queue, on chairs, on a bench, on grass, in the dirt). What else can you say about the physical space where people are sitting? How does the physical space organise/ shape/ influence their waiting? Who is sitting there (men, women, young, old, on their own, accompanied or unaccompanied)? Consider why they are sitting there: are they waiting to see a doctor, or a nurse? Have they finished seeing a health professional and are they waiting for medicine, or something else?

BACKGROUND INFORMATION

How long have they been sitting here? What do they do while they are waiting? What changes their waiting? Who or what organises their waiting?

Think carefully how you know the things you document: what did you learn from using your sight, hearing, sense of smell? How did your hearing combine with your sight to confirm or question an initial observation?

Analysis:
This the second part of your detailed field notes. It is the start of your interpretation and what you observed. Start off by analysing your description. You can do this by sorting your observations using the following headings:

Acts - *brief actions* (the things people do whilst waiting: moving up a seat; talking whilst waiting; eating a fruit, shushing a baby)

Activities - *actions of longer duration;* (sitting on a bench in the queue; organising people into different queues for waiting)

Meanings - *verbal accounts by the people who are doing an activity* (the words people use to describe their waiting)

Relationships - *who is involved with whom in what acts or activities* (the relationship between patients waiting and a clerk or nurse organising the waiting)

Setting – *the physical set up* in which the activity takes place

Personal reflection
Next reflect on what you personally learnt from the observation. . What was it like for you to be doing this research? What felt comfortable or uncomfortable for you about doing the transect walk? In what ways did you or didn't you connect with community members along the way? Think through what about your observation surprised you, confirmed or questioned an expectation, or brought a flash of insight?

Also think hard about how your observation may have been 'coloured' by your past experience, by your place in society, and by your role in this community. In this community are you an insider or an outsider and what does this role enable you to see or block you from seeing? How might your age, gender, class and race have shaped your perceptions; or how might your beliefs about the world have influenced your perceptions?

While this is extremely important information, be especially careful to separate it from the description and analysis.

BACKGROUND INFORMATION

Taking photographs

Below follow some tips to use your camera to take the best quality photographs possible.

1. Set the camera's resolution to take good quality photos at the **HIGHEST RESOLUTION** possible.

2. Set your camera to one of its **AUTOMATIC** modes, if you have a choice.

3. Keep the **LENS CLEAR** of caps, thumbs, straps and other obstructions, when you take a picture.

4. **COMPOSE** your shot thoughtfully. The background serves as your subject's stage set. Frame the photo in your mind before framing it in the viewfinder. You can use your hands to make a viewfinder.

   Consider the following rules, but especially the last one:
   - Use the Rule of Thirds, where the main points of interest in your scene sits along "third" lines. Try not to let any horizon or other lines "cut the picture in half."

   - Get rid of distracting backgrounds and clutter. Move positions to avoid trees looking like they are growing out of heads, when they are in the background. Change angles to avoid window glares from across the street.

   - Regard the above as laws, which work much of the time but are always subject to judicious interpretation — and not as absolute rules. Too close an adherence to them will lead to boring photographs.

5. Fill the **FRAME** with your subject. Do not be afraid to get closer to your subject.

6. Try an interesting angle. An uncommon **ANGLE** makes for a more interesting shot. Instead of shooting the object straight on, try looking down to the object, or crouching and looking up.

Pick an angle that shows maximum colour and minimum shadow.

7. Using **SCALE** helps generate greater meaning for the image To make objects appear longer or taller, a low angle can help. You may also want to make the object look smaller or make it look like you're hovering over; to get the effect you should put the camera above the object.

8. Create **PERSPECTIVES** that catch the eye.. Human figures can offer a perspective and clarify the dimensions of a landscape. Find small details that display large ideas and focus on those.

9. **FOCUS**. Poor focusing is one of the most common ways that photographs are ruined.[4] Use the automatic focus of your camera. If you have it; usually, this is done by half-pressing the shutter button. Focus on the eyes when taking a picture of a person.

BACKGROUND INFORMATION

10. **KEEP STILL.** Many people are surprised at how blurry their pictures come out when going for a close-up, or taking the shot from a distance. To minimize blurring: If you're using a full-sized camera with a zoom lens, hold the camera body (finger on the shutter button) with one hand, and steady the lens by cupping your other hand under it. Keep your elbows close to your body, and use this position to support yourself firmly.

11. **RELAX** when you push the shutter button. Also, try not to hold the camera up for too long; this will cause your hands and arms to be shakier. Practice bringing the camera up to your eye, focusing and metering, and taking the shot in one swift, smooth action.

Ethical issues arise as an everyday part of taking and using photographs for research, especially when the images are to be used publically and include images of individuals or groups that might find it difficult to give consent. Change the angle or perspective of your photograph to protect vulnerable groups like children or mentally handicapped.

Don't forget to get permission to take and use the pictures of people before you start taking close up photographs. This is an important ethical issue, especially as it applies to children and other vulnerable people.

BACKGROUND INFORMATION

What is a listening survey?

A listening survey, like a transect walk, is a method used to try and understand the issues in a community. Where the transect walk is looking at the physical reality of what happens in a community, a listening survey seeks discover what are the deepest feelings of a community.

It is difficult to reveal one's heartfelt feelings to others, especially people who we might not know. If we just asked people what their strongest emotions are, people might simply tell us what they think we want to know.

On the other hand, if we quiet down our own feelings and pay attention to the conversations around us, it is possible to hear around what issues people have strong emotions. In public spaces, like in a taxi, tavern, or in the clinic queue, people talk to one another about the issues of their daily lives. Conversations can be about the price of food, rising taxi fares, the prospects for work, illness, corrupt politicians, young people in the neighbourhood, and many more. These conversations can reveal what the problems and concerns are in a community.

A listening survey needs the community investigator to have a calm and quiet mind that is focused on paying attention. The community investigator should not only listen for the issue at hand, but also for the emotion attached to the issue. Is the issue making people feel hopeful, happy, amused, caring, interested; or sad, angry, disgusted, frustrated, lonely, hopeless, worried or scared? Emotions give us important clues about what is most important to people. Strong feelings about an issue people consider morally wrong are most likely to lead to action. These are the issues and feelings that a listening survey seeks to reveal.

Is a listening survey, not simply eaves dropping and is eavesdropping not an improper thing to do? If the community investigator sets out to deceive people about her/his purpose, a listening survey could be seen as a kind of secret surveillance. This is not what the community investigator should seek to do. In a community space, a community investigator should not actively look for an issue or manipulate a situation. Rather, s/he starts paying attention to the conversations that happen freely and naturally in these public spaces.

When asked, s/he should state clearly that s/he is part of a group of community investigators, trying to understand what problems and concerns community members have, in order to develop a community education programme.

BACKGROUND INFORMATION

Why are we doing a listening survey?

The listening survey is a way to add information to the work we did during the community transect walk. Our pictures, initial short interviews and observations provide a surface view of the communities with whom we want to develop a community education programme. The listening survey helps us to dig a little deeper into issues. For example, by conducting a listening survey in all the spaces where community members are engaged in livelihood activities, we can understand these activities in more detail. We can begin to understand the range of livelihood activities in a community; what is involved in specific activities, how some people come to engage in activities that help to stretch their family income and resources whilst other people do not, how they use their income and so on.

How will we use this information to build a community education programme? First we will add this information to the information we collected during our transect walk. From all the information we collected, we will identify common themes. We will then begin to unpack the theme by looking at the problem it describes from different angles. We want to understand the economic causes of the problem, who controls decision-making around the problem, how dominant values and beliefs influence how the problem is seen and what is government policy around the problem.

For example, a problem faced by many households is a shortage of money to meet the household's needs.

• We can start off by exploring how this problem is experienced by men and by women, and across generations. We can look at how modern and traditional values and beliefs influence, help or hinder our understanding of the value of money and of what household needs are.

• We can then begin to explore how this problem is influenced by the local economy: what the sources of income within a household are; how sources of income might be different for male or female headed households; what activities households and individuals within a household might undertake to earn extra money; what natural resources are available to help families in need; what the industries and services are that make up the economy of the local area; what types of jobs are available in the local area and so on.

• We can also look at how a shortage of money to meet household needs are influenced by local decision-making: what resources and services are available and to whom; how decisions are made to allocate these resources and services; what laws and regulations exist to support households in need and what the thinking is behind these laws; whether there is bribery and corruption in the allocation of resources and services and how this influences low income households, and so forth.

BACKGROUND INFORMATION

Our discussion of these themes will help us develop educational 'codes' or pictures of situations which community education programmes can use to generate discussion and learning. We want these codes to raise questions about issues that are experienced in the lives of community education participants, help participants consider social roles and contradictions in a given situation, and surface what is hidden in that situation. This in-depth study of a situation helps to develop a deep understanding of an issue and creates the space where community education participants can decide together what they want to do about an issue or situation.

Source: The Californian Association of Freirean Educators. https://orgsync.com/15145/chapter

TOOLS FOR THE TRANSECT WALK

Checklist for the transect walk

Use this checklist to prepare within your CLIC to do the transect walk.

Activity/ Resources	Who	By when	Done (✔)
Meeting venue to prepare, assemble on day, document after			
Preparatory meeting			
Informing organisations/structures of the walk			
Letter explaining the purpose of walk for each member			
Documentation tool for each member			
Name tags & lanyards			
Map A0 for group			
Maps A3 for each person in group			
Tracing paper			
Flip chart paper/ newsprint			
Pens			
Notebooks			
Clipboards			
Koki pens & crayons			
Masking tape			
Pritt			
Cameras			
Digital voice recorders			
Water/ refreshments for walk			
Transport			

TOOLS FOR THE TRANSECT WALK

Transect walk observation tool

Write your name here: _____

Write the date here: _____

Write the starting time of your walk here: _____

Write the name of the community and the route here:

_____

1. **Take your time to walk along the agreed route through the community.**

• Walk slowly and talk to each other about what you see and experience.

• Stop every now and again.

• Use all your senses: what do you see, hear, smell?

• Shift your focus when you look around. Look up and down. Look close by and shift your gaze further away.

2. **What do you notice about the physical environment?**

_____

_____

_____

_____

_____

3. **Select a stopping location along your route.**

Stop and watch people working, gathering together, talking, sitting, and moving about.

What body language do you see? How do you understand this?

_____

_____

TOOLS FOR THE TRANSECT WALK

What activities do you notice?

_____

_____

Who is doing what?

_____

_____

4. Look for patterns

What do these activities tell you about this community?

_____

_____

In this setting, what are differences/ similarities across groups of people?

_____

_____

_____

_____

In this setting, what is surprising? Look for small details that you don't see every day.

_____

_____

5. Use your other senses

What do you hear?

_____

_____

TOOLS FOR THE TRANSECT WALK

Talk to people.

What specific words, phrases, summaries of conversations are you picking up?

_____

_____

_____

What do you smell?

_____

_____

Can you taste anything? Do you feel anything against your skin?

_____

_____

6. How are you experiencing this setting?

What emotions do you feel?

_____

_____

Are you feeling comfortable/ or uncomfortable in this setting? Why might you feel like this?

_____

_____

The time at which the walk ended: _____

TOOLS FOR THE TRANSECT WALK

Interview Instructions?

The transect interview

Whilst doing the transect walk approach the people you will interview individually.

- Go through the participant information sheet with the person you approach for the interview, making sure that s/he understands fully what you require them to do.

- Write down her his name on the interview sheet, if they have given consent. If they did not give consent for you to use their name, use their initials instead to identify them

- Ask her/him to sign that they agree to the interview and understand what the interview is about.

- Ask her/ him the following three questions:

  1. What are your two main concerns for your community?
      Why did you select these issues as concerns?

  2. What is your strongest desire for your community?
      Why did you select this issue?

  3. In your opinion, what is the best thing about living in this community?

Use the interview tool p. x to record her/his responses.

TOOLS FOR THE TRANSECT WALK

Information for community members

11 September 2013

Participant Information

My name is ……….. ……….. ……….. and I am a participant in a Community Action Research Process through the Centre for Integrated Post-School Education & Training (CIPSET) at the Nelson Mandela Metropolitan University (NMMU). This research was commissioned by the Department of Higher Education and Training through an agreement with a group of university-based organisations (NMMU, Fort Hare University, the University of Johannesburg, the University of the Western Cape) and an NGO, the Centre for Education Policy and Development (CEPD), which is based in Johannesburg.

I would like to invite you to talk briefly with me about this community.

Before you decide whether to do so, it is important for you to understand why the research is being done and what it will involve.

Please take time to read the following information carefully. You are welcome to ask me if you would like more information or if there is anything that you do not understand. I would like to stress that you do not have to talk with us and that you should only agree to take part if you want to. Thank you for reading this.

1. Why is this study being done?
This is not just an academic research project - our work will create community education programmes that will be offered through community learning and investigating circles (CLIC) in this community over the next three to four years. Participation in a CLIC will be open to adults in this community.

What we learn from this work will also be used to inform a model for changing Public Adult Learning Centres in a municipal district into Community Learning Centres. The new Community Learning Centres will offer learning programmes to adults on behalf of a

TOOLS FOR THE TRANSECT WALK

district-based Community College. We are trying to understand what their work should be and how learning linked to a Community Learning Centre can be designed and organised to match the lived experience and needs of community members.

2. Why have I been chosen to take part?

We are randomly talking to women and men, old and young, of this community. I am asking to talk to you because you are a member of this community, who I happened to meet today on our walk through the community.

3. Do I have to take part?

You do not have to take part at all. Talking with me is your choice.

4. What will happen if I take part?

If you decide to take part, I will ask you three questions. There are no right or wrong answers to these questions. I am interested in understanding your point of view and experience. When you answer these questions, you should only share information you feel comfortable to share. You are not obliged to answer all the questions. If you feel uncomfortable to answer a question, you can simply ask me to pass on to the next question without needing to explain. To make sure that I can reflect your views as accurately as possible and in your own words, I would like to write down your answers. I would appreciate you checking if I have written down accurately what you said.

You should answer the questions in your mother tongue. When we use your answers in the research, we will write down the answers in your own words and add an English translation of your answer.

5. Are there any risks or benefits in taking part?

As far as I am aware there are no risks to you from participating in the research nor is there any direct benefit that will come to you personally from participation.

7. Will my participation be kept confidential?

Your participation will be kept confidential. You can choose if you would like me to use your name during the interview or afterwards in the research. If you ask me not to use your name at all, it will mean that you will be referred to by number and by area (for example: Participant 3, Missionvale). This keeps you from being recognisable from the research results. If you choose that we use your name in the research, we will refer to you by your first name only and by your area (for example: Lena, Missionvale).

TOOLS FOR THE TRANSECT WALK

9. What will happen to the results of the study?

The results of this study will be published in the form of a report by NMMU and CEPD and submitted to the Department of Higher Education and Training. We will also use the results to develop learning programmes for the Community Investigating and Learning Circles in this community. We will also be writing newspaper articles and articles in academic journals about our research.

10. What will happen if I want to stop taking part?

You can withdraw from the interview at any time. If in the middle of the interview you wish to end your participation, you should feel free to do so without needing to explain yourself.

11. Contact details of principal researcher

Here are the contact details as the principal researcher:

Ms Irna Senekal

G 111, G-Block

NMMU - Missionvale Campus

Tel: +27 (0)41 504 3924

Fax: +27 (0)41 504 1833

TOOLS FOR THE TRANSECT WALK

Nelson Mandela Metropolitan University

for tomorrow

Transect Interview Schedule

Date of the interview: _____

Name of the community and the route : _____

Name of the participant/

initials if s/he does not want her/his name used: _____

Initial of the participant : _____

I certify that I am of legal age to give my consent to this interview and that I do this, understanding fully what my rights are in this process and that I participate willingly.

1. What are your two main concerns for your community?

_____

_____

_____

_____

_____

Why did you select these issues as concerns?

_____

_____

_____

_____

TOOLS FOR THE TRANSECT WALK

2. What is your strongest desire for your community?

_____

_____

_____

_____

_____

Why did you select this issue?

_____

_____

_____

_____

_____

3. In your opinion, what is the best thing about living in this community?

_____

_____

_____

_____

_____

Thank you for agreeing to be interviewed

_____

TOOLS FOR THE TRANSECT WALK

85

TOOLS FOR THE TRANSECT WALK

Permission To Use Pictures

I hereby give the NMMU (Nelson Mandela Metropolitan University) the absolute right and permission to publish, copyright and use pictures of me in which I may be included in whole or in part, composite or retouched in character or form, in conjunction with (initial those applicable):

_____ my own name

_____ a fictitious name

_____ no name to be used

If the person photographed is under 18, I certify that I am his or her parent or legal guardian and I give my consent without reservation to the foregoing on his or her behalf.

Date: _____

Name: _____

Address: _____

Phone: _____

Signature: _____

TOOLS FOR THE LISTENING SURVEY

Mapping conversations

Listen to the conversations happening around you within families, amongst friends and neighbours, and in the wider community. What are the conversations about?

The tool below aims to help you document these conversations by placing them in the following grid. Write the issue in your own words in the box below.

Individual and lifestyle issues				
support and care in the family	issues around child care	conflict in family/ clan	lifestyle challenges	disability & health challenges

Social and community issues			
friendship	neighbourliness	empowerment and partici-pation social pressure	safety & security corruption

General socio-economic issues			
access to and availability of healthy food	education	housing	conditions in the neighbourhood
access to and availability of social services	access to and availability of sport & recreation facilities	access to and availability of health services	access to and availability of water and sanitation
unemployment	seasonal and part-time work	representation in the workplace	work environment

TOOLS FOR THE LISTENING SURVEY

Documenting a conversation as a story

- Describe the person/people whose story you are documenting in as much detail as possible
  (gender, age, other biographical details)

- Describe the setting for the conversation
  (where and when is the conversation taking place; what does it look like there?)

- Describe the setting for the story
  (where and when is the story set; what does it look like there?)

- What kind of story is this? What is the key issue the story speaks to?
  (a story about a place, a person/people, an event; a personal difficulty; uncertainty about what to do;

- What is the emotion the story connects to?
  (in the person telling the story; in you as a listener)

- Set out the story in as much detail as you can

_____

_____

_____

_____

_____

_____

_____

_____

_____

Telephone: +27 11 482 3060

Email: info@educationpolicyconsortium.org.za

Website: www.educationpolicyconsortium.org.za

COMMUNITY EDUCATION PROGRAMME

Contact Information

Education, Work & Society: Community Education Programme
Centre for Integrated Post-School Education and Training
DVC: Research & Engagement
Rm402 Building 519,
Missionvale Campus
Nelson Mandela Metropolitan University