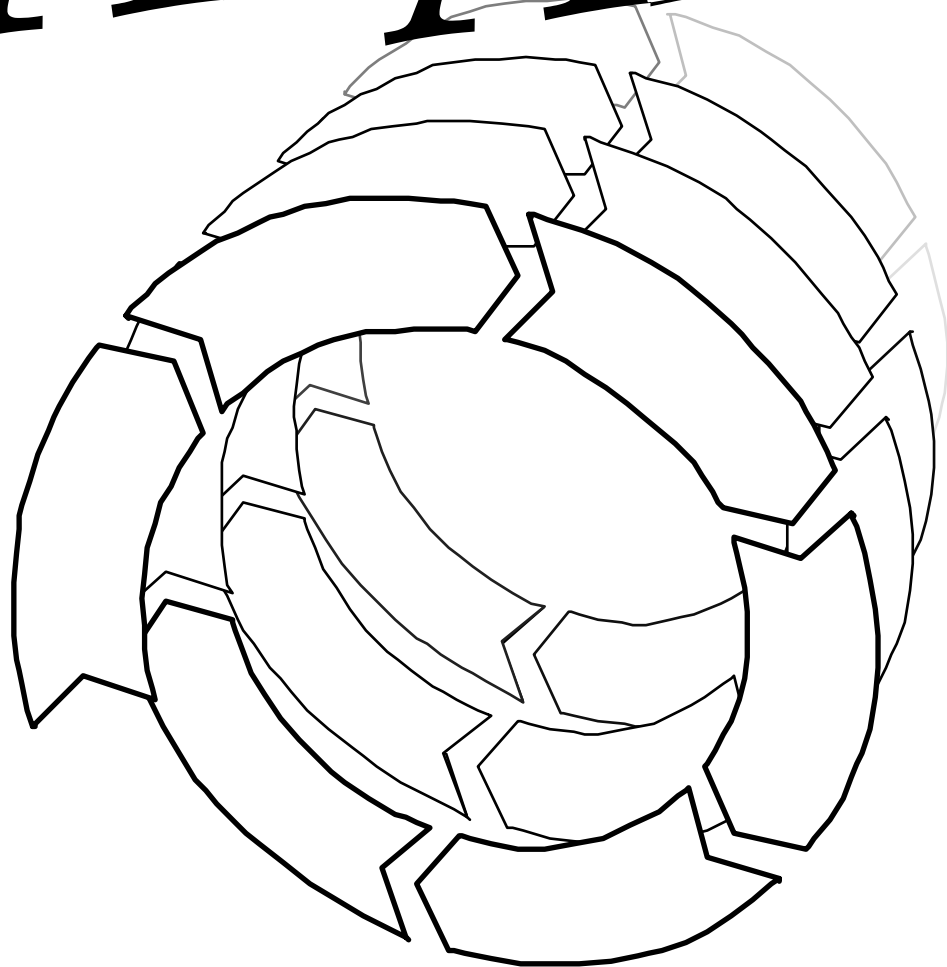


ALAR



Action learning action research journal

Volume 6 No. 3 November 2001

This belated "Congress Edition" is in place of what should have been

Volume 5 No. 2 October 2000

ALARPM is a strategic network of people interested or involved in using action learning or action research to generate collaborative learning, research and action to transform workplaces, schools, colleges, universities, communities, voluntary organisations, governments and businesses.

ALARPM's vision is that action learning and action research will be widely used and publicly shared by individuals and groups creating local and global change for the achievement of a more equitable, just, joyful, productive and sustainable society.

ALAR Journal

Vol 6, No 3, November 2001

ALAR Journal is jointly published by the Action Learning, Action Research and Process Management (ALARPM) Association Inc., Interchange and Prosperity Press.

It is an international publication incorporating ARCS Newsletter and ALARPM Newsletter.

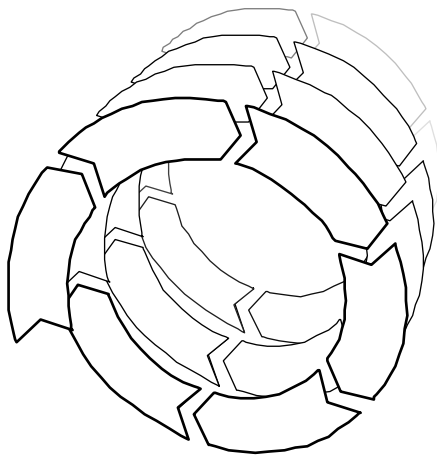
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ALAR Journal

**Volume 6 No 3
November 2001**

ISSN 1326-964X

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Editorial

Welcome to the twelfth issue of the ALAR Journal. This is a special “Congress Edition” and is in place of what should have been Volume 5 No. 2 October 2000. The idea of bringing you a reflective evaluation one month after the event, was in hindsight a much too ambitious call for two now very obvious reasons. First, the Congress committee needed a well-deserved break to ponder a future they had put on hold during the year or two they gave to planning the event. Second, they had planned such a comprehensive evaluation process that it took many months to draw all the information together into what has become a wonderfully rich and meaningful piece of work that will be enormously beneficial for future congress organisers. A special thanks goes to each and every member of that group, we continue to appreciate your work.

Staying on the Congress theme, we bring you a report on WC5&9 from Orlando Fals Borda in Colombia. This is a unique and insightful article that provides a somewhat historical analysis of the Congresses and the site in Ballarat.

In “People” we bring you profiles and contact details for the ALARPM Management Committee, most of whom connected at Ballarat and were re-elected for another term at our AGM in Brisbane. We also bring you the President’s Report 2001.

“ALARPM News” is a new section of the ALAR Journal in which we hope to bring you local news from connections around Australia and the world. In this issue we bring you local activity reports from Western Australia, Victoria and Queensland.

In “Networking” we bring you a report on action research activity in New Zealand by Pip Bruce Ferguson. And in “Bookshelf” we bring you a review, by Chris Clarke, of Peter Reason and Hillary Bradbury’s *Handbook of Action Research* that was launched at the Congress.

Reflectively evaluating the World Congresses 5&9 at Ballarat in 2000 Yoland Wadsworth -

We set out to reflect on and evaluate our World Congress¹ with the very best of plans and intentions. Stephen Kemmis and I put together a thorough plan with multi methods that were accepted by our fellow Congress organisers. We had our accredited roving reporters who sampled constantly people's views with a nice set of questions about whatever they had just experienced (a big thanks to the South African team - Ansu Erasmus, Caroline Selepe, Marena Lotriet, Mapheto Makgalemele, Anne-Marie Bates, Manoko Seerane, Gail van Rensburg and Eleanor Kunene - and others for their work on this). We had an official listening post (beautifully realised by Susie Goff in a work of art available for use by future events!) and feedback noticeboard. There was a DIY photographic effort (official photographer unfortunately not engaged). We had a post-Congress feedback four-pager in the Congress satchels, which yielded good information (thanks to Anne-Marie for collating this) from a sample of around 20% of attendees. And then we made a series of requests for post-Congress reflective feedback from the Organising and General committees of ALARPM. Unfortunately, due to the Congress Committee's sheer exhaustion after the event, it has taken us while to draw all

¹ Not forgetting that we actually ran two congresses - the 5th for ALARPM and the 9th for PAR.

these reflective evaluations together. We hope you find them as useful and informative as we have!



Congress Organising Committee members - smiling for the camera before exhaustion took over!



What I will attempt to do is present only the most obvious tips of an iceberg otherwise made up of 300 different versions of reality! We hasten to assure you, however that the next Congress organisers will receive the full raw material for their use, plus our learnings, which are also partly embedded in the new Memorandum of Agreement between ALARPM and the next Congress Organising Committee.

Overall, good to very good

Firstly whether by the skin of our teeth or with a more comfortable margin, people generally enjoyed and got a lot out of the Congress. Some didn't and were enormously disappointed. And for some it was a spectacular success. But from all our multiple sources we can judge that the Congress was more or less deemed a success of above average by the majority of people attending. For the reductionists among us, and for the record (and assuming we all share an entirely-non problematic meaning for numbers out of 10 :-), the quantitation for this question ('overall impression') from the 20% of folk who filled in the feedback form was a mean² of 7.2 and a median³ of 8 out of 10 (with only 5 out of 49 responses below 5 out of 10). On the critical question of would you do it all again, most said they did indeed want to come to a future congress, although cost is the big hurdle for an international conference like this.

The major positives in popular perception and ratings were (in this order):

- the Gathering/Marketplace with its discussion pit, café of renewal, stalls, etc. (the space filled up at the outset

² Mean equals the average score or rating.

³ Median equals the most common score or rating.

and then buzzed for the entire duration - see photos)
(‘You provided a heart’);

- the Ballarat location and University of Ballarat venue facilities in general (with some sharp exceptions);
- the accommodation (again with some sharp exceptions about for example the isolation from facilities, expensive taxis to and from city, etc.);
- the reconciliation theme (even if it could have been better incorporated);
- the variety and amount of input (even if it was too much!);
- the relevance of topics;
- and the overall value/benefits of the Congress agenda and style.



The Marketplace/Gathering Space transformation ...



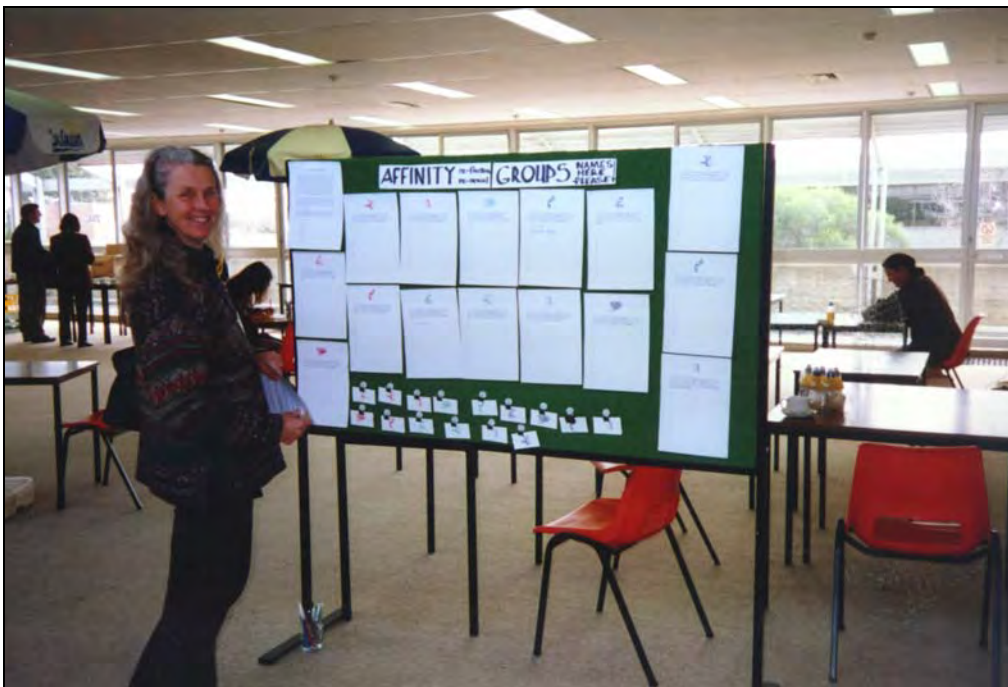
Looking good...



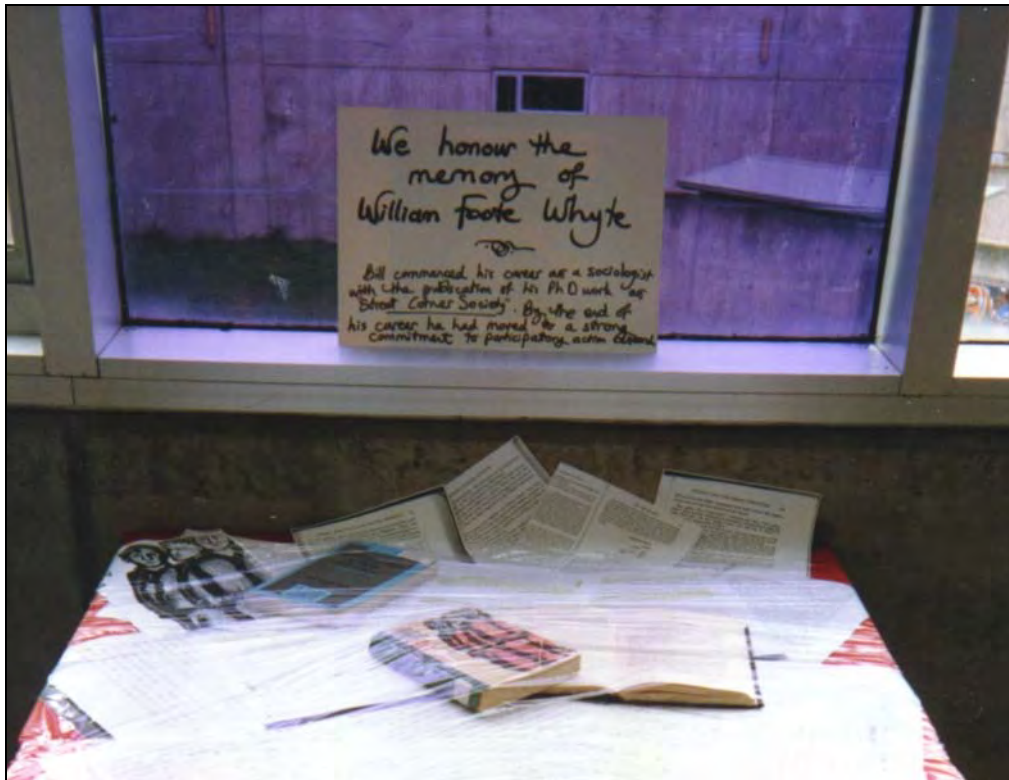
Finishing touches...



Our first guests enter... and are welcomed



And sign up for affinity groups...



We honour our forebears - William Foote Whyte and Robert Theobald





Stalls aplenty...



A truly international audience...

Other appreciated elements included the warmth and friendliness and welcoming feeling; the emergent fun such as the singing group and the group that entertained the dinner guests; the memorable book launches (who could forget certain key introverted poohbahs of the field singing to the tune of the Mavis Bramston Show's 'There Should be More Action Research [togetherness], warm and cosy, the world says rosy with action research!'; the affinity groups and their Australian flora and fauna stamp groupings and sharing/'re-ceiving' gift printed paper bags; the 'mobius' public artwork and Ballarat art students' efforts; the scholarships and the achievement of apparent gender equity in presenters, official roles, etc. (particularly after the previous congress) - although possibly not for feminist PAR *per se*.



Beautiful artwork greets the delegates...



The mobius - a spiral vortex expressing our connections from home to our reconciliation efforts - brought to Ballarat...

Highlights included:

- the dazzling array of keynote speakers ('so many big names in one place in Australia' - with Bob Flood, Susan Weill, the opening international panel, Patricia Maguire, Yvonna Lincoln, Susan Noffke, and Mandawuy Yunipingu getting repeated mentions). And who can forget Mandawuy carefully setting out how Yolgnu (Aboriginal) people needed their own world, and Balanda (white European) people needed Balanda world, and then reaching for his guitar to play 'One Blood'. Yes, we must know and keep our differences; and we must know we are also importantly 'the same'. Then 78 people going back to the Conversation Pit in the Marketplace/Gathering Space for further conversation with him (with apologies to our dear colleague keynote speaker who was left in the wake of the mass departure from the lecture theatre);

- significant personal contacts people made that go on having impacts afterwards.

... But in some areas, some disappointments

Although Susie Goff observed that - while there were often sharp differences between people who felt part of a friendly, vibrant and informative community and those who felt disappointed, bored, alienated or even betrayed - overall the dissent was 'within community' given the overall positive assessments.

Nevertheless, thanks to our last minute frantic efforts to cut costs to ensure the event would be financially viable (we generally remained unsuccessful in attracting sponsorships and secure underwriting), we registered the negative reaction to this in terms of a more variable and overall lower satisfaction with:

- the Congress dinner (which suffered a move from a popular tourist venue back to a university facility but the price remaining the same);
- cutting corners with respect to variety and quality of meals and teas (e.g. lack of alternatives/fruit, and for vegetarians, and again despite our plans, poor quality instant coffee); and
- the overall slightly lower value-for-money rating (again making this judgement on the basis of multiple inputs, but which tends to affirm 'the numbers' of a mean of 6.7 and median of 7).

In terms of meeting the conference objectives, one slightly lower score was registered with meeting the objective of 'reflecting and celebrating regional identity and culture while deliberately and consciously welcoming and including others' (e.g. lack of Indigenous and youth representation), and there was some divergence within another slightly lower score for 'designing a congress which is congruent with our core processes of AL, AR and PM and which models

appropriate values including equity and inclusiveness' (e.g. 'so little modelling of process', 'a lot of sitting and listening for an action researcher!').

The lowest registered assessment overall was regarding:

- not having 'enough input from (audience/attenders)' ('a lot of formal presentations', 'reading' of papers, 'too much like show and tell'; as well, some rooms were tiered lecture rooms; and 'some workshops were, at best, presentations with discussion'); and
- not enough 'time allowed for program elements' (e.g. forty-five minutes for three different presentations too rushed; 'just as we started to deepen our dialogue, it was time to move on to something else').

Certainly I think there was a consensus on the organising committee that we got trapped by accepting a very large number of papers offered and then wanting everyone to be able to present them (knowing many needed to present in order to be able to come and perhaps be funded by their organisations). This led to only a small amount of time being available to a large number of people and multiple concurrent streams, and chaos trying to rush between sessions, which then often began late. Even keynotes ended up unfortunately having to be concurrent with paper-giving. Overall papers followed by workshops were seen as somewhat less satisfying than the keynote speakers, and only a very small number (10%) said they had 'exceeded their expectations'.

Criticisms were given for 'last minute' preparations or lack of them (e.g. not having a penultimate program draft on the web earlier, out of date details on the web, lack of signage where people needed it, hitches over late or no refereeing, poor communication by organising company, some people paid for lunches until they found out lunch was provided, lack of session-chairing, unannounced cancellations of speakers [this mentioned repeatedly] - people would have

had to all converge on noticeboard themselves before every session), plus a lack of preparation for the people who came for the workshops the day before the Congress officially started. Some things were unavoidable - like the poster session organiser at the last minute being unable to come to the Congress leading to some of the sense the posters were not taken seriously. Or despite repeated long-term planning, no tea and coffee provided in marketplace/ gathering space for people's arrival.

Learnings for the future

For future world congresses the Memorandum of Agreement emphasises the need for a new leap forward into greater congruence between our field's theories (non didactic, longer exchanges, deeper talking and thinking together, valuable for everyone to be able to participate not just the presenter, etc.) and our congress practice. Some other ideas worth passing on to future congress organisers might include:

- local Organising Committee select the theme and then is committed to improving the link between the theme and its take up in keynotes and papers and workshops, etc;
- create sub committees 'hanging off' members of the organising committee in future, to avoid the few on the organising committee carrying out all the tasks (hoping/expecting the Congress organising company would do things);
- check carefully that dates do not coincide with major public and civic events, major events for parts of the constituency or academic years;
- talk it up everywhere from the outset; have eye-catching flyers and get them out and encourage local meetings and discussion until people can recite off by heart when and where this important event will be! Do not wait until formal programs are ready, or key speakers have accepted, etc. etc;

- critical to ensure cheaper rates and day rates for overseas visitors on currencies that convert to very low exchange values, local low/no income people, partly employed, students, young people and consumers using these methods, etc. with no stigmatising labelling of this;
- as well as keynotes, panels, papers, workshops, try also roundtables, dialogues (or multilogues), fishbowls, interactives, videos, and other innovative methods;
- encourage creative and experiential workshops which use processes other than, or in addition to, verbal discussion;
- if paper-refereeing is done, do it very effectively & efficiently & properly as some people rely on it very much;
- draw on International Advisory Committee in more ways (a lot of experience, wisdom, views), especially to encourage attendance from all continents;
- try for an inclusive, well thought through participatory, resonant and welcoming opening ceremony while still some formalities and sense of occasion;
- realise there may always be a conflict between breadth/multi streams/smaller attendance and more input in sessions versus depth/fewer streams more people but less input (also there may be many other conflicts in assessment e.g. concurrent keynotes didn't work for most, but some liked the downplaying of the 'big experts');
- work in advance to line up the next one or two or three Congress' organising groups so they can have some apprenticeship involvement in this current Congress;
- test trial people arriving - see through their eyes, make adjustments as necessary;
- have internet, phone and fax access available;

- good to form affinity groups around topics of interest or geographical areas of work; resource them with tea and coffee; schedule first meeting in afternoon of first day so all can attend who want to;
- provision of spaces for caucusing for Indigenous and disenfranchised groups;
- some people prefer written material/hard copy;
- try and speak even if only briefly with people, attendees, presenters, etc. about how it went for them. Quick follow up phone calls may be better than relying on written reflections.

Marketing and communications:

- as presentations are accepted, make details (eg name of presenter/s, topic and précis of process and content) available on the web and by other means. This helps people get the information they need to justify the expenditure to themselves or to their organisations and they can get it before the actual program could possibly be finalised;
- send out targeted information to special interest networks. This might include details of keynotes and presentations, which are relevant to that field or area of interest (eg education, business, par, action learning, community etc) plus some highlights of other parts of the program. Again the benefit is that people can quickly see the relevance to their field.

Organising Committee and relationships:

- a Congress is an enormous job and more volunteers are needed as the event gets closer. It is important to build an inclusive and open committee that has strategies for expansion as it progresses;
- it is important to develop processes and ground rules for the committee's functioning and these may need to

evolve as the team dynamics change, as new people join the committee, as the tasks change, with the benefits of reflection and to allow new members of the committee to influence the process;

- regular formal and information communication between the organising committee and the ALARPM Management Committee is also vital;
- if a professional conference organising group is used, they need to be able to adapt to the culture of AL, AR & PM and to the requirements of a Congress which is not the standard commercial offering as well as handling international communication and data transfer requirements.

Our future congresses will also be required to have much more accurate and regular feedback about costs. Sometimes the correct information was not available until well after the Congress - yet correctional action needed to be taken to ensure fiscal responsibility.

- it is vital to closely monitor registrations, particularly at Super Early Bird and Early Bird registration dates and to revise plans accordingly;
- Congress needs to adopt a conservative break-even position and plan to that level;
- the financial management tasks and responsibilities should be shared with at least one person other than the Treasurer being available to provide back-up;
- need to ensure regular, detailed financial reporting and analysis.

We invite other Congress-attendees to let the next Congress organisers⁴ know any tips they gleaned from their own experience.

⁴ Pieter Du Toit is the Convenor of the Organising Committee for WC6&10 planned for Pretoria, South Africa in 2003. You can find his contact details in the "People" section of this Journal or in your Networking Directory.

**A report on the joint
Fifth World Congress on
Action Learning,
Action Research and
Process Management and
Ninth World Congress on
Participatory Action Research
Orlando Fals Borda -**

This article was first published as Guest Editorial in the journal "Systemic Practice and Action Research" Vol. 14, No. 2 (2001). Professor Robert L Flood, the Director of "Systemic Practice and Action Research", was also present at Ballarat.

Ballarat, in the State of Victoria, is the city-symbol of Australia's historic identity. In December 1854, amid eucalyptus forests that are the home of koalas and kangaroos, there took place the first and only popular revolt in that continent. It was a short uprising of gold miners against abusive taxation imposed by corrupt authorities, of colonists striving for better conditions of work and life.

They were suffocated in blood. But the miners left implanted in the region of Victoria and in Australia the seeds of socialism that some of them had carried from Europe's political turmoils of 1848 and from the early protests of the Chartists. During the revolt, over the humble tents of Ballarat, a banner distinctly different from the English flag was flown - until then, the only flag that dared to differ

within the confines of the British Empire. Knitted by local women, it was inspired by the five stars of the Southern Cross, the same ones that occupy the lower half of Australia's official standard today.

The Southern Cross is also the pennant of the University of Ballarat, where I had been appointed Visiting Scholar to attend the 9th Participatory Action-Research (PAR) World Congress and the 5th of the ALARPM Association (Action Learning, Action Research and Process Management), from 10th to 13th September 2000.

Lessons in Horizontality

After the usual formalities by state and university officials, the first in the order of business at the Congress was to recall the transition since the last one at Cartagena, Colombia, held in 1997. I was given this task by the event's organiser, Professor Stephen Kemmis, world-renowned educator and theorist of action research. The Cartagena meeting was three times larger and had a wider thematic structure and cultural activities than the Ballarat congress, but the latter was born with a deep sense of continuity with the former. It offered a larger number of plenary presentations, most quite well attended.

In general, the Ballarat event surprised me on the autonomous mechanisms of diffusion that ideas often take. A first impression came from the evolution of the mood of participants from the ethos of uncertainty expressed at Cartagena to a feeling of optimism and critical affirmation of participation concepts and ideals. The 1997 meeting was affected by a downturn of several years due to a crisis of faulty communication and affirmation of results in participatory work and popular education, and to political dangers and violence in the field. (Two respected researchers had just been killed in Colombia). But at Ballarat we felt as if we were pulling out of the depression, probably because of

the considerable increase in the output of relevant work and studies from colleagues in advanced countries.

At Cartagena, the presence of youth was overwhelming; at Ballarat there was a more visible presence of academics and professionals, editors, government officials, NGO representatives entrepreneurs and community leaders. A certain satisfaction was felt about the progress of PAR from its early intellectual and political adventures to its present institutionalisation. Encouragement also came from the mountain of books and magazines on the subject made available at the Congress by European and Australian editors and authors. These included the two very useful manuals launched at the Congress: The International Handbook of Action Research edited by Professors Peter Reason and Hillary Bradbury; and the second edition of The Handbook of Qualitative Research edited by Professors Norman Denzin and Yvonna S Lincoln (both books are available from Sage Publications).

One characteristic of these publications is the overwhelming presence of Euro-American authors. This is a striking change from the 'seventies when there was a wide diffusion of the first monographs by participatory researchers and activists of Third World countries. The intellectual production and practical inputs on PAR appear to come today predominantly from scholars of advanced countries. In certain fields such as extended epistemology, critical systems theory, chaos theory and macroanalysis, Northern students are advancing faster than in peripheral countries. Thus contemporary PAR work now appears to have two motors in combination; one in Third World societies where colleagues have not stopped producing, as demonstrated at Ballarat, and one in the North where resources now seem to be more abundant for this type of work.

Such intellectual, institutional and material advances worldwide may be a result of linkages fostered by regional meetings, by a greater sense of comradeship among

colleagues, and by the Internet. There is a greater awareness on the part of Northern scholars of implications of development policies for life conditions in less developed countries. The view of globalisation as an eminently economic phenomenon is being broadened to include cultural, spiritual, social and political dimensions. It is interpreted as a pluri-level system about which the participatory schools have played an important analytical and critical role. The northern PAR branch appears to be attracted by this half-hidden universality that unveils oppressive and exploitative abuses of capitalism. This is consistent with the meaning of horizontality that is an essential tenet for our participatory schools and ways of life. It is also indicative of constructive, dialogical and democratic possibilities for poor as well as for advanced societies in a critique, which may be seen as a post-developmental socio-economic proposal.

The feeling of solidarity became clearer as Congress participants heard about concurrent events taking place around the World Economic Forum in the nearby city of Melbourne. The Melbourne protest (linked to those of Seattle, Washington, Philadelphia, Davos, and Prague) was an index of the worldwide cybernetic resurrection of radical movements, especially of the young, for social and economic justice, peace and human rights. Participatory researchers have not been absent from these movements. Denunciations of savage capitalism and predatory greed – like those made ninety years ago by Upton Sinclair in *The Jungle* – are just as relevant today when people of conscience consider the conditions of life and work of the poor everywhere – most especially in countries that remain the target for First World ideas about ‘development’. There was broad sympathy for the protests against the World Economic Forum among Congress participants at Ballarat, especially on the noted exchange in Melbourne between Bill Gates, the magnate, and our colleague Vandana Skiva, the defender of the forests and the rights of women. There was a shared sense of reaction to

regional problems from which participatory researchers of all nationalities could not excuse ourselves.

Continuities at Ballarat

Taking the previous Cartagena Congress as a point of reference, there was continuity at the Ballarat meeting on such subjects as convergence between disciplines. There were excellent papers from sociology, economics, anthropology, engineering, education, and the arts. There seemed to be an absence of historians and philosophers, at least in the major sessions, although their influence was readily felt. As partial compensation, Marja-Liisa Swantz (Finland) made an interesting account of the origins of PAR in Tanzania.

Convergence among PAR streams, stimulated at Cartagena where 32 different streams were present, had new developments. To start with, at Ballarat there was a free interchange in the usage of the acronyms PAR, PR and AR. The Sussex school for PRA (“participatory rural appraisal”) and the Australian Action Learning branch tended to assimilate with PAR. Likewise, the Process Management contingent of ALARPM came into the PAR camp, which appeared to be the dominant one. There is now a smaller number of such streams, which may be an indication of a move toward a more mature professional posture in the universities and elsewhere.

The balance between theory and practice sought at Cartagena was not so sustained at Ballarat - it was tilted in favour of practice, although the plenary presentations were all well articulated conceptually. There were no grand theoretical elaborations, with the enlightening exceptions of Robert L. Flood (England) on Systems thinking and of the Bangladesh economist Anisur Rahman on resistance to globalisation (see below). However, there were specific papers with theories of middle range well linked with authors’ practices. Such were, for instance, the contributions

of Stephen Kemmis (Australia) on leadership in and of action research, Robert Chambers (England) on social impotence, Susan Well (England) on polyphonic education, and Yvonna S Lincoln (United States) on the structure and mission of the new university.

Advances in Ballarat

There were substantial advances of Ballarat over Cartagena on subjects and/or problems that were not treated or only in passing in 1997. In my view, these advances may be subsumed under four headings: globalisation and popular ideology, Indian and Aboriginal cultures, social values and reconciliation, and participative university education.

Globalisation and Popular Ideology

Anisur Rahman's contributions hinged on two related aspects: 1) the deconstruction of official globalisation policies, and 2) the systemisation of an ideology of people's action to counter the ill effects of globalisation. Besides, we had the pleasure of listening to him in singing, with a manual harmonium, some of Rabindranath Tagore's social poems, like the impressive "There Arrives the Great Human"!

As for the first aspect – global politics – Rahman proposed to redefine poverty as a cultural, relative condition without regards to the well-known "poverty line" utilised for planning purposes. Poverty is not "alleviated" through development measures designed to sustain a minimum material productivity of human beings who work as if they were cattle to be fed for the market. The statistical measure for poverty based on the idea of "basic needs" – now rather obsolete – can be understood only in the context of capitalist modernity. But this is not an economic problem *per se*, it is one of justice – for which the analyst must take into account not only sufficient wages for the workers but also life satisfactions and the sense of dignity derived from economic

humanisation. This problem is rooted in regional cultures and local conditions that cannot be ignored if one wants to circumvent anomic situations inconvenient even for capital accumulation.

Hence the possibility of counteracting the effects of globalisation with an increasing measure of 'glocalisation', that is, with the revival of the local and the strength of the cultural and the social in the regions – practices which are often subsumed in well understood "decentralisation" policies.

As for the second aspect – popular ideology – Rahman presented the following elements that integrate effectively into a political project inspired by humanist socialism:

- (1) consideration of direct or participatory- democracy, free from constraints of ritualised periodical voting, with enough citizen control over elected officials subject to recall them from office if necessary;
- (2) construction of political movements for which PAR can provide a suitable orientation and methodological support, to foster processes of political construction from the base upwards including counter-elite groups which would loyally converge with the people's struggle for democratic change;
- (3) respect for human rights, including the right to protest and the right to participate in the surplus value generated by the peoples themselves, so that "global justice" is achieved and not merely a "global market";
- (4) defence of the environment, acknowledging the vital inputs from local cultures and knowledge systems;
- (5) political and administrative decentralisation with realistic and flexible territorial policies; and
- (6) the role of "caretakers" of the future of the world by young/student and gender/women organisations – besides critical counter-elites, these groups are of the greatest importance for social and political change everywhere.

A popular synergy can be activated in this manner, says Rahman, for which purpose PAR is ready to contribute through its emphases on human values, people's power, and solidarity, cooperative organisations. Collective education, more people's self-reliance and less charity, complete this socio-political proposal.

Indian and Aboriginal Cultures

At Ballarat we turned from a passive admiration of the Indigenous and the Aboriginal, as in Cartagena, to an active recognition of their pertinence and necessity for the general welfare of society. Two outstanding presentations from colleagues of different origins contributed to our understanding of this theme. One was from Mandawuy Yunupingu, director and founder of the popular music group Yothu-Yindi (meaning the reciprocity of child/mother) and proclaimed as "Australian of the Year" in 1992. The second was from Martin von Hildebrand, Colombian director of the Amazon Coalition (COAMA) which last year received the Alternative Nobel Prize in Sweden.

From Mandawuy we gathered the importance of negotiation and intercultural dialogue for a "new dream" in social reconstruction for peace and justice. This is at the heart of national reconciliation measures under way - though not without obstacles - in Australia today. It is not feasible to continue the self-destructive way of negating the Other and contempt for practices which should be more generously understood. Patterns of Aboriginal knowledge and art can be articulated with those of the so-called "civilized" and academic world, for example on original practices of territorial occupancy and autochthonous thinking. Besides, it is necessary to recover the sophisticated technological know-how that Aboriginal communities developed over many centuries - thousands of years before white settlement in Australia - and still enlivening contemporary Aboriginal life, communities and culture.

From Martin we learned to appreciate how Indian groups conceive their commitment for the national society as well as for their own tropical region. They have developed their own ways of survival while incorporating social and economic innovations in the circumstances imposed by dominant civilisations, just as happened since the Spanish conquest. On the part of dominant classes, there should be less missionary zeal, and they should be receptive to hybrid or mixed techniques that combine whatever may be useful for both cultures, for example, the beautiful and exact social maps that the Indians have made for territorial identification and defence. It is important to appreciate the lessons they give on the conservation of the humid forest and its riches, on peaceful land occupation with non-Indian groups, and on the meaning of intuition and esoteric knowledge for life in general.

Social Values and Reconciliation

The recognition of Indigenous values brought up the urgency of reconciliation and peace for general progress. In Australia, Aboriginal peoples faced genocide, violence, social and cultural disruption and dislocation; many now struggle to recover Aboriginal identity and due respect from the settler population. In Colombia, multiple violence has become a tragic tradition. At the Ballarat Congress there were reports on similar problems from South Africa and Thailand, by Manoco Seerane and Aphom Chuaprapaiasilp, which took the personal meaning of *Erfahrung* to a wider collective dimension.

Not limiting it to Indigenous/non-Indigenous relations, the Ballarat Congress extended the idea of reconciliation to all social groups and classes. It is needed among nations like the divided Koreas (whose gesture of unification at the Olympics was notable), the founding countries of Greater Colombia, and the African nations and tribes that still suffer from the irresponsible boundaries imposed on them by colonial empires.

Greater harmony between ethnic groups, sects, the young and the old, advanced and poor countries, etc. is sorely needed. Differences may be understood and tolerated for the sake of a better, more just world, if we follow the indications of Margaret Ross (Australia) on the functions of the arts, along with Ritha Ramphal (South Africa) and Riza Primahendra (Indonesia). The choir of protests, reports and lamentations was severe. But it was possible to see ways out of the uncertainty perceived at Cartagena. In particular – and more than mere tolerance – the Congress showed the power and possibilities that emerge with genuine recognition and respect across the binaries of difference.

Many presentations at the Congress demonstrated how such power and possibilities can be achieved. They also showed that, in this task, participative methods and philosophy congruent with ideals of social justice and economic reconstruction are still potentially useful.

Participative University Education

There was at Ballarat a strong preoccupation with the present and future of the university in view of the impact of neo-liberal policies – especially about the deleterious effects of privatisation on university traditions and on the teacher-student relationship. This is now seen as a kind of transaction in which the student tends to become just a client. Of course the traditional relationship of “magister dixit” is also in crisis due to elitist, arrogant and routine-bound teachers unable to appreciate the informal flexibility induced by postmodern values, democratic pluralism, and alternate routes to knowledge. In this context, to keep present university structures intact – including their “scientific communities” and “ivory towers” – is a Cyclopean task. They may not withstand the pressures. There are strong challenges from real-life problems that undermine those towers. Simultaneously, established fields of knowledge experience dispersion, creating grey contact zones that have not yet found appropriate interdisciplinary

niches. The Eurocentric 19th century conception of faculties and departments, as vested interests, continues to dominate.

Nevertheless, in alert universities, disciplinary departments are being converted into coherent Systems of investigative projects linked to practice. The main formulae studied at Ballarat – inspired by participatory philosophy underlined the need to tear down present university barriers, external as well as internal, to give breathing room to new streams of scientific knowledge and artistic expressions arising from outside the university'. At the same time, those participatory possibilities demonstrated an opposite trend – through participatory' work, university teachers and researchers could project their scholarly efforts more intensely, effectively and reflexively into communal life outside the campuses.

Susan Weil (England) referred to this simultaneous process of university implosion and explosion as “co-generation” – the joint production of knowledges from diverse sources useful for social change. She illustrated this process of participative autopoiesis through examples of work done at the University of Northampton with health practitioners and in systemic analysis. Her conclusions were amplified in the contributions of Professors Ray D. Williams and Molly Eagle who described projects defending the integrity of river basins and natural resources.

Such linking possibilities between the university and the external world of practice confirmed PAR theses on articulation of research that originated both in academic and in people's knowledge and experience. A natural result of this process would be the conversion of the old university into an open, democratic, and participative institution. Reports demonstrating how possible this is were received from such diverse points as Cornell University (Peter Malvicini) and Yucatan in Mexico (Dolores Viga). A convergent view was presented by Margaret Zeegers (University of Ballarat) in her description of work with the

University of Phnom Penh, Cambodia – crystallised in her idea of “peripheric legitimate participation”.

There is a substantial obstacle to such initiatives - the growing distance between academic personnel and the administrative bureaucracy in each institution. If neo-liberal policies hold their sway, decisions on teaching and even on techno-scientific matters would fall into the hands of persons who may be insensitive to participatory experience, probably favouring the specific research interests of corporations. Philosophy and history may be among the first disciplines to be penalized for lack of interest and of clientele; cybernetics without the human perspective would be favoured. Known PAR concepts like Freire’s “education for freedom” or Stenhouse’s “the teacher as researcher” would be discarded. We appear to be approaching a serious institutional crisis without having dared to design alternate university’ structures and orientations. According to Congress participants, it is time to do it. This new social movement appears to have some vanguards already – for example, among the radical student groups that fight for economic justice and against corporate privatisation in the United States and elsewhere, who have succeeded in unnerving more than one traditional university president.

Silences at Ballarat

In spite of the richness of its 168 papers presented by colleagues from 32 countries, along with 20 plenary discussions, there were certain unintended silences on participatory matters at the Ballarat Congress. The Organising Committee and the ALARPM Executive Committee – which together included such dedicated leaders as Ortrun Zuber-Skerritt, Yoland Wadsworth, Colin Henry, Iain Govan and Ron Passfield – did an excellent, responsible work. The silences included a lack of discussion (and papers) on state and party politics and social movements; the search for alternative scientific paradigms; critical recovery of history (for example, the recent, sensational Australian

counter-history, *Why Weren't we Told?* by Professor Henry Reynolds, was overlooked); and the problem of co-optation and general misuse of the participation concept.

Space does not allow an adequate commentary upon these important issues, but the problem of co-optation deserves some urgent attention. The first working session of the Congress was an excellent and pertinent symposium from John Gaventa and Robert Chambers (Institute of Development Studies, Sussex), Petia Kabakcheiva (Bulgaria), Mwajuma Saiddy Masaiganah (Tanzania) and Marcus Melo (Brazil). Chaired by Gaventa, the presenters described how the idea of participation has been adopted by the World Bank as a guiding principle for future development policies, the assimilation dangers of the concept, and the urgent need for self-critical examination of the actual practices of participation employed in our own work.

The presenters made clear that participation has become a key concept in the lexicon of the World Bank, as evidenced in its new policy document *World Development 2000*. We learned that when the report was presented, its main coordinator, Ravi Kanbur, had resigned over certain disagreements on conceptual priorities. A group of delegates subsequently protested about some last-minute changes made in the Report – apparently suggested by the State Department of the United States – to invert the order of priorities in the text from “empowerment” to “growth” (plus “security”). This was contrary to the conclusions of the working group that had been cooperating with Kanbur.

Remembering that the World Bank had recognised the importance of people's participation and empowerment in previous documents and decisions, and that, furthermore, the Bank had sent a delegation to the Cartagena PAR World Congress, such adjustments smacked of outside manipulation. We felt that PAR ideas like “people's power” and “authentic participation”, which have been finding wider receptivity among dominant groups, should not be

subjected to such abuses. The advice of Robin McTaggart (Australia) to the Congress on “participation as ethic” was therefore quite opportune and appropriate.

According to McTaggart, there are serious dangers in glibness about what participation means, and in failure to respect the serious and responsible work on participation that has been and is being done by colleagues all over the world. Indeed, in McTaggart’s view, such glibness and disrespect threatens to discredit whatever has been achieved by all of us in this field within and outside the universities, in the North as well as in the South. The recent publication by the University of Manchester of a book entitled *Participation: A New Tyranny?* (edited by B. Cooke and U. Kothari) is both symptomatic and worrisome.

For these reasons, at the close of the Congress, some of us proposed that the delicate matter of the co-optation and misuse of the participation concept should be the subject of self-research and self-criticism – as suggested by Gaventa and his colleagues. We therefore proposed that the matter should be formally included as a theme to be addressed at the next World Congress, in the light of our investigations and reflections in the meantime.

Orlando Fals Borda was awarded life membership of ALARPM at the joint Fifth World Congress of Action Learning, Action Research and Process Management and the Ninth Participatory Action Research in Ballarat, Australia 2000.

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President's Report 2001

Iain Govan -

Iain Govan is the immediate Past President of the Action Learning, Action Research & Process Management Association (ALARPM) Inc. Iain unfortunately could not attend the 2001 AGM in Brisbane and Ron Passfield read Iain's President's Report. In it he reflects on his own personal journey as President of ALARPM and on the success of World Congresses 5&9 at Ballarat 2000.

The ALARPM Association ends this year as a strongly re-invigorated organisation and this has come about in the main through the impact of the Ballarat world congress last October. The congress was a great success in many ways. It delivered a highly stimulating and broad based learning and sharing program; it presented the ALARPM and PAR communities with a grand opportunity for collaboration; it placed ALARPM in its strongest financial position ever and it enhanced the membership base both in numbers and in national and international diversity. I suspect the longer-term benefits of the congress are still unfolding as we continue to reflect on that event and the new knowledge that was generated by those who were a part of it.

We have acknowledged our debt of gratitude to the congress committee on a number of occasions and I wish to do so once more tonight.

The next congress is already in preparation and will be held in South Africa in 2003 with the cooperation of Pretoria University.

On a local basis, a number of committee members have been involved in developing state-based groups, particularly in Western Australia, New South Wales and South Australia. These activities fit the strategic intent of the organisation in

that our mission calls for all of us to apply our various modalities to the betterment of our communities.

I will stand down as president tonight and have the opportunity to reflect on my own journey in the role. I have learned much during my tenure, especially about those areas of my practice that would be useful to improve. I have become much more familiar with my limitations than with my capabilities in this position. The role has challenged me on many occasions and has continually provided me with the opportunity to take stock of how I participate in communities of common interest, for that I am truly grateful. I hope that some of my learnings have translated into actions and that I will continue to grow through them.

I have become particularly aware on a first hand basis of the degree to which the success of ALARPM has relied upon the continued goodwill of a small group of people.

I have experienced this in the past in other volunteer-based committees but nowhere more than with ALARPM. The heart of the organisation came into being in Brisbane some 10 years ago and in the time I have been part of this committee, it has remained there and we have been well served by this.

I wish to thank Lyn Cundy and Joan Bulcock in particular tonight as they are also retiring from their roles. The Hon. secretary and Hon. treasurer positions in volunteer organisations have always had an ominous ring for me. They are more often than not, the main planks upon which the sustainability of an association rests. In my view, this is no exception in the case of ALARPM and on behalf of all of the membership, I extend our heartfelt thanks to them both.

Susan Goff has brought new dimensions of thinking to the role of vice-president and has demonstrated a strong commitment to that role. She has introduced participative practices that will continue to support the engagement of

management committee and other members, including those who live overseas, with ALARPM and its aims.

These three women have been great teachers for me during my association with them and I hold them in great respect.

Anne-Marie Carroll, although not currently a member of the executive, has been the glue that has held ALARPM together during the past three years. Her commitment to the organisation has been demonstrated continuously in the time that I have known her and she, more than any other has been my mentor in this role. ALARPM would be much the poorer were it not for her work, which is often carried out behind the scenes and therefore requires special acknowledgment.

I acknowledge Ortrun for her continuing role in representing ALARPM's interests in her global travels and thank all other committee members with whom I have worked in the past three years.

I wish the incoming President and management committee every success in the future and I hope to have the opportunity to make a useful contribution to their work.

We invite people to submit reports of work-in-progress or information about completed projects - so that we can all become aware of the wide variety of options available to us.

People

ALARPM Management Committee - Profiles and Contact Details

Below are the contact details for the Management Committee of ALARPM. A brief profile provides some insight to most of the names and addresses, but a few are missing! More profiles will be included in the April 2002 issue of the ALAR Journal.

Joan Bulcock – Queensland, Australia

I joined ALARPM in 1990 at the first World Congress. I was involved with the design and delivery of Action Learning Management Development Programs with the Bureau of Statistics at the time and delighted in the support and camaraderie experienced through interaction with ALARPM people. My friendship with Ron Passfield and Anne-Marie Carroll was also a strong contributing factor here as I had worked closely with them both in previous years and appreciated their professional support as well as friendship. I have remained involved with ALARPM, attending Brisbane conferences regularly. I joined the Brisbane Conference Organising group about four years ago and have again developed firm friendships and gained invaluable professional support as well as practical conference organising skills. I was talked into becoming Treasurer about three years ago, to help Anne-Marie reduce her work load and I have gleefully given it back to her this year to reduce mine, with the proviso that a group of people get together

regularly to do the time consuming administrative duties. I no longer work formally in an action learning field, however, I apply the principles constantly in my life. I still enjoy the close friendships and professional and personal support afforded me by membership of ALARPM and hope to be able to do so for many years to come.

On a more personal note, I spend most of my time at the beck and call of two teenage children and an 'Engineer type' husband. I enjoy gardening, bush walking and driving sporty cars as well as the company of 'Sammy' the Cat, 'Rommel' the dog and several chickens, ducks and fish.

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Anne-Marie Carroll - Queensland, Australia

I am currently the co-owner and co-manager of a consulting business that helps public sector organisations handle their people issues more effectively. We have a strong specialisation in recruitment and selection. I have worked in human resource management for more than twenty years as a manager, internal consultant, central agency advisor and, since 1991, as an external consultant. I am currently using action research in my Master of Management dissertation which is focussed on strategies for growing my network based business, without losing what makes it work now as a business composed mainly of women, with quality of life goals as well as other more traditional business goals.

Almost 20 years ago, I was lucky enough to spend a year on an action learning program which was run at that time by the Australian Government. From that time on, I became passionate about that form of learning and then helped

initiate, design and manage a number of collaborative action learning programs for public sector staff in Queensland. In more recent years, I co-designed and co-facilitated public workshops on “Designing Action Learning: How to develop a learning organization” and “Facilitating Team Learning”. I was a founding member of ALARPM and attended the 1st, 2nd, 3rd and 5th World Congresses. I have been on the Management Committee of ALARPM almost from the beginning, was Treasurer for several years, Vice-President (National), was a Management Committee member only last year and have now returned to the Treasurer’s job, fresher and less exhausted than I was when handed it on to Joan a few years ago.

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Ross Colliver – Western Australia

Ross Colliver creates places where people can meet and talk about their work. He works mainly in government agencies, and at the interface between government, community and industry, facilitating strategic thinking, planning and learning, building reflection on action into work processes. He has used action learning with teachers, agricultural extension workers, managers and internal change agents.

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Lyn Cundy - Queensland, Australia

Lyn Cundy is Editor of the ALAR Journal and was Secretary of ALARPM for three years. She has a PhD in the area of Human Resource Management and works as a recruitment and selection consultant with Merit Solutions. Her interests in teaching and research include organisational behaviour, structure and design.

Her doctoral thesis used a constructivist paradigm and combined phenomenology and grounded theory methodology to develop a substantive grounded theory to explain the process of organisational commitment among midwives in two quite different hospital settings. The theory suggests that meaningful dialogue between individuals and groups may enhance organisational commitment and learning by actually changing the cultural context and the patterns of relationship that define the organisation's identity.

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Susan Goff - New South Wales, Australia

Susan is Director of CultureShift. She has a BA (Theatre Arts), a Postgraduate Diploma in Social Ecology, and a Masters of Applied Science (Social Ecology). She is the National Vice President of the Action Learning Action Research and Process Management Association, and an

active member of the Australasian Evaluation Society. Susan also teaches social program evaluation for the Australian College of Applied Psychology. She has generated participatory action research methods with participants in domestic violence, crime prevention, waste minimisation, catchment management and first world hunger initiatives. She is a published author on participatory research facilitation and her work in crime prevention received the Prime Minister's Non-Violence Award for SA in 1994. Susan has applied participatory practices to research, evaluation and learning in social and environmental sectors - a unique blend of scientific methodologies that builds CultureShift's integrated theories of research, learning and evaluation practice. Susan believes that applications of field-generated participatory theories of practice transform the world's sustainability crises to viable resolutions.

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Susan Hall - Western Australia

Dr Susan Hall is an Associate Professor of Action Research with the IMCA, completed her honours and doctoral research in this area and has had an extensive AR/AL consultancy project portfolio for many years. Her professional work over the past 20 years has included initiating and facilitating professional development for academics, executives and school teachers as well as for managers and executives in both corporate and public sectors. She also specialises in qualitative research methods, supervision of postgraduate research and work-based learning.

Susan initiated the WA Chapter of ALARPM in 1999 and continues to convene it. In addition to co-ordinating bi-monthly café group discussions, initiatives for 2001 have been ongoing discussions with AHRI about a future ALARPM WA presence, enlisting a second WA member, Ross Colliver, to the Management Committee and hosting a visiting international speaker evening with Ortrun Zuber-Skerritt.

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Deb Lange - South Australia

Deborah Lange works collaboratively with people in organisations to achieve cultural change and improved business outcomes in economic, environmental and social terms in her business Deborah Lange & Associates. She focuses on individual and organisational learning as the means to effect change, and is gifted in creating an environment of open enquiry and trust into which individuals or groups feel they can fully contribute.

Deborah draws on her wealth of experience as a consultant, facilitator, coach, life long learner and on extensive academic studies including a Masters of Applied Science, Social Ecology (Honours), a Bachelor of Business Degree (Human Resource Development), a Graduate Diploma in Language and Learning and a Diploma in Education. Her continual research focuses on the personal and professional change that is necessary for organisational and system transformation.

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Jo Murray - Tasmania, Australia

Jo Murray was lucky to be the only private sector participant in the Australian National training Authority (ANTA) Flexible Learning Leaders program in 2000. She focused her learning on online facilitation, particularly of community networks. She likes developing solutions to overcome isolation and the digital divide, through facilitating online and offline networks, particularly focused on supporting more non public sector RTOs and enterprises to explore online learning. She has provided online facilitation and mentoring for the 2001 leaders and the ANTA toolbox developers and facilitates in Toolbox Central.com She has been a prime mover behind publishing the learning and reflections of the Flexible Learning Leaders.

Jo is Co Director of Pelion Consulting P/L, a two person micro consultancy, specialising in flexible learning and development, through communication and reflection. They specialise in professional development in online facilitation and online learning design, assessment validation and recognition processes. Their main clients are other registered training organisations (RTOs), coming to grips with online technologies and new training packages, particularly Frontline Management. Pelion is also a registered training organisation.

Jo and her business partner Frankie Forsyth operate from two home offices. They are a virtual team, using online technologies to have their regular business meetings. They work associatively, partnering colleagues as specific projects require particular expertise. They are yet to own a server, so they need the web for their business. They work to stay lean, keen and responsive!

Jo counters the difficulties of working online from a regional location, with gardening and composing digital music in the

coastal bush setting of Bream Creek. Good vineyards nearby too!

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Ted Sandercock – South Australia

Ted Sandercock is principal consultant of Concerns-Based Consultants, an organisation that specialises in management of change, performance management, best practice, developing learning organisations, and team development with an emphasis on small business.

He has a Bachelor of Science and a Doctorate of Philosophy (Physics) from the University of Adelaide, and a Graduate Diploma in Management (Human Resources) from the University of Central Queensland. In 1969-71 Ted was a Harkness Fellow, and worked in USA as an Associate Professor at the University of Michigan and Rensselaer Polytechnic Institute. For several years he was the Course Coordinator for the Bachelor of Business (HRD) and was Head, School of Human Resource Studies, University of South Australia, until December 1994.

Ted is active in the Australian Human Resources Institute as President of the SA Region and a member of the Regional Council of Presidents. He is the co-author of Units 2 and 4 of the AHRI/Deakin Australia *Diploma of Human Resources* and the Coordinator for Unit 2 undertaken by distance learning. Ted is a member of the Clements School of Management Curriculum Board and is a sessional lecturer in HRM,

Applied Business Practice, and Business Practice. Applied Business Practice is a workplace Action Learning project.

Ted also undertakes projects overseas and spent March - June 1998 in Indonesia, Switzerland and Scotland. In September to December 1998, he evaluated the HRD aspects of an environmental pollution control project in Indonesia; an outcome of his earlier visit in 1998. In May 1999 Ted worked with visiting senior Indonesian educational policy makers on Evaluating and Monitoring Education and Training projects.

Ted is the President of the SA Institute for Educational Research, an executive member of Action Learning, Action Research and Process Management Association, an *Austrainer* consultant, a representative for *First2Learn* (Personal Values Index), and an Australian representative for the *ides* (International Design and Enterprise Services) project.

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Yoland Wadsworth – Victoria, Australia

Yoland Wadsworth has used participatory and action research approaches since first encountering them in London in the early 1970s when they offered a way out of some of the dilemmas and drawbacks of conventional survey research. Over three decades she worked firstly as a researcher and evaluator and increasingly as a consultant and adviser to assist others do their own research and evaluation. She is author of two Australian best-selling introductory texts - 'Do It Yourself Social Research' and 'Everyday Evaluation On The Run' and in 1986 brought together a group of people to establish the Action Research Issues Association in Victoria. Since 1989 she has been a co-ordinator (with Jacques Boulet) of the Melbourne-based Action Research Issues Centre, a not-for-profit research resource centre.

Her interests are whole systems/culture change in organisations, thinking and feeling in organisations; staff/consumer research and evaluation in health, education, welfare and community services; dialogue across difference;/ distance; systems thinking; power relations; non-coercive research methodology and iterative research designs. She has a particular interest in 'building in' user-

involving practice research to human services organisational and professional culture - which was also the subject of a 1995 Churchill Fellowship overseas study tour. In 1995 she won - with co-authors Merinda Epstein and Maggie McGuinness - the Australasian Evaluation Society Caulley-Tulloch Pioneering Evaluation Literature Prize. The work used 'fourth generation' evaluation or constructivist methodology from a consumer-perspective in a long term participatory action research study of how to 'build in' consumer evaluation to acute psychiatric hospital practice (the U&I project). In 1996, she won the AES career award for her contribution to Australian evaluation.

Her base disciplines are sociology (in which she has a Ph D) and history but she has added many insights over the years from political economy, organisational studies, philosophy, the world's religious and spiritual traditions, and humanistic and Jungian psychology (she is accredited to use the MBTI). Her new working base in 2002 will be the Institute for Social Research at Swinburne University of Technology, and in association with the Melbourne Action Research Issues Centre.

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Ortrun Zuber-Skerritt - Queensland, Australia

Ortrun Zuber-Skerritt is Director of OZI (Ortrun Zuber International P/L), specialising in Action Learning & Action Research, Leadership Programs, Postgraduate Research Training & Supervision, incl. Qualitative Research Methods. She is Adjunct Professor in the Faculty of Education at Griffith University (Brisbane) and at Southern Cross

University (Lismore, Australia), as well as Professor of Professional and Organisational Development in the UK-based International Management Centres (IMC).

After her under- and postgraduate studies in Germany, she obtained three doctoral degrees in Australia: PhD in Literature (UQ), PhD in Higher Education (Deakin) and DLitt in Management Education (IMC, Pacific Region). She was awarded over \$1million in competitive grants and has published 26 books, over 30 book chapters, over 100 journal articles, papers and reports, and produced over 50 video programs. She has been invited to conduct short courses and workshops in Australia, New Zealand, Hong Kong, Singapore, South Africa and Europe (Germany, Austria, Holland, Sweden, England) for academics, and senior managers in industry conducting workplace-based projects towards a Master or Doctoral degree.

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Pip Bruce-Ferguson - New Zealand

Pip Bruce Ferguson has worked in the Professional Development Unit at Waikato Institute of Technology for the past sixteen years. Her role is to support staff as they commence or continue their development as teachers in a variety of contexts, such as catering, horticulture, nursing, information technology and engineering.

Pip has a particular interest in encouraging staff to engage in research, a formal requirement for those who teach on

degree programs at the institution. Since this is a relatively new requirement (introduced only eleven years ago) there are still staff working at the institution who have very traditional ideas of what research is, and what researchers do. They find it hard to reconcile their identities as teachers with that of researcher. Noting this resistance, in 1992 Pip commenced a doctoral thesis looking at introducing action research courses as a way of combining the identity of teacher with that of researcher. Her thesis was published in 1999 (see <http://www.wintec.ac.nz/research/resources.htm>) and over that time there has been an upsurge of staff combining teaching with research into that teaching.

Her current interests involve continuing to support new researchers in the institution, whether doing action research or other forms of research. She is actively involved in supporting Maori initiatives in the institution - in the past, to do with the use of the Maori language in assessment, and in helping to develop a set of protocols and principles to monitor those conducting research with implications for Maori. At present, she is involved with research aimed at retaining and encouraging Maori students enrolled at the institution.

Pip is a member of the New Zealand Action Research Network and has attended and presented at all conferences since the mid 1990s. She has published chapters in McNiff's (2000) *Action Research in Organisations* and in Sankaran et al's (2001) *Effective Change Management using Action Learning and Action Research: Concepts, Frameworks, Processes and Applications*. Pip is currently the New Zealand representative on ALARPM and is also New Zealand Chair for the Higher Education Research and Development Society of Australasia (HERDSA) and one of two N.Z. representatives on the international committee of that organisation.

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Betsy Crane - Indiana, Pennsylvania, USA

Betsy Crane, PhD is Associate Professor of Sociology at Indiana University of Pennsylvania (IUP), where she is the doctoral coordinator for their Administrative and Leadership Studies/Human Services PhD program offered in Harrisburg, PA.

Before coming to Indiana University Betsy was co-developer at Cornell University of an interagency, strengths-based training program called the Family Development Training and Credentialing (FDC) Program. Betsy is the lead author for Empowerment Skills for Family Workers: Trainers Manual, the curriculum used in the FDC program that is now being replicated in ten states. For her dissertation she conducted participatory, qualitative research related to outcomes of the FDC Program as perceived by trainees, families, supervisors, trainers and community leaders.

Betsy also brings 30 years of experience in health and human service organisations where she focused on preventive community education and training.

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ALARPM News

- Local Activities Report

Some two or three of us came up with the idea of sharing our experiences of local ALARPM network activities. We think it is a great idea! The intention behind the idea is to learn from each other's experiences, to encourage participation and experimentation. Each local group does their ALARPM connection in very different ways. It's as if each State and Territory brings a distinctive culture or flavour reflecting local habits, histories, resources and fascinations. The following reports reflecting very different stages and styles of development express some considerable pride in achievement and give valuable meaning to being an ALARPM member.

The Western Australian connection

By Dr Susan Hall and Ross Colliver

We are a small network of metropolitan and country members with an email list of 16 and we have been operating for two years.

Bi-monthly café meetings

We meet once every two months at a café to present and discuss our work over a meal and a drink. This works through a rotational system as follows:

- the meeting convener for the next meeting organises a presenter (from within our members) and a venue and notifies everyone via the email list;

- the presenter tells/shows us something of interest about their action learning/action research work and we all reflect/critique/discuss;
- the presenter is then the convener for the next meeting and finds the next presenter.

Our meetings are small in number (around 4-6 people) and very informal. In addition to building dialogue between each other we seek to encourage dialogue with visiting professionals who visit Perth. For example we hosted Ortrun Zuber-Skerritt at our September meeting this year.

Raising the profile of action learning within the management sector

Negotiations are under way with AHRI (Australian Human Resource Institute) towards an ALARPM panel discussion on action learning at an AHRI forum. It looks very likely that this will take place in February 2002.

The Victorian connection

By Dr Yoland Wadsworth

Who make up the Victorian network?

ALARPM Victorian members have been e-mailed several times over recent years by Richard Watson, one of our Victorian members on the Committee of Management, notably resulting in a small group volunteering to run the last World Congress. But they have not met as a whole group or commenced a Branch. There may well be a keen group of Victorian members just waiting to know more about each other or chew over some of the issues that confront us! But it needs someone to grab the membership register, book a meeting space, mail a notice out, and bingo! If this doesn't happen by early next year, Susie Goff and I will convene an initial meeting if only as a one-off or even just for an annual meeting following up on Richards'

invitations and some of the very enthusiastic responses we received.

ARIA

Meanwhile the 20-30 members of the Action Research Issues Association (based in Melbourne) have met monthly since I convened the group in 1987. We average around 6-8 people for each very enjoyable dinner meeting at which someone leads a discussion either around their current work or a topic of joint interest. A high proportion of our membership comes from the participatory action research community development and health and human services streams. Our conversations tend to fuel, support and inform our various "life locations", rather than us working collectively to do things as an Association *per se*. There is quite a lot of co-working and socialising between ARIA members in our various jobs and lives and I think our success is rooted in our being such a long-standing organisation as to now be quite strongly friendship-based. This doesn't mean we agree on everything!

Auspices

We also have auspiced the action Research Issues Centre since 1989. The Centre is currently transforming into both cyber space and possibly a new physical and collective working environment in 2002. Our beginners' website is at <http://www.staff.vu.edu.au/aric/>. For many years we auspiced several networks (e.g. Researchers in Community Health [RICH], Teachers of Participatory Action Research [TOPAR]) and a wider network of more than 100 people called Friends of Participatory Action Research (FOPAR – pun intended :-)) for example. FOPAR had its own membership register and journal.

FOPAR

Regarding FOPAR, we found there was a more occasional need experienced by a more transient population of students, beginners and short-term project workers as well as old hands to meet 2 or 3 times a year. Some years ago we

amalgamated this with ALARPM but unfortunately the following year ALARPM membership subscriptions doubled and all but a handful were lost. (ARIA has not so far amalgamated with ALARPM both because of its PAR focus and because of the cost factor, but also because five of our more active ARIAian members are also ALARPM members.) We are also aware that many Victorian action researchers don't belong to any action research organisation at all.

Electronic communications

We started a new, no-cost e-Vic PAR network from a group of people who attended an ARIC-run seminar in 2000, but that is in abeyance (after Robbie Guevara did a marvellous job trying to get it off the ground) although we did have a couple of nominally joint-with-ALARPM meetings in the lead up to the last World Congress.

In the end people turned out to be less interested in signing onto an e-group, but e-mailing information about AR/PAR activities seems still to be OK. ARIA is interested in having at least one joint activity with ALARPM Vic members - perhaps with some local organisational development people with Bob Flood next year, and I personally remain, as always, committed to and interested in bringing everyone together into one giant network of connectedness!

The Queensland connection

By Joan Bulcock

This year the Queensland chapter of ALARPM has been engaged with several projects that further the cause of ALARPM.

Guests

In February we co-hosted the Bob Flood workshop with SCIAR. Twenty-six people attended enjoying Bob's active approach as well as stimulating content.

Philosophy Cafés

In March, May and July we hosted three philosophy cafés. Philosophy cafés are gatherings around food and wine at which people can discuss philosophical issues. Over the course of these three events we discussed questions such as ‘Does Action Research have to be participatory?’; ‘How does one write ‘quality’ action research reports?’; and ‘What makes action research ‘emancipatory?’ We did not as such answer these questions, but had lots of fun and discussion posing possible answers.

The three cafés used different genres of philosophy café. One had a pair of invited guests who, as the catalyst for the discussion, debated the topic. One used a single guest who was joined by others in a continuous discussion. The third café was a collaborative affair with participants being both guest and audience constructing a mind map around the question. Our Christmas celebration will take the form of a ‘Critical Christmas Inquiry’ with philosophical discussion interspersed with gifts and delicious goodies to eat.

The annual ALARPM Brisbane conference

The Queensland committee is also instrumental in organising the ALARPM annual Brisbane conference. We united this year with representatives from three other organizations, (The Australasian Facilitators Network [AFN], Southern Cross Institute of Action Research [SCIAR] and The International Association of Public Participation [APP2]), to plan and present a conference celebrating their ‘Different Journeys’.

This conference was an opportunity to network with other similar organizations, to learn about them and to share information about ALARPM. 110 people attended the two-day conference, which included facilitators from the USA, Singapore, Denmark, New Zealand and throughout Australia. Participants reported that they were stimulated, challenged, energised and enjoyed the opportunity to

network with a diverse range of people proclaiming the conference as a social and a financial success.

The Queensland ALARPM Network is made up of several connected networks that work collaboratively.

The Brisbane working party

By Anne-Marie Carroll

The Brisbane Working Party is a group of Brisbane (and Toowoomba) members of ALARPM who have volunteered to take on much of the operational, administrative work for ALARPM (banking, receipting, updating the membership database, maintaining financial records, enveloping notices, processing book sales etc etc). We are hoping that this work can be done in a social setting while sharing food and talk and so reduce the burden on the Secretary and Treasurer who have for a long time been overwhelmed by the amount of work to be done. So far thirteen members have volunteered to help, mainly people who are also members of the Brisbane Conference Group but with some additions.

The first working party meeting was held in October as seven people spent several hours updating the database with membership payments received, summarising the evaluations from the Brisbane Conference, writing receipts, preparing banking sheets and organising the hand-over of tasks to the new Secretary and Treasurer. A lot was achieved in the evening.

We have six other volunteers for our roster and would welcome more as we apply the old adage that many hands make light work. Or there may be people in other locations who would be willing to take on one or more of the tasks which need to be performed eg updating the membership database, handling book orders and book sales, processing membership renewals. Anyone else interested in contributing in this way might phone Christine King

(Secretary) or Anne-Marie Carroll (Treasurer) or email to alarpm@uq.net.au.

The New South Wales connection

By Susan Goff

Guests

The NSW membership also enjoyed a very stimulating workshop with Professor Bob Flood who brought his propositions regarding systemic thinking and practices into our focus. We set this event up in partnership with the Centre for Systemic Inquiry at the University of Western Sydney. Bob will be returning early next year. We also had the pleasure of Bob Dick's critically reflective company when he joined us for an autonomy workshop earlier this year.

Autonomy workshops

In reference to John Heron's propositions about peer learning we have run two autonomy sessions this year, each one being quite different.

The idea of an "Autonomy Lab" (see "*The Complete Facilitator's Handbook*", Heron J, 1999, Kogan Page, London, p 96-7) is that peers get together for at least a day, and set up lists of what they have to offer each other and what they want to learn with of from each other. There is an ordering of who does what, when, and the group undertakes to engage with each other in a self-directed manner. It's about facing questions of leadership, decision-making and co-operation - elements that forge powerful collaboration- as well as learning new ways of working.

The first workshop involved ALARPM network consultants and academics - I limited the numbers to twelve. I arranged for a three day event at Sydney University and invited Bob Dick to "peer facilitate" the process. Bob brought a masterful touch to his non-directive reflections of process.

The second event was a non-facilitated two day event. This time I approached the University of Western Sydney's Centre for Systemic Inquiry again. The participants were largely academics and PhD students with a scattering of consultants. In both instances fees literally only covered costs, keeping the price down to encourage participation.

In Heron's view engaging even a "peer facilitator" risks collusion "in avoiding the challenge of individual autonomous choice and negotiation"⁵. In Heron's strategy, the facilitator simply sets the event up then "deroles" to become a member of the group. He emphasises the need to alert people to the "anxiety generated by being faced with a whole series of autonomous choices and negotiations, [and] also alert them not to deal with that anxiety by trying to become a de facto overall facilitator during the AL."

On reflection both sessions encountered this deep anxiety. Once the implied order, safety and tacit forms of power are no longer couched in pre-existing agendas and processes, all sorts of disturbing questions open up: How do I interact without looking like I am taking over? How do I support without looking like I am colluding? How do we meet everyone's needs fairly? How do I even express my needs? In both instances the workshops moved through these anxious moments to reach high degrees of trust, engagement, illumination and co-creativity.

There will be more autonomy workshops for ALARPM next year - the insights, experiences, emotions and connections resonate back into working and everyday life at powerful levels. They are truly sustaining events.

⁵ Email interactions, 2001

Networking

“Networking” is a regular feature in which we bring you news about communities involved in action learning and action research. There are many such communities around the world, some of them isolated from their immediate colleagues by their different interests. In the interests of bringing them closer together, we are inviting people to describe their local action learning/action research communities to you.

New Zealand: An actively researching educational environment

A report on action research activity in New Zealand – Dr Pip Bruce Ferguson

While there is not a formal ‘branch’ of ALARPM operational in New Zealand, there have historically been close ties between the ALARPM organisation and action researchers in New Zealand. These were maintained over most of the 1990s by Eileen Piggot-Irvine, who set up the New Zealand Action Research Network (NZARN) in the early 1990s, and by the support of Dr Judith McMorland. Eileen, in particular, has been pivotal in the development and promotion of action research in New Zealand and we owe her a great debt of gratitude. Much of the work mentioned below came from the NZARN members.

A little historical background might help overseas members to see how action research has been promoted through formal certification processes here. This has occurred extensively through the polytechnic system, as new members of staff are

required to undertake some teacher training in their early years of employment. Traditionally, most polytechnic staff were drawn from trades and professions other than teaching, hence the teacher training requirement. Included among the optional courses staff could take was an action research course which introduced the basics of the action research approach and required participants to carry out a small piece of action research in their own educational context. In the northern region of New Zealand the action research courses were taught by Professor John Jones and Dr Tony Morrison of the University of Auckland. It was through their instruction in the action research course that I was first introduced to the approach in the late 1980s and immediately saw its potential for helping polytechnic staff to undertake research alongside their teaching.

It was not until 1990, with the passing of an Education Amendment Act that required staff to engage in research, that the action research movement in New Zealand really took off. Many action research theses have been conducted by polytechnic staff (e.g. Mary Melrose's PhD thesis in 1995; Eileen Piggot-Irvine's Masters thesis in 1993 - published under Piggot; my PhD thesis in 1999). There are also good examples of action research publications and theses emerging from the university sector, such as Noeline Alcorn's work, which dates from 1986, Jan Robertson's (1995) and Jane Strachan's (1993) PhD theses. For reasons of brevity here, a google search will provide details of some of these theses, which cover areas as diverse as leadership practice and classroom-focused research.

In the remainder of the article, ways of communicating and connecting with NZARN are explained.

NZARN conferences:

- The first 'conference' of the New Zealand Action Research Network was held in Auckland early in 1995. These were initially designated as 'retreats' in the early days, but have been described as conferences latterly. The 1995 retreat was fairly informal but a good

opportunity to develop the network and to share accounts of work that was occurring throughout the country.

- In 1995 another conference was held in Auckland, organised by Gwen Gawith and Eileen Piggot-Irvine, looking at “Facilitating Action Research”.
- 1996’s conference was held in Hamilton, organised by myself, and its theme was “What Counts as Quality in Action Research?” We were fortunate to have Bob Dick from Australia as our guest speaker for this conference. Since our network is quite small, Bob donated his time and also paid his own airfare, which showed considerable dedication to AR!
- 1997’s conference was unique, being held on the marae (in a traditional Maori building) at Waiariki Polytechnic in Rotorua. The organiser was Jill Chrisp and the theme was “Action Research for Social and Educational Change”. We were fortunate to have Iain Govan from ALARPM and his partner Marilyn with us for this event. Keynote speakers were Tamati Cairns and Waireti Tait-Rolleston, both involved in social work lecturing.
- Our 1998 conference was held in Wellington, organised by Michele Knight of Wellington Polytechnic, with a theme of “Action Research: Challenges and Choices. The keynote presenter for that was Robin McTaggart, from Australia.
- We met in Auckland again in 1999. Judith McMorland and Annie Fogarty organised our conference, whose keynote speaker was Yoland Wadsworth from Australia. (You can see how close our connections are with ALARPM through all this!)
- The South Island was our venue in 2000, when we visited Christchurch Polytechnic Institute of Technology. Jan Kent organised the conference, and I

was the guest speaker. It was good to be able to provide networking and support for the South Island action researchers.

- This year, we met in Auckland again, at Manukau Institute of Technology, Kathy Corscadden organised the conference, at which the keynote speakers were Jill Chrisp (who had just gained her action research-based PhD) and TePora Emery, both of Waiariki Polytechnic.

The conferences have proved a great way to draw action researchers from a range of backgrounds together. We have university and polytechnic educators; high school teachers; nurses; teachers from the private provider sector; social workers; educational consultants and managers. An invitation to next year's conference (all welcome!) appears at the end of this article.

The conferences are the face-to-face method of communication. Eileen also edits and distributes the NZARN Newsletter. This comes out three times a year, and is a great way to disseminate news from action researchers around the world. Stories are told by those who have attended the various World Congresses in places as far-flung as Colombia and Bath, U.K. Our action researchers who have attended the various Congresses have found them a great way to network with like-minded people from around the globe, and to bring back energy and enthusiasm for the local work. Copies of papers presented at our conferences are also printed in the Newsletter, as are resources from around the world when action researchers give us permission to disseminate their work in this way. Ron Passfield from ALARPM has been one who has kindly given us his permission to publish work, in the past.

I hope this brief insight into some of the action research that is occurring in New Zealand shows that researching is alive and well over here, and that we strive both to encourage each other and new researchers in the process, and welcome visiting experts from other parts of the world (especially if you don't

need a hefty fee for your presence!) As part of this welcoming, let me extend an invitation to any who are interested to attend our next year's conference. It is scheduled for August 8 and 9, and again will be held at Waiariki Institute of Technology, organised by Dr Jill Chrisp (email her on Jill.Chrisp@waiariki.ac.nz). Our keynote speaker is to be Pat Maguire from the U.S. We can assure overseas and local guests of a warm welcome, excellent networking opportunities and a forum for sharing your work. If the last conference held at Waiariki is anything to go by, we can also assure you of rich insight into the cultural ways of New Zealand's Maori people. Do consider coming; we're a friendly lot!

See "People" for a profile on Dr Pip Bruce Ferguson.

Our next issue of the ALAR Journal, will include:

- Papers presented at the "Different Journeys" Conference in Brisbane 2001
- Announcement for WC6&10 in Pretoria, South Africa in October 2003
- More ALARPM News
- More profiles of our Management Committee
- New book reviews and ...

**Peter Reason and Hilary Bradbury (Eds),
Handbook of Action Research**
A review by Chris Clarke -

The is an edited version of the review by Chris Clarke (Visiting Professor, University of Southampton) of the Handbook of Action Research: Participative Inquiry and Practice, Sage Publications 2001, first published in Network: the Scientific and Medical Network Review.

The range of topics in this book probably touches most readers. Although Action Research (research that is embedded in human action/activity rather than keeping at a distance) has developed in Social Science, the issues raised involve the nature of science, that status of “knowledge”, the relation between science and spiritual values, the relation between objective and subjective knowings ... a whole gamut of concerns. In this massively comprehensive work (which, I must admit, I have still not read in full), this range is surveyed in authoritative detail by 61 authors in 45 closely argued chapters; so here I can only pick out a few highlights.

Many different perspectives are given on the nature of “knowing”. One is the stages of knowing of Reason and Heron, progressing through experiential, aesthetic, propositional and practical forms (p 179). Others that I found particularly interesting were the discussions of Habermas’ threefold division of knowing into the objective, moral/social, and subjective (Peter Park, p 84), raising for me interesting comparisons with three of Wilber’s quadrants. But perhaps the dominant critique of the nature of knowing centred around what June Boyce-Tillman (in her book *The*

Wounds that Sing) calls “subjugated ways of knowing”, a classification based on the relation of knowing to the power-status of groups in society.

To understand this, one must note (as is demonstrated in chapter after chapter) that the practice of science, as a human activity, is inextricably bound up with the politics of power. This holds from high energy physics (who is it that prioritises expenditure on experiments whose cost dwarfs the GNP of half of Africa?) to biology, where all the basic questions are now dictated by the power of the biotechnology industry, through a medicine that ignores the human personality, to economic and social research designed to maintain structures of oppression. And in the politics of power, knowledge is the most powerful instrument — a thesis documented academically in a meticulous survey by John Gaventa and Andrea Cornwall. Knowledge is in practice always acquired by particular people, for a particular purpose, presented in a particular way. A central realisation in the development of the subject was the notion that knowledge is not a neutral commodity, to be traded in self-contained packages; but rather, the nature of knowledge depends on the power structures within which it emerges. Knowledge that is produced by privileged classes is in practice often unusable by the underprivileged classes. Thus, Orlando Fals Borda, one of the founding workers in the field, describes his growing realisation that “If we could discover a way to bring about a convergence of popular thought and academic science, we could gain both a more complete and a more applicable knowledge - especially by and for the underprivileged classes which were in need of scientific support.” (p 28) Rather than being a commodity, knowledge is a process; its acquisition is itself socially and personally empowering “‘Prior to [this work] our staff had done research on chemicals and their health effects for people and given them the results ...’ When people learned to do their own research, they began to realise that experts are not the objective,

unbiased, disinterested purveyors of truth.” (Helen M Lewis, p 361, quoting J Merrifield)

A second theme concerns the way in which the personal interacted with the social and the scientific, involving “first-person”, “second-person” and “third-person” narratives. Under these categories, William Torbert documented the personal discipline needed for the inquirer to develop his/her own depth of awareness, the bringing of this into speaking and listening (“speaking is action” - p 254), and finally the interweaving of these perspectives when working with a group of people who are coming to understand their situation. A less categorised (but for me more convincing) perspective was brought from the accounts of “attentional disciplines” by Judi Marshall (p 433) involving “engaging inner and outer arcs of attention and ... moving between these”. This interplay of persons acquired particular significance when it involved crossing different cultural perspectives, breaking out of the Western dominance that has tended to define the natures of “knowledge” and “science”. Timothy Pyrch and Maria Teresa Castillo powerfully described (p 379) difficulty of hearing local or Indigenous voices which speak to “our hidden intuitive, metaphoric and spiritual qualities still devalued by the gatekeepers of official and expert knowledge” (p 379) The art of respectfully listening to these voices is hard because “our academic training has tended to fragment sense from soul” Yet if we are to reach for a science that has fully human validity, rather than being bound to a particular culture (that stemming from Northern Europe), we must cross these ethnic boundaries.

Many articles bring to the light of day terms that I have heard bandied confusingly about for decades. “System theory”, for instance, is traced by Robert Flood through a progression in which the term’s meaning almost reverses, from early mechanistic applications in organisational theory, to its metamorphosis into “Complexity theory” at the hands of Waldrop and others, which introduces an explicitly

spiritual dimension into the study of human experience. Complexity theory in this sense (not to be confused with the related uses in computer science and mathematical physics) aims at breaking out of a reductionism that “has in our minds fragmented the world, our existence and our thoughts about how we might manage ourselves. The richness and mystique of life and living is deflated to a mental model ...” (p 142)

Vast though the scope of this book is, there are some areas where the coverage could be greater. While spirituality appears often, the explicitly transpersonal dimension is represented in full only in the article by John Heron. And, though it was implicit in the work of Torbert and others, I missed (perhaps overlooked) any explicit discussion of the nature of “Action” itself. What is it? What is the relation between action and non-action, between knowledge and action, between action and passion? In the beginning, is there the “act” (as for Goethe’s Faust), the Word, or the Sound? However, practically all the rest of human life is here, so purchasers will be well rewarded.

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Handbook of Action Research

<http://www.sagepub.co.uk>

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Contributions to this journal

Through the ALAR Journal, we aim to promote the study and practice of action learning and action research and to develop personal networking on a global basis.

We welcome contributions in the form of:

- articles (up to 10 A4 pages, double spaced)
- letters to the editor
- profiles of people (including yourself) engaged in action research or action learning
- project descriptions, including work in progress (maximum 1000 words)
- information about a local action research/action learning network
- items of interest (including conferences, seminars and new publications)
- book reviews
- report on a study or research trip
- comments on previous contributions

You are invited to base your writing style and approach on the material in this copy of the journal, and to keep all contributions brief. The journal is not a refereed publication, though submissions are subject to editorial review.

Contributed case study monographs

Contributions are welcomed to the Action Research Case Study (ARCS) monograph series. The case studies in this refereed series contribute to a theoretical and practical understanding of action research and action learning in applied settings. Typical length is in the range 8,000 to 12,000 words: about 40 typed A4 pages, double spaced.

Types of case studies include (but are not limited to):

- completed cases, successful and unsuccessful;
- partial successes and failures;
- work in progress;
- within a single monograph, multiple case studies which illustrate important issues;
- problematic issues in current cases.

We are keen to develop a review and refereeing process which maintains quality. At the same time we wish to avoid the adversarial relationship that often occurs between intending contributors and referees. Our plan is for a series where contributors, editors, and referees enter into a collaborative process of mutual education.

We strongly encourage dual or multiple authorship. This may involve a combination of experienced and inexperienced practitioners, theoreticians, clients, and authors from different sectors or disciplines. Joint authors who disagree about some theoretical or practical point are urged to disclose their differences in their report. We would be pleased to see informed debate within a report.

You may have interesting case material but may be uncertain of its theoretical underpinning. If so, approach us. We may

offer joint authorship with an experienced collaborator to assist with the reflective phase of the report.

Another option is to submit a project report initially for the ALAR Journal (1000 words) with a view to developing the report into a full case study.

Detailed guidelines for case studies are available from the editor, ALAR Journal. The first case study in the series, by Vikki Uhlmann, is about the use of action research to develop a community consultation protocol.

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❖ *I wish to apply for membership of the Action Learning, Action Research and Process Management Association Inc.*

PERSONAL DETAILS

<i>Mr/Ms/Mrs/Miss/Dr</i>		
<i>given names (underline preferred name)</i>		<i>family name</i>
<i>Home address</i>		
<i>Postcode</i>		
<i>Town / City</i>	<i>State</i>	<i>Nation</i>
<i>Home contact numbers</i>	<i>Phone</i>	<i>Fax</i>
<i>Email</i>		<i>Mobile</i>

❖ *Please send mail to:* *Home* *Work*

CURRENT EMPLOYMENT

<i>Position / Job Title</i>		<i>Organisation</i>
<i>Address</i>		
<i>Postcode</i>		
<i>Town / City</i>	<i>State</i>	<i>Nation</i>
<i>Work contact numbers</i>	<i>Phone</i>	<i>Fax</i>
<i>Email</i>		<i>Mobile</i>

❖ *My interests/projects relating to action learning, action research and process management are:*

<input type="checkbox"/> Action Learning <input type="checkbox"/> Community Action <input type="checkbox"/> Evaluation <input type="checkbox"/> Higher Education <input type="checkbox"/> Learning Organisations <input type="checkbox"/> Method <input type="checkbox"/> Process Management <input type="checkbox"/> Rural Community Dev <input type="checkbox"/> Systems Methodologies <input type="checkbox"/> Team Learning & Dev <input type="checkbox"/> Other	<input type="checkbox"/> Action Research <input type="checkbox"/> Education <input type="checkbox"/> Gender Issues <input type="checkbox"/> Human Services Practice/Change <input type="checkbox"/> Manager & Leadership Dev <input type="checkbox"/> Organisational Change & Dev <input type="checkbox"/> Quality Management <input type="checkbox"/> Social Justice <input type="checkbox"/> Teacher Development <input type="checkbox"/> Vocational Education
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❖ *Do you wish to be linked with a world network of people with similar interests and have your information included in our database and appear in our annual networking directory?*

Yes *No*

❖ *Please complete payment details overleaf* ▶▶▶▶▶▶

To apply for ALARPM membership, which includes ALAR Journal subscription, please complete the information requested overleaf and the payment details below. You do not need to complete the ALAR Journal subscription form.

Payment Details

Category of subscription (all rates include GST)

Mailing address within Australia

- \$93.50 AUD Full membership for people with mailing address *within* Australia

Mailing Address outside Australia

- \$104.50 AUD Full membership for people with mailing address *outside* Australia

Concessional membership within or outside Australia

- \$49.50 AUD Concessional membership for people with a mailing address *within* or *outside* Australia. The concessional membership is intended to assist people, who for financial reasons, would be unable to afford the full membership rate (eg. full-time students, unwaged and underemployed people).

Method of payment:

Cheque/Bank Draft

Money Order

Visa/Bankcard/Mastercard (*please circle card type*)

Card No:

Cardholder's Name:

Cardholder's Signature: _____ Expiry Date: / /

Cheques, bank drafts or money orders can be made payable to ALARPM Association Inc. in Australian dollars. Please return application with payment details to:

ALARPM Association Inc.

PO Box 1748

Toowong Qld 4066 Australia

Phone: (61-7) 3345 7499

Fax: (61-7) 3273 5707

Email: alarpm@uq.net.au

ALAR JOURNAL SUBSCRIPTION FORM

Private Individual/Library/Organisation Address Details

<i>Mr/Ms/Mrs/Miss/Dr</i>	
<i>given names</i>	<i>family name</i>
<i>Organisation</i>	
<i>Address</i>	
<i>Postcode</i>	
<i>Town / City</i>	<i>State</i>
<i>Nation</i>	
<i>Contact numbers</i>	<i>Phone</i>
<i>Fax</i>	
<i>Email</i>	

Payment Details

ALAR Journal subscription (2 Journals per year) does not include ALARPM membership entitlements (all rates include GST).

Subscription rate for private individuals

- \$71.50 AUD for individuals with a mailing address ***within*** Australia and NZ
- \$82.50 AUD for individuals with a mailing address ***outside*** Australia and NZ

Subscription rate for libraries and organisational entities

- \$110 AUD for organisations with a mailing address ***within*** Australia and NZ
- \$121 AUD for organisations with a mailing address ***outside*** Australia and NZ

Method of payment: Cheque/Bank Draft Money Order

Visa/Bankcard/Mastercard (***please circle card type***)

Card No:

Cardholder's Name:

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Email: alarpm@uq.net.au