

## MOBILISATION

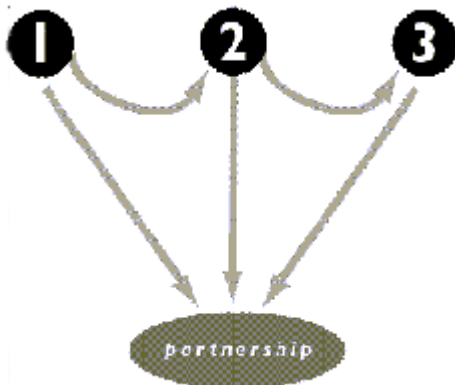
There are some options with regard to enabling the models to eventuate:

- Having identified potential participants and secured their participation in a negotiated agreement, all groups can start together and be trained in participatory processes as they proceed through the same research cycle
- Stakeholder groups can start up as the initiative develops, each have training as required and each being facilitated to join the collaborative enterprise at the point of entry most relevant to them
- The initiating group begins with their own separatist model, then extend into the supportive model with one or more groups, each of which extends supportive relationships to other groups, and all groups move into the partnership model.



**Option 1:** - holistic -  
Group 1 and 2 train and move into partnership

**Option 2:** incremental -  
Group 1 trains and moves into separatist,  
Group 2 trains, moves into partnership with  
Group 1, Group 3 trains, moves into  
partnership with Group 2 etc



**Option 3:** strategic –  
Group 1 trains, moves into supportive with group 2;  
Group 2 trains moves into supportive with group 3  
etc and as competencies are realised they move  
into partnership.

To bring all this information together, as a way of assisting you to know who you need to work with and what the best research structure will be, the following table indicates which model would best suit your research enterprise:

POSITION	KNOWLEDGE	TYOLOGY	MODEL	OUTPUT
management	strategic	organisational	separatist	structural change
sponsor/policy maker	propositional and strategic	organisational and experimental	supported	policy change
user/client	experiential	empowering	supported	community capacity building improved service delivery and
interest group	experiential and strategic	empowering and organisational	partnership	community capacity building best practice and CIP
practitioner	practical	empowering and professionalising	partnership	informed advocacy
opinion maker	experiential	empowering	supported	best practice
trainer	propositional and practical	experimental and professionalising	supported	developed theory
academic	propositional	experimental	separatist	

### Facilitating process

Facilitating process is about working within the designed structure, experiencing it with the participants and making judgements about the effectiveness of interactions with them with regard to recognised research criteria. It is also about realising equity and participant autonomy at the participants' pace: at the beginning the facilitator usually has more experience in research methods than the participants, but the participants have a great deal more experience about the issue than the facilitator. This balance of expertise needs to be sustained in every learning and research interaction.

For example, if the issue being inquired into is why there is so little shared responsibility for community events the facilitator can respond with many interactive options:

- Story telling, reflective listening, strategic questioning and decision-making to change community leadership practice
- Scenario participation to re-experience the problem and possible changes
- Making a strategic decision not to proceed with community events without community participation

- Using playback theatre in a public setting to capture the essence of the problems
- Community members observing community leaders in action, giving feedback and participating in thinking through the consequences
- An exhibition of art works about how our community works – or doesn't
- A puppet show
- Redistributing responsibilities to marginalised individuals and redesigning leadership roles to support their work and status in the community
- Using participation to purposefully increase community skill base and entry into paid work or training
- Changing the way events are management
- Changing the nature of the events (etc).

So the facilitators' problem is very rarely a lack of processes, the issue is usually more about how to support the participants to define the problem, to create their own processes to learn about it and themselves, to change what is happening. The facilitator is not in a position to solve the problem for the participants. Neither is the facilitator's role about importing processes that the participants cannot relate to or feel alienated from. The facilitator must arrive only with the spokes of the wheel, with an open mind, and a responsiveness to the participants' ways of working that invents interactions with them and transparently links them back to a sustained research effort.

In a yet to be published text<sup>25</sup>, Yoland Wadsworth has identified six capabilities for facilitators of collaborative inquiry:

- Knowing self, knowing others
- Real-ising inter-connectedness
- Identifying the new growth and driving energies
- Resourcing the effort
- Shaping the inquiry
- Accompanying transformative moments.

These capabilities form the basis of facilitator judgement within their legitimate domain of action. As a mechanism of judgement they enable the facilitator to authentically manifest research models which reflect the ethical commitment of the method and have the capacity to generate new knowledge that is potentially scientifically rigorous. The following tables are laid out with the same categories as those for facilitating research structure.

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<sup>25</sup> Wadsworth, Y. (forthcoming 2000)

No.	Theme	Capability	Competencies	Illustration	Benchmark
1	Knowing self, knowing others	Self-directing insight and observation to know one's limits and potential, and deploying this knowledge to create adventurous and safe environments in which others self direct insight and observation to fund reflection, inquiry, and action learning.	<ul style="list-style-type: none"> <li>• To include regular reflection about one's own practice.</li> <li>• To struggle with one's own limitations and confusions and include them in the research initiative.</li> <li>• To set up observation systems (mirrors, videos, diaries, aural tapes, peer observation and critique) to understand one's own practice.</li> <li>• To use what one learns to support others' ways of knowing themselves.</li> </ul>	Inventing protocol with research participants and using them to invite feedback from members of the public about their observation of agency staff taking part in a public reflective dialogue session.	Humility in practice that makes risk taking possible and accountable to those affected.
2	Realising inter-connectedness	Starting where the participant is at – as described by them and experienced empathically by the facilitator – and facilitating activities that realise this empathy between others so that shared experience and sharing in new experiences become the fundamental resource base for inquiry activities.	<ul style="list-style-type: none"> <li>• Translating research theory into terms that reflect local experiences.</li> <li>• Participating in interactions that are mindful of this experience.</li> <li>• Using this shared experience to shape research progress and monitor changes in learning capacity.</li> <li>• Investing time and emotion in responding to the participant's lives.</li> </ul>	Inviting participants to describe their early learning experiences to each other. Mapping it and using it to design interactions that help participants to help each other.	Easy decision making that uses participants' values and criteria.

No.	Theme	Capability	Competencies	Illustration	Benchmark
3	Identifying the new growth and driving energies.	Using our intuition to sense energy levels and emergent and inspiring directions of inquiry, surfacing our reading and seeking recognition by the participants.	<ul style="list-style-type: none"> <li>• Remaining sensitive to participation and not getting too tired, or used to local ways to be blind to growth and change.</li> <li>• Making visible that which has previously been invisible.</li> <li>• Protecting this newly visible asset.</li> <li>• Using such growth with participant permission.</li> </ul>	Community contributions to intervening with violence were not professionally acknowledged initially. With gentle persistence the service providers began to read them and give feedback. Eventually they formed partnerships with community members to facilitate professional training events and present at conferences.	New ideas and practices that are constructed of new insights, relationships, values and experiences.
4	Resourcing the effort.	Using a great variety of information, methods of research, developing new skills with oneself and the participants, new systems and new supporting networks to support the emerging inquiry directions.	<ul style="list-style-type: none"> <li>• Linking process developments back to research structure.</li> <li>• Making modifications to structure to better serve process.</li> <li>• Letting go of original assumptions and adapting with the research project – within the terms of the contract.</li> <li>• Supporting, not directing.</li> </ul>	Originally we had thought that only the core groups would implement the shared construction about best practice. However, when observer groups requested participation, the core groups wanted to include them so we adapted the schedule, the communication systems, the draft Kit and the budget allocations to fit them in.	Evidence of changes to research process in response to participant learning and decision-making.

No.	Theme	Capability	Competencies	Illustration	Benchmark
5	Shaping the inquiry	Pattern making, identifying assumptions, creating linkages between ideas and experiences, tolerating complexity and appropriately timing the reduction of complexity to simple, well defined congruent certainty.	<ul style="list-style-type: none"> <li>• Reading links between ideas and using the data to test them.</li> <li>• Restraining from interpreting the data – enabling participants to do so.</li> <li>• Critiquing participant interpretations and inviting participants to critique facilitator.</li> <li>• Allowing contradiction and ambiguity to stay in place despite criticism.</li> </ul>	We had been working with Heron’s theories for the whole project, but it was not until we finally reflected on the whole event that we saw the way they had actually structured both the strategic advance over time and the research structure. We also saw how they moved from linear progression as originally designed by Heron to a concurrent interactive whole at the project’s conclusion.	Propositions that are valued for their simplicity, depth and natural alignment.
6	Accompanying transformative moments.	<ul style="list-style-type: none"> <li>• Resisting the need to save one’s professional reputation at the cost of the participant’s genuine grasp of understanding.</li> <li>• Inhabiting a position in the project that is equitable with all other participants.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing about learning by engaging transparently in learning with participants.</li> <li>• Companionship their uncertainty, confusion, fear and pain without suppressing it or directing it, and sharing in celebration, recognition of achievement and renewal.</li> </ul>	<p>“They all want action – not reflection.”</p> <p>“What’s their community practice like?”</p> <p>They are committed community volunteers, overworked and tired of not being heard.”</p> <p>“Have they been carrying out long reflections on their practice in the past?”</p> <p>“Of course not”</p> <p>“Could it be that their lack of reflection on their actions is part of the reason why they are overworked and not being recognised?”</p> <p>“So my facilitation practice is about questioning my assumption that they would not want to reflect?”</p>	Evidence that assumed realities were responded to as shared beliefs whose destabilisation energised new understanding, values and practice.

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## **An example of a Facilitator's Designed Process**

*Designed by Tony McKenzie*

An interactive event with adult educators to create visions of a learning community.

### **Workshop notes**

#### **Introduction**

Welcome to this workshop. The subtitle of the workshop is "From the Known to the Unknown". This statement can apply to the eventual subject of the workshop – the idea of becoming a learning community. But it can equally well apply to the process, the activity we're going to engage in. I think you'll see what I mean.

One small addition to the notice I emailed to staff. Over the years I've taught creative drama to children, teenagers and adults. The activity we're about to do today is typical of what might happen in a drama session. However, I'm conscious that improvisation or imaginative play can seem quite foreign if we haven't done it since childhood, so the focus today will be on creating a private, interior imaginary landscape. After we've created our interior world, we'll have a whole group sharing of experience and thoughts. It may be as a result of this workshop, that we may feel inclined in future to treat the expression of 'learning community' with a little more awe and respect when it enters our discussions, or at least be more aware of the array of connotations that others attach to it.

#### **Preparation**

The first step in this activity is to prepare for our imaginary journey. Before we can start out, spend a moment getting comfortable. You can do this activity sitting at your table or by sitting or lying on the floor. Close your eyes and relax.

*(Pause)*

## Visualisation exercises

### Exercise 1

You're looking at yourself in the mirror. Try to picture what you see. Now, curiously, time slowly starts tumbling backwards...backwards...and the person you're looking at in the mirror is getting younger. You're preparing to witness a story unfold before your very eyes. You're not even sure it's you any more, nor where this daydream is taking you...



We're rolling backwards to a time and place where your storybook character and another person are getting excited or anxious about something. This is going to be a story about two characters that are going to tackle some great challenge.

What will the challenge be? You might be thinking about something from your own past, or a task that a child or young person might flinch at, because the odds for success are not promising. Think around this for a moment. Dig deep...What kind of mission could tax each of these young people to the core, something that calls on their as-yet undiscovered inner qualities, potentialities they don't even know they possess? Perhaps something that you can see now only because of the understanding that comes from life experience...

We shan't pursue this particular storyline just now, but before we move on, just try to crystallise what the adventure was going to be. You may want to return to this scene some time...

#### Task in Pairs

Find someone you would be comfortable to talk about what happened in this exercise. Share your reactions with each other.

- what happened in your mind's eye as time scrolled backwards
- who were your two characters and did you decide on the challenge they would face?

### Exercise 2

You're looking into the mirror again. Allow time to scroll back to the present. Look into those eyes. What's going on behind those eyes?

Time starts scrolling forward. Don't look at the whole face; watch the eyes alone.

With the passing of time you've become a seasoned traveller of life. Now, every journey is first and foremost an opportunity to grow in understanding. Life is the field in which you seek an ever-more comprehensive, ever-more coherent sense of self in the world. Just as the tree adds a new ring to its trunk each year, so you keep expanding your horizons.

It is your highest challenge these days to see each day's new understandings merge with and enrich your former way of seeing.

You remember the days when you belonged to a special community of learning. Memories often glow rosier, the more they curl at the edges. You remember those times, those colleagues, with affection. Sometimes even now you ponder on what it was that made that endeavour so special.

What quality stands out as you think back to those times? As you recall that community now, what's the most enticing thing for you about people supporting each other in the quest for something new, dynamic, alive and going somewhere?

Your character is about to set out on a journey. Don't be concerned about your destination. As in any dream, we sometimes have no control over the chapters in our lives, it is enough to know that it is time for a journey, and the path will become clear.

It seems the lights are dimming. Darkness surrounds you. The air is still, neither cool nor warm, just fresh and sweet. You don't know what to do, but you are content not to be in control.

You see nothing to give your bearings. You think you can still locate, but you're not quite sure of the precise angle of up and down. Might not you rather be lying on a bed softer than down, or floating on air?

You gaze into the distance, whatever the direction is. The darkness is dense, engulfing. You have made no movement since the lights fell, but now a thought forms that you are moving in space. Or are you simply hoping for something to appear?

The sweet, dark air could be lightly brushing your skin, but you can't be sure. You could be moving.

Could this be your journey? Could you now be closing in on some gap in your understanding...a quandary soon to be explained...

You recall something written on the wall of an old mentor. The answer lies within you.

A memory starts to stir in your make believe character. What will it be? Wait patiently for your character's memory to take form. You are now totally free to allow the dream to take its own course. The memory might relate to something you already know about your character, but listen also in case something altogether new is given to you...Will your character's memory not well up from an experience of great personal significance? The answer lies within you.

If nothing comes, gently return to an image from this guided dream and let it roll over and over silently on your tongue. Play with it, without anxiety.

What memory now starts to rise to consciousness?

What effect does this memory have on your character? Now continue the narrative for a little, as seems right to you...

*(Silence)*

Soon we're going to let this storyline fade away. Let your thoughts gently return to the scene where your character is blanketed in darkness. He...she... remembers the mystery text, The answer lies within you. As creator of this dream character, what answer is he or she seeking?

As you ponder on this endpoint, allow the darkness ever so quietly, imperceptibly, to give way to light. What do you see? What can you hear?

As you feel ready in the next silence, slowly return your consciousness to this room, and open your eyes.

Task in pairs

1. Share your experience with your partner.
  - What happened when time scrolled forwards? Spend a few moments exchanging your daydreams.
  - Was there something you found illuminating or interesting about your own dream sequence? What about your partner's dream?
  - Tell your partner how you feel about tapping into your big pond of personal images and symbols.
2. (If time permits) Discuss with your partner any possibilities of joining these two dreams together. Maybe the narrative could be rewritten to bring both characters into the one story; maybe you will prefer some kind of movie sequence of images or ideas from both sources.

Choose one of the private dreams of your synthesised creation to share with the larger group.

### **Plenary Sharing**

1. Invite pairs to share with the larger group as in task 2 above.
2. Invite comment on the question, Did this workshop assist you to connect with the idea of a learning community?

### **Closing Comment**

I'd like to write to you in a few days' time and ask for your mulled over thoughts about this activity. In the meantime, would you take notice of any thoughts or imaginings that continue on from your day dreaming today.

## **Other Examples of Designed Process:**

*Designed by Susan Goff for the Heart Politics Victoria Conference*

### **Community workshop to prepare individuals for participating in reconciliation projects**

Participants are invited to describe their family's historic links with Aboriginal history in Australia.

Some people have little knowledge; some have much to unburden. Some speak from indigenous experience, some from non-indigenous.

No stories are written, all are encouraged to speak in one large group, being mindful of everyone's need to speak in turn while doing honour to past lives.

The facilitator describes her experience of being rejected by indigenous people because while she acted with good will, she acted in ignorance. She describes her anger and grief, and how she experienced being brushed aside. She invites the participants to experience this with her as a way of preparing for the real difficulties of reconciliation. She describes a process of silent re-enactment: each person offering a gift to reconciliation and this gift being brushed aside. Then each person trying again only to be brushed aside again. After a third time, the gifts will remain (invisibly) in the centre of the workshop until a participant closes the event.

The participant warns of the hurt that the process can cause and offers private debriefing if needed.

They agree.

Participants are invited to reflect on what they would like to see themselves experience in a reconciliation event. Each person enacts moving to the centre of the room and offering a gift, which they name in single words:

*"Hope"*  
*"Apology"*  
*"Truth" etc.*

At the end of the first round the facilitator enacts brushing the gifts away.

The process is repeated twice, each time the participants having to reach deeper into their feelings and desire for relationship.

The third time, silence completes the process, until one person voluntarily and without warning enacts planting a seed and protecting it, in the midst of all the gifts.

The participants debrief on how they experienced the process, what they learned and what they felt.

## **A Third Example of Facilitated Process:**

*Designed with community facilitators in Adelaide*

### **A community workshop to design a park**

The lead facilitator presents the purpose of event, invites comment on the purpose from the participants.

The lead facilitator invites participants to inspect assembled materials in the room - a collection of second hand junk from kitchens, bathrooms, mantle pieces and garages.

She announces that all materials can be broken or changed and points to tools section. She then describes her idea of how to proceed:

- A slide presentation of a well-known local park.
- A gallery of local children's hand painted pictures of their ideal park.
- A discussion about key qualities that a park needs to have.
- Then working at tables to build a model of such a park using the materials.
- Participants then describe their models and the key qualities and design ideas are defined and recorded.
- Consensus is reached where possible and next steps outlined.
- The event is evaluated by the participants, council and facilitators before closing.

The participants like the idea but want to know about facilities and food. The facilitator then negotiates the role they would like her to take. This is written up and displayed.

The process begins.

- Participants are encouraged to talk during the slide show.
- The children's works are displayed and hung up.
- The facilitator asks participants to take notes about the key qualities of the park. These notes are read out and assembled on a mind map. Key areas of agreement are identified.
- Participants are given the choice as to what they want to do about those things that they don't agree on (skateboard facilities, food outlet, free space for dogs).
- They agree that people should be able to take their ideas into the models.
- The building begins. Groups of 5 scavenge for materials, which creates lots of laughter.

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- They return to their tables and begin to work out how to create the models.
  - Some people get straight into working with materials, others sketch, others talk, and others observe or visit other tables.
  - The facilitators also visit, observing, answering questions only.
  - After two hours the models are being finalised.
  - There is a proud exhibition and each table describes what they have done.
  - Other participants record their ideas on butcher's paper.
  - The facilitator asks them to sort out similarities and differences.
  - They then discuss what to do next and agree to carry out a survey to meet with council and consult local schools.
  - The facilitator arranges the next workshop.
  - A participant agrees to make the report.
  - The facilitator then asks the participants to describe the events that took place, what they learned, how they learned it in triads.
  - They return to large group and list what was learned and put forward new ideas about community participation and community parks.
  - They then have an open discussion about what they would like to do next time.
  - The event is applauded and closed before anyone leaves.

## Facilitating Outcome



### What are “outcomes” from PAR?

- Outcomes are made along the way as well as at the conclusion of the facilitated process
- They may mark the end of something or the beginning of something else
- They may and may not have been predicted
- The outcomes are individual and shared, short term and long term
- They may comply with the contract, not reach it or add other outcomes to it
- Where an expected out is not reached the research should have identified the constraints and carried out research about them
- An outcome has to be a shared construction as much as any other research product
- It is also an indicator of participant and facilitator competency and the integrity of the research process
- An outcome should be constructed of the research process and have within it elements that are evidence of it having taken place
- An outcome should be a balanced integration of all four knowledge domains – not just a theory, a case study or a product
- An outcome's scientific validity is tested against research validity criteria – which can only limit liability and can never declare replicable reliability
- A research outcome should be new to the participants, the community and the field of inquiry
- It should be evident experientially as well as in publications or reports
- It should be accessible to the general public
- An outcome takes the form that the participants and the funding body needs it to take
- An outcome's highest form of validity is that it was applied in every day activities, evaluated by the participants and external observers, arrived at through informed consensus building.

### How do we define the outcomes?

The final stage of facilitating a participatory action research project is to evaluate it. The facilitator prepares the evaluation by:

- Reviewing the contract (and not for the first time!)
- Generating questions from the contract to test the extent of completion
- Looking at milestones and performance indicator data to ascertain the nature of the outcomes

- Consulting the participants, funding body and other facilitators to seek their questions
- Reflecting on her own experience and generating her own questions
- These questions are grouped into themes and simplified.

The list of questions is then circulated to all stakeholders with the request to identify nonnegotiable questions.

The returned responses are then used to design an evaluation event which addresses:  
The evaluation criteria

- An evaluation of the way the research method was used
- An evaluation of what was learned and how it was learned (reflections on practice)
- A reconstruction of shared concepts about the inquiry subject
- The compilation of research data to provide the evidence for the claims made (diary notes, progress reports, monitoring results, survey results, other research initiatives, for example)
- Directives about how the participants would like to see the outcomes used for community benefit and general public access
- A working group is organised to carry out the documentation process and processes for participant critique are agreed to
- External critique for research method and outcomes can also strengthen the case.

The final report is handed over to the funding source, the community leaders and the participants.

### **Tracking diffusion**

On-going monitoring systems placed in defined outcome areas allow for long term diffusion to be tracked. These can include:

- Evidence that the issue that the research addressed changes in some way – reduced harmful impact, better resourcing, different community responses to it
- Evidence of improvements in related issues such as employment, new business, new government programs, crime rates, health status, infrastructure investments, community participation etc
- Recording local media coverage of the outcomes
- Recording requests for copies of the report or its summary
- Recording requests for information about the project
- Evidence of use of project methods in other events
- Evidence of reference to the project or its report in other publications and initiatives
- Invitations to other events to talk about the project

- Evidence of decision-making regarding legislation, policy and service provision that reflect the project's outcomes and refer to them
- Evidence of bootstrap initiatives using similar process or resources to deal with other local issues.

Agreements with local services can allow access to internal data (media files, agendas for meetings, service statistics, training programs, library additions, new positions, new funding) to track the process over time.

### **Constraints to outcomes being recognised:**

While we all want to be successful and to see our research work being used, there are some factors that can get in the way of this happening. The following list of constraints to outcomes being recognised is drawn from experience. They do not necessarily have to happen if appropriate support is created during the research project and appropriate follow up measures are used to counteract them.

#### Power shifts:

The most consistent constraint that action research peers recognise is that the changes that participatory action research generates almost always challenge existing power centres and relationships. Even if the powers that be can see the sense in this, it is unusual that such changes will acknowledge that they come about as the result of a grass roots originated change initiative. If such changes are made it is probable the link to the research initiative will not be made. This constraint could well be reducing as collaborative enquiry goes "to scale".

It is more likely for such change to be made when this form of research is used within a single organisation rather than within community and agency partnerships.

#### Investing in training:

Research outcomes also advocate for changes to existing practices. Unless these changes are valued by non-participant decision makers, it is unlikely that investment in training will take place. The participants themselves may drive such developments in other areas or use the research to gather more evidence that change is needed, possibly using a more traditional research process.

#### Changing dominating beliefs:

Given that much research is used to substantiate existing positions rather than generate new knowledge, follow up processes are needed to advocate for change to assumptions about the issue – marketing, conferences, web page access to papers and peer advocacy.

Unless this happens, the research outcomes are unlikely to be believed regardless of the accuracy of the process used – evidence and research practice alone rarely shift belief.

A provocative method:

The research method itself is not well understood and there are many interests invested in challenging its scientific validity. The explicit use of values and the challenge to positivism that the method represents is met with the same passionate challenge from traditional research disciplines. It is rare indeed to find researchers that can recognise the value of both the challenge and different forms of research. Because the method works equitably with non-research specialists, invalid claims can be made which the facilitator may never know about. It should be noted that professional researchers also make invalid claims – which underpins the tradition of scepticism and research methods that set out to disprove findings.

Facilitating outcomes requires keeping the project moving through its stages of research as endorsed by all stakeholders. When the final evaluation stage is reached the facilitator has a role in:

- establishing the evaluation mechanism with the participants
- using the evaluation mechanism to describe what took place, how research method drove action and what knowledge was created and applied
- the measurable difference that the application of new knowledge made to the issue being addressed needs to be identified and validated by data generated throughout the research project

The outcomes need to be evident in the everyday life of the community who participated in the research initiative as well as in documented form reflecting all the domains of knowledge and available for publication. Its application to drive structural change (policy, systems, services and practices) will depend on ongoing support from within the funding body and ongoing research actions from within the community of participants.

Over the page, a third set of tables describe the competencies needed to facilitate outcomes from participatory action research.

No.	Theme	Capability	Competencies	Illustration	Benchmark
1	Knowing the difference.	Distinguishing changes in perception, understanding, relationship, practice and impact that can evidently be linked to the inquiry.	<ul style="list-style-type: none"> <li>Data collection throughout the inquiry initiative that identifies difference, links the difference to the inquiry and measures the difference in reference to participants' values in the evaluation stage.</li> </ul>	Throughout the action stage the participants made monthly reports that responded to generic questions to identify difference, measure it and link it to learning and research. This information was used to validate claims made during the evaluation at the project's conclusion.	Well defined, accurately targeted and regularly measured indicators designed to indicate change that supports the participants priorities (values) and that are measured in a consistent manner throughout the action stage.
2	Validating shifts in inquiry direction.	Responding to the evolutionary nature of collaborative inquiry by tracking realisation, question generation and participant decision making to endorse new inquiry directions that may produce unpredicted outcomes.	<ul style="list-style-type: none"> <li>Detailed documentation of interactive events confirmed by participants as being true to their experience.</li> <li>Ability to work transparently and within the constraints of participant endorsement.</li> <li>Reference to these two elements to substantiate the share construction at conclusion.</li> </ul>	It became evident that the outcomes that the project was developing were very grounded and highly diverse. We tracked each participant's choice of strategy, interpretive process and measured outcome to demonstrate how the generic system could be adapted according to need.	Outcomes that are congruent with funded objective and where they illustrate a difference in emphasis or expected result can demonstrate this difference in terms of the particular details of the learning achieved, new information use or shifts in context.
3	Including process descriptions in outcomes.	Demonstrating validity in terms of quality of practice, critical appraisal and value (quantity, scope, resilience and quality) of outcome.	<ul style="list-style-type: none"> <li>Using established validity criteria throughout the initiative as well as in the evaluation process.</li> <li>Being conscious of how research theory is informing research practice and honestly evaluating its effectiveness in regular reports throughout the project.</li> <li>Creating performance indicators that are true to the participant's values and priorities.</li> </ul>	We described the method of the research as well as the new knowledge that the method generated in order to document the research process for those who may follow and to demonstrate to those who may be surprised by the outcome that it was arrived at with robust and recognised research methods.	Demonstrating validity by balancing research process with the participants' value of the research outcome.

No.	Theme	Capability	Competencies	Illustration	Benchmark
4	Learning from all experience.	Safeguarding the liability that using new knowledge can present to those who will use it by honestly and accurately identifying wins and losses, exploring them and drawing understanding from them to inform future developments.	<ul style="list-style-type: none"> <li>• Including the range of funding body, facilitator and participant responsibilities in understanding wins and losses.</li> <li>• Identifying the extent of wins and losses accurately.</li> <li>• Generating questions from wins and losses to further inquiry in the field.</li> <li>• Reflecting on current practice and making changes as needed.</li> </ul>	We measured how we applied the research method by the participants evaluating our performance using Heron's criteria. Their collective measurement was disappointing given the extent of support and the great variety of work that has been done. We sensed that some of them had not really understood the criteria – but that too was our responsibility given that we had trained them. So all in all, we acknowledged that their estimation was accurate.	Having an equal commitment to furthering the research method as to researching the issue or solving the problem so that the inquiry process can continue to benefit from application.
5	Generating outcomes that are balanced in the array of knowledge domains and that are an exact link between practice and theory.	Carrying out evaluation that identifies outcomes in the four domains of experiential, presentational, propositional and practical knowledge. Analysis of evaluation outcomes that links the domains and is accurate about the balance between the propositional descriptions and what they describe of the issue in the field.	<ul style="list-style-type: none"> <li>• Facilitating expressions of knowledge appropriate to the domain – quotations, art works, workshop reports and performances for experiential (eg.); values frameworks, strategies and visions for presentation (eg.); theories and descriptions of shared constructions for propositional (eg.); and models, case studies and live demonstrations for practical (eg.).</li> </ul>	One of the participants presented at a State conference. She described her project then demonstrated how it could be understood as a best practice model using the concept of best practice and measurement systems that the project has developed.	Advancing the issue by increasing understanding about it, changing the systems that are used to work with it, producing new concepts that others can relate to and take further and demonstrating the viability of the outcome by leaving a sustainable and actively engaged outcome in the field.

No.	Theme	Capability	Competencies	Illustration	Benchmark
6	Using mainstream language and systems to capture unconventional project outcomes.	Adapting the unconventional new knowledge in ways that make it recognisable initially but that do not compromise the understanding of what was learned and its implications for mainstream users and critics.	<ul style="list-style-type: none"> <li>• Familiarity with the field that exists outside of the research environment.</li> <li>• Ability to structure outcomes in forms, systems and terms that makes the new information accessible to existing operations.</li> <li>• Preparedness to advocate for where the new information challenges assumptions in non-participant context.</li> </ul>	The participants clearly identified that best practice was achieved by working within the cultures of their clients rather than that of the funding body. The variety of practices that this generated meant that the generic system had to be found in what was shared amongst the practitioners. This was discovered to be their shared value set – however values are not recognised in funding body criteria and policy. So we used mainstream best practice technologies designed with participants' shared values.	Research findings that are linked to existing practices, concepts, contexts or strategies without knowledge or repeating the gaps or duplications that mainstream systems recognise as contributing to the issues being inquired into.
7	Outcomes that balance critical reference group with co-researcher interests.	Facilitating outcome with the participation of critical reference group members and co-researchers to the point of agreement.	<ul style="list-style-type: none"> <li>• Interactive events that enable participants to analyse data and draw conclusions that reflect (1) their experience within the project (2) their belief that their upper field (3) validated by the data that they generated.</li> <li>• Ability to negotiate between competing priorities and draw new inquiry directions from that which cannot be resolved which are endorsed by the participants as recommendations.</li> </ul>	The critical reference group members wanted to establish community based partnerships with services, however the co-researcher groups did not support such an outcome. Both groups agreed that this development would be of great value to survivors of family violence and recommended that a non-government organisation take on the second cycle of research..	Outcomes in the public domain that reconstruct the issue and research processes so that they reflect an equity of rights and responsibilities for the issue and research into it drawn from co-researcher and critical reference group shared capacity to act.