Area	Methodology	Method	Further information
Researchers' reflexivity	*Reflexive praxis* (from Waghid, (2001)	For example: Telling autobiographic stories about self (the researcher) and among selves (researchers).	(Nursey-Bray and Haugstetter, 2011).
	Multi-layered reflexivity	Including: *Transparent, self-reflexivity* where the Western researcher identifies the hidden assumptions underpinning their research, and identifies the context of power and privilege in the research process and context; *Inter-personal reflexivity* which goes beyond individual researcher reflexivity to examine the ability to collaborate, rather than leading, delegating or controlling, including building relations and 'authentic rapport' in interviews rather than interrogational modes of interviewing; and, *Collective reflexivity and catalytic validity* which queries how the process of collaboration shaped the frames of inquiry, how participated and who did not, and the outcomes in terms of practical knowing and social change from the perspective of the community (see also *authenticity* below)	(Nicholls, 2009)
Co-creating the research agenda	*Participatory action research* (e.g. Bartlett et al 2007),	Through: *Conversational interviews* whereby researcher and participants co-create *what* is said and *how* things are said during the interviews, and participants have a high degree of control over the stories that are performed; *Portrait vignettes* whereby stories from interviews are presented enabling community members to have a voice in the research, by refining and developing them; *Authenticity*: different ways are explored in order to authenticate the research, largely through what it has achieved for the community co-researchers, such as social transformation	(Blodgett, Schinke, Smith, Peltier & Pheasant, 2011)
Understanding the geopolitical (local-global) network	*Social Network Analysis* (e.g. Galaskiewicz & Wasserman,1994)	Analysing the interface: mapping the numerous connections with, for example firms in the informal sector, in terms of policy makers, trade associations, governments, trade unions, international NGOs, investigating different perceptions, and ultimately bringing them together as stakeholders in the research	Jackson (in press)

How the indigenous (as 'the other') is represented	*Postcolonial Studies & Whiteness studies*	*Critical re-reading* of (Western) dominant accounts of, e.g. the informal sector through (but not exclusively) Postcolonial Theory (see also Whiteness studies and cultural invisibility: McDermott & Samson, 2005)	Smith (1999).
How the indigenous represent themselves	*Decolonizing methodologies*	*Representing* through, e.g. telling stories; visual images and film making; interviewing (how they would represent themselves to policy makers, governments, etc); re-telling the role of women (with a critical view of the way Western/colonial relations have disrupted traditional gender relations, and how women, and men, would represent gender relations and the significant role of women in the informal economy)	(Smith, 1999)
	Visual ethnography (e.g.Pink, 2001;	*Participatory video-making* and *Photovoice:* As a counter to prevailing global representations of for example Africa through media and international develop, and low levels of literacy where local participants are given cameras or video cameras to represent themselves. E.g. Moletsane et al (2009) enabled women living with HIV to represent themselves. Wang and associates pioneered 'photovoice' with women in communities in China with low literacy skills resulting in policy changes(e.g. Wang, Burris & Xiang, 1996)	Moletsane, et al (2009)
Where we go from here	*Decolonizing methodologies*	*Envisioning*: how things could be. Rising above current events and situation and dreaming a new dream and setting a new vision.	Smith (1999)
How we get there	*Decolonizing methodologies*	*Reframing*: how the perceptions of issues and problems often presented by governments or policy makers can be redefined or rethought, perhaps in a more positive light, e.g. the informal economy and its contributions can be reframed and (re)presented as a positive force contributed significantly to the economy	Smith (1999)
		Creating collective solutions; offering something to the outside world: e.g. what can the formal economy learn from the informal economy?	
		Democratizing and networking: extending participation in the debate, for example on the informal economy and networking to enable this on a local, national and global level (links	

		to *social network analysis* above).	
		Negotiating: working towards long term goals, involvimng the creation of mutual respect. E.g. between the informal and formal sectors, and with governments and policy makers.	)