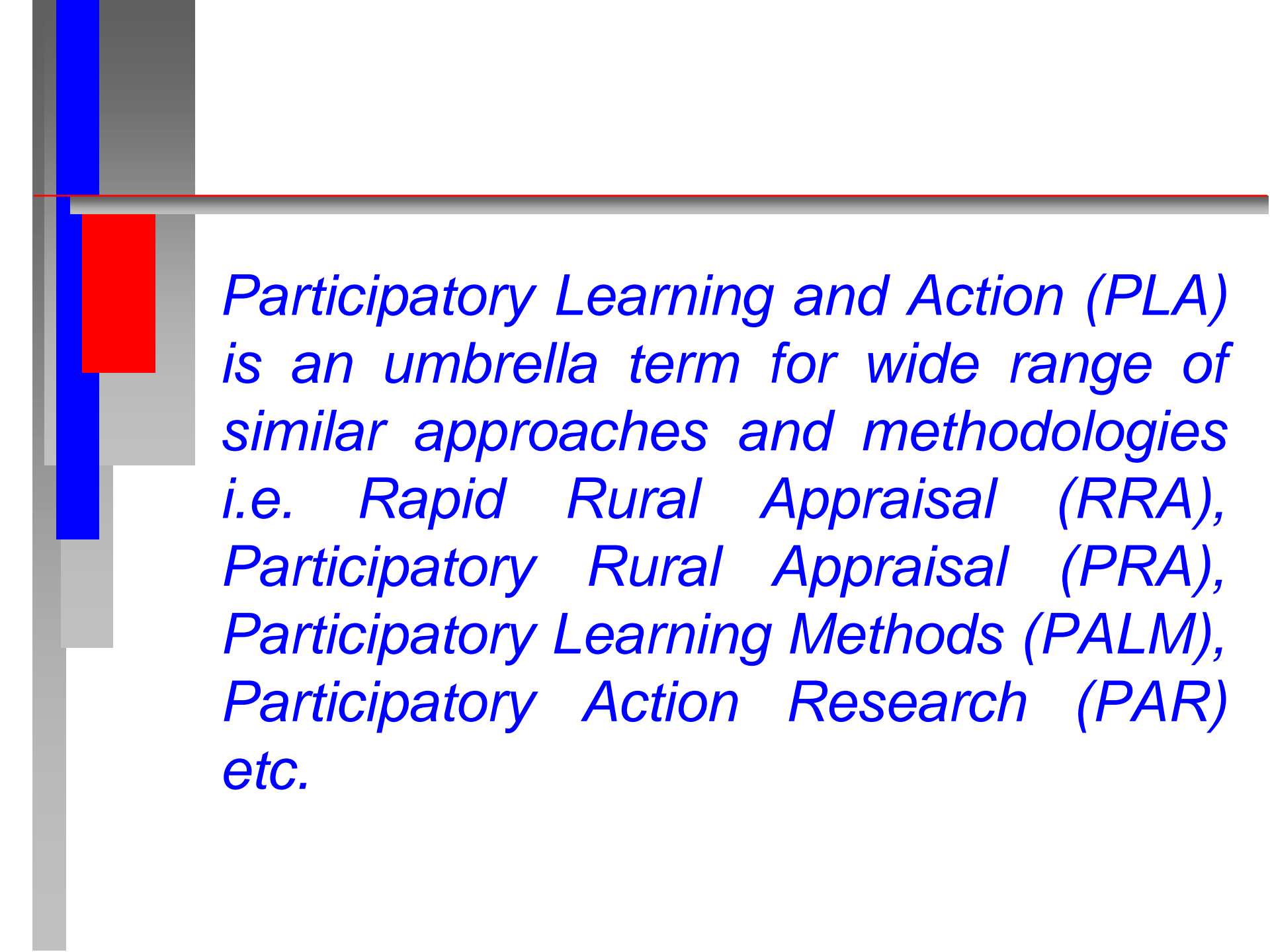# Participatory Learning and Action/ PLA

Participatory Learning and Action (PLA) is an umbrella term for wide range of similar approaches and methodologies i.e. Rapid Rural Appraisal (RRA), Participatory Rural Appraisal (PRA), Participatory Learning Methods (PALM), Participatory Action Research (PAR) etc.

What is Participation?

- *Participation has different connotations for different people in different contexts.*
- *Different levels of participation – varying levels of involvement of community from material contribution, to organization, to empowerment.*
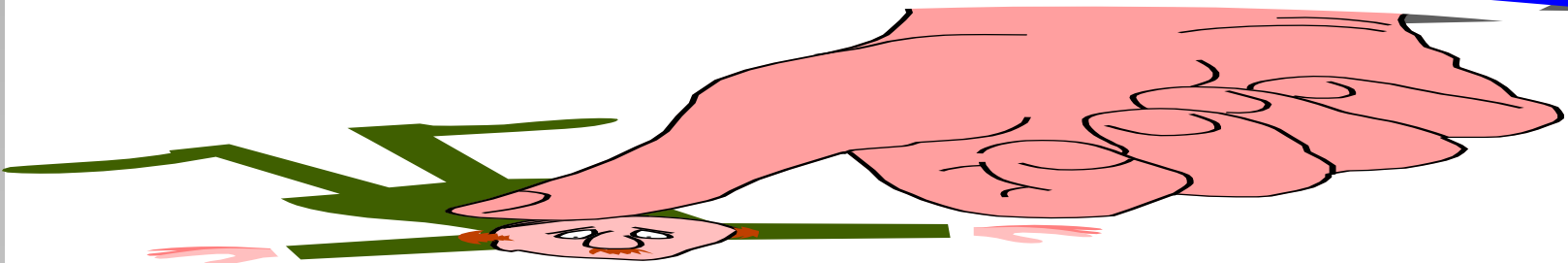
Stages of Participation

- *Passive*
- *Information giving/sharing*
- *Consultations*
- *Material incentives*
- *Functional Participation*
- *Interactive*
- *Self-mobolization*
- *Catalyzing Change*

Barriers to Participation

–Pre-Conceived Ideas

- *We know all about it.*
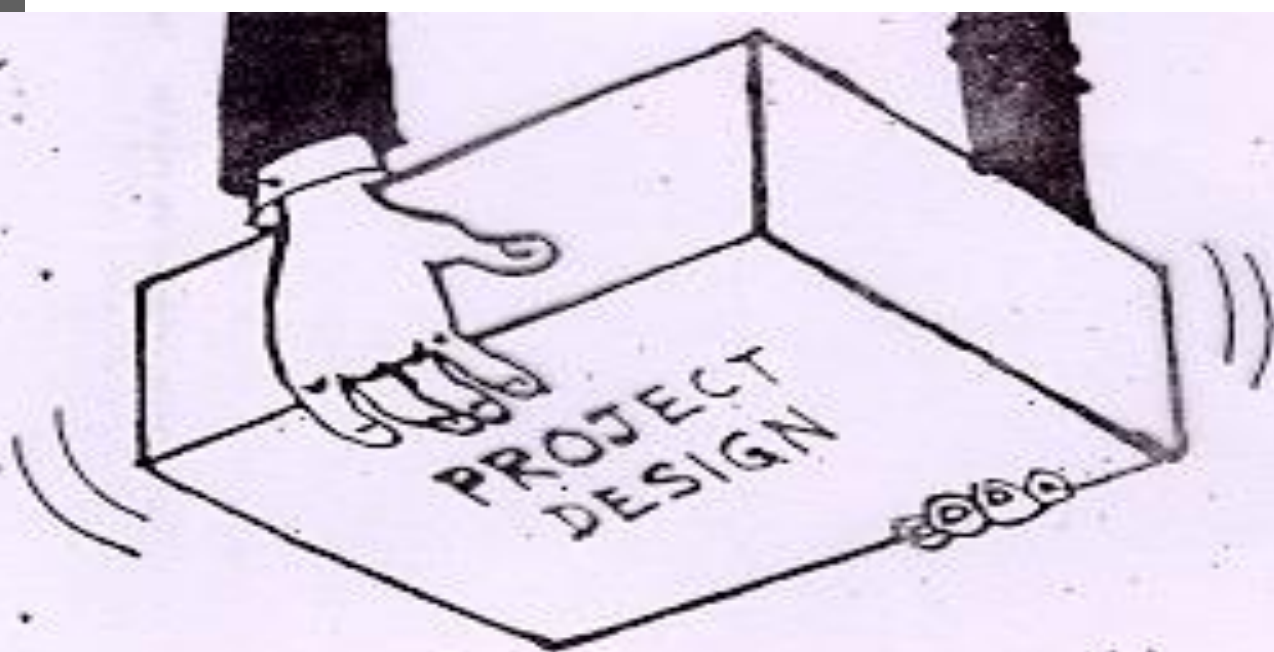- *Who can come up with something new ?*
- *It is a waste of time.*

PLANNER

PEOPLE

PLANNER'S IDEAS

PEOPLE'S VIEWS

'Our Own Bias- example from a training prog.

- *"By simply organizing one meeting in the village the **administrator** would come to know all the problems of the poor"*

- *"Conducting participatory appraisal in the village means '**dividing**' villagers into caste and class and 'conflicts' among villagers will emerge"*
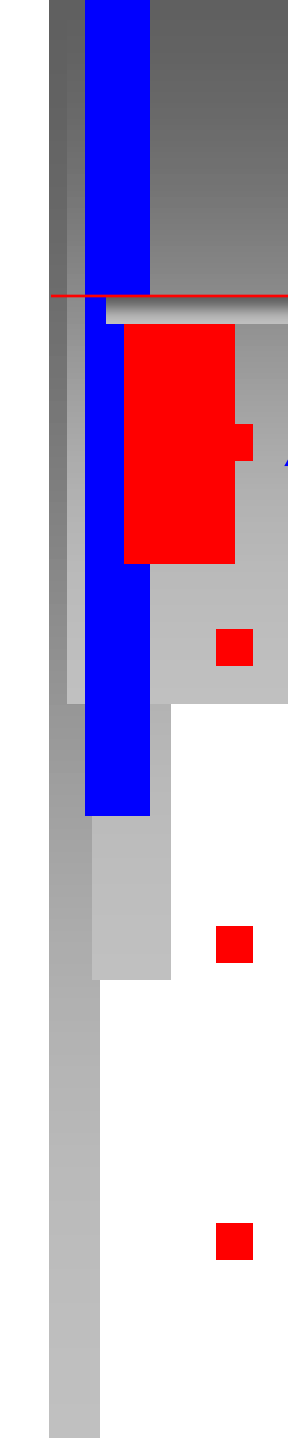
- *"Do you think '**we**' **are** '**dishonest**'"*

Behaviour and Attitudes (B&A) within PRA

What is Participatory Learning and Action?
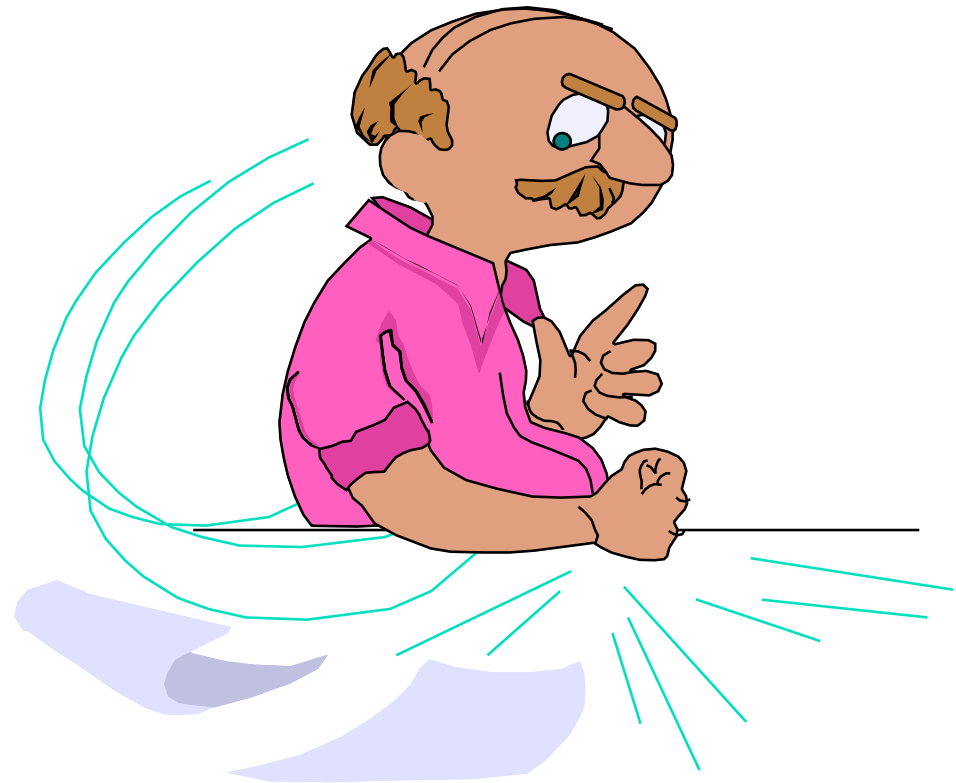
- *An approach for learning about & engaging with communities.*
- *Collection of participatory and visual method to facilitate a process of collective analysis and learning*
- *Promotes active participation of communities, shared learning and is flexible*
- *Community empowerment*
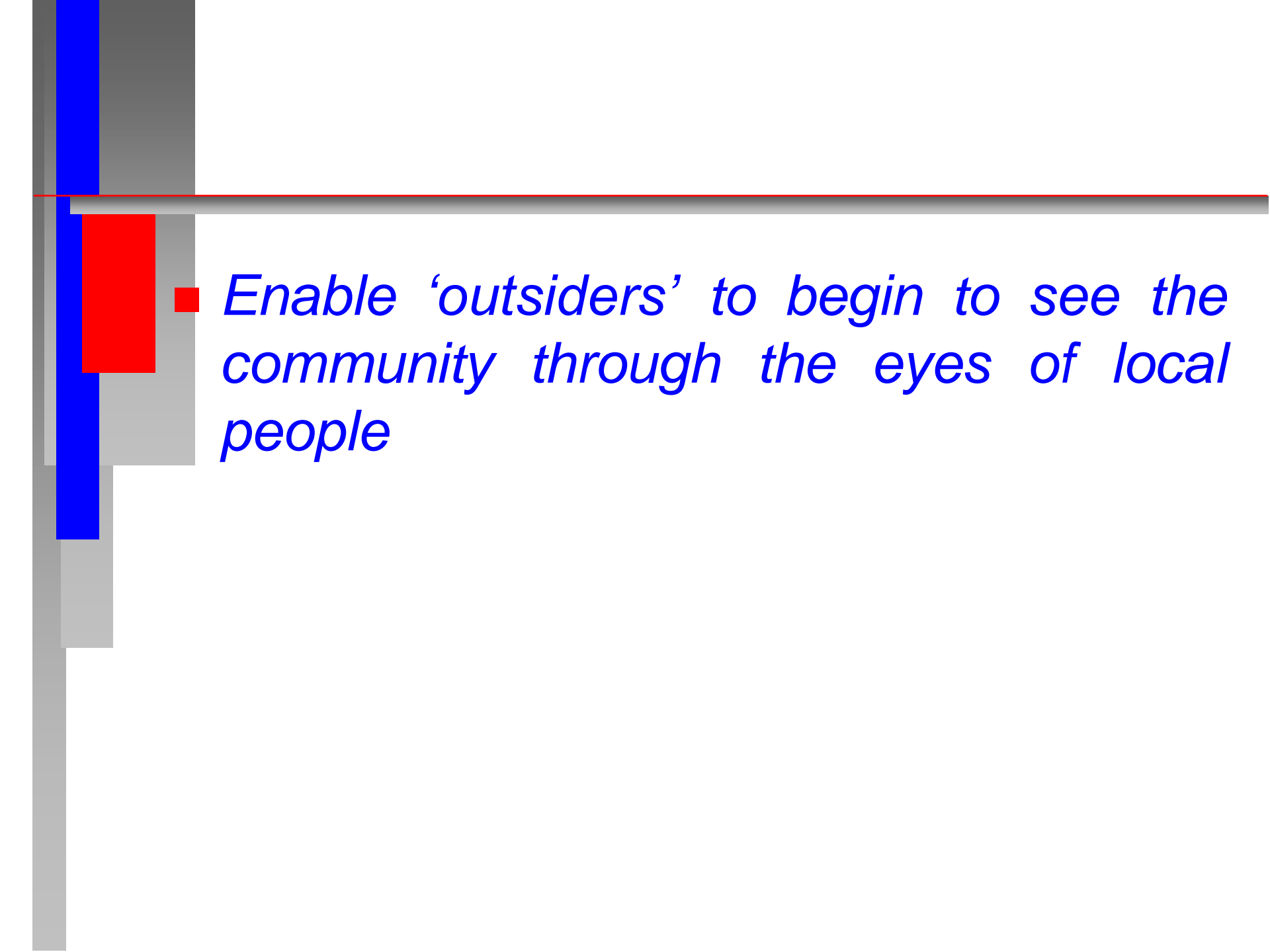
A way of learning FROM and WITH community members to investigate, analyse and evaluate constraints and opportunities,and make informed and timely decisions regarding development process/projects.

: to understand complete relationship between environment, economy, culture and politics in the rural society.

: to enable local people to share, enhance and analyse their knowledge and condition to plan and to act
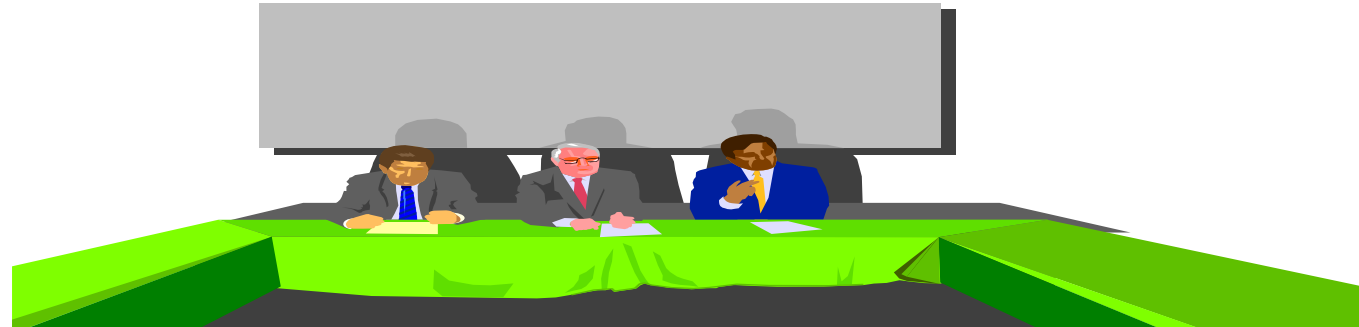
- *Enable 'outsiders' to begin to see the community through the eyes of local people*

More than just learning. Analysis, Planning and Action. It helps us

General analysis of the question

Assessment: Peoples need

Programme/Project Evaluation

Feasibility Project Prioritisation

Three Pillars

Behaviour & Attitude

Start with

Methods

Sharing

Triangulation I

Multidisciplinary

TEAM

Insider/outsider

Men & Women

Triangulation II

Interview & Discussion

**Tools
&
Technique**

Observation

Diagram

Triangulation III

Events & Process

Source
of
Information

People

Places
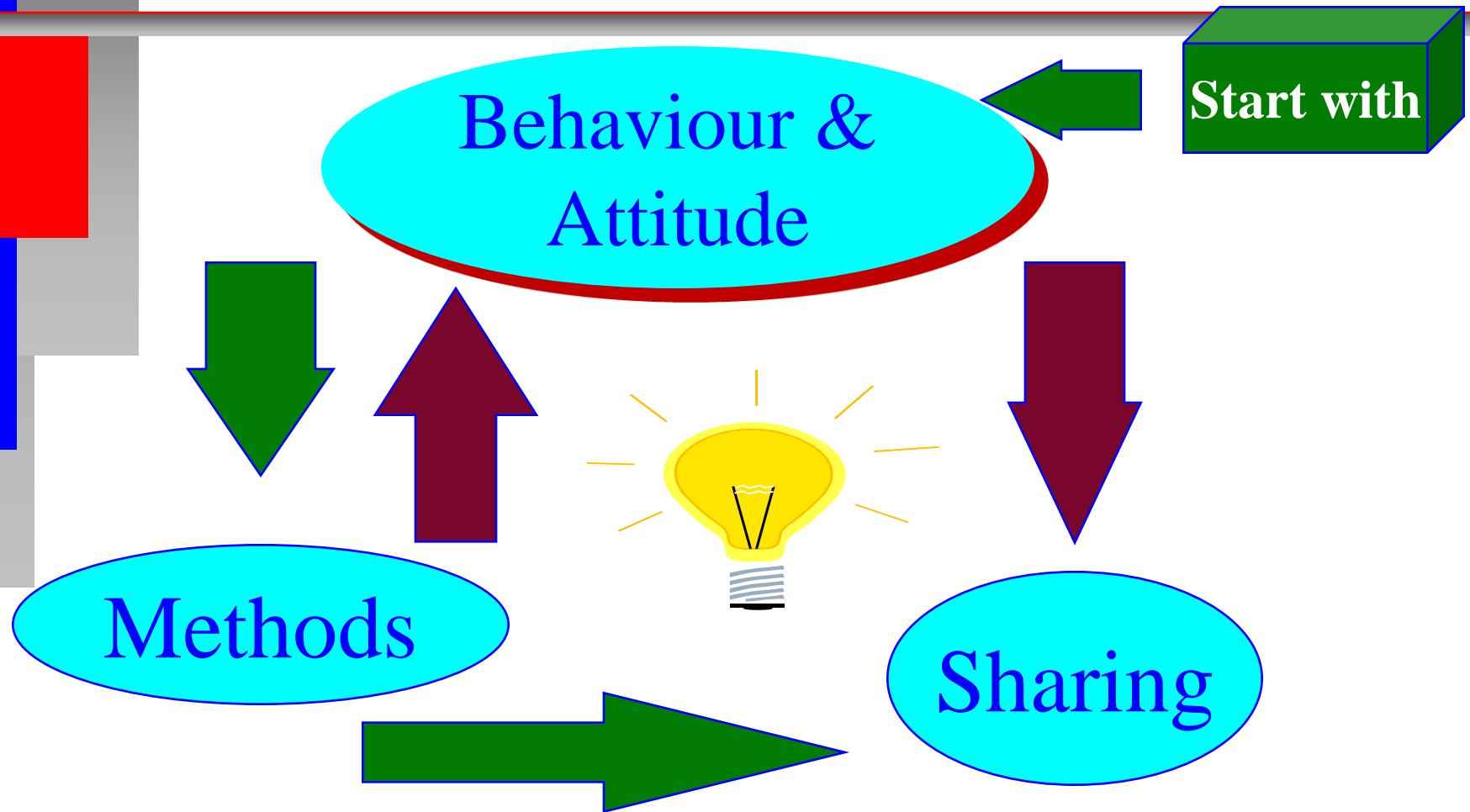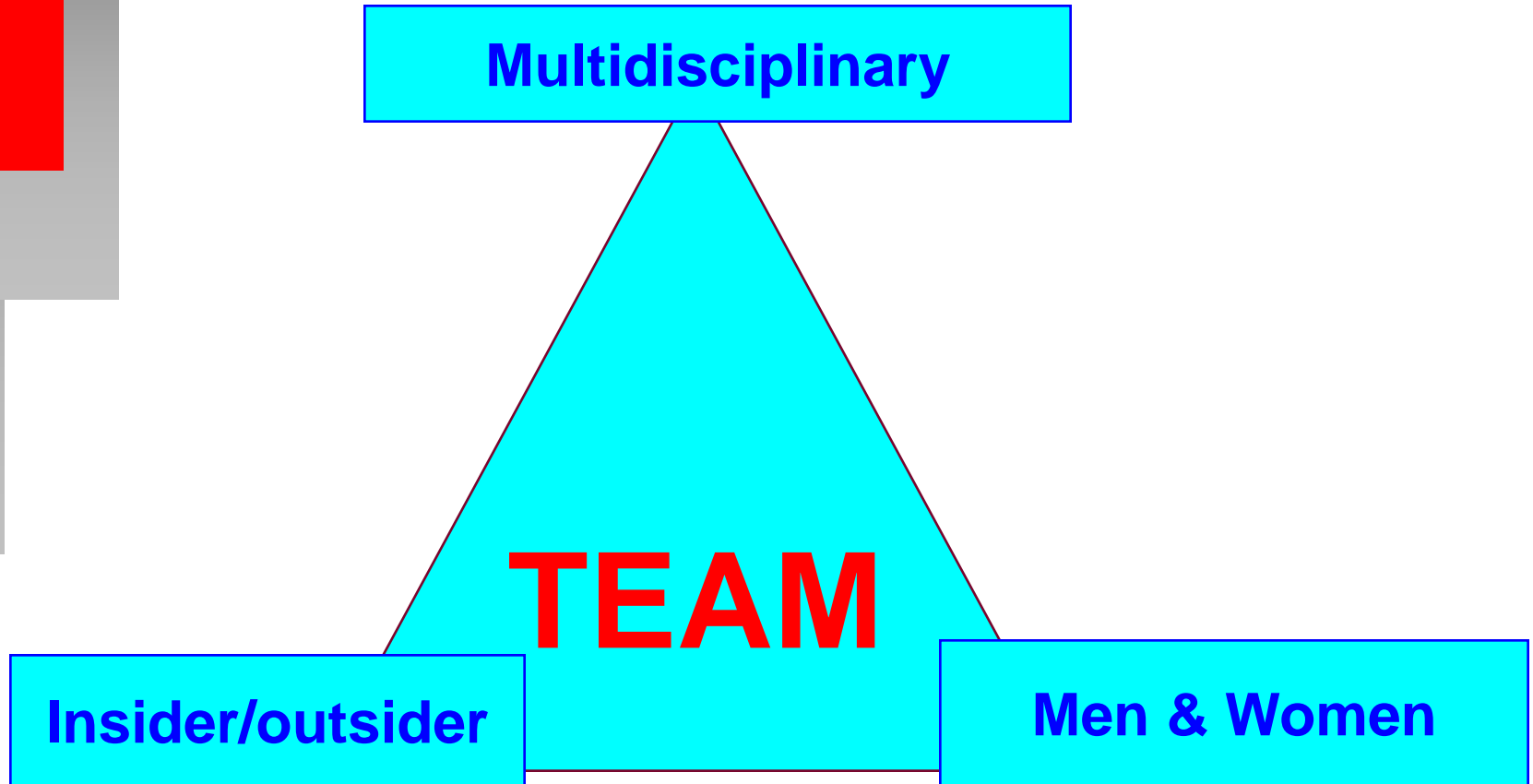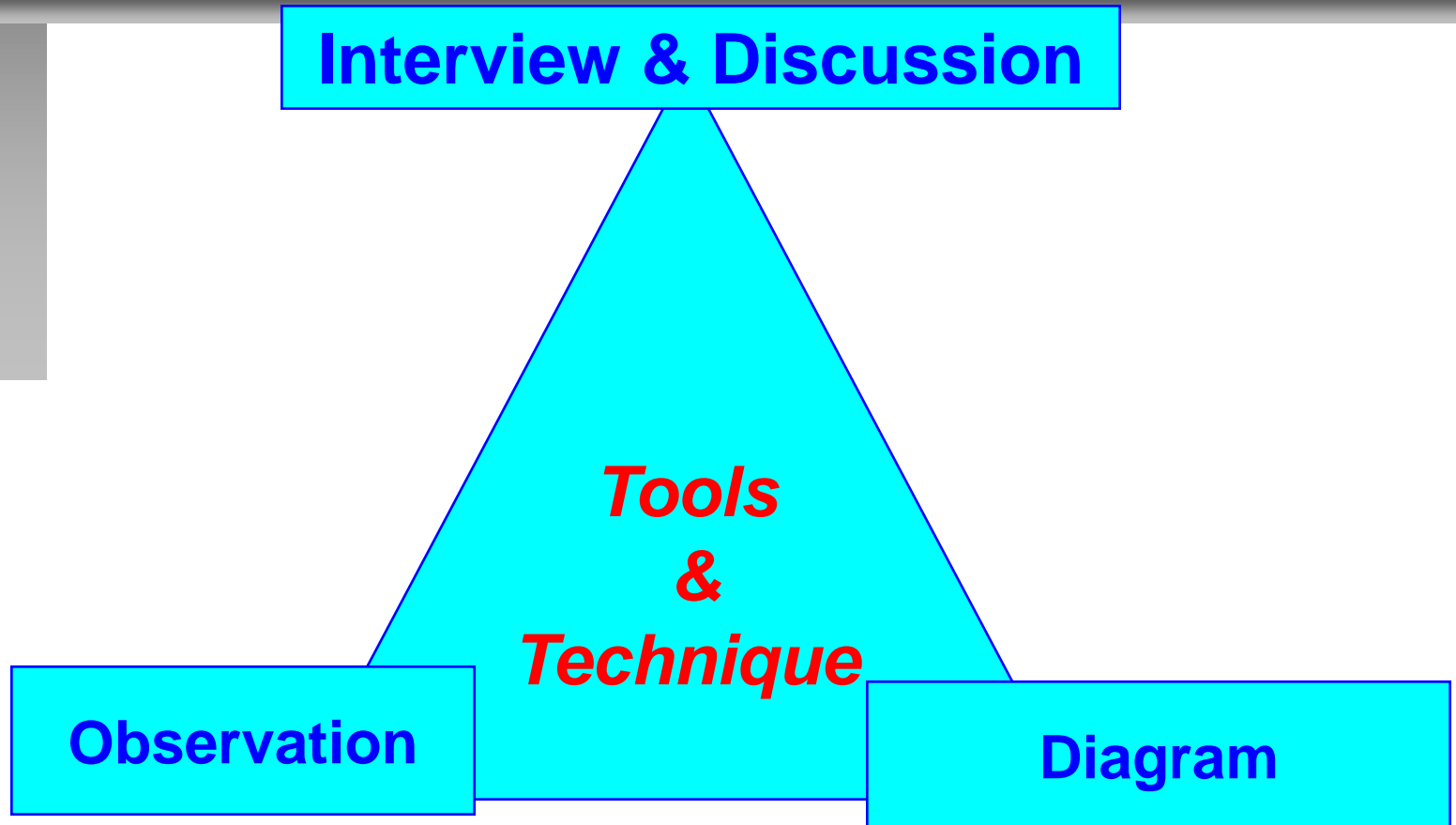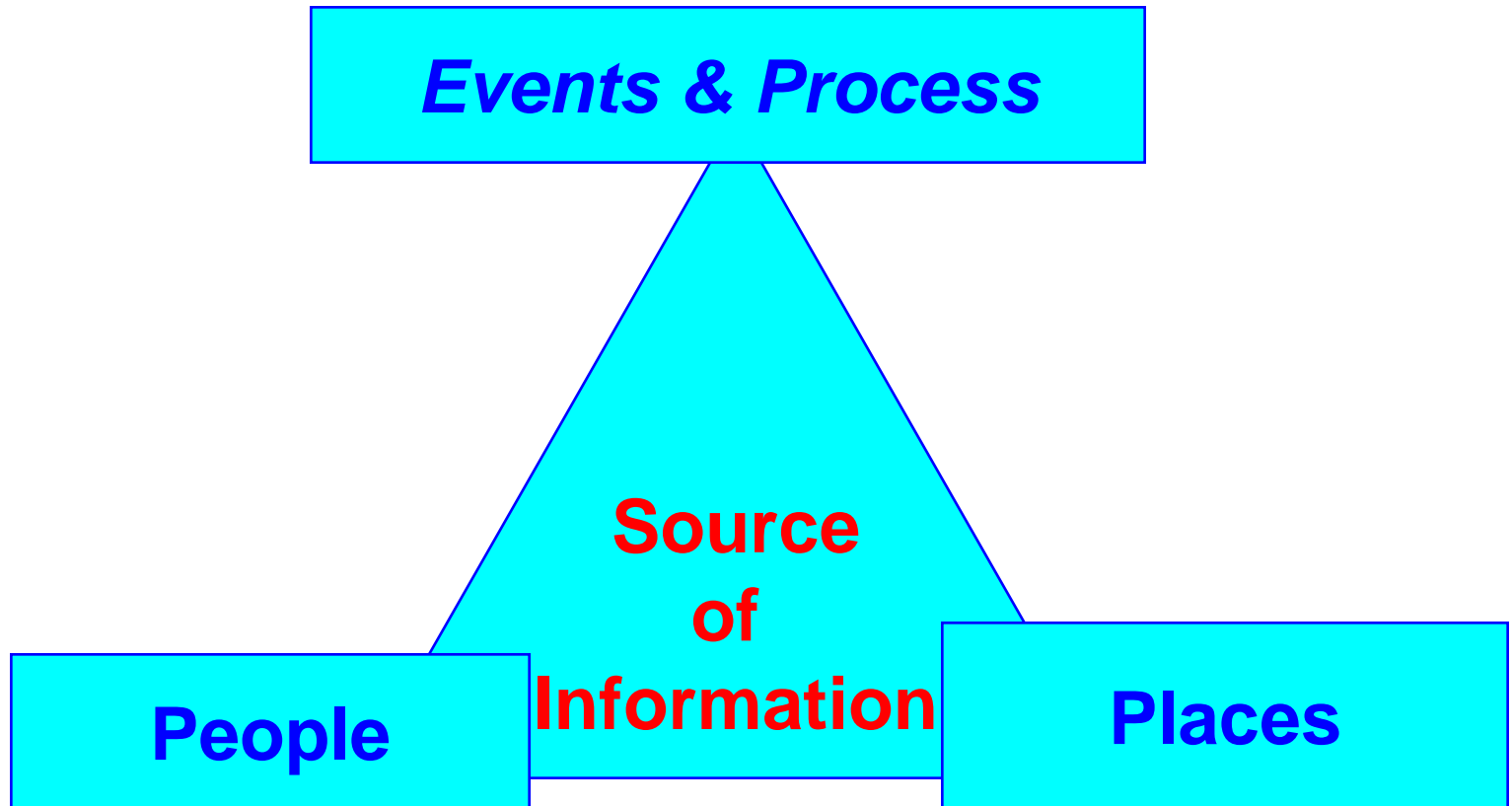
film

What is 'good' PLA?

People's/villagers' knowledge & capabilities

'We' and 'they'

Handing over the stick, They do it : Bottom up

Relaxed rapport between 'outsider' and 'insider'

Humility, patience: Working as the facilitators

Optimal ignorance

Innovative Methods I

* Watch, listen and learn

Flexible, exploratory,interacting

*Inventive, qualitative, holistic

* on the spot analysis
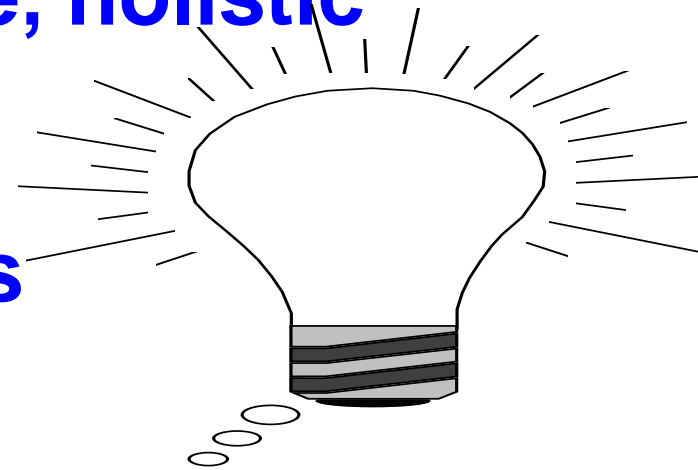
Improving, inventing & adapting

Innovative Methods II

"Visual Literacy", verbal to visual

Diagramming & visual sharing

'said' is 'shown' and 'seen'

'Counting' to 'comparing'
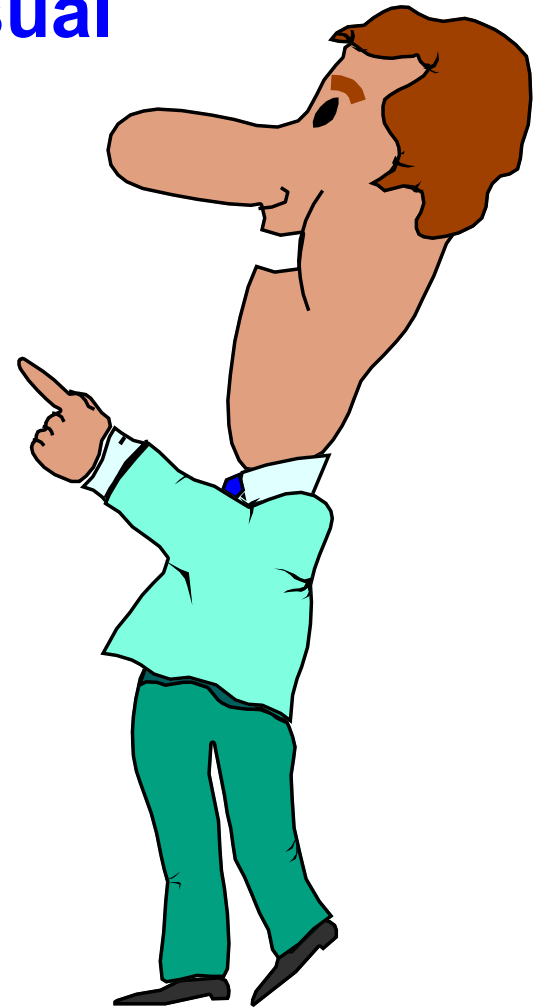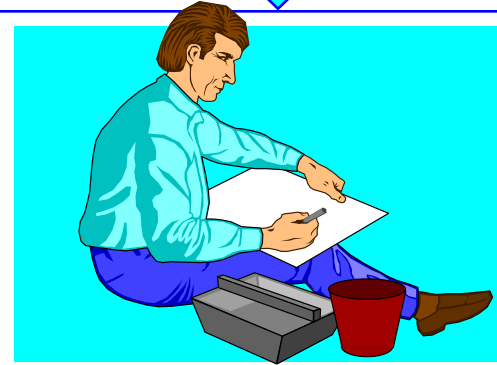
Case study of a training programme- 'village visit' to study 'reasons for non-enrolment and 'drop out'

- **Before** village visit **'our perception'-**
- *Poverty of the parents*
- *Illiteracy of the parents*
- *Other economic reasons*
- *Villagers do not know and understand the value of education for their children*
- *Sibling care*
- *Agricultural work assigned to children*

Case study of a training programme- 'village visit' to study 'reasons for non-enrolment and 'drop out'

- **Learning *after* the village visit**
- *Teachers' irregular attendance to school*
- *Poor quality of education in the school*
- *Punishment given to the children*
- *Communication gap between teacher and villagers, especially the poorest*
- *Lack of facilities in the school- drinking water, toilets*
- *Sibling care to younger brothers/sisters*

Table 4.17: Prioritisation of Problems of Livelihood and Primary Schooling (SC/ST and girl child), as 'observed' by the 'outsiders' and 'perceived' by the 'insiders'			
Problems	**Prioritisation/Ranking By**		**Interfaces/Issues related to DPEP/BEP District Planning**
	Outsider'	**Insider'**	
Heavy agricultural Household work*	I		<u>Convergence</u>, rural development, watershed SC/ST programmes
No. mobilisation awareness #	II	X	Enrolment and retention
Child marriages #	III		Convergence with other development
Lack of financial resources *	IV		Convergence with rural development, watershed, SC/ST
No Mid-day meal #	V		Convergence with non-educational incentives by educational
Distance/inaccessibility *	VI		Access
No teacher-parent Communication #	VII		Enrolment, retention and quality
No teaching learning material #	VIII	IV	Enrolment, retention and quality
Gender discussion $	IX		Access and convergence
No joyful learning #	X		Retention and quality
Drinking water not available in the school *		I	Access/enrolment
No/unsafe school building		II	Access
Lack of good teacher		III	Enrolment, retention and quality
No health centre #		V	Convergence with primary health centre
High unemployment #		VI	Convergence with other development programme
No electricity		VII	Convergence with educations department
No motorable road		VIII	Convergence with public works department
Lack of irrigation		IX	Convergence
Note : * More priority to SC, # More priority for ST and $ More specific to girl child.			
Rest of the problems are common to all the sections of disadvantaged group.			
Source : Opinion questionnaire and PRA Ranking January, 1997			

Within 'insiders'- problems related to the elementary education in rural areas

sc females
- Punishment to child
- Children do not listen to the parents
- School dress
- irregular mid day meal
- Illicit liquor consumption by the male members
- Women do not have cash income

sc Males
- Irregularity of teachers
- Poor quality of edu.
- Poor functioning of VEC
- Irregular supply of books and dress
- Heavy agriculture work load of mothers
- Mothers' illiteracy

Within 'insiders' - problems related to the elementary education in rural areas
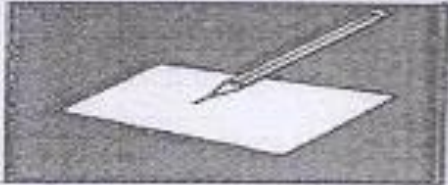
- **Students** of class Six
- *Text books not available*
- *Sanskrit, Algebra difficult*
- *Lack of teachers in all the subjects*
- *No sports facilities and sports teacher*
- *Broken window and doors of the class*
- *Furniture not available for 6th class*

Community School Monitoring Diary Janshala Programme, Andhra Pradesh

School Code

To

The State Project Director

A.P. JANSHALA & DPEP

O/o C & DSE Campus

Saifabad, Hyderabad, A.P.

5 0 0 0 0 4

Postage will be paid by the addressee

Basket of Tools & Techniques for Collecting & Analysing Information

- Do it yourself(Learning by doing)
- Physical transect(Transect walk)
- Focus group discussion ,
- Participatory mapping
- Preference Ranking
- Seasonal Calender
- Time Line
- Venn Diagram

TRANSACT WALK

EAST ← 3 km. → ← 2 km. → WEST

SUKHNAI RIVER — HILL
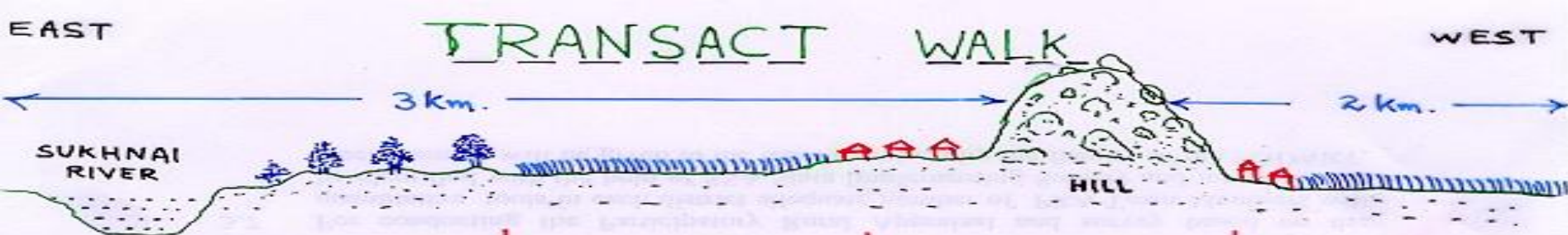
LAND PATTERN	UNDULATING LAND	PLAIN	HILLY AREA	PLAIN
SOIL-TYPE	SANDY SOIL	LOAMY SOIL	RED SANDY SOIL + BOULDERS	CLAYEY
LAND-USE PATTERN	GRAZING GROUND	AGRICULTURE [IRRIGATED + UNIRRIGATED]	VILLAGE + HILL [SMALL HUTS]	AGRICULTURE [IRRIGATED]
VEGETATI-ON	BABOOL (ACACIA) BER, WILD GRASSES, SISAM	GRAM (MOSTLY) BABOOL, SISAM	BARREN HILL, NEEM, SISAM	PEA + WHEAT, NILGIRI, NEEM
PROBLEMS	- EROSION, - DEFORESTATION, [OVER-GRAZING]	- EROSION, - DEEP WATER TABLE [OVER-EXPLOITATION OF GROUND-WATER]	- EROSION, - SANITATION PROB. IN VILLAGE	- BAD DRAINAGE - HENCE LAND IS KEPT FALLOW DURING KHARIF SEASON
IMPROVE-MENT MEASURES REQUIRED	- AFFORESTATION, - TEAK PLANTATION - WATERSHED MANAGEMENT - MULBERRY PLANTATION - DAIRY FARM	- WATER SHED MANAGEMENT - PLANTATION AT BUNDS - HORTICULTURE - SERICULTURE	- AFFORESTATION IN THE HILLS, - DRAINAGE SYSTEM IN THE VILLAGE - PLANTATION ALONG ROAD	- PROPER DRAINAGE SYSTEM, - INTENSIVE AGRICULTURE [THREE CROPS/YEAR] POSSIBLE

TIME LINE OF INDRABHAWAN COMPLEX

Up to 1971 — Present Complex was a Hotel (Indra Bhawan) and Residence of Owner — I.J. Singh.

1971 —
- Induction E' Inservice Course commenced with about 150 participants.
- Course held in present office building.
- Residential Accomodation (Hostel) at MAPALE HILLS (taken on rent)

1974 —
- Academy acquired both Indra Bhawan E' Mapale Hills
- Staff to run the Courses hardly changed from 3 nos to 4 now.

1981 —
- Major Earthquake occured but no damages to both building.

1992 —
- New Hostel Building for trainees constructed.
- Old building Converted to Office (GF) and Training Classes (FF)

1994 —
- Computers introduced and nos of trainees increased about 200-250 / year.

1997 —
- 75th Induction Course commenced (7th July - 8th Aug '97)

＊ — Under Staffed and Overstrained Resource Crunch.

R. VILLAGE- BAGLON KI KANDI , G.P.- B.K.K , BLOCK- JOINPUR, DITT. TEHRI GERHWAL
DATE: 14-3-2002
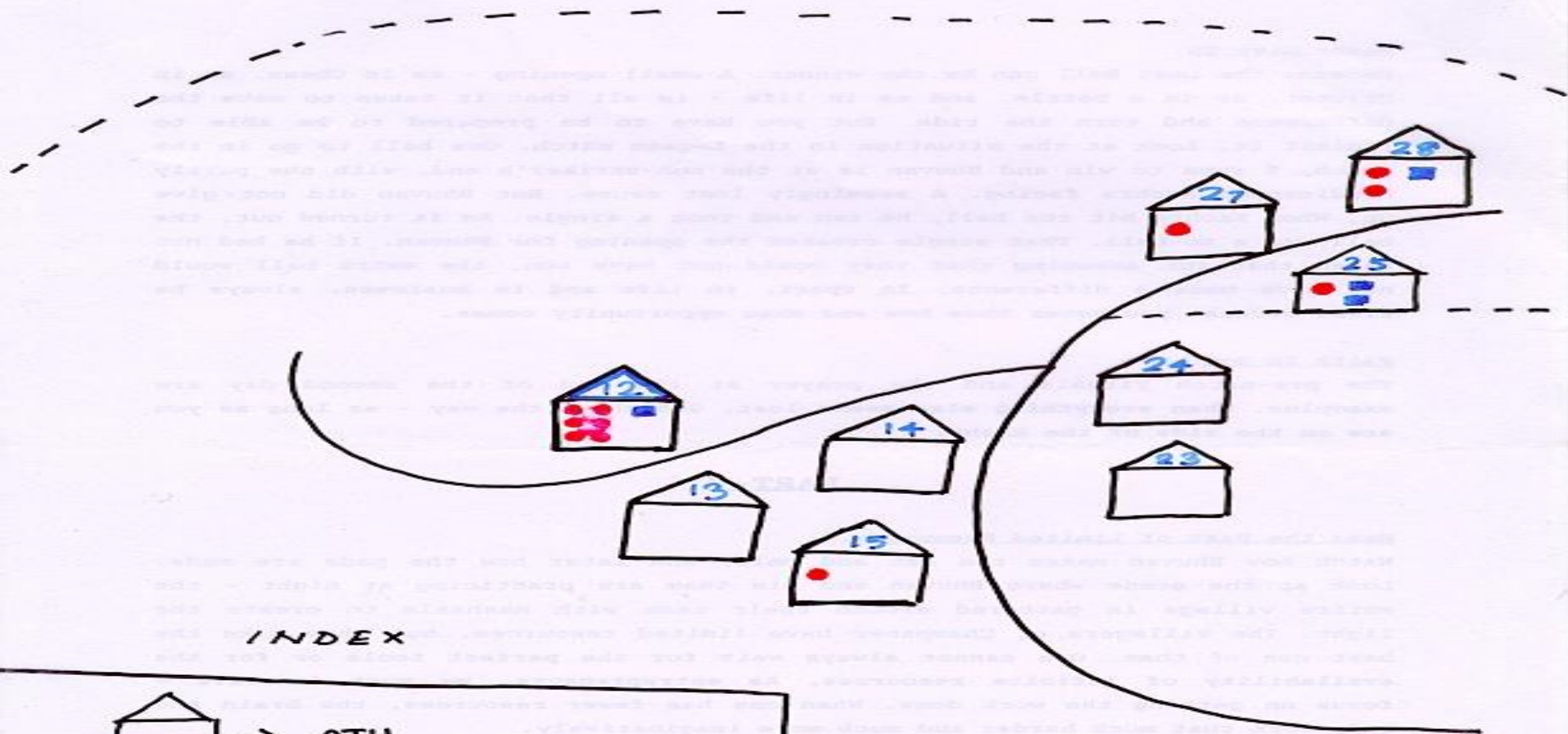
BANGLON KI KANDI

INDEX
- PS — PS
- GPB — GPB
- R.P — R.P
- HH — HH
- ROAD — ROAD
- PED. — PED.
- BORDER — BORDER
- DRAIN — DRAIN
- BOYS IN SCH
- BOYS OUT SCH
- GIRLS IN SCHOOL
- GIRLS OUT SCHOOL

PROCESS OF MAPPING

INDEX

△ → OTH

△ → SC

○ → BOYS OUT OF SCHOOL

● → BOYS IN SCHOOL

□ → OUT OF SCHOOL GIRL

■ → GIRL IN SCHOOL

DISTRICT : MUZAFFARPUR.

VILLAGE : KURHANI.

S. No.	PROBLEMS / GROUP (Interest)	HARIJAN	NONIAS	BHUMI-HARS	SUNARS	YADAVS	MUSLIMS	TOTAL	Rank
1.	Landlessness.	1	1	13	7	1	6	29	I
2.	Drinking Water	3	3	12	4	4	11	37	V
3.	Sanitation	9	7	7	5	7	4	39	VII
4.	Electricity	10	4	4	9	9	12	43	X
5.	PDS- Inadequacy	2	5	9	8	3	5	32	II
6.	Health & PHC	7	10	3	1	11	3	35	III
7.	Education	11	12	1	3	10	8	45	XI
8.	Housing	4	2	8	11	5	7	37	IV
9.	Flooding.	13	13	11	13	2	13	65	XIII
10.	Unemployment	6	6	6	12	6	2	38	VI
11.	Low Wages	5	8	10	10	7	1	41	IX
12.	Early Marriage & Dowry.	12	9	5	6	12	10	54	XII
13.	Police Apathy	8	11	2	2	8	9	40	VIII

विभिन्न व्यक्तियों/संस्थानों के समुदाय से सम्बन्ध

गाँव का नाम :→ भरही (प्रतापपुर)
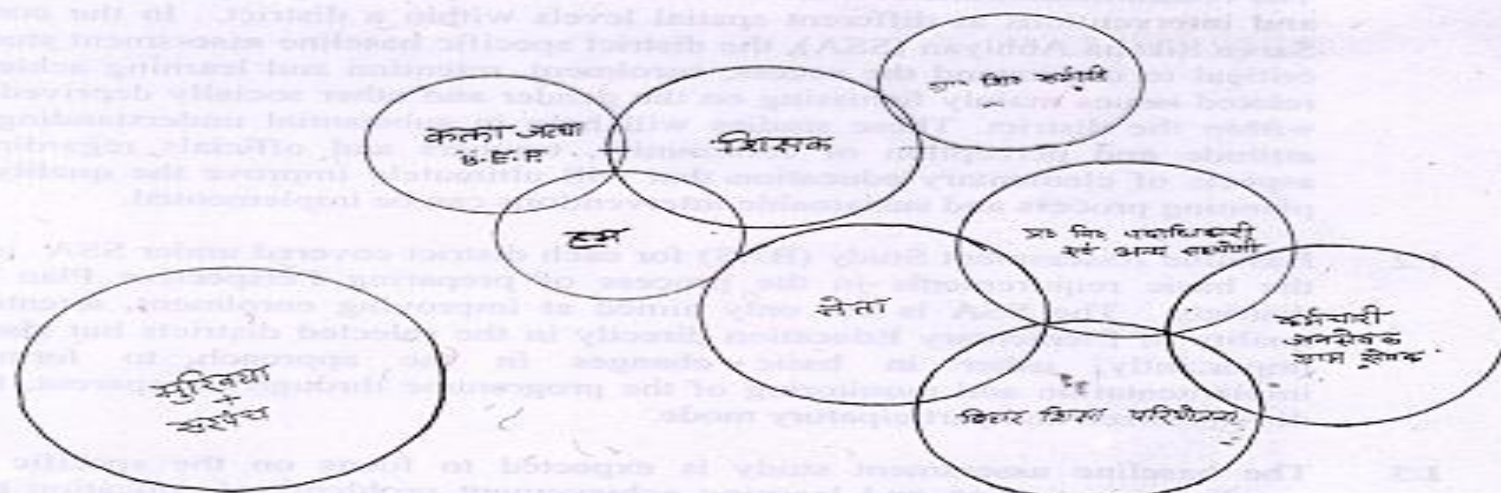
टोला का नाम :→ ओफरीडीह

हीत वर्गी का नाम :→ अनु॰ जाति (मध्य॰एस॰ 5॰)

दिनांक :→ 11/01/98

(Venn diagram labels:)
- कतवा अथवा भ॰ हि॰
- शिक्षक
- ग्राम पंच सदस्य
- हम
- प्र॰ शि॰ पदाधिकारी एवं अन्य कर्मचारी
- सीता
- कर्मचारी अन्तरेव के ग्राम प्रधान
- सरपन्चा + उपप्रधान
- बिहार शिक्षा परियोजना

हीत वर्ग के सहयोगियों का नाम
1. कुमार नंद भूषण।
2. नंदलाल दास।
3. राम रति दास।
4. कोरा भूमि।
5. हरि दास।
6. कुलेश्वर भूषण।
7. रंन जंय दास।
8. विमल कुमारी।
9. पारि कुमारी।
10. कुलानी देवी।
11. सुनीता कुमारी।
12. टिपली कुमारी।
13. सीरज्जा कुमारी।
14. सेहरी देवी।

शोधार्थी सहयोगी का नाम
1. अभित कुमार।
2. अतीश्वर प्रजापति।

शोधकर्ती द्वारा टिप्पणी :—
1. इस टोले के व्यक्ति सरकारी सुविधा से पूरी तरह वंचित है।
2. इस टोले के व्यक्तियों पर बिहार शिक्षा परियोजना द्वारा संचित स्कूल तथा का पाठ्यक्रम का गहरा प्रभाव पड़ा है।
3. ग्रामीणों की आपस और बात-चीत करते पर तो उन्होंने अपने बच्चों को स्कूल भेजने की कसम तक खा डाली।
4. इस टोले के बच्चे पढ़ने के लिए 3 क॰म॰ दूर भरही गाँव जाते हैं जो इस गाँव की प्रमुख व्यवस्था है।
5. इसलीयों के पास जाते ही यह महसूस हुआ कि सरकारी अफसरों द्वारा इन्हें बहुत दूर रखा है।
6. गाँव के व्यक्ति पढ़ने के प्रति काफी जागरूक है।

—×—

Ideal objective/Long term outcome

'Extracting' to 'Empowerment'

'Individual' to 'Group'

'Closed' to 'Open'

'Sustainable local action and Institution'
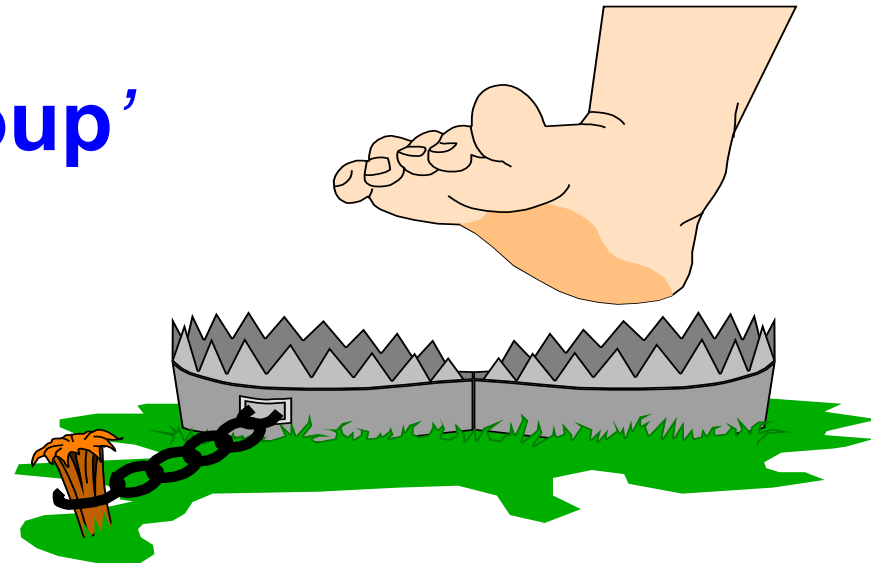
A Potential not Panacea

* Self critical & responsible

*Welcoming errors

*Using own value judgement

*Right attitude, approach
and behaviour
are the key to PALM/PRA

Possible dangers I

- *Right Team(Gender Component)*
- *Right Questions(Intensive Preparation)*
- *Too Quick: Observing Small Part of the Problems & Overlooking Invisible*
- *Rapport with and Involvement of the Poorest and the Women*
- *Failure to Listen(Humility and Respect)*

Possible Dangers II

- **Value Judgement about others and Generalisation**

- **Raising Expectation in the Community**

- **"If the approach is wrong PRA will not work. Right attitude and behaviour are the key to PRA."**

Participatory Learning and Action is what we make of it.

It is a potential not a panacea.

If you do not like it, leave it.

No one will mind.

But if you like it, use it and share it,and help others to share.

What is 'Participation'?

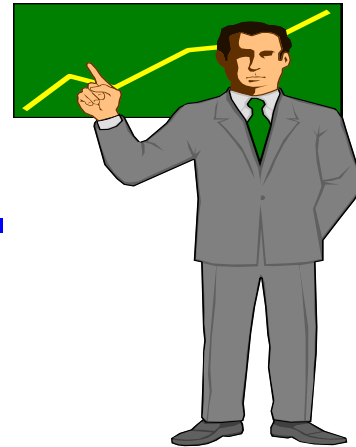| Mode of Participation	Part played in the process by local participants	Outsider control in establishing priorities & objectives	Participant ownership of the process & involvement in setting agendas	Mode of research & action, in relation to participants
Co-option	token representatives chosen, but have no real input or power; agency decision-making proceeds in a top-down manner 'in the name of the community'.	************* ************* ************* ************* ************* *************		ON/FOR
Compliance	tasks are assigned, with incentives; outsiders decide agenda and direct the process; some potential for tactical subversion at community level.	************* ************* ************* ************* ************* ***********		FOR
Consultation	opinions are asked of local people, often through male leaders but also of different interest groups. Outsiders analyse and decide on the appropriate course of action	************ ************ ************ ************ ********** ********** ********** **********	* * * *	FOR/WITH
Cooperation	local people work together with outsiders to determine priorities, responsibility for decision-making on action remains with outsiders, who direct the process	********** ******** ******** ******** ******** ******** *****	* *** *** *** *** *** *****	WITH
Co-learning	local people and outsiders share their knowledge, to create new understandings and work together towards action. Responsibility is shared, with different roles for outsiders as facilitators and catalysts	***** ***** *** *** *** * * *	***** ***** ******* ******* ******* ******** ********* ***********	WITH/BY
Collective action	local people set their own agenda and mobilise to carry it out; outsiders may act as initial catalysts, but the process proceeds in their absence		************* ************* ************* ************* ************* *************	BY

[Adapted from: Biggs (1989); Hart (1992); Pretty (1995)]

Andrea Cornwall, April 1995.

What is participation ?

- *"Participation is a process through which stakeholders influence and share control over development initiatives and the decisions and resources which affect them"*

Listening and Consultation

- ***Essential pre requisite for participation***
- ***'Listen to' and 'consulted with' improve learning process- for both who is listening and who is being listened***
- ***'Who needs to learn what'?***

Social Learning

- *Learning abut how and why behaviour (both outsiders and insiders) needs to be changed, experience and expertise*

- *The stakeholders generate and internalize during the participatory planning and/or implementation of a development activity does enable social change.*

- *Stakeholders themselves generate, share and use information, establish priorities, specify objectives and develop strategies*

# *Social Invention*

- *Stakeholders invent the new practices and institutional arrangement they are willing to adopt*

- *distinguishing between what seem to outsiders to be good ideas and what local people invent as practical*

- *Expert standing outside of the local system often miss possibilities and opportunities that come naturally to the stakeholders*

- *Speed and depth -people willing change*

Commitment

- *Participatory process- people can make informed commitments and by observing the participatory process assessment can be made presence and absence of commitment necessary to ensure the sustainability*

- *financial and other arrangements must be put in place to deliver these commitments*

Building Capacity to Act

- *How we view the people- as 'beneficiaries'- recipient of services , resources and development support- benefits not sustainable*

- *As 'Client' people's voice begin to heard decentralising authority and resources and strengthening local institutions*

- *'Ownership'- Clients become the owner and manager of the asset and activities- high intensity of participation, more to be involved in 'formulation' process*
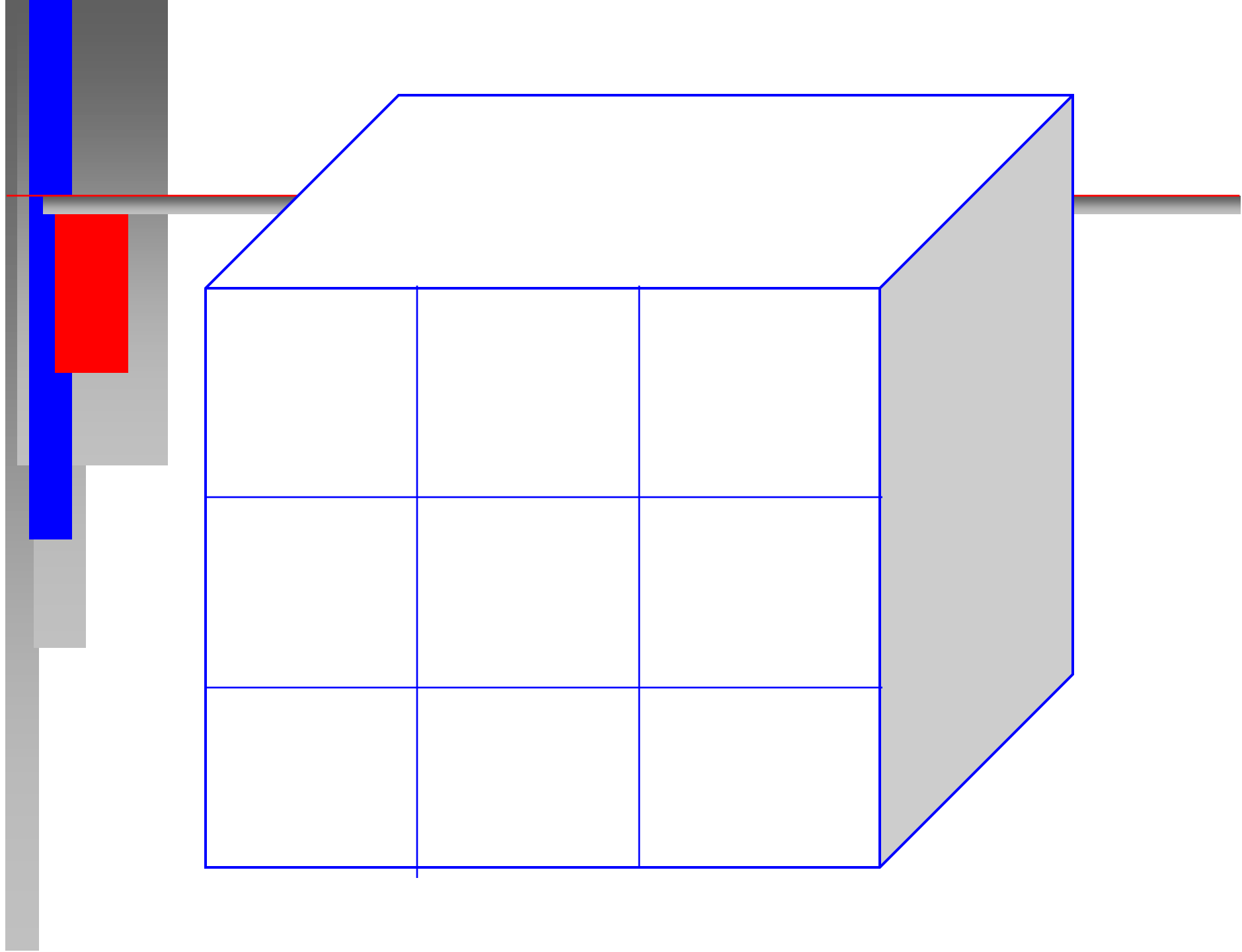
What we have learnt ? If we want…..

- *Every one is correct*
- *conditioning- experiences, attitude, background and ……………..*
- *"We see the world not as it is but as we are" ………………………………….*
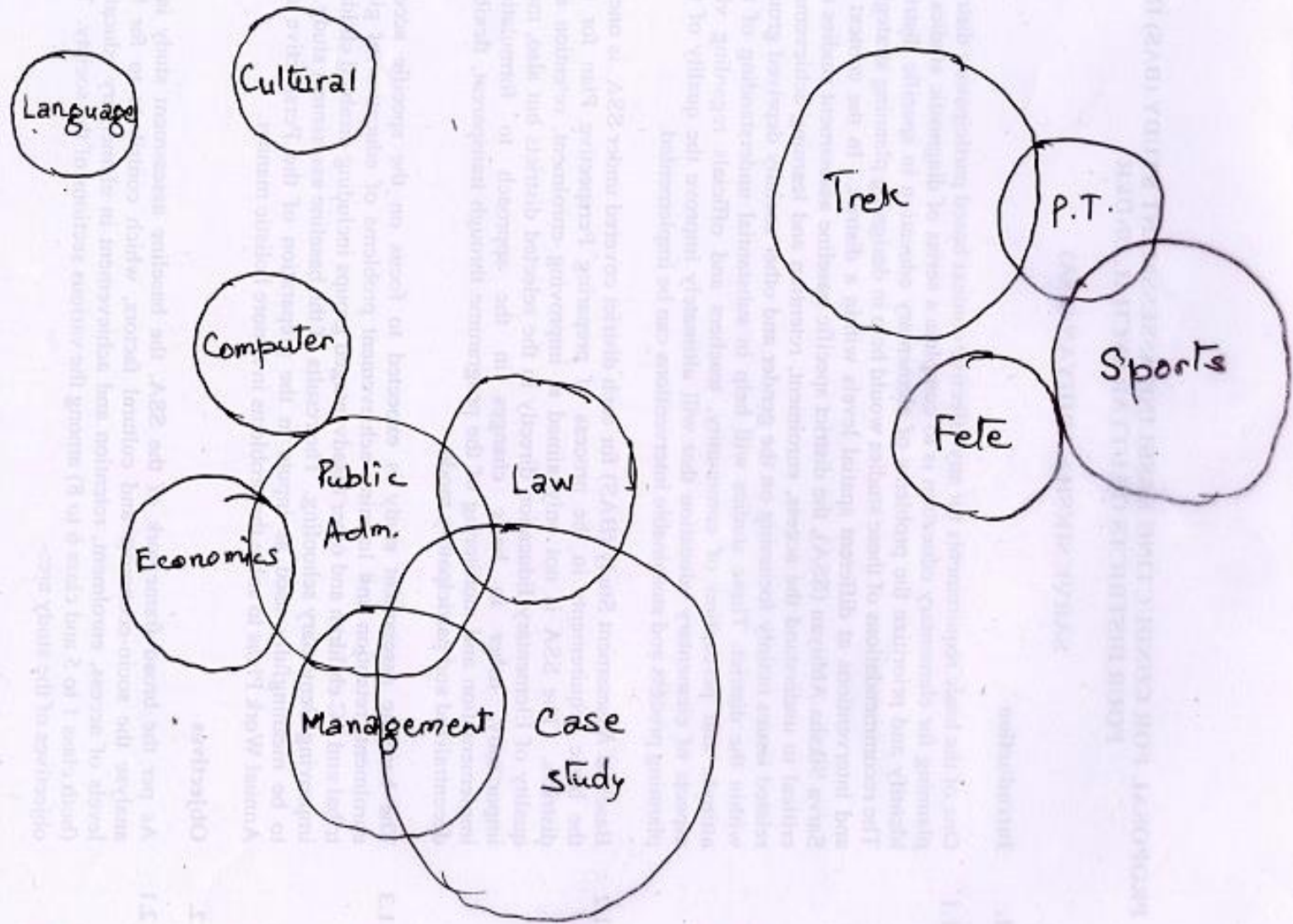- *Can we perceive different dimensions related to the Elementary Education Planning at local/micro level*

Thankyou

JAIL: LBSNAA
CELL: B

62, FC

	Prabhakar	Srujith	Nutan	Navin	Sanjay	Rajeev	Ravigan	Rajedn	Sahmant	Total	Ranking
Casual leave	10	3	7	4	2	6	5	9	10	56	V
Hectic Schedule	1	2	6	1	1	1	1	3	4	20	I
Water Problem	6	7	1	5	7	5	2	4	1	38	IV
Mess Food	2	9	4	2	6	4	4	2	2	35	III
Boring Classes	3	1	3	3	5	7	3	1	3	29	II
Morning P.T.	4	10	2	9	8	2	10	5	7	57	VI
Compulsory Movies	7	6	5	10	9	10	9	6	8	64	VIII
Frequent Forced Locker Visits	9	8	10	6	1	9	7	7	5	70	X
No Time for MALL	5	4	8	8	10	8	6	8	9	66	IX
OPTION not an option after exercised	8	5	9	7	4	3	8	10	6	60	VII

SOURCE: PRISONERS No. B21 TO B30

Grp 4

Language

Cultural

Trek

P.T.

Sports

Fete

Computer

Public Adm.

Law

Economics

Management

Case study

Size = impact on the OTs
distance betⁿ the ⊙s = interaction setⁿ. the subject