

CIEA 2004

Participatory learning and action = PLA

Learning curve for CIEA seminar

**Buess Ulrich, Landwirtschaftliches Bildungszentrum Lindau,
8315 Lindau, Switzerland**

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**24th INTERNATIONAL COURSE ON VOCATIONAL EDUCATION AND
TEACHING IN AGRICULTURE**

Ausgangslage:

- Ländliche Gemeinden kämpfen mit Arbeitsplatz- und Abwanderungsproblemen, städtische Institutionen möchten eine Quartierentwicklung einleiten, ...
- ... bisherige Vorgehensweisen führen nicht mehr zum Ziel, neue Perspektiven sind gefragt, neue Lösungsansätze zu entwickeln

Definition von PLA

Participatory Learning and Action

Gemeinsam Lernen und Handeln im Sinne der politischen Bewusstseinsbildung und als Anstoss zu “Empowerment-Prozessen”.

Die Betroffenen haben eine aktive Rolle: Von der Datenerhebung bis und mit der Umsetzung. Der Prozess der Beteiligten steht im Vordergrund. Die Rolle der Externen ist Anstossen und Begleiten von Prozessen.

PLA – Projekte sind ...

... Projekte, in denen die Bevölkerung einer Gemeinde, Region, eines Quartiers

- zu Ideen, Wünschen zur Zukunft befragt wird
- aktiv, durch das selbständige Umsetzen ihrer eigenen Zukunftsideen, in die Gestaltung der Zukunft miteinbezogen ist

Ziele der Projekte

- Beste Handlungsoptionen aufdecken
- Wichtige, realisierbare Vorhaben, Projektideen herauschälen
- Der Bevölkerung das Bewusstsein (zurück-) geben, die Zukunft ihrer Gemeinde, Region, Quartiers selbst und aktiv mitzugestalten

Auftraggeber und Partner

Auftraggeber

- Gemeindebehörden, Institutionen vor Ort, weitere

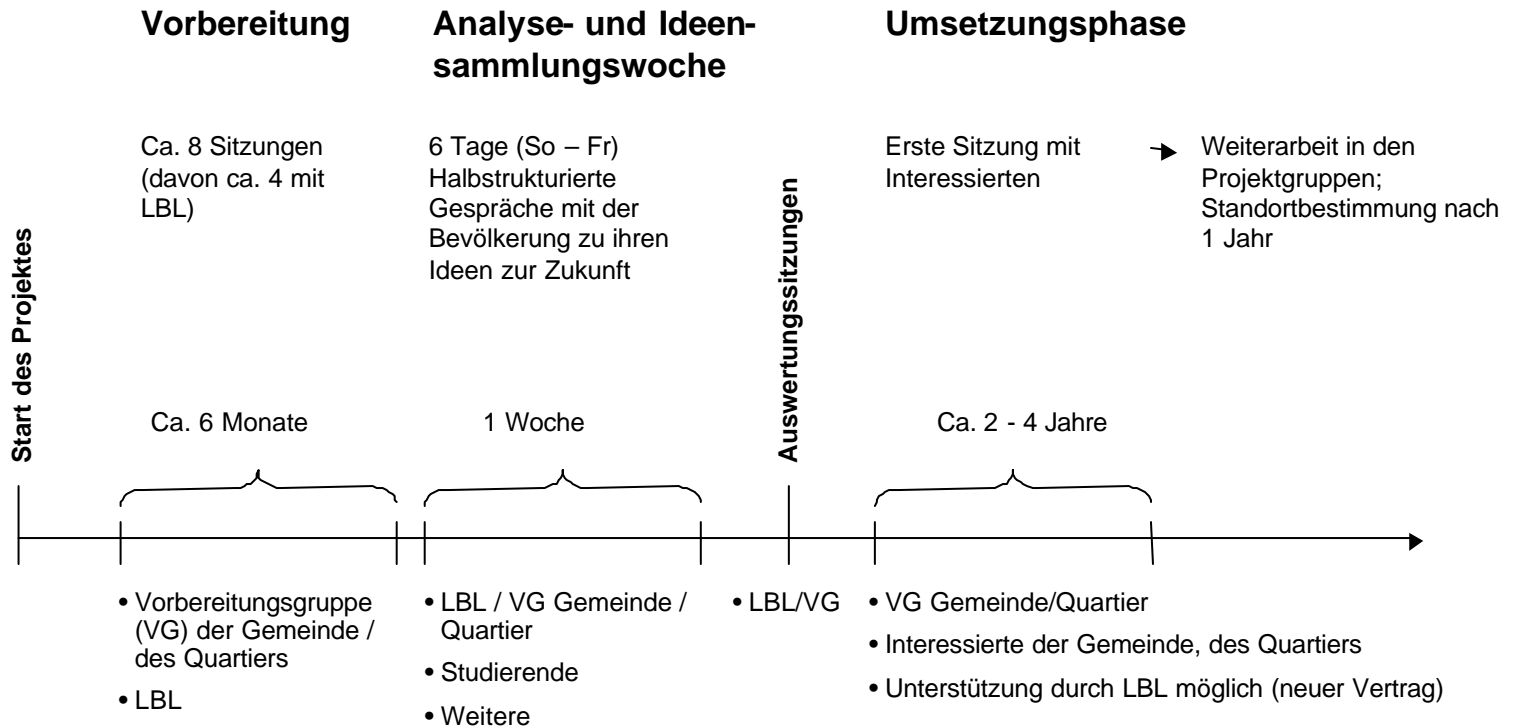
Partner

- Gemeinde-, Quartierbevölkerung
- evtl. kantonaler landwirtschaftlicher Beratungsdienst
- Je nach Projekt: Schweizerische Hochschule für Landwirtschaft, Hochschule für soziale Arbeit, Universität Zürich (ethnologisches Seminar)
- Weitere Interessierte

Rolle/Aufgabe der LBL

- Projekte akquirieren
- mit Personen aus der Gemeinde, Region, des Quartiers die Analyse- und Ideensammlungswoche vorbereiten (methodische Verantwortung)
- Ausbilden der GesprächsleiterInnen
- Durchführen der Analyse- und Ideensammlungswoche
- Umsetzungsphase einleiten und Übergabe des Projektes an die Bevölkerung und den Auftraggeber vor Ort

Übersicht Ablauf



Chancen

- Eigenaktivität fördert Selbstvertrauen und Motivation am Mitwirken
- Partizipatives Vorgehen wirkt nachhaltig: Betroffene bestimmen mit
- Neue Gesichter in Arbeitsgruppen wirken bereichernd
- Feedback-Kultur wird aufgebaut
- Kommunikation wird gefördert

Grenzen

- Feuer entfachen – aber nicht halten können
- Frustration, wenn Ideen nicht verwirklicht werden
- Über Budget entscheidet der Gemeinderat / Stadtrat, die Mehrheit
- Alle werden nie erreicht
- Gemeinsames Verständnis von Partizipation ist herausfordernd

Anwendbar im Zusammenhang mit einem LEK ?

- Vorausgehend zur Situationsanalyse -> Topic-RRA (partizipative Erhebungsmethode)
- Einzelne Instrumente: Querschnittwanderung, Halbstrukturierte Interviews (Einzel- und Gruppengespräche)
- Arbeiten mit einer breit abgestützten Arbeitsgruppe vor Ort (nicht nur mit Schlüsselpersonen)
- Aufnahmen im Feld
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Beispiel Escholzmatt/LU

- Anfrage 1995 durch Gemeindebehörde
- Ziel: Gegenwarts- und Zukunftsfragen zur Gemeinde diskutieren
- Vorbereitungsgruppe: 9 Personen aus der Gemeinde, 2 Personen aus der land- und hauswirtschaftlichen Beratung vor Ort
- Erhaltene Projektideen zur Zukunft: 131
- Umgesetzte Projekte 1999 : 24
- 2004: einige mehr

Beispiel Escholzmatt/LU

- Dank PLA-Projekt: Leute vor Ort positive Erfahrung gesammelt, dass aktives Beteiligen Mitgestalten und Mitbestimmen heisst und ist.
- Mit Beginn Projekt Biosphärenreservat -> grosser Fundus an engagierten, interessierten Personen und bestehenden Arbeitsgruppen zur Mitarbeit in Foren -> Escholzmatt war immer bei den ersten, die mitmachten
- heute ist z.B. Projektidee von 1995 einer regionalen Marke für Produkte aus der Region unter Mithilfe dieser Leute umgesetzt: „Echt Entlebuch Biosphärenreservat“ mit ca. 300 Produkten aus nachhaltiger Produktion

Programme for the week

Day	Content/activity	Purpose
Sunday	<ul style="list-style-type: none"> • "Trans-sectional hike" 	<ul style="list-style-type: none"> • Get to know the project location, gain various first-hand experiences
Monday Tuesday Wednesday	<ul style="list-style-type: none"> • Family interview • Group discussion on specific themes • Further discussions with school classes and others 	<ul style="list-style-type: none"> • Summarize questions and problems, possibilities and opportunities, crazy and not-so-crazy ideas for shaping the local future
Thursday Friday	<ul style="list-style-type: none"> • Evaluation of interview records • Preparations for information evening 	<ul style="list-style-type: none"> • Thematic sorting of interview results into 8-10 main themes • Process possibilities, questions and above all good ideas ready for presentation
Friday evening	<ul style="list-style-type: none"> • Information evening to complete the project week 	<ul style="list-style-type: none"> • Presentation of results, selection of project ideas by the local people, formation of groups for project implementation

A cross-sectional walk through local community life

Basic principle

- To start the week
- A jump into reality for outsiders
- Walking leaves time for observation, discussion and inter-course -> to be receptive for various experiences

Criteria for the cross-sectional hike

- Routing right through the best and worst parts of the community (not only visually)
- Local commentator on past history and current situation
- Down-to-earth and factual for outsiders -> not for tourists!
- With time for discussion and getting to know the preparation group and outsiders

Who takes part?

- Members of the preparation group (PG)
- Outsiders group
- Local authority officers
- Possible open to the entire population

Preparations

- A small group proposes ideas to the preparation group -> discussion, decision-making by PG
- Small group takes over responsibility for organization on Sunday -> delegate!
- Small group compiles cross-sectional hike plan on paper -> distribution to outsiders

Evaluation

- On Sunday evening by the outsiders group
- The outsiders summarize results -> complete overview by the outsiders group
- Overall picture accessible to the preparation group

Guidelines for individual/family interviews

What we have to know about your work and your family

- Family situation, family history
- Generation changes / succession
- Characteristics of your operation or job: what does your operation/job produce, and how? What is the demand for your products? How good is the quality of work?
- Importance of individual operation branches
- Work situation, existence situation
- How did you come to be a farmer, commuter (profession?), employee or self-employed?
- What do you most like to do?

How are the tasks/roles distributed?

- Role of women
men
young people } in the household, in employment, or as seen externally
- What is your education and training history?
- What are your education and training aspirations?
- What kind of education/training is missing locally or in your region?

What are your contacts with neighbours and organizations?

- Who helps you in case of sickness or problems with your work/operation?
- What assistance do you get from associations, organizations or cooperatives?
How do you assess the offering? What is good? What is missing or not in order? How are the offerings coordinated?
- What shopping possibilities are there in your village? What is missing? (Do you shop in the village?)

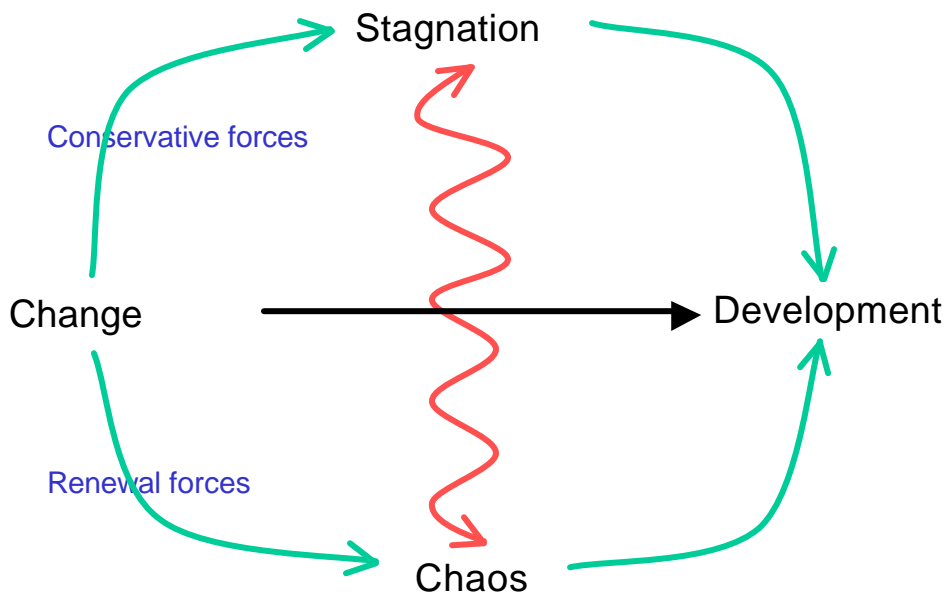
What changes are being made or already took place?

- At work or on the farm
- In the village or in the region
- Further afield (political, economic, social)
- How are you affected, how do you participate?

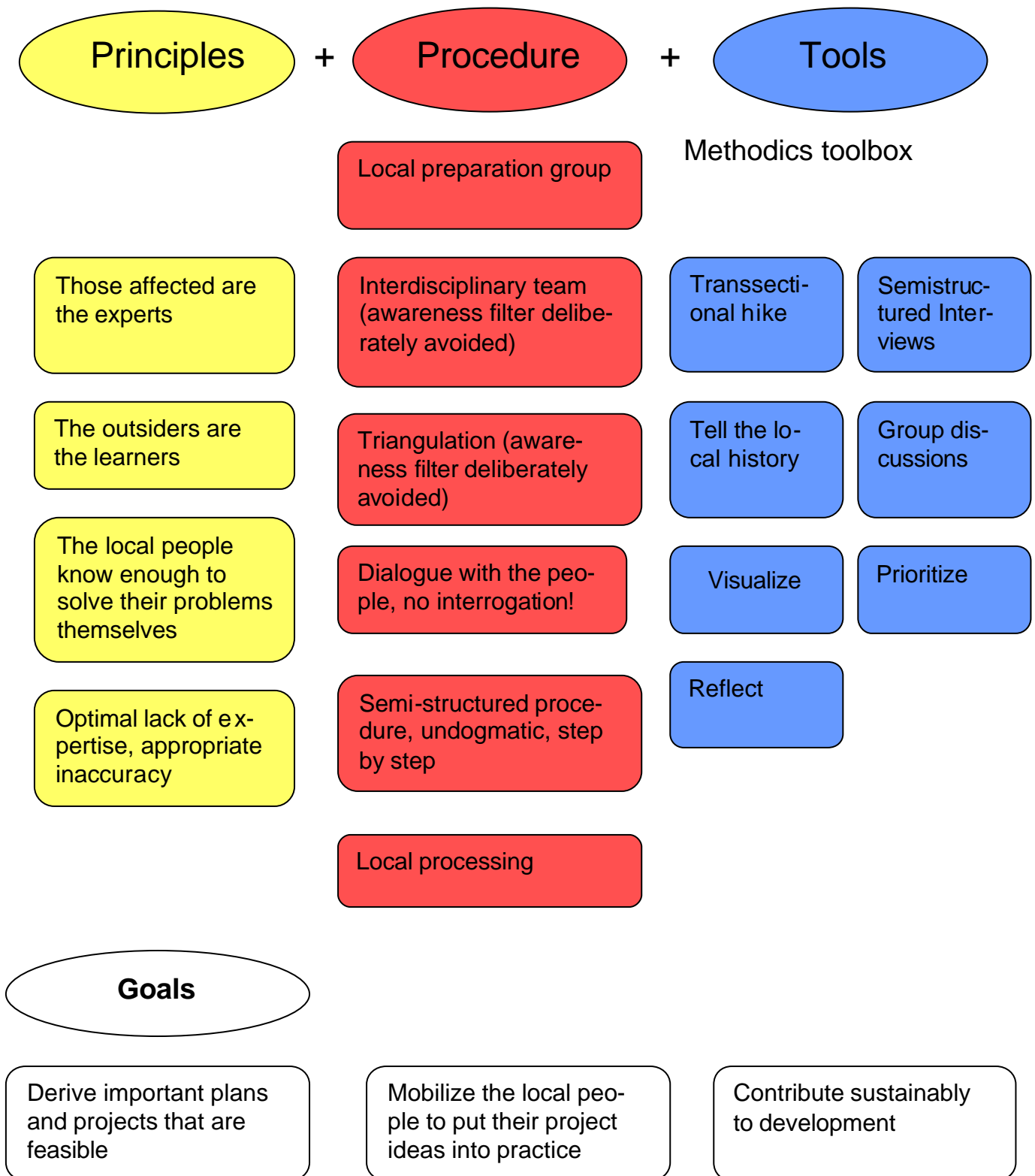
Looking to the future: changes and innovations

- What would you like to change or create?
- Opportunities, possibilities, desires
- Questions, problems
- Ideas:
 - to do yourself or with others
 - for political parties, politicians, government or cantonal authorities, agr. advice, further training
- Crazy ideas
- Is there anything you would like to tell us; is there anything we forgot?

PLA projects: Incentives for change and development



PLA: Participatory Learning and Action



Participatory learning and action

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August 26, 2004

Introduction by UB

- Definition of PLA
- Project schedule overview

Phase 1: Preparation

- Preparations with local working group: about six months
- About 3 meetings
- Inclusion of all social strata
- Careful distribution of roles

Questions on Phase 1: Preparation

- *Questions for CIEA participants*

What do you find most important in the preparation phase?

How do you go about preparations?

Who should take part?

Which themes are handled?

Phase 2: Project analysis and think-tank week

- 1 week with local and external working groups
- Training of external working group
- Getting to know each other
- Plan for the week

Questions on Phase 2: Project analysis and think-tank week

- *Questions for CIEA participants*
- *What capabilities do you expect of external working group members?*
- *How is the external working group prepared?*
- *Where does participatory learning play a role during the week?*

Phase 3: Implementation

- Evaluate findings of information evening
- Establish further activities
- The project as a whole: implementation

Questions on Phase 3: Implementation

- *How to ensure that ideas gained during the project week are implemented?*
- *How is the local working group supported?*

PLA principles

Questions on PLA principles

- *Questions for CIEA participants*

PLA tools I

- Semistructured interviews with individuals and families
 - D Guidelines for individual and family interviews
 - What does “participation in interviewing” mean for me/us?
- Group discussions
 - D Group discussion procedure

Questions on tools I

- *What was your experience of talking with “strange” people?*
- *What is meant by “active listening” when you hold a semi-structured interview?*
- *What is your opinion of these interview guidelines?*

PLA tools II

- Trans-sectional hike
 - A cross-sectional walk through local community life
 - Processing the Göschenen trans-sectional hike

Questions on tools II

- *Do you know any other tools?*
- *What did you notice during your hike with the external and local working groups?*
- *What do you think about getting to know a community with this kind of hike?*

PLA tools III

- Information evening
- Presentation of individual themes (pictures, theatre)
- With as many participants as possible
- The local people can say what they think about their future

Questions on tools III

Question for CIEA participants

What is motivating for the participants about this information evening?

Methodics

- Visualize
- Paraphrase / reflect
- Prioritize
 - Separate themes out of the interview cards
 - Form a structural picture from interview records
 - Create a poster

Questions on methodics

Questions for CIEA participants

Do you know any training exercises in these methodics?

Do you have any questions?