

## Impact of Learning Activities of PLC in Gamaudi VDC Dailekh

 Dambar Bahadur Khatri

### Abstract

*This paper is especially concerned with impact of participatory learning centre in Gamaudi VDC Dailekh. The main objective of this paper was to find out the impact of PLC activities during two years period. This paper is based on descriptive study design. Primary and secondary source of data were used. It tried to analyze effect of running activities and socio-economic behaviour of community.*

*The study has showed that most of the people were literate by PLC class, 60 percent people have got access in GO's and Ngo's agencies and increase the key role in community activities. Thus, they success to increase income activities.*

**Key words:** Participatory learning, reflect, environment, appraisal, function.

### Introduction

PLC is a process where any subject matter or problems and possibilities are implemented by analyzing and perceiving them. It is also said as participatory learning and doing. The centre where such activities happened is used to be called PLC. Participatory learning Centre are based on REFLECT approach and process. REFLECT is developed with the fusion of adult literacy method or Brazilian educationist Paulo Freire and the practice of participatory rural appraisal of Robert Chamber. The full form of REFLECT is Regenerated Freirian Literacy through Empowering Community Technique. REFLECT is an effort to make traditional informal literacy process more Participatory. It is a concept and method where community or group would adopt literacy and empowerment is being based on their own value and norms, their own connection and resources. REFLECT emphasized the process of their life by strengthening ability or community to raise their voice. In this process no any predetermined course book or subject matter or alphabet book is used (Aryal, 2065 BS).

REFLECT based PLC was introduced in Nepal since 1995. Now a days in Nepal when implementing this approach by different institutions such as department of education (DOE)

lunched this type of program by the name of CLC and other NGO's or INGO's lunched this type of programme like PLC. Although the name may be different but in totality in such discussion and learning center, emphasis is given mainly on the process of empowerment, organizing and literacy. These centre are functioning as place where resources, knowledge skills, identification and mobilization are fostered. It enhances capacity and confidence. These centres have remained as a place of enabling community discussion deep rooted or other immediate problem faced by the community collectively and claiming their right in organized manner. These centers are found to be practicing participatory literacy practice more than traditional literary process. This programme enhances socially excluded group. The programme was started by Oxfam Nepal with the partnership of local NGO SuDECC Dailekh. Oxfam Nepal is the INGO which is related to empowering lower or excluded community, poverty reduction of poor, vulnerable person in hilly districts of Nepal. In these matter Gamaudi VDC Dailekh is selected by means of PRA (Participatory Rural Appraisal) technique. There are two PLC. One is Mulki-Bijaura and other is Chhuwala PLC.

It has regular discussion forum facilitated by a trained facilitator where 25-35 men and women

meet regularly for one or two hours once or twice a week at a time based on their own preferences to discuss various social and right based issues. This study is related to the impact of all the focused activities of PLC which is started by PLC member in Gamaudi (PLC implementing guideline, 2011).

This study is related to the impact of lunching programme in target group, how many activities promoted to this group and how it can facilitate their issues and challenges in their community. For this programme Oxfam and his partner NGO co-operate, by same material cost and regular monitoring but they cannot investigate which impact to gain their stakeholder objectively. So, this study finds out the fact about the key achievement in each activities. They can follow this study as guidelines and all stakeholder and partner organization can reflect to run further programmes. Thus VDC, DDC and DEO office can lunch their literacy and other nonformal education programme in this VDC.

## Objective

Main objective of this study was to find out the impact of major learning activities of PLC class and find out the problems to implement this programme.

## Methodology

This study is related to the impact of programme activities. So, this study is based on descriptive data. It is based on secondary source of data and observation of the programme activities. So, it is based on primary source like visiting PLC group, interaction with PLC participants, management committee and facilitators. Some questionnaires were used to collect data. All member, management committee and facilitator of Gamaudi VDC Dailekh were main population of this research study.

The data of this study are presented by descriptive analysis design with the help of some tables.

## Result and Discussion

After receiving available primary and secondary data from target member and facilitator, they were tabulated, then necessary table were prepared and

descriptive analysis and interpretation were made by sequential form to meet objectives of this study.

## Existing Status of PLC

After running the sustainable livelihood and food security (SLFS) project lunched by Oxfam Nepal with the mobilization of SuDECC Dailekh, this programme enhanced target group by different activities. All activities are depend on vital role of PLC participant, management committee and facilitator. So, here are brief description of PLC below :

**Table 1: Description of PLC**

S N	Name of PLC	No. of Management Committee				No. of Participant							
		Dalit		Janajati		Total	Dalit		Janajati		Other		Total
		F	M	F	M		F	M	F	M	F	M	
1	Mulki-Bijaura PLC	1	4	-	-	5	3	-	-	-	27	-	30
2	Chhuwala PLC	1	-	4	-	5	2	-	22	-	6	-	30

Source : Annual report of PLC, 2012

Mainly here is directional and managerial role of management committee. They should determine suitable place, facilitators and manage material and also review the progress of previous activities. Chhuwala PLC management committee is not active to pro-mode the impact of programme. So, they are not interested to co-operate them. Some time they present only listening the discussion of class. Some of them are responsible for help for counseling the participant. They help to prepare PLC building, house hold toilet and co-operate to visit different line agencies.

## Problem Created in PLC

1. Depend on donar agencies and VDC grant
2. Over women participant
3. Cannot avoid traditional trends
4. Inactive role of management committee
5. Project oriented attitude of facilitators
6. Depend on budget to continue run non cost PLC activities
7. Saving credit system is irregular.
8. Do not mobilize their resources.

Mulki Bijaura PLC is more bonafide by the help of management committee member. All Janajati member are very responsible than other. All members present in discussion meeting and solve the social problem. They advise each in meeting and guide their problems and issues they table talk in the meeting of VDC level cosumer group in drinking water, forest committee, agriculture group and so on.

Here are main responsibilities of facilitators for continuous running of PLC. All facilitators depend on increasing literacy during their job. They also play active role to meet PLC group. They facilitate to solve the main issues and problem. They coordinate and contact with governmental or nongovernmental agencies like VDC, DDC, DLSO etc. They co-ordinate to bring local resource person, to solve local issues such as alcoholism, untouchability early age marriage system, etc.

#### **Impact on Literacy Facilitating Activities**

In this group, participant were poor, women, dalit and indigenous people who are also illiterate. So, these PLCs have high rate of illiterate persons. At first, facilitators facilitate through the action word. They facilitate in project time and help to increase maximum literacy activities and gain this type of results.

**Table 2: Literacy Status of PLC Member**

S N	Literacy Area	Total PLC Member	N u m b e r of Literate Member
1	Read and write name address, name of different person and good	60	60
2	Read and write simple instruction	60	60
3	Read and write application, letter	60	50
4	Read and write meeting minute	60	50
5	Calculate general selling purches	60	50

Source : Annual Report of PLC, 2012.

#### **Issues of Facilitating Activities**

Issue facilitating is the vital function of PLC facilitators. Facilator address the issue identified through the analysis of the condition of community or critical analysis of the situation. In these PLCs they discuss about main problems or issues which are immediately needed. After discussion they are rank them by interaction and finalize by finding root causes of every issues and solve possibility according to their condition. There are major selected and prioritized issues which are in the way to reform.

**1. Alcoholism** - PLC faciliator and participant minimize the using of alcohol in every household's husband by psychological treatment. They catch most alcoholist person and they are taken in PLC group and asked for commitment to quit it.females discuss about faulty activities of their husbands and for the solution.

**2. Untouchability** - It is very difficult issue in this site but PLC groups reduce this by the help of cultural persons like Dhamis, Pujaris, political leaders and AHW. Participant members of every caste drink water and tea together and accept these with discussion. They also discuss on how we can we reform our traditional culture ? Nowadays they have started to campaign about this matter.

**3. Polygamy and Little Age Marriage System-** PLC always discuss about the defects of polygamy and little age marriage system. In this discussion they call health worker (AHW/MHW), local political leader and school teacher. In this way PLC success to minimize little age marriage system in special dalit community and polygamy system in all VDC.

#### **Increased Access Representation of PLC Member**

PLC has been able to increase representation in different local level institutions and decision making forum of Dalits, women, Janajatis and marginalized groups. PLC is successful to receive VDC fund to mobilize school toilet and started to build school toilet. PLChas been able to increase representation in different areas as follows:

**Table3: Representation PLC Member**

S N	Representation Area	Dalit	Women	Janajati	Total
1	Decision making key forum	2	4	5	11
2	Cooperative	20	20	20	60
3	C o m m u n i t y forest user group	20	20	20	60
4	Irrigation user's group	5	10	5	20
5	School management committee	2	6	2	10

Source : PLC Report, 2012

**Income Generating Activities**

After running PLC most of the participants increase their income by difference activities. All members have got same incentive according to their demand such as most of the members demand goat. First time financial support of Oxfam offered them two goats but now a days each family has grown 8 to 10 goats. Thus, each family earn money by selling goats.

In this way PLC member and their society members are doing difference types of income generating activities. Some of them have built pig farming, poultry farming and vegetable crops. So, they are running agriculture cooperative in their VDCs. Some people have started to build different seed banks. They earn money by exporting seeds in other VDCs and districts.

**Conclusion**

Gamaudi VDC Dailekh had poor ranking caste like Dalits, Janjatis and Dashnamis, who have low access status in their communities. Gamaudi VDC has maximum possibilities to increase economic condition. It has road access, water and forest resources. Government and non Government agencies build irrigation pond, school building and household toilet in this VDC; but human awareness is very poor. Dalits and Janjati people cannot access formal education. Oxfam Nepal launched PLC programme with literacy and other capacity building activities for these group of people. According to objectives of this study, the following impact of PLC programme was found.

1. Literacy activities
2. Issues raise activities
3. Increasing access activities

After running PLC classes 60 percent above of the illiterate person could read and write general word or sentences such as name and address, general calculation, good's name, meeting minute, etc. PLC participation enabled them to take part in VDC level meeting and group discussion. They can hold key position in local organization like agriculture group, health sanitation group and different consumer committee. Women participant of PLC class has built school toilet in their ward. They start speaking against women violence and campaigning about women right. They could receive women related grant by VDC. They invest these grant in women related field. They start piggery, goat farming, vegetable growing by the aid of VDC grant, and Oxfam seed money. PLC not only facilitates literacy activities but also emphasis awareness programme and income generation activities. Now a days they mobilize against domestic violence, untouchability, early age marriage and chaupadi.

The study shows positive impact of PLC class in Gaumadi but there are different problems and hindrances ahead for long term practice of PLC activities. After sharing and discussing, PLC members appeared empowered and self dependent but their thinking has not raised above dependency, and traditional trend in community.

**About the author**

Mr. Khatri is Teaching Assistant at Tribhuvan University, Surkhet Campus (Education) since last four years. He has published a couple of research articles in different journals. He has also published a textbook for B. Ed. student. His interest lies on research and research specific practices.

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