

Participatory Learning and Action (PLA)

Before Starting PLA Activities in the Field

Participatory Learning and Action (PLA) is part of a family of methods that enable local people to analyze, share and enhance their knowledge of life and situation, and to plan, prioritize, act, monitor and evaluate (Absalom et. al., 1995; Chambers, 1997). The methods and approaches evolved during the 1980s and 1990s in an effort to find ways to facilitate participation by communities in international development strategies, rather than rely on top-down projects designed and led by outsiders.

CARE has used PLA exercises in many countries and settings, from rural agricultural settings to urban settings with sex workers. The principles of PLA¹ remain the same throughout:

- **Learn directly from the local community** – Local community members are the experts.
- **Hand over the stick (or pen, or chalk)** – The facilitator may initiate the process, but the people participating lead the analysis of the information. The facilitator sits back and observes while the participants map, model, rank, score, diagram, analyze, prioritize and act. The outsiders' role is to facilitate open sharing, but not dominate.
- **Learn progressively** – Assume you will not learn everything immediately. Learn with conscious exploration, use methods flexibly, and be prepared to adapt to the situation. Have a plan, but allow for the unexpected.
- **Seek diversity and triangulate information** – Do not assume that everyone in the community shares the same opinions. Seek out diverse groups of people and opinions, including people who are not in the mainstream, those who are often silent or marginalized, as well as leaders and experts. Cross-check information from various sources to identify patterns and themes. Be aware not only of what is being said, but what is not being said; watch body language and observe power dynamics.
- **Practice self-critical awareness** – Try to be aware of your own biases. Be open to new ideas and ways of thinking. Embrace error; try to do better next time.
- **Share ideas and information** – Encourage openness of dialogue and exchange in a non-judgmental atmosphere. When PLA exercises are completed, share the overall results with the general community.
- **Ensure respect and safety for people at all stages of the process** – Take active steps to ensure (and don't assume) that people are participating voluntarily, and that they understand that they can stop at any time. Make sure that everyone has the opportunity to speak up if they choose to, despite risks to themselves, and that they have the right to remain silent if they choose to. Ensure safety of vulnerable people in vulnerable situations.

¹Adapted from Chambers (1997), pp. 156-157.



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Nine PLA exercises are described in this toolkit. These exercises range from fairly standard (timeline, community mapping) to those focused on more sensitive topics. All nine exercises can be done as a series, or you can choose certain activities based on available time, the type of information you are seeking, or the group of people that you're working with. It may be helpful to begin with more traditional exercises such as seasonal diagram and daily activity schedule in order to warm up the group and put people at ease. The exercises included in this toolkit are:

1. Seasonal Diagram

In this activity, participants explore the effects of the changing seasons on their lives with regard to health status, workload, food security, and other areas.

2. Daily Activity Schedule

The purpose of this activity is to generate awareness among participants of gender differences that exist between what is expected of women and what is expected of men.

3. Gender-Focused Ice breaker

The purpose of this activity is to create a friendly atmosphere by encouraging people to get to know each other through personal stories. This is a good warm up exercise.

4. Cartooning

Through this activity, participants will explore issues related to gender identity, gender expectation and roles, and examine the ways in which social norms affect women and men differently.

5. Social Mapping

This exercise asks participants to identify what they consider to be sources of social and institutional support within their community. Participants are then asked to identify things or persons in their community that make them feel powerless.

6. Women's Mobility Mapping

In this gender-specific mapping exercise, women identify those things or persons in and outside of their community they perceive as influencing their mobility. Participants will analyze the connection between gender, mobility, access to and use of services, and access to and control of resources.

7. Debate a Gender Position

The purpose of this activity is to explore how sexuality and gender norms impact us, and to understand how values and assumptions about what is considered 'normal/right' influence norms about sexuality and gender.

8. Timeline

The purpose of this activity is to engage participants in a process of reflection to discover the ways in which their gender has affected their lives and their sexual and reproductive experiences.

9. Cobweb Matrix

The purpose of this activity is to help individuals and communities identify key problems and opportunities related to an issue and explore the degree to which the issue affects them. This is a useful tool for helping participants to visualize an issue or issues and work on solutions together.

Planning for PLA

The more prepared the group, the better the results will be. In preparation for PLA, the team leader should ensure that the following things are in place:

1. A clear purpose and objectives for the PLA. The team leader and facilitator(s) should have background knowledge about the participants and the community. They should also know the objectives of the PLA exercises, how results will be applied, and how the results will be communicated to the community. The team leader and facilitator(s) should work together to draft a list of questions that the PLA exercises will try to answer or explore. For example, the following matrix may be useful to complete:

Specific objectives or questions to be explored	PLA exercises to be used	Probe questions to be asked
1.		
2.		
3.		
4.		

The team leader and facilitator(s) will also need a plan for how to recruit PLA participants in the community, and develop a timeline for the PLA exercises.

2. Experienced staff and trainers.

At least one person on the PLA planning and implementation team should be well-trained and experienced in PLA to train and guide the others.

3. At least 1-2 people with **skill and experience in facilitating group discussions, especially on sensitive topics of gender and sexuality.** This means that she or he should be able to talk openly and easily about topics related to gender expectations and discrimination, sex and sexuality, including sexual pleasure, sexual orientation and masturbation, in ways that are not judgmental. The facilitator(s) should have already gone through a process of personal exploration and values clarification around their personal attitudes and beliefs related to sexuality and gender issues. The facilitator(s) should have knowledge of how gender and sexuality relate to reproductive and sexual health issues, and an understanding of the local cultural context and its contributions to perceptions of gender and sexuality. A list of tips for effective group facilitation is included in this section.

4. A plan for **how to train the inexperienced people** in the group about how to do the PLA exercises in the field. This usually means 2-3 days of training before field experiences. A **sample training agenda** is included at the end of this section.

5. A plan for **ensuring respect and safety for all persons** at all stages of the PLA process, including guidelines for ethical considerations adapted to local settings, consent forms, confidentiality policies and procedures, and referrals to care and support for participants who request help. This includes locating a physical space for the PLA exercises where people feel safe to disclose sensitive information. Some guidelines on ensuring respect and safety for all persons are included below, but there are more complete guidelines listed in the **resource section** on page 12.



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6. **A plan for choosing participants** from the community. Keep your project objectives in mind when selecting people to participate in PLA activities. In some situations, it may be better to have a homogenous group, for example mothers of children under five years old. In other situations, it may be better to have a diverse cross-section of the community. In most situations, it is better to work with the same participants for a series of PLA activities, even if it takes several days in a row, rather than form a new group for each exercise.

7. A plan for **documentation, analysis and dissemination**. PLA exercises emphasize self-reflection and critical analysis. People who participate – including staff, partners, participants from the community – say they benefit from this learning. In order to bring the results of this learning to the broader community, and to ensure that the exercises are used for better intervention designs and monitoring, it is important to carefully document and disseminate the results of the analysis. Some guidelines for analysis and documentation are included in this section.



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Tips for effective group facilitation in PLA exercises

- Keep your eyes and ears open. Listen to what participants have to say, even when you're not formally conducting an exercise. Pay attention to body language.
- Keep in mind the objectives of the activity. Ask probing questions during and after you have completed the activity. Remember that doing an exercise, such as a map, is only the first step. The discussion that follows is the key opportunity for learning.
- If participants offer ideas that are connected with PLA exercise's objectives, even if they are not planned or expected, follow them.
- Be careful that your body language does not reveal that you either approve or disapprove of what the participants are saying. Don't be judgmental. Never respond to a participant with astonishment, impatience, or criticism. Remember that there are no right or wrong answers, and a facilitator's role is not to correct what is being said.
- Show interest by using expressions like "I see," or "That's interesting."
- Be aware of people who dominate the process, as well as people who are not participating. Try to bring those who are quiet or shy into the process.
- While some people may be quiet because they are shy, others may be quiet because they are remembering a painful experience (such as violence in their past) and do not want to talk about it. If at any time you sense that someone is uncomfortable with the subject matter, make sure that they are not pressured by your team or other participants to talk about something they don't want to. Remind them that they can choose not to answer any question or not to participate in a particular activity.
- Try to get the opinions of all participants. Do not accept one person's opinion as the opinion of the whole group.
- Encourage participants to speak in whichever language they are most comfortable with, even if it means you need to get a translator.
- Because many issues you are discussing are sensitive, the respondents may often be silent. You may have to try different ways of introducing the same topic. Don't keep repeating the same question; be creative and ask in another way.
- Don't be afraid of silences. The person who was speaking may continue, or another person may decide to talk.
- Diplomatically discourage more than one person from talking at the same time.
- Listen to the discussion and make notes of non-verbal communication such as hesitations, laughter, and silences.
- When using a specific tool, don't limit yourself to the procedures of the tool; the procedures have been provided as a guide to help you. Remember that spontaneous discussion among the participants is good and should be encouraged because it can provide useful insight.
- Always keep in mind the overall purpose of the project and the broad themes and topics that you want to explore so that you can facilitate an appropriate discussion with the participants when you are doing the exercises.
- Be aware of the personal biases that you might bring to the discussion, and try not to let them limit the conversation.
- Remember that emotion, tension, and conflict are likely to arise in a group setting. This is normal and to be expected, so be ready to handle it appropriately. It is your role to help people find common ground when conflicts arise, and recognize when to agree to disagree. Try to avoid taking criticism or resistance personally.

Ensuring Respect and Safety for All Persons²

PLA exercises are meant to encourage active participation by community members. Even when everyone participates fully, there may be risks involved. In planning PLA activities, team leaders and facilitators need to make sure that the ethical principles of ensuring respect and safety for participants are fully addressed and understood by the PLA team.

There are two ethical principles that need to be addressed in PLA exercises:

1. Respect and support the autonomy of all participants.

Many people who participate in PLA exercises feel energized by the experience. Some people share stories or personal experiences that they have never told before, and they find this a positive and satisfying experience. Some say it is transformative, since they are able to discuss topics that were considered “taboo.” The facilitators should find ways to ensure that everyone’s input is equally valued in a tolerant, non-judgmental atmosphere.

Equally importantly, some people may become uncomfortable and choose not to participate, or choose to remain silent. This should also be accepted in a non-judgmental way and supported by the facilitator. People need to be well-informed about the process, its risks, and their rights to participate fully or to withdraw from participation.

It’s important to remember to support autonomy of decision-making by participants: **avoid making assumptions about what is right for a participant in a particular situation.** The best thing is to support a participant in the decisions they make for themselves.

2. Protection of vulnerable people.

The safety of participants and project staff is essential, and should guide all planning decisions. Choosing to participate in certain PLA exercises may put a participant at risk, especially if he or she is saying something controversial in the community. Women may be at risk of violence at home. It is also possible that material discussed may cause participants to relive painful and frightening events. Therefore, facilitators should be aware of the effects of questions they pose and take steps to reduce any possible distress.

PLA planners should develop a protocol to address the needs of people who appear distressed or who report stories of abuse, violence or dangerous situations. Everyone involved in PLA needs to know how to recognize signs of distress and should know what to do if they see them. The protocol should include how to refer participants requesting assistance to available sources of support (see section on Referrals to Support and Services).

If there are stories of violence, abuse or other distressing situations, facilitators should be aware of their own reactions, and seek support for themselves when necessary, such as debriefing sessions in which facilitators discuss how the stories impact them.

² Much of this section is adapted from *Researching Violence Against Women, A Practical Guide for Researchers and Activists*, published in 2005 by WHO and PATH.

Team leaders and facilitators should find ways to make sure that these ethical principles are upheld throughout the exercises. This can be done through thorough training of the PLA field workers (including facilitators, note-takers, and observers); use of informed consent; ensuring privacy and confidentiality; providing referrals to care and support to those who request or need it; and setting ground rules. Each of these is described below.

Informed Consent

It is important that participants give their informed consent before starting the PLA exercises. This helps to make sure that participants understand the purpose of the PLA exercises, that participants understand that their participation is voluntary, and that participants clearly understand the risks of participating. Informed consent should be done verbally and in written format, if possible. A sample verbal informed consent is listed below.

Sample verbal informed consent for PLA exercises in the community:

“As part of CARE International, we are carrying out a project to [your project’s goals here, for example, to support young people to develop healthy lifestyles and to increase participation in community life]. We are carrying out a series of activities and group discussion in order to better understand the issues in your community. You’ve been chosen to participate because [list the way that they were chosen here].

As part of these activities, we will be asking you to reflect on positive and challenging aspects of your community today, including [describe overall goals of the PLA activity]. We hope that this will help you think through issues faced by people in your community, so that you can do something about these issues. We are here to help facilitate the discussion. All of the information you share in the exercises will be kept confidential. That means we will not repeat what you say to anyone else, or say that you said any particular thing to anyone.

There may be some issues that come up for discussion that will be interesting to talk about, and some that may be more difficult. You have the choice at all times of participating in the discussion or not, and to stop or leave at any time. Also, if at any time you feel uncomfortable with the subject matter, you can choose not to answer any question or not to participate in a particular activity. Your participation is completely voluntary.

We ask that everyone who participates in these activities respect each others’ opinions, and shares information about themselves, not about others.

Do you have any questions? Do you agree to continue right now?”

Privacy and Confidentiality

In the group activities, personal information and stories will be shared by people who may not know each other well. We ask participants to keep information and stories in confidence, or “in secret.” Technically speaking, confidentiality means we do not share any information or stories with others. That means asking each participant to not repeat any of the stories to anyone else. But we also learn from hearing stories, and it’s tempting to want to share important new things that we are learning with others.

PLA facilitators should find a way to do the exercises in the community so that participants feel comfortable to discuss sensitive topics. This means finding a confidential space where non-PLA participants cannot hear.

When establishing ground rules at the beginning of the PLA exercises, many groups decide that members may talk about what they heard or learned in the group, as long as no identifying information is shared; this means nothing about name, workplace, family members, address, etc. is shared. It is very important that each group member respects general agreements about confidentiality and anonymity. Protecting privacy and confidentiality is an important ethical principle. An environment of trust and safety allows group members to share more deeply with others. People must feel that information will be kept confidential before they can safely share their stories and ideas. By creating and maintaining trust with each other, group participants can share and support more deeply, and enhance the quality of the experience.

Two exceptions to be aware of:

The following two exceptions require that confidential information be reported:

1. If it is suspected that a child is or may be in need of protection.
2. If someone declares a plan to harm herself or himself or another adult.

The team leader should make sure that all team members understand these exceptions.

Referrals to Support and Services

It is also important to be aware that some participants – particularly women – may have been affected by sexual or domestic violence. It is possible that material discussed may cause a participant to relive painful and frightening events. Facilitators should be ready to refer participants requesting assistance to available sources of support, meaning to counselors or therapists, medical or legal help, or to shelters or protective services, where necessary. All PLA team members need to know what services exist locally, and how to tell people how to find and get that support. Where few resources exist, it may be necessary for the team to create short-term support mechanisms.

Ground Rules for PLA Exercises

Before the PLA exercise, facilitators should go over the ground rules for participation during PLA exercises. The nature of the discussions can be sensitive, and the group dynamics are important for a safe and confidential learning environment. PLA facilitators should think about what is needed in order for people to feel able to talk in this setting about sensitive topics like sex, pleasure and personal experiences of violence. For ethical reasons, PLA facilitators should avoid making assumptions about people, and ensure that no one feels pressured to disclose information if they do not wish to.

When introducing ground rules to PLA participants, the facilitator should plan to go over such issues as maintaining confidentiality, respecting and listening to others in the group, speaking in “I” statements, and allowing everyone to participate.

Sometimes it helps to list the principles or rules of the exercises, and these might include such things as:

- **Everyone’s input is equally valued.**
- **Lively participation by all participants is encouraged.**
- **Confidentiality is respected;** “who said what” will not go beyond the individuals present.
- **Listen** to people when they speak, without interrupting or telling jokes.
- **Everyone has a piece of the truth;** keep an open mind and heart, and be ready to learn from other participants.



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Documentation, Analysis and Dissemination

The PLA exercises emphasize self-reflection and critical analysis. People who participate – including staff, partners, participants from the community – say they benefit from this learning. In order to bring the results of this learning to the broader community, and to ensure that the exercises are used for better intervention designs and monitoring, it is important to carefully document and disseminate the results of the analysis.

The roles and responsibilities of the team members, and explanation of how to document and disseminate the findings, are discussed below.

Team Roles and Responsibilities

When conducting PLA in the field, it is best to have a team of at least four people: team leader/planner; facilitator; documenter; and observer. All team members are responsible for listening carefully, thinking about what is said, and bringing their own observations and reflections to analysis process.

Team Leader: responsible for planning and assigning activities to each team member; liaising with community leaders; ensuring that supplies are available and accessible; ensuring that the location of the activities are decided on in advance; translating and maintaining documentation for each day's activities; and reviewing the scheduling and reporting of all of the activities.

Facilitator: responsible for leading group discussions, suggesting methods for collecting community information, managing group dynamics, introducing the team to the community, and explaining the purpose of the activities.

Documenter: responsible for recording all of the discussions (verbatim, whenever possible), including the questions posed by the facilitator and taking note of group dynamics and participant to reactions the activities.

Observer: responsible for observing the process of the activities and reporting any important non-verbal communication from the participants. The observer can also assist the facilitator during the group discussions.

Recording, Documenting, and Debriefing

Before the PLA exercise, the observer should:

- Complete a list of the socio-demographic information of each participant (names are not necessary).

During the PLA exercises, the documenter(s) should:

- Take notes on responses by participants, including general description of emotions, verbal responses, body language, group dynamics and exact quotes when possible.
- Keep track of visual outputs, including notes on the meaning of symbols used in visual outputs. If possible, keep the visuals for your records. If the participants would like to keep the visuals, make a sketch of what they created, or else take a photograph.

After the PLA activities, all of the field team members should:

- Fill in socio-demographic information on the participant forms and make sure that the information is complete;
- Provide the documenter with any additional information about the exercises and/or the group participants;
- Note all of their ideas, and impressions of the exercises;
- Note any important details that they feel should be discussed during the debriefing session; and
- Participate in a group debriefing session, in which team members come together to review, analyze and document the day's work. The following guiding questions can be used to guide the discussion:
 - Have we completed all the activities planned for the day?
 - What were the major successes?
 - What were the major problems?
 - What key issues are coming out of the activities?
 - What patterns or connections do we see?
 - What differences do we see? (Arrange findings from each of the activities by category)
 - What was surprising or confusing?
 - What conclusions can we draw at this time?
 - What questions do we have now? What information do we need? What needs to be clarified?
 - What should we keep on doing? What should we stop doing? What should we start doing?
 - What activities are next on the agenda?
 - How can we use our methods to get answers and more details on what we've discussed? Do we have sufficient tools to get this information?
 - Who is responsible for each tool? Are they prepared? Do they need help?

After the debrief, the team members should write up the main points of the discussion around these questions in a report format, listing major themes and including exact quotes to show as examples.

After completing all the PLA activities, it is often useful and appropriate to inform community leaders of what took place and the major themes that emerged.



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Resources

Absalom et. al. (1995). Sharing our concerns and looking to the future. *PLA Notes*, 22, pp. 5-10.

Chambers, R. (1997). *Whose Reality Counts? Putting the first last*. London: Intermediate Technology Publications.

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Ellsberg, M., Heise, L., Peña, R., Agurto, S., & Winkvist, A.. (2001) Researching domestic violence against women: Methodological and ethical considerations. *Studies in Family Planning*, 32(1): pp. 1-16.

Shah, M., Kambou, S.D., & Monahan, B. (1999). *Embracing Participation in Development: Wisdom from the Field*. Atlanta: CARE.

World Health Organization (1999). *Putting Women's Safety First: Ethical and Safety Recommendations for Research on Domestic Violence Against Women*. Geneva: Global Programme on Evidence for Health Policy, World Health Organization. Report No.: WHO/EIP/GPE/99.2.

Sample 2-day PLA Training Agenda

DAY 1

Time	Activity	Outcome	Format	Materials
9:00 – 10:00	<p>Welcome</p> <p>Introductions of everyone: Participants introduce themselves (name, where they work, what they do, why they are working on this project, etc), and answer one of the following questions:</p> <ul style="list-style-type: none"> ■ What is one of your most memorable moments or experiences? ■ Whom do you admire most in your life? Why? 	Introductions	Large group	Flip chart paper with two introduction questions listed
10:00 – 10:15	<p>Establish Ground Rules for 2-day training</p> <p>Group discussion on ground rules</p>	Agreed behavior during the 2-day meeting	Large group	Flip chart, markers, tape
10:15 – 10:30	<p>Training Agenda and Meeting Objectives</p> <p>Review schedule for 2 days</p> <p>Review Training Objectives:</p> <ul style="list-style-type: none"> ■ To review the PLA methodology and understand how the PLA exercises fit into the overall project ■ To review roles and responsibilities of each participant ■ To understand research ethics and referral for services ■ To review and revise PLA field guide ■ To provide opportunities to practice PLA methodologies and enhance skills 	<p>Agenda reviewed and modified as relevant</p> <p>Clear understanding of the purpose/activities of 2-day meeting</p>	Large group	PowerPoint and/or flipchart
10:30 – 11:00	<p>Overview of Project Goals and Role of PLA in Project</p> <ul style="list-style-type: none"> ■ Overall Project Design ■ Role of PLA in Project ■ Ethical Considerations/Informed Consent/Referral List 	Clear understanding of purpose of PLA exercises, how data will be used, iterative cycles of PLA	Large group	PowerPoint and/or flipchart
11:00 – 11:15	Break and Energizer	People feel relaxed and connected	Large group	
11:15 – 12:30	<p>Gender and Sexuality, Reproductive and Sexual Health, HIV & Violence</p> <ul style="list-style-type: none"> ■ Participants' views on key concepts and theory ■ Participants' thoughts on potential applications ■ Participants' perspectives on 'gaps' in knowledge and learning 	People clarify own ideas about links and roles of gender and sexuality to project goals and outcomes.	Nominal group technique, small groups/ report back in plenary	Flip chart paper, pens, tape
12:30 – 1:30	Lunch			

Time	Activity	Outcome	Format	Materials
1:30 – 2:00	Principles of PLA (provide reading packet) <ul style="list-style-type: none"> ■ History ■ Principles and concepts ■ The PLA approach ■ Use of PLA in research and projects (examples) 	People understand principles, methods and ethics of PLA	Large group	PowerPoint
2:00 – 2:30	Review PLA timeline and activities <ul style="list-style-type: none"> ■ Phase I data collection, analysis, dissemination meeting #1, ■ Phase II data collection, analysis, dissemination meeting #2 	People understand how this particular use of PLA will be used in the project and when PLA will be used again.	Large group	PowerPoint
2:30 – 3:00	Roles and Responsibilities <ul style="list-style-type: none"> ■ Primary facilitator ■ Secondary facilitator ■ Note-taker ■ Observer ■ Translator 	People understand their own roles and responsibilities in the PLA process.	Large group	Matrix of roles and responsibilities PowerPoint
3:00 – 4:00	Overview of Tools: Purpose, Application, Tips <ul style="list-style-type: none"> ■ [List of all PLA exercises to be utilized in this series] 	Relevant PLA tools briefly described, with their research purpose highlighted Challenges of each tool presented so that participants can avoid pitfalls	Large group	Flip Chart and <i>Embracing Participation in Development</i>
4:00 – 4:15	Break and Energizer	People feel relaxed and connected	Large group	
4:15 – 6:00	Continued Overview of Tools <ul style="list-style-type: none"> ■ [other PLA exercises, as needed] 		Large group	Flip Chart and <i>Embracing Participation in Development</i>
6:00 – 7:00	Debrief and Regroup <ul style="list-style-type: none"> ■ Review the day's events ■ Review participants' suggestions/comments/concerns ■ Modify Day 2 Agenda 	So everyone is on board!	Plus Delta Exercise	Flip chart paper, pens

DAY 2

Time	Activity	Outcome	Format	Materials
9:00 – 10:30	<p>Review Day 1 Activities and Outputs Introduce Schedule for Day 2</p> <p>Skills and Practice for Introducing and Facilitating PLA</p> <ul style="list-style-type: none">■ Tips for effective group facilitation■ Practice introducing the PLA exercises to the participants, including purpose of the exercise, what will happen with the information that is shared, and how confidentiality will be ensured■ Practice giving referrals to services such as counseling or medical or legal services that may be needed	Participants feel confident and ready to undertake PLA with community members, including how to introduce the PLA, explain its purpose, gain informed consent, ensure confidentiality and ethical considerations.	Plenary, small group simulation of introducing the PLA and getting informed consent	<i>Embracing Participation in Development</i> , PLA Field Guide for each participant. Consider having extra copies of <i>Researching Violence Against Women</i> as a resource for ethical consideration guidelines.
10:30 – 12:30	Practice PLA exercises in real time, with facilitation, observation, note taking, debriefing	Participants feel confident and ready to undertake PLA with community members.	Small group simulation of each exercise	As needed for PLA exercises
12:30 – 1:30	Lunch			
1:30 – 5:00	Continue to practice PLA exercises in real time, with facilitation, observation, note taking, debriefing	Participants feel confident and ready to undertake PLA with community members, ensuring confidentiality and ethical considerations.	Small group simulation of each exercise	As needed for PLA exercises
5:00 – 6:00	<p>Review Field Logistics</p> <ul style="list-style-type: none">■ Housekeeping■ Supplies■ Data Management			