



**MANCOMUNITAT
DE LA RIBERA ALTA**



PV Methodology

PAVITT Kick-off meeting

Alzira, 11 – 12 April 2013

Mancomunitat Ribera Alta



This project is co-funded by the European Union



PV METHODOLOGY: Informal participative learning method

Participatory learning tries to single out an approach aiming to involve groups or even communities in specific learning programme (Barab e al.. 2001).

By using *informal instruments* and tools it's possible to create an informal learning environment suitable for **involving** different categories of adults, increasing the dynamics of the individual and **team motivation** and giving those basic skills, both relational and operational, that can strengthen the subjects' **capabilities** to entertain interpersonal relationships as well as help them to adapt to the social and working context.

Participatory Video as the PAVITT learning method

During these last years the **didactic methodologies** with the support of the video have been diffused in several European countries but, even if 40 years of technology allows the video-didactic to be affordable for all, for sure **it has not reached the status of standardized discipline/method.**

Despite this, video is clearly demonstrated to be a **novel and expanding technology** for positive behavioural strategies in teaching and learning. Because it is **acceptable and widely used** by adults and children for leisure, educational, and business activities, it has considerable **potential** as an effective, socially acceptable form of support.



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PV is a form of **participatory media** in which a group or community creates their own video.

The idea behind this is that making a video could be **easy and accessible**, and is a great way of bringing people together to explore issues, voice concerns or simply to be creative and tell stories.

This process can be very empowering, enabling a group or community to take their own actions to **solve their own problems**, and also to communicate their needs and fears.

It aims at **strengthening the subject's personality in interpersonal relations** and at helping to adapt or re-adapt to a social/economical context, discovering **new intellectual opportunities and new abilities to increase self-esteem**.



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The first experiments in PV were the work of **Don Snowden**, a *Canadian Director of the Extension Department at the University of Newfoundland*, who pioneered the idea of **using media to enable a people-centered community development approach**.

He applied his ideas in a small **fishing community**.

By watching each other's films, the different villagers came to realise that they shared many of the same problems and that by **working together** they could solve some of them.



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The films were also shown to politicians and the government policies were changed in favour of the Fogo community.

PV carried out in this way becomes a **powerful mean of documenting local people's experiences, needs and hopes from their own perspectives.**

It initiates a process of analysis and change that celebrates knowledge and practice, whilst stimulating creativity both within and beyond the community.

PV gives a voice and a face to those who are normally not heard or seen.



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Nowadays there is **no uniform movement** to practise PV that has been used and applied in many different situations

there is **no fixed way** in which it has to be done, other than that it involves the authorship of the group itself and that it's carried out in a truly **participative and democratic way**.

→ This quality of flexibility enables PV to be applied to many different situations.



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The method focuses on the concepts of:

spontaneity/creativity,
the theory of roles,
the value of relationships and
the group-behaviour.

The spontaneity of the interventions, the symmetry and the relaxed spontaneity in answering which characterises the PV method reduce the feeling of anxiety and the difficulty of expression.



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The PV (that has in itself many other languages such as irony, narrative, body and music) can favour

- **the engagement** (video is an attractive tool, which gives immediate results),
- **the empowerment** (a rigorous but fun process giving participants control over a project),
- **the amplification** (participants share their voices with other groups or communities, including decision-makers, donors and general public),
- **the catalysing** (participants become a community, which takes further action),
- **the accessibility** (living stories are captured by communities themselves; projects can be documented and evaluated)

Therefore, the methodology proposed leads to the acquisition, the re-discovery and the consolidation of **relational and communication competences** indispensable for **interpersonal relations** which help people to adapt or re-adapt to both a social and work context:

- **Self-development** and self-realisation – development of personality (cognition, emotion, behaviour)
- Acquisition of **operational and technical competences** – use of the camera, video editing...
- Promotion of **integration** – support of instatement/re-instatement in society and **in the labour market**.
- **Personal development, social integration**, active citizenship



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The **beneficiaries** will be the **authors** of the story they will tell and, at the same time, they will be **subject** of the work about them

They will be actors and directors of the film and finally an **audience** to themselves (reflecting and *monitoring ourselves* in relation with the world, with others, with objects, with ourselves).

PV method invites the expression of novel or original ideas, it's an instrument of group dynamics that tends to validate individuality.



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Thank you!

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