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Social Learning in Rural Development Projects (Garganta de los Montes and Canencia de la Sierra)
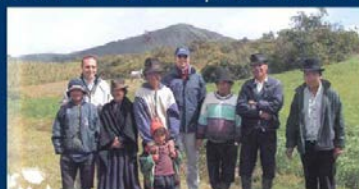
Working with People: Planning Experiences in Latin America and Europe

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"Working with people"
Un método de éxito para el desarrollo

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CASE STUDY

Chapter 7. Social Learning in Rural Development Projects (Garganta de los Montes and Canencia de la Sierra)

The following application case-study as a result of a planning practice on Social Learning has been extracted from the experience of the teamwork of the Department of Projects and Rural Planning of the Polytechnic University of Madrid.

7.1. Introduction

The following case-study shows a rural development research project in the Municipalities of Garganta de los Montes and Canencia de la Sierra (Madrid). It was developed by the Department of Projects and Rural Planning of the Polytechnic University of Madrid in collaboration with several technical departments belonged to the Administration of the Community of Madrid during the nineties and was begun in 1987.

The experience communication is summarized in the following scheme that puts into practice the experience gain by this Department in order to promote the dynamization of new rural development initiatives given in the Community of Madrid in the European Union.

Image 7.1: Relationship Between University and Regional Administration in Rural Development Planning scope in the Community of Madrid.
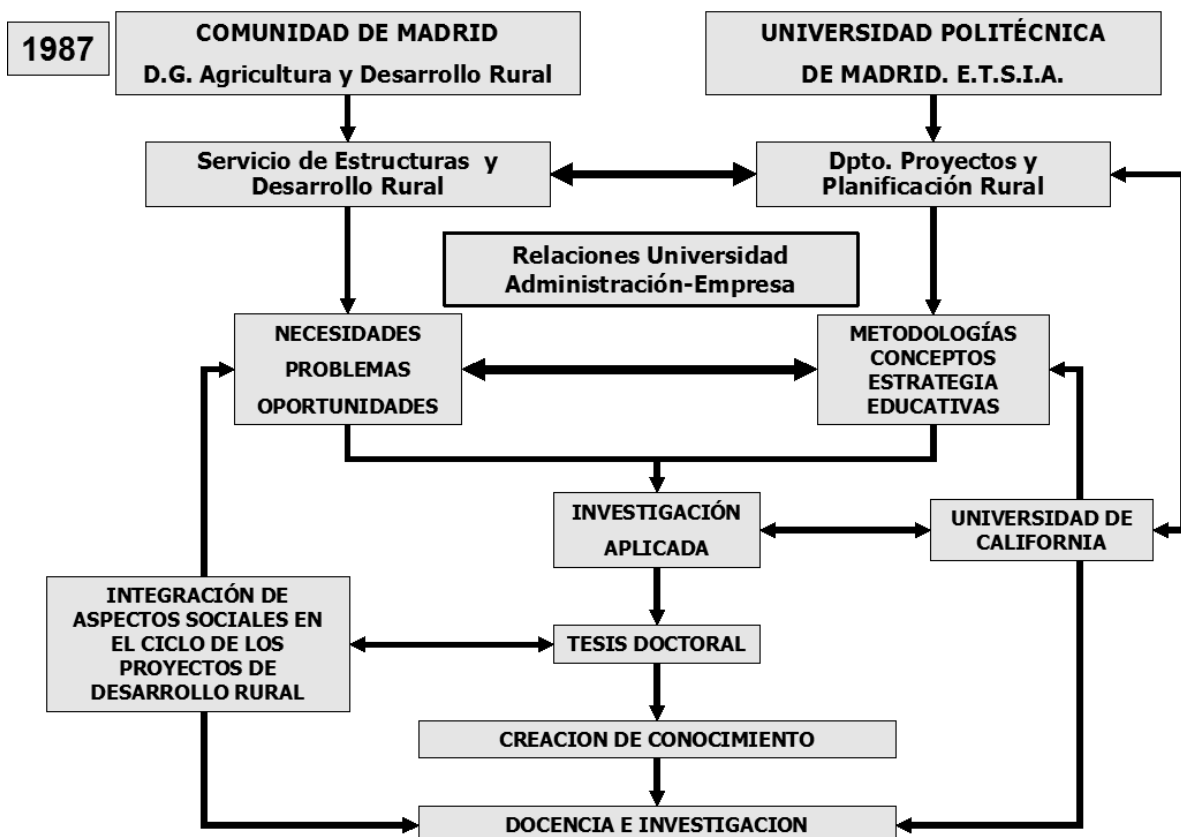
Source: Own elaboration.

Regional Government's idea was to choose a small group of Municipalities in the Community of Madrid, where a certain entrepreneur spirit was detected. The objective was to develop a demonstrative experience that may use in other similar processes.

Therefore, in 1991 a multidisciplinary team was created and coordinated by Professor Cazorla. This teamwork was made by researchers of this Department, of the Universidad de Alcalá de Henares and two Regional Government's Departments. This team had technical assistance from the Urban Planning and Sociology Departments of the University of California (UCLA, UCSD).

Image 7.2: Study-Case Zone Location

7.2. Case Study Context

The research project applied to the following case is included within rural development policy and was begun in the European Union because of the Modification of 1198 Structural Funds through the Regulations N° 2052/88. Subsequently, several community initiatives were developed because of this policy. Among these initiatives, the Initiative LEADER I for rural development (1991-1994) [1] stands out. The existence of these Structural Funds is joined to the founding spirit of the European Union and seeks, among other things, the well-balanced region development and the reduction of inequalities existed among them.

Therefore, the planning development process coincides with the origins of the first LEADER generation (1991-93) and constituted the opportunity to undertake a testing at high-scale. One of big demonstrative innovations was the aid to communities in global integration subsidies and they would be able to be managed through the participation processes by actors belonged to these zones locally. For that reason, the so-called **local action groups** – participation organizations - were defined for the first time. They were responsible for putting into practice innovative solutions orientated to promote rural development projects. According to LEADER I, these groups were defined as a group of public and private speakers that establish as a team innovative strategies and measures for rural territory development at local dimension, i.e. fewer than 100.000 inhabitantes (EU's Commission, 1988). During the social learning process, the starting-up of this new assistance management structure was also made.

Thus, the case is within the framework of the European context on rural development policy change and it can be summarized through a series of characteristics:

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[1] This Initiative is on the Regulations (CEE) N° 4253/88 that determines the demonstrative initiative LEADER for rural development, *Relationship among Rural Economy Development Activities*, for three-year implementation period (1991/1994).

- **Multisectorial**: It is not solely about a development based on primary sector, with is the majority in rural zones, but it attempts the joint development of all economic sectors that could be in rural zones.
- **Internal**: The main tool for region development is its potencialities and internal values. The rural development goes for the strengthening of them as a way to mobilize new resources, instead of the compulsory introduction of external resources.
- **Territorial**: The physical space, where the activities are important because they are focused on local values and internal potencialities of a certain territory.
- **Multidisciplinary**: If a multisectorial development is expected to be in force, multidisciplinary strength is put into practice. The integration of several disciplines guarantees the mobilization of more diverse resources in the territory.
- **Environment conservation**: If it is about a development based on territory and internal values, the environmental conservation constitutes the main rural development element, so that the environment constitutes one of more important resources in rural zones.

In these moments, a series of general objectives for European rural development was established:

- To promote an economic activity constantly occured in rural areas.
- To diversify economy in rural areas.
- To protect rural population by promoting and developing social network through the rural population support and growth as well as new activities promotion.
- Economic and social cohesion as summary of previous objectives.
- Environmental protection. No rural development initiative entails an environmental damage.

The characteristics that were defined to the initiative LEADER by totally adjusting to the concepts of this new rural development policy in the European Union and within its global objectives:

- Multisectorial approach.
- Multi-annual Planning.
- Local or regional scale.
- Local population's participation.
- Innovation: It tried to find and apply innovative solutions related to endogenous zone characteristics both technical-productive aspects and environmental and cultural ones.
- Demostration effect: actions are supported and made for a good example in its zone and with multiplier effect.
- Capacity to transfer and interchange of knowledge and experiences through the creation of European and National Rural Development Networks, whose active participation is compulsory for all LEADER beneficiaries.
- Liquidity on fund availability: the LEADER is managed as a global subsidy, in where the Administration makes community Funds through payments in advance to Local Action Groups.

Given this new rural development concept that was innovative before the project's starting-up, the necessity to develop pilot experiences was considered. The objective

was to reveal the best way for starting-up new processes adequate to the particularities of Madrid's rural zone. Also, the more adequate planning model was considered in order to put into practice. The answer was given by several *development experiences* in LEADER scope with the same planning approach as social learning (Cazorla, 1996).

It was later demonstrated that social learning is the traditional planning method that offers more possibilities in rural development project scope without eliminating other planning alternatives (De los Ríos, 2002). The social learning begins and ends with action. It is a complex process depending on actors' time and experience *that implies besides the action itself, strategy and political tactic, reality analysis and values that inspire and manage to the actions and projects* (Friedmann, 1993, 2002).

7.3. General Characteristics

This case-study is mainly characterized because it seeks the integration of social aspects around it, internationally known as project cycle. It happened because since the first moment, it was sure that rural development should contemplate endogenous territory values and they should have been done through the same population, who knows these values and potentialities. Therefore, it was mainly considered to develop a methodology, in which social aspects were in each of formulation stages in project cycle.

This social integration is a complex process that can define as the efforts to develop in several ways, scientific research methods, in which the persons, who will be expected to obtain research benefits, play an important role in this project (Hall, 1975). Therefore, it is a process, in which an awareness community (by itself or external agents), is organized to integrate in a voluntary way its efforts with a certain and preestablished purpose for its own development.

Related to development project, the success lies, in which the project population is well-structured, keeps the dialogue, has relationships, participates, collaborates and develops activities in a harmonious way in order to reach some common objectives (Trueba, 1988). Some authors refer to Social Project as one that it is understood in function of the addresse of the same project (Muñiz, 1989).

The approximation manner is based on learning process by giving a new dimension to social planning aspects. This learning is definitely a recycled process of the own scheduler based on beneficiaries (Uphoff, 1995). A social integration process in development projects must have a series of the following characteristics: be informative, educational, operational and participative. It implies the intervention of more conscious, active and autonomous population in this process (Espinoza, 1983).
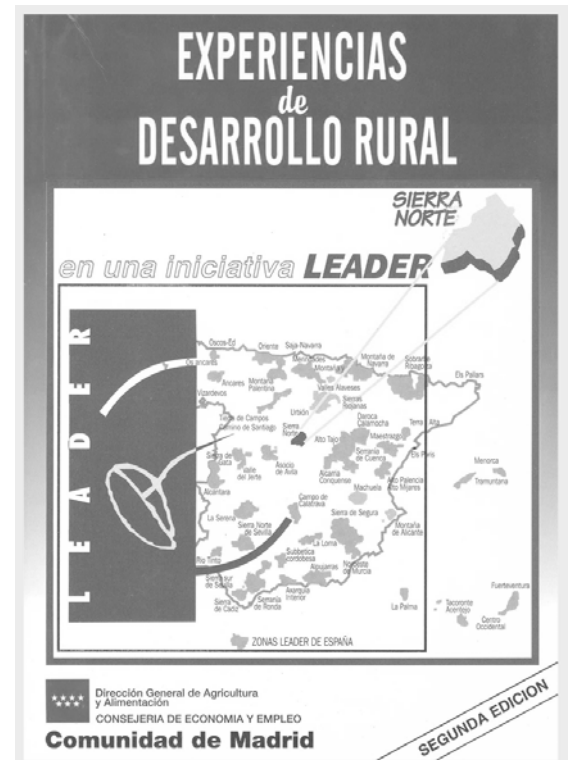
Therefore, social integration can be understood as a scientific intervention process in the reality, where the learning of the same scheduler was produced based on contributions made by the own planning beneficiaries. As scientific independent process, social integration has some characteristic factors:

- **Methodological factors**: Social approximation methodologies match in their majority according to the objectives, but they do not correspond with the methodologies that show as well as the authors.
- **Political factors**: "Political and governmental process is the way for the rural development" (Lassey, 1977). Social integration is a tool to promote a development that in the majority of cases comes from a political decision. Also, in development initiatives they depend on political decisions to obtain necessary financing.
- **Structural factors**: Size and formation of rural areas constitute a determinant factor at the time to develop social integration processes due to it determines the methodological approach that must be adjusted to region conditions to be developed.
- **Sociocultural factors**: As same as structural factors, sociocultural ones are other aspect of methodological approaches for social project integration due to the participation population level and its spontaneity or withdrawal will be reflected in the final process outcome.
- **Territorial factors**: A social integration process can not be understood separated away from a territory location due to the territory is the support, where all human activities occur.
- **Population factors**: The population - understood as real group expression, with a location and a series of activities - constitutes the synthesis of all previous factors and it is the main element of social project integration. As far as an appropriate integration is made, the resultant project would reflect the beneficiary population of the same (Quintana et al, 1999).

The previous factors aim at the idea stated by Ackoff that "an efficient development must be participative" (Ackoff, 1984). Also, *the participation is not a methodology that can be reached through teamwork and resources; it must be made according to the people and must be thought and carried out carefully* (Oakley, 1993). On the other hand, participation models have also inconvenient as data subjectivity case, different levels of team training or participation process slowness (Quintana et al, 1999).

A basic process in participation is the objective and goal identification. That is, the definition of what we want to obtain through the participation and identification of different social groups, who must be contacted in the process. Both for this process and for further participation process development a series of tools is shown as follows:

- Document analysis: As starting point for subsequent work.
- Observation: Empirical comparison on document analysis outcomes.
- Interview to key speakers: The problem is its identification. Its knowledge about the community and environment and its leadership capacity must be appreciate.
- Team meetings and discussions: So, a mutual enrichment by team members is developed.
- Questionnaires: In this case, it is basic both questionnaire structure as statistical sample and outcome analysis.

- Seminar celebration: information transference can facilitate higher information flow as an answer.
- Interviews: They can be considered in several ways according to the pursued objective.

7.4. Involved Actors

In the project, actors related to social learning process can be distinguished as follows:

- **Promoters**: In a first moment, the regional administration can only be considered as promoter because this administration makes the decision to undertake development project of these two municipalities, but once the learning process is made promoters of several initiatives that result on development strategy are the Municipality's inhabitants. In this case, neither administration nor technical team assume decision responsibilities, but they only advice local promoters technically, each of the promoters from their discipline.
- **Technical team**: It is about multidisciplinary team made by researchers of several universities and support personnel. The planning team managed by Professor Cazorla was constituted by two Departments of the Universidad Politécnica, Geography Department of the Universidad de Alcalá, technicians of two Service Offices of Autonomous Administration of Madrid and Chief in Service of Madrid Board of Mountain Areas of Regional Government (PAMAM). During this time, also two professors belonged to the prestigious University of California as consultants supported this project.
- **Target group**: They are local population of each of affected municipalities. This population constitutes the main initiative objective as well as learning process.
- **Elite groups**: They are members of target groups, who can contribute to give more information through their special knowledge of the situations. They are groups connected in pre-feasibility and feasibility stages.
- **Beneficiaries**: Population of two municipalities and they have done well out of the undertaken development initiatives direct or indirectly.

7.5. Developed Processes

One of main processes was social integration and participation within project cycle. For that reason, a planning methodology as social learning was followed. The experiences achieved each other in project phases were integrated as knowledge previous to the next cycle stages. Next, developed processes are being described following several project formulation cycle phases:

7.5.1. Idea Concept Phase

In this phase, both initiative promoters - in this case, it was the Regional Agriculture and Cooperation Ministry of the Community of Madrid - and the technical teams responsible for the formulation were involved in. In this phase, a series of previous reports about the zone was achieved. Also, a wide range of graphical and statistical documents as well as observation visits in case-study zone were made. This first phase

was made with a scientific approach of classic cut by using in a great extent Department's work. This phase ended with the systemization of a list of activities in the territory, activities a priori and activities - since the point of technical view - that were considered with high potential on the basis of territory characteristics. In this phase, participation process with the population was not made.

In the following image, a general scheme is shown related to project cycle with methodological factors (FAO, 1986; Mills, 1980; Mc Granahan et al, 1985; Trueba, 1995), political (Lassey, 1977), structural (Cloke, 1989), territorial (Kublinski, 1977; EU Commission, 1999) and demographic (Muñiz, 1989) that appeared during social participation process (Quintana, et al., 1999).

Image 7.3: Project cycle Relationship with Social Participation Methodology
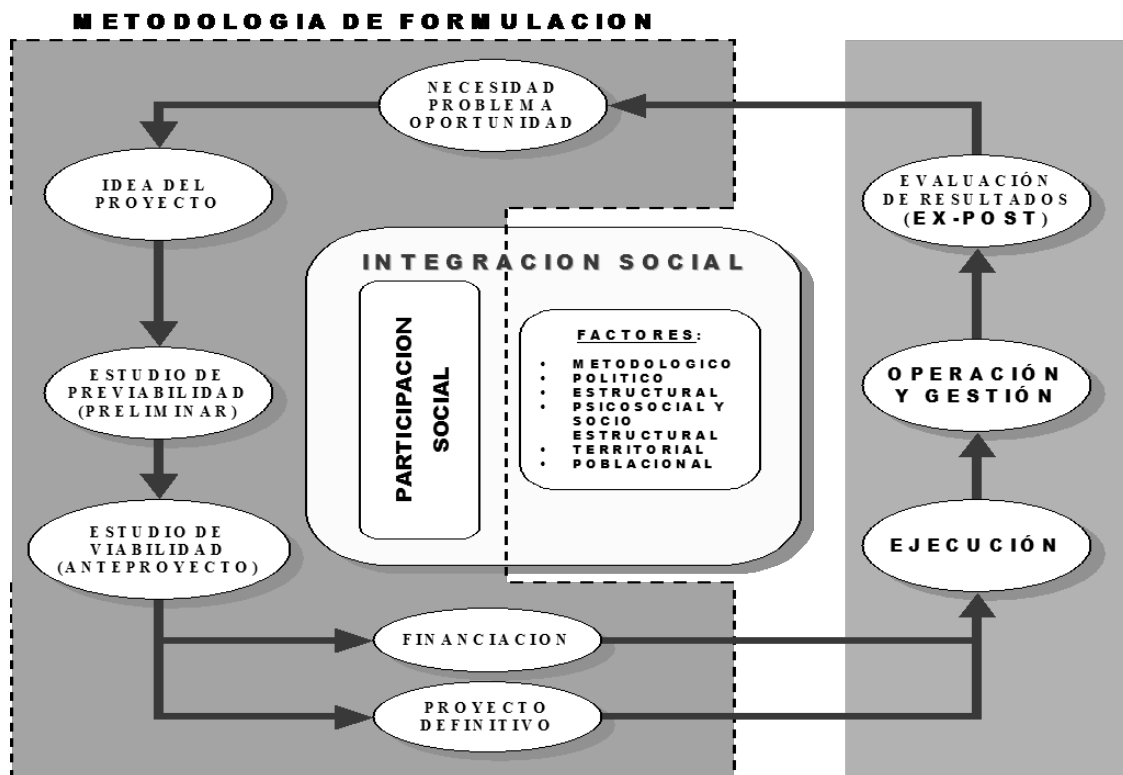
Source: Quintana et al., 1999

7.5.2. Pre-feasibility Phase

In this phase, a group of local government representatives was involved besides promoter and technical team, stated before. With this phase two objectives were expected: on one hand: to make a general work approach in presence of local population representatives and on the other hand: to determine population structure that would participate in the following stages. For that reason, two participation levels were designed, a first group chosen that would participate in feasibility phase and all affected population that would participate in project phase[2]. Finally, liaison persons

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[2] For this process, meetings with Majors of both Municipalities and its councillors were essential to obtain a list of all persons, who work in each family unit. With the aid of local knowledge and through the interchange of urban property registry, the number of elements of each family was identified and within this the number of people who worked and contributed to the incomes. In this way it could count on the direct opinion of those agents that in fact supported the economic town life.

among local enterprises and planning team were designated with the objective of facilitating the organization and start-up of participation works. During this phase, three tool types were used: group and discussion meetings, interviews and direct observation.

The conclusions obtained in this phase are not only used for the next feasibility phase, but also to incorporate them to the outcomes obtained in the previous phase in the Idea level.

7.5.3. Feasibility Phase

In this phase, the group of persons chosen in the previous phase was incorporated by trying to determine an adequate questionnaire model. This questionnaire was made as a test with chosen persons and they were subsequently questioned. In second place, qualitative information on local reality was tried to obtain. In this case, tools used were group meetings and discussions, execution of personalized questionnaires and finally the observation.

The phase execution required a detailed preparation of planning team facing to obtain a standard opinion in the execution of individual questionnaires. During this phase, displacements to study zone were numerous by increasing time and human resources used. In the picture, planning team along with some elements of local and regional governments is shown.

Image 7.4: Planning Team Along With Local Representatives.

Buitrago del Lozoya, 1992.

The questionnaires used were two types:
- A *questionnaire type A*: that was designed by thinking in those persons with active economic units or those in charge of a family unit[3].
- A *questionnaire type B*: that was designed by thinking in those social agents that for their professional, cultural situation or just for being leader within social

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[3] Questionnaire A had 7 groups of information: i, population structure; ii, emigration; iii, facilities; iv, services; v, work market; vi, production aspects; vii, endogenous development: entreprenur ability and aptitude to new trends. Alltogether, this questionnaire had 96 questions.

life of these zones, could contribute with their vision about development possibilities in municipality term and their opinion about some aspects related to economic zone activity[4].

The process completion took to the previous phase conclusion revision and to the elaboration of a matrix of activities proposed in each one of municipalities considered[5]. Also, according to the experience acquired in the interviews, the questionnaires were again elaborated with the objective to obtain definitive questionnaires to put into practice in project phase.

7.5.4. Project Phase

In this phase, besides previously participant groups, all target groups were involved in, that is, all persons affected by the project. In this phase two main objectives were pursued:

- To obtain new qualitative information about rural development to be able to check conclusions already reached in previous phase.
- To find persons with entrepreneur capacity and with possibilities to undertake new projects.

In this phase, tools used were the same as in the feasibility process, but with modifications made in the questionnaires that came from this phase. The application time increased sensibly by extending considerably the number of persons to survey[6].

The final phase conclusion was a new matriz of activities in each of the municipalities. In this case, they were priorized according to local population's preferences. Also, a matriz of persons and activities was made according to preferences shown during the surveys in order to establish the real support in each one of the activities.

7.5.5. Execution Phase

This is the longest phase of the project. During this phase, planning team labor was limit to advice and to contribute technical information about activities to be developed by persons. In this case, planning team was separated away from making-decisions in order to appear an authentic project appropriation by population. During this phase, a dependency of project promoter was also avoided - Regional Administration of Madrid

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[4] Questionnaire B had 20 questions: 12 questions about employment, income level and production activities and 8 questions about environmental aspects, resource management, information level and neighbor concerns about environmental issues and possibilities to promote respectful activities.

[5] Activities that were proposed in this phase; in Garganta de los Montes industry in general and tourism activities: campings and rural house rent; livestock in general, bars and restaurants; hostels; re-allocation, execution of industrial state, building in general, restore houses for renting, hotel industry, brickwork and rural tourism in general. In Canencia de la Sierra: industries in general, horse riding routes, clothing and sewing, estates, restaurants and bars and tourism activities in general, building in general, trekking and hostels, ecological routes and campings.

[6] After the selection process, a list 81 persons in Garganta de los Montes and 159 personas in Canencia was obtained in order to be surveyed with questionnaire type A and they matched with 100% of active units in both Municipalities. From these persons, 70% in Garganta were surveyed and 78% in Canencia corresponding to all persons initially foreseen.

– and the own beneficiaries of the initiatives developed and planned by these beneficiaries were the main making-decision actors.

Among several development projects, 62 km of tourism routes were carried out in both Municipalities Canencia and Garganta that were published in a first issue of the collection: Discover the gully "routes by Lozoya valley", whose cover is shown in the picture.

Thanks to the routes[7] and to the group of projects that were executed as a tourism development strategy, it has been achieved that the Municipalities of Canencia and Garganta enjoy a certain economic and touristic growth.
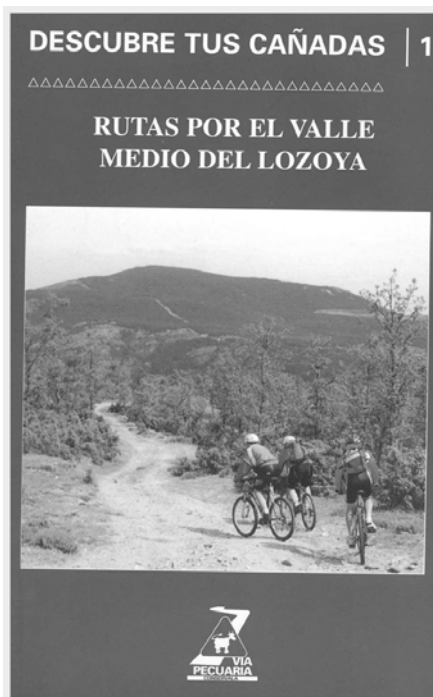

Image 8.5: Cover for the Rural Tourism Guide With Routes - Planning Object as Social Learning.

The development of tourism routes in the areas belonged to the Municipalities of Canencia and Garganta was one of the most important rural development projects that were executed as a result of community initiative Leader in 1991. The aim of this development was to provide infrastructure for tourism, one of the activities to be promoted in the zone in order to stimulate social, economic and environmental zone development.

Thanks to these new routes, the tourist can enjoy - in a comfortable and didactic way – environment and landscape attractives of Canencia, Garganta and their zones. Although, at first the aim of it was to mainly promote the equestrian tourism as main tourism activity with high potential, many outdoor activities such as trekking and biking are later being developed by attracting great attention from a large number of visitors to the zone. At the moment, people who visit the zone are also likely to enjoy existing services in villages (restoration, local product consumption in small stores, buying of handcraft products and accommodations in rural-houses).

In the next image, several routes in the Municipality of Garganta are shown as a basic tourism infrastructure support. It shows the location of Tourism Office in El Cuadrón and the hostel, two strategic projects that were promoted by Local Enterprises. Because of these projects, this zone was well-known by attracting the attention of several visitors. These projects require specialized and trained personnel resulting in the creation of new workplaces. The two pictures correspond to other project, that is, the hostel of Garganta de los Montes.

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[7] The General Agriculture Direction acted as main public organism that co-financed the route execution. Besides signposting of routes, several route layouts were made by using existing livestock routes and public routes as original route layout.

Image 7.6: Pictures From Rural Hostel in Garganta de los Montes.

Image 7.7: Route Design and Project Location, Planning Object as Social Learning in Garganta de los Montes.
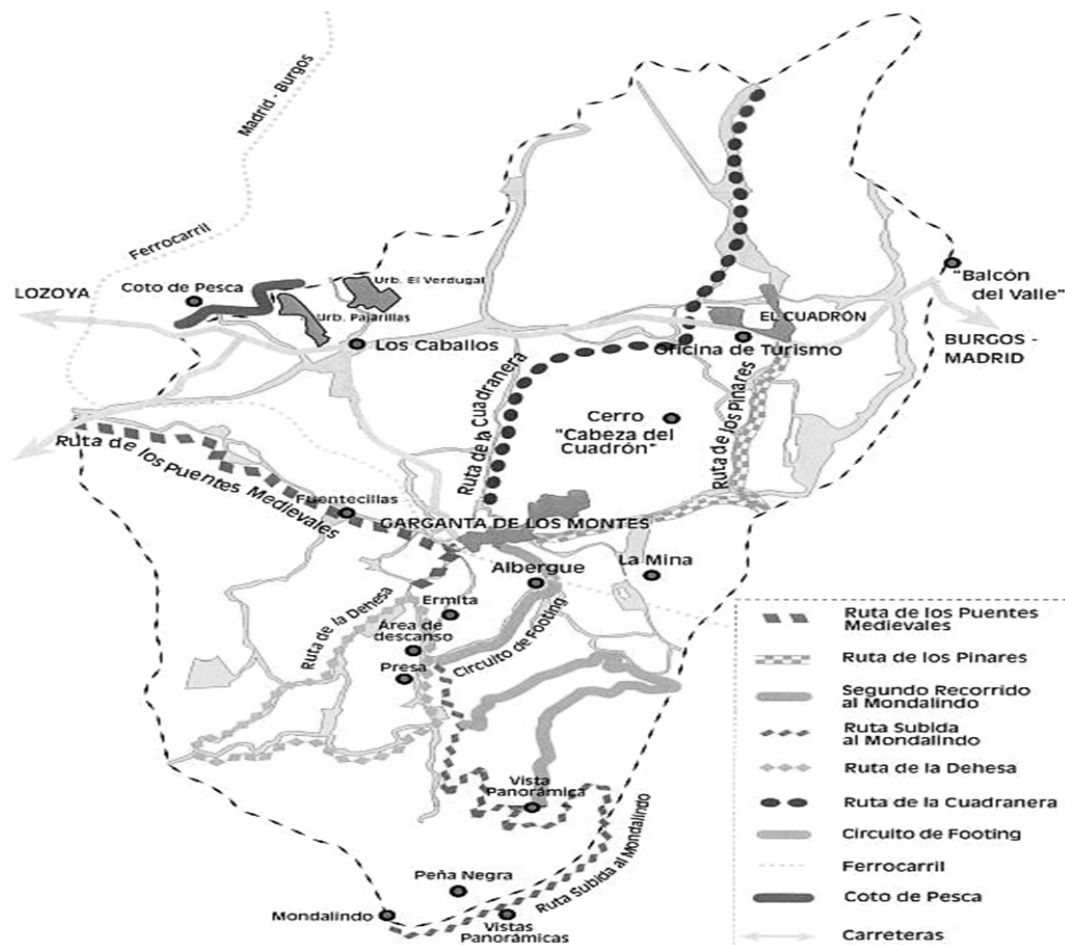
Source: Cazorla, Quintana et al., 1999

7.6. Planning Practice.

The development process put into practice in two chosen municipalities corresponds to the criteria established in the Planning Model as Social Learning. In that case, the following four basic model characteristics were established:
- Bidirectional model.
- Planning based on action.
- Affected people are involved in.

- Learning process determines policy application.

7.6.1. Bi-directional Model

The two-direction of the model is clear in the application case because there is a continuos information interchange among schedulers and several target groups affected by the development inititiative. In fact, two-direction also occurs among several affected groups at the time that the information contributed by one of the groups is incorporated to the general formulation process for project development. Also, it allows other groups to make contributions on the basis of this information.

The planning, that in this way is participative, has two-direction because it elaborates criteria for making-decision by starting from the proposals of beneficiary's agents. Also, its own criteria are shown according to the program or objectives that have in the future. Therefore, planning is from top-down approach to bottom-up.

7.6.2. Planning Based on Action

In such a way that planning process, action model showing in this case is based on action for starting-up of rural development projects. Only in the first idea formulation phase, it does not begin from an active process, but in all project cycle phases they always begin from a previous action that generates knowledge and new knowledge given in each stage allow starting-up a new action that it was not initially expected in reference terms of public promoter. *The two-directions that take planning through two learning processes that develop simultaneously are caused because they are related to the action. In this way, knowledge is validated in practice and is the internal element of the action"* (De los Ríos 2002).

Image 7.8: Pictures of Case-Study Zone (Garganta de los Montes)

.Garganta de los Montes, 1992. Presa de Garganta de los Montes, 1992

7.6.3. Affected People are Involved in

In this case, the inclusion of affected people to project cycle formulation process constitutes the core of development initiative. In this way, planning team carefully followed the assortment of Michael M. Chernea when he declared that: *"It is*

dterminant to make sure beneficiaries really participate in selection process – among several local investment possibilities – instead a majority of those who have priority, use better resources and answer to several local needs" (Chernea, 1987).

Moreover, in generated development process, the affected people did not only participate in the strategy alternative decision, but this people took an active part in the generation process of the same strategies. By analyzing this case years later during a seminar about "New trends in Planning and Engineering", Professor Friedmann, who participated as consultant in the first phases, said that during development process "*population affected by projects participated actively in planning process, so that the experienced knowledge had validity by giving a mutual learning among the planning experts and affected people*" (Cazorla and Friedmann, 1995).

7.6.4. It determines Policy Application

Finally, the fact that development initiatives depend mainly on learning process outcomes is also belonged with planning model as social learning. In this case, promoter – Regional Government of the Community of Madrid – does not become established any determining factor for starting-up the development actions[8], but it previously supports any initiative that can result from the population during participation process. Therefore, in this case **learning process also determined rural development policy application** from the Regional Government in these Municipalities.

7.6.5. Graphic Image of the Case Model

This analogy between established model and considered application case can be graphically established through the image III-25, in which several elements involved in planning process are shown.

Image 7.9: Methodological Scheme of Rural Development Planning as Social Learning Model.


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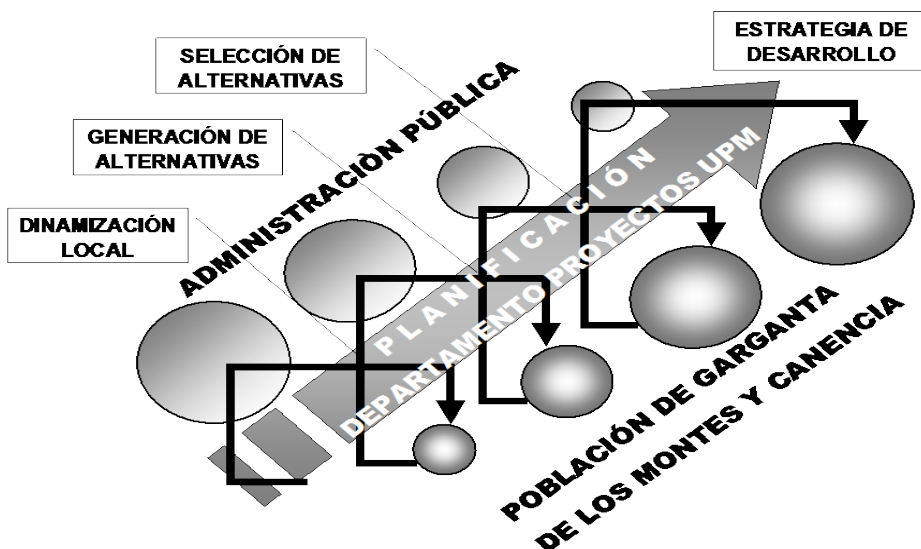
[8] Even own reference terms of planning Works were elaborated by interdisciplinar planning team jointly and discussed with Regional Government.

In image 7.10, it is observed that public administration scope remains in a second place by becoming more important the active participation by the affected population. This does not make difficult that the public scope of local and regional governments becomes important in the initial process dynamization, but in the next phases its participation is overcome by the prominence that assume other scopes before mentioned.

Image 7.10: Planning Domain for Rural Development in the Municipalities of Garganta de los Montes and Canencia as Social Learning Model.
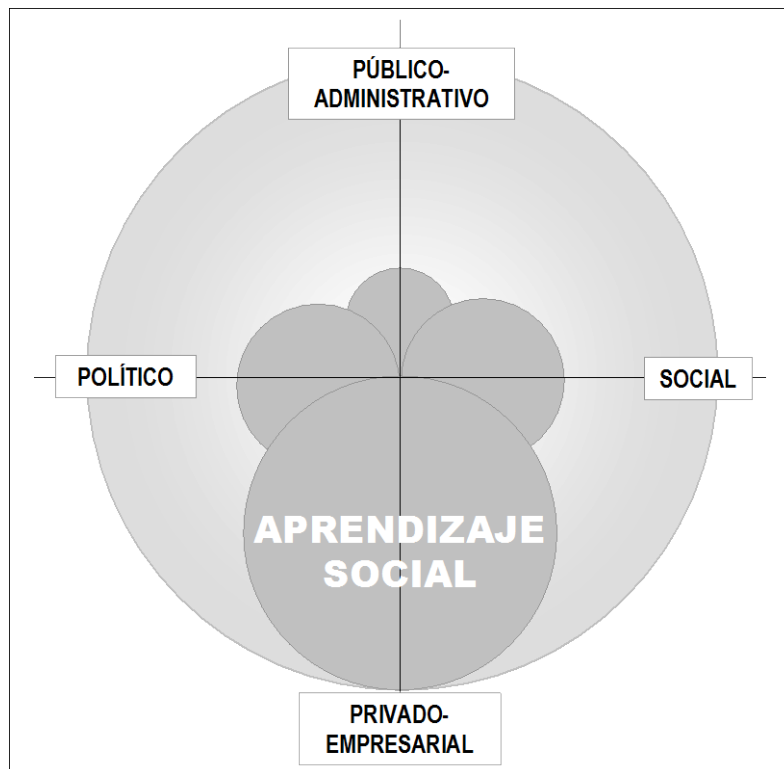
In the same way, political scope acquires a much moderated importance due to the participation of poltical organizations takes place as the rest of social agents, that is, within equality environment with other actors and not as an interest organization that establishes its decisions according to the criteria taken in political scope. And last but not least, it is true that the outstanding role that this type of organizations can play at the moment to dynamize initial processes. In this way, Majors of two Municipalities – Canencia de la Sierra and Garganta de los Montes – after their own political decisions, put their own organizational structures at the planning team's disposal. Structures that they count with in order to promote a development and participation process in their territories. Political postures and ideologies are leaving in second place facing to the advantage that this model gives to informal social relations.

7.7. General Conclusions

A very successful integration was obtained with local population by considering a development strategy jointly that it has later demonstrated its efficiency in rural zone development. The progressive rythm that was given to its participation and adjustment that was made to its life rythm helped in great measure to obtain responsiveness by local population. This positive aptitude occurred in the participation in all target groups.

The establishment of a continous network among target groups and technical team was a great help to speed up the process dynamization due to they are based in great extent on information and dialogue interchange among all groups involved in.

The development initiative creation at bottom-up approach created a very reliable environment among formulated team, local governments and local population by resulting in a great help for the execution and start-up of several adopted initiatives as well as the starting-up of a new initiative LEADER I that began and successive projects that have been developed based on joint identification of the same initiatives.

The progressive increase of reliable and cordiality among several groups of several developed integration processes brought as a consequence a diminishing of action execution periods as well as an increase of the same actions.

7.8. Experiences Obtained in the Planning Domain

The process development of **social learning** brings as a consequence the development of more expensive participation technique according to time and tools than proposals by other planning models. However, it constitutes an **approach to more intense reality** due to succesive conclusions result from the own persons involved in the processes. This approach process to persons and participation causes a learning process facing to joint selection of alternatives and development projects, so that as it makes progress in the process the resulting planning is **more adequate to needs and opportunities** detected by end beneficiaries.

The participation can remain in simple contrasting idea method, but in a social learning process can go beyond by originating that Lewis Mumford calls a process of **"intelligent absorption" of the plan by local population** and its start-up (Mumford, 1938). This social learning vision leads to an ongoing commitment by planning team that goes beyond a technical work; it ends with the starting-up of a series of initiatives and projects. This commitment is developed through years with processes, also joint processes, follow-up and assessment processes that provide new social learning sources.

Briefly, the experiences of the Polytechnic University of Madrid's team in order to put into practice a rural development planning process as social learning are summarized in the following points:

o To incorporate participation processes and to establish development planning in a top-down and bottom-up approach allows an active participation by the population for its own development and to obtain that the process remains even after the project completion.

o It gets to nourish the enthusiasm and capacities of local population.
o To restrict external admissions of outside schedulers for stimulating role, so that local population uses and develops its own capacities. It gets to encourage local population to act for and to promote local joint actions more than to answer passively to initiatives that are taken by others. This external controlled intervention stimulates, makes aware of and helps people, by taking care not to create a dependency related to schedulers.
o The necessity to incorporate local knowledge in rural development project design and planning. It is a task for schedulers to discover the "population knowledge" that is as adequate as a basis for the action as the knowledge that professionals contribute.
o This action process constitutes a mental and aptitude change for schedulers and public administration.
o Women play an important role in development process and thus, their participation should be encouraged.

o Planning team must consider long-term process instead of short-term process because the development process requires time. It must not solely plan with the objective to make an immediate quantity impact.
o It must try to obtain direct population responsibility in making-decision of projects and try to avoid special control into the hands of external professionals.
o Social learning processes guarantee that the analysis do not only make by considering physical problems, but they deep into structural population problems that affect the participation of them.
o In learning processes, informal relations and spontaneous elements not planned and qualitative are promoted, rather than limit all actions to predetermined objectives.
o Capacities and people conscience are encouraged by leaving in the hands of population the local management of projects.