

# ROCKY ROAD TO DIAMOND DREAMS

GALS PHASE 1 VISIONING AND CATALYSING A GENDER JUSTICE MOVEMENT  
IMPLEMENTATION MANUAL, V1.0 - MARCH 2014



**WEMAN STANDS FOR WOMEN'S  
EMPOWERMENT MAINSTREAMING AND  
NETWORKING FOR GENDER JUSTICE IN  
ECONOMIC DEVELOPMENT. IT IS A GLOBAL  
PROGRAMME OF OXFAM NOVIB.**

Oxfam Novib  
WEMAN programme  
P.O. Box 30919  
2500 GX The Hague  
The Netherlands  
[www.oxfamnovib.nl](http://www.oxfamnovib.nl)

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A world where women and men are able to realise their full potential as economic, social and political actors, free from all gender discrimination, for empowerment of themselves, their families, their communities and global humankind.

This manual presents the first phase of the Gender Action Learning System (GALS): the Catalyst Phase. It is based particularly on experience in Oxfam Novib's WEMAN programme with contributions from partner organisations:

**BUKONZO JOINT COOPERATIVE MICROFINANCE LTD**

KASESE DISTRICT, WESTERN UGANDA

**NEW HOME NETWORK**

KASESE DISTRICT, WESTERN UGANDA

**DUHAMIC ADRI, BAIR ACORD**

BUREAU D'APPUI AUX INITIATIVES RURALES (BAIR) AND ACORD, Rwanda as well as other partner organisations involved in a project with Oxfam Novib co-funded by the International Fund for Agricultural Development (IFAD) and a pilot co-funded by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH.

**MEMBER ORGANISATIONS OF THE RED LADER NETWORK**

LATIN AMERICA, PARTICULARLY MOVIMIENTO MANUELA RAMOS, FINCA PERU, FODEM NICARAGUA AND ESPOIR ECUADOR

**THE PORT SUDAN ASSOCIATION FOR SMALL ENTERPRISE DEVELOPMENT (PASED)**

SUDAN

It also draws on GALS experience with:

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SIERRA LEONE

**AREA NETWORKING AND DEVELOPMENT ALTERNATIVES ANANDI**

INDIA

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The author is grateful to GALS community champions and staff in all these organisations, and also organisations who helped develop earlier versions of the Participatory Action Learning System (PALS).

The current manual updates an earlier manual 'Steering Life's Rocky Road'. It should be used together with 'Equal and Together: GALS Overview Manual' which gives details of the facilitation and documentation process as well as subsequent phases. The manual can also be used in parallel with GALS Phase 2 Manuals for Gender Mainstreaming.

For further details, ongoing updates and links to videos see [www.wemanresources.info](http://www.wemanresources.info) and [www.oxfamnovib.nl/Projects](http://www.oxfamnovib.nl/Projects).

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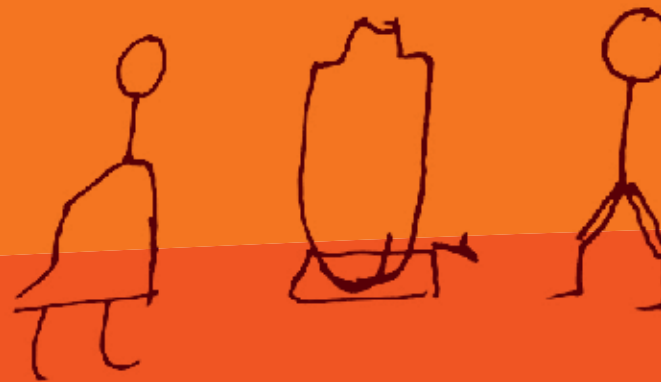
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# WHAT IS GALS?



GALS (Gender Action Learning System) is a community-led empowerment methodology that aims to give women as well as men more control over their lives and catalyse and support a sustainable movement for gender justice.



Women and men develop their individual visions for change, with achievable targets and road maps to move towards these visions, based on analysis of their current situation, past and ongoing achievements and opportunities/strengths and challenges. People draw their diagram plans in locally available notebook diaries which they themselves buy. They continually review and track their own progress as a process of reflexive learning based on their own planning needs.

A key focus is analysing and breaking through gender-based barriers at individual level and within the family and personal networks as challenges that prevent men as well as women from achieving their vision. People also identify other people in their own families and support networks with whom they have a self-interest in sharing the gender messages and GALS methodology - either through love and a wish to help people who help them, or because without changing these people they cannot themselves advance. The methodology thus scales up community-led change movement through voluntary 'pyramid marketing' as the basis for identification and certification of the most effective community trainers who are later paid to train in new organisations and communities.

Addressing first the opportunities and challenges that are most immediately under peoples' own control forms the basis for identifying longer term gender priorities and strategies at wider community, institutional and macro-levels. The individual visions, plans, achievements and challenges together with peer sharing achievements are aggregated and analysed collectively within communities, groups, organisations and institutions to improve decision-making at all levels. Use of diagram tools as well as distinctive participatory principles enables inclusion of very poor people as informed and respected partners in

participatory planning processes, even if they have not had the opportunity to learn to read and write. The methodology also develops the conceptual, analytical, listening and communication skills of powerful individuals, institutions and policy-makers – as well as enabling their own personal planning.

GALS tools and participatory processes can be adapted to promote gender transformation and gender mainstreaming in any issue including general life planning, livelihood and value chain development, financial services, environmental management, health, reproductive rights, literacy, civil society development, counselling and conflict resolution. The methodology can be used on its own or integrated into existing or planned activities and programmes. The methodology forms a solid basis for enabling more inclusive, effective and cost-efficient democratic policy development and gender advocacy.

## WHAT IS DISTINCTIVE ABOUT GALS?

**GALS is based on a generic community-led planning methodology called Participatory Action Learning System (PALS). In PALS gender has always been mainstreamed. In Gender Action Learning System (GALS) the main focus is active promotion of a community-led gender justice movement.**

PALS was initially developed by Linda Mayoux with organisations in Rwenzori Region of Western Uganda in 2002 with funding from Hivos. Its principles, processes and tools (Box 1) build on a number of established methodologies for adult education at tertiary as well as primary levels, community empowerment and participatory planning and impact assessment. These include concept and systems mapping, information graphics, Participatory Action Learning methodologies developed by Robert Chambers and others Action Aid's REFLECT literacy methodology, Appreciative Enquiry, Helzi Noponen's Internal Learning System and Paulo Freire's community conscientisation. It also draws on other methods for leadership development, counselling techniques, conflict resolution and participative video, photography and theatre. As the methodology continues to evolve, it constantly learns from other innovations. The way in which elements of these have been adapted and combined as a community-led change and advocacy process based on individual life planning, together with new tools such as the road journey and diamond, is innovative.

GALS originated in adaptations of PALS by Linda Mayoux for

gender training in her work with Micro Finance Institutions (MFIs) and NGOs in Pakistan, India and Sudan from 2004. It was then developed as a coherent methodology to promote gender justice from 2007 with organisations in Kasese District in Western Uganda as part of Oxfam Novib's WEMAN programme. Under WEMAN and other initiatives the methodology has been used in different forms by over 80,000 women and men in Africa, Asia, Latin America and Caucasus. Elements of the methodology have also been used as the basis for gender and participatory workshops with donor agencies, fair trade organisations and at universities.

GALS experience so far suggests changes in gender relations are possible in all contexts. **There are far more similarities than differences in patterns of gender inequality, and the negative consequences for peoples' lives and ability to achieve their visions.** All cultural contexts are shaped by power relations where those with power resist change with reference to 'cultural values'. Resistance to changes in gender relations and greater freedoms and status for women has always been justified in terms of 'cultural imperialism' - including in Western cultures. Equally in nearly all cultures there have been indigenous movements promoting greater equality for women - early Islam for example challenged earlier much more repressive practices as have many grassroots religious and anti-colonialist movements. Progressive men have often supported these changes as part of wider social justice movements. Many men are constrained and harmed as well as benefitted by cultural norms of masculinity.



Members of Participants of PASED Sudan vote for provision of computer training.

## BOX 1: DISTINCTIVE FEATURES OF GALS: DYNAMIC COMMUNITY-LED CHANGE MOVEMENT

<b>GOAL</b>	<b>DYNAMIC GENDER JUSTICE MOVEMENT</b>	The main goal of a GALS process is to develop a community-led gender justice movement that is sustainable and self-upscaling through developing and combining the capacities, networks and ownership of participants at all levels. Once GALS skills and networks are built women and men can learn and disseminate many different types of information on a wide range of gender and other development issues.
	<b>INSPIRE WITH VISIONS</b>	The catalyst and driving force for any GALS process are new visions for change - vision drawings inspire women and men to act and need to be constantly revisited and reconfirmed in a range of cultural forms. The tools are then used to analyse challenges and identify strategies to overcome them, while always clearly reinforcing the vision otherwise people become discouraged and paralysed by all the 'problems'.
<b>EMPOWERMENT</b>	<b>CHANGE FROM DAY 1</b>	Some changes must be immediate. Every tool focuses on tangible actions for change which can be taken by individuals immediately, before waiting for other actions identified at group and institutional levels. All collective events build the individual actions into collective action plans.
	<b>EVERYONE IS A LEADER</b>	Conventional concepts of leadership where people are identified as leaders and the rest as followers often leads to burn-out and/or corruption of leaders, while followers take no responsibility. GALS aims to develop the leadership potential of all participants by building the skills and voice of the most vulnerable as well as improving existing leaders' listening and communication skills and encouraging them to hand over power as part of their own personal leadership development plans.
	<b>HUMAN RIGHTS ARE NON-NEGOTIABLE</b>	Human rights, including women's rights established in CEDAW, are non-negotiable and underlie the way in which any GALS process is facilitated, and the types of interventions which are supported by implementing agencies.
	<b>INCLUSION AND EQUITY</b>	The process starts with the poorest and most disadvantaged to give them a respected voice and give them more control over the decisions affecting their lives. Consensus is progressively built that whenever there are conflicts of interest, social justice generally requires strategic prioritisation of the rights of those currently most disadvantaged and discriminated against.
	<b>RESPECT DIFFERENCE</b>	The main initial focus is on promoting constructive communication between participants. GALS starts by clarifying differences, and acknowledging the potential for conflict, then negotiates these into a consensus and/or acceptance of the need to acknowledge and adapt to different interests.

**CONTINUE >**

**BOX 1: DISTINCTIVE FEATURES OF GALS: DYNAMIC COMMUNITY-LED CHANGE MOVEMENT**

<b>SUSTAINABILITY</b>	<b>SUSTAINABILITY PLAN</b>	Sustainability is planned and monitored from the beginning, with short-term targets and activities as well as the longer term vision. The starting point is a solid basis of skills, commitment and change owned by a small number of ‘champions’ in strategically identified communities. Once the methodology is fully adapted to local needs, these champions then train staff as well as other participants. This enables real reversals of ownership and power - and focuses resources and staff energies and expertise where they are really needed.
	<b>START WITH INDIVIDUAL SELF-INTEREST AND OWNERSHIP</b>	The process does not assume altruism, but links individual self-interest into a wider process of necessary mutual support. The initial focus on the individual visions promotes ownership and responsibility by everyone and enables collective strategies to be more inclusive and realistic as everyone has an opportunity to think through their own situation and is motivated to act.
	<b>PARTICIPATION MEANS TAKING RESPONSIBILITY</b>	PALS processes require participants to take responsibility wherever possible so that external resources and support can be properly targeted for maximum benefit. This means not only personal responsibility for changing one’s own life and sharing with others. It also means minimising costs. Participants are asked to provide their own exercise books, pens and manila sheets wherever possible - if they can afford a bottle of beer then they can afford materials for their education! Materials should be provided only for people who are really poor and unable to buy for themselves. Once their livelihoods have improved it is their responsibility.
	<b>‘PYRAMID’ PEER UPSCALING</b>	Every learning event sets homework for peer sharing as a means of reinforcing learning and development. Those trained train others because they have a self-interest in helping or changing. These people then go on to train others and so on - similar to pyramid marketing.
	<b>INTEGRATION IN EXISTING ACTIVITIES</b>	The methodology can be used on its own to help people build capacities and organisations where none currently exist. Wherever possible, however, the most effective, cost-efficient and sustainable strategy is to progressively integrate PALS tools and processes across existing activities, rather than being a one-off exercise or extra activity.

## BOX 2: DISTINCTIVE FEATURES OF GALS: GENDER JUSTICE CONCEPTS

### GENDER IS FUN

In GALS the emphasis is on inspiring new visions for how life could be, having fun subverting cultural forms with songs, art and theatre and forming new friendships. Common human rights and clarification on concepts are progressively internalised as ‘natural’ through fun processes rather than ‘teaching empowerment’ or ‘conceptual clarity’ on gender. Gender transformation requires all of us, women and men at all levels, and including gender experts, to continually examine our attitudes and behaviours towards other people and discover new potentials within ourselves, unconstrained by unnecessary gender stereotypes with which we have been indoctrinated since childhood. Having fun together gives space for men and women to relax and feel free and happy together as equal human beings. This is a necessary part of building the movement – removing the need for any imposition of ‘political correctness’ because human rights principles become internalised as ‘the only way to be’.

### WOMEN ARE INTELLIGENT AGENTS OF DEVELOPMENT

Women are intelligent actors with aspirations and strategies which they are already using to cope with many of the difficult challenges they face. They need support to realise and build on these strengths, not to be patronised as ‘victims of subordination in need of consciousness-raising’. Outsiders, whether women or men, cannot tell ‘women in communities’ what to do – especially as many outsiders have not resolved gender issues in their own lives and institutions either. Gender transformation is a learning process for us all – and we all have a lot to learn from each other.

### MEN ARE ALLIES IN CHANGE

Men are potential partners in pursuit of social justice, not ‘problems’. Like women, men often have justifiable reasons for acting the way they do because of contextual pressures, from women as well as men, and these need to be expressed and understood before they can be changed. Not only women but also men are constrained by gender norms and need support in changing established attitudes and patterns of ‘masculine’ behaviour to achieve fulfilment as human beings.

### GENDER INVOLVES RELATIONS BETWEEN WOMEN AND BETWEEN MEN

Gendered power relations are not confined to relations between women and men. Women often have a very limited vision of women’s potential and try to control and constrain other women. Men also have gendered expectations and often pressurise other men to conform to destructive patterns of behaviour. Gender transformation requires both women and men to have greater awareness of their own conditioning and how they relate to other members of the same sex.

### GENDER JUSTICE META- FRAMEWORK

**Gender inclusive:** the interests of women as well as men are equally addressed in order to change gender inequality, often but not necessarily through equal participation. Other options are for example strategies specifically for men to help them to change attitudes and behaviours or strategies specifically for women to enable them to maximise their benefits in existing ‘female’ areas of activity.

**Gender empowerment:** women and men develop ‘power within’ ‘power to’ and ‘power with’ to articulate and ultimately achieve their own visions unconstrained by gender stereotypes and discrimination. Empowered choices may still on average lead to different visions and strategies for women and men.

**Gender transformation:** all gendered ‘power over’ is eliminated in relationships between women and men who see each other as equal human beings. This requires not only gender empowerment but gender transformation at institutional and policy levels so that empowered choices are free, informed and fully realisable.

This framework is used to promote consensus on gender justice between women and men alongside concepts like ‘equality of opportunity’ and avoiding confusions in earlier terms like ‘gender equality’ or ‘gender equity’.

CONTINUE >

## BOX 2: DISTINCTIVE FEATURES OF GALS: GENDER JUSTICE CONCEPTS

### WOMEN'S HUMAN RIGHTS IN CEDAW ARE NON-NEGOTIABLE

The gender meta-framework used for planning at community and organisational levels are women's human rights established in the UN Convention on Elimination of all forms of Discrimination Against Women (CEDAW). Adopted by the UN General Assembly in 1979 CEDAW clarifies the fact that the 1948 Declaration of Human Rights also includes women. By 2005 CEDAW had been signed by 179 countries. Women's rights include:

- rights to life, liberty, security of person, freedom from violence and degrading treatment and freedom of movement;
- legal equality and protection by the law including equal rights to make decisions in their family regarding marriage and children, property and resources;
- right to own property and freedom from deprivation of property;
- freedom of thought, opinion and association;
- right to work, freedom from exploitation and right to rest and leisure;
- right to a standard of living adequate for health and right to education including special care for mothers.

The aim is action rather than 'conceptual clarity' and CEDAW rights have proved to be the most effective way of gaining wide agreement on women's rights - avoiding the confusions of earlier distinctions between 'practical' and 'strategic' gender needs. The processes and tools are continually adapted to promote these rights.



Imelda and Moses from New Home Network, Uganda show the joint land agreement they now have as a result of planning for their vision on their GALS Road Journey.

# GALS CATALYST PHASE 1: ROCKY ROAD TO DIAMOND DREAMS

GALS is implemented in a number of cumulative phases which can be combined in different ways sequentially or in parallel, adapted to specific purposes, contexts and organisational structures (Figure 1). This implementation manual outlines practical steps for Catalyst Phase 1 of GALS: Rocky Road to Diamond Dreams.

GALS Catalyst Phase 1: Visioning and catalysing change

- **introduces the basic GALS change planning process:** the ‘life road journey’ framework in which people develop a vision for change with SMART ‘milestones’, analyse opportunities and constraints, commit to actions and track progress over time.
- **analyses gender-based opportunities and constraints and reinforces gender principles** in relation to this vision through analysing intrahousehold relationships, role plays and songs.
- **sets up the skills and networks for pyramid peer upscaling** as the basis for sustainability of subsequent gender mainstreaming and movement-building in Phases 2 and 3.

Phase 1 consists of three implementation elements over one year:

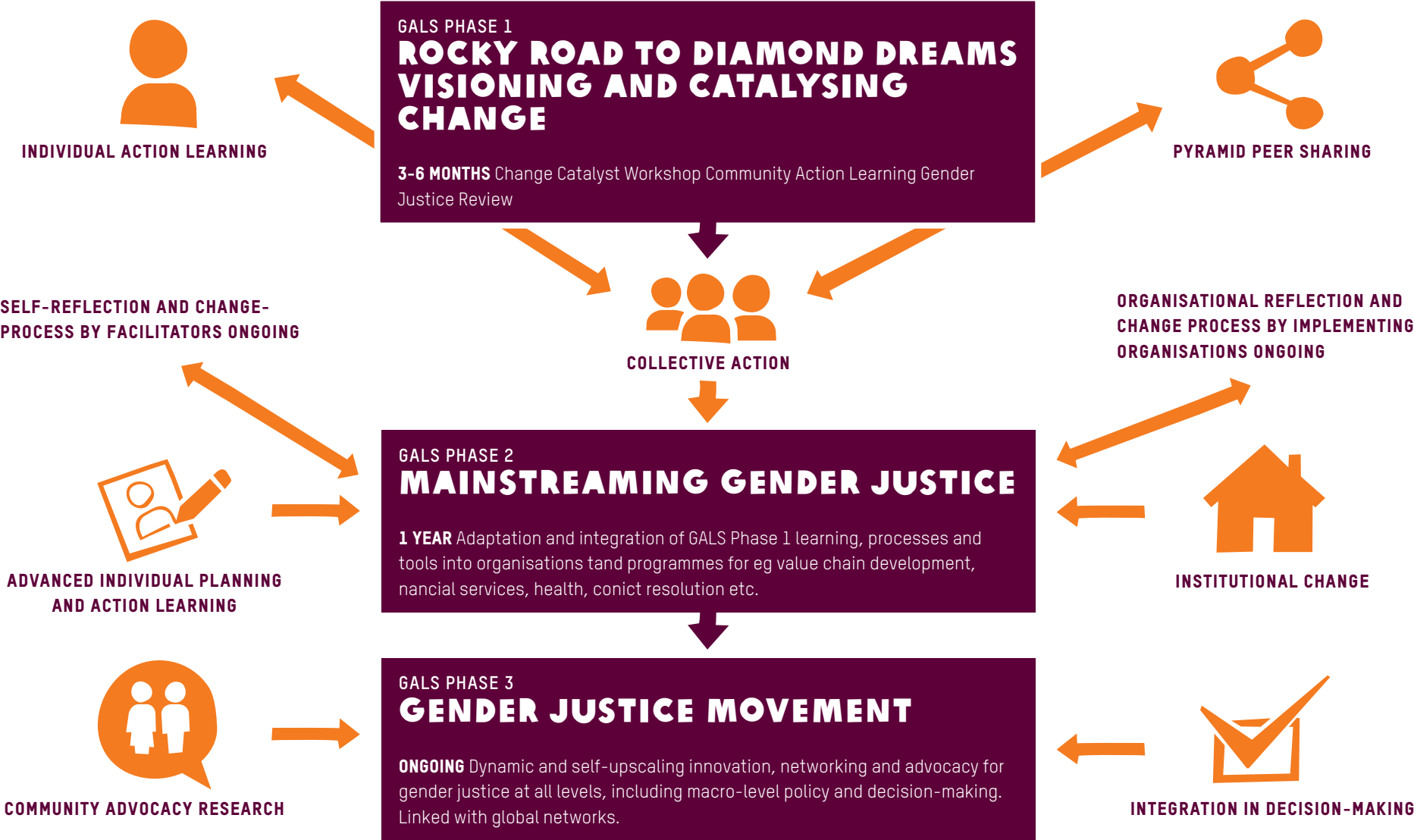
**1 Change Catalyst Workshops (CCW): Mapping Life’s Rocky Road** to initiate the process with community champions and staff, facilitated by the GALS lead expert. This introduces three key tools - Vision Journey, Gender

Balance Tree and Empowerment Leadership Map and the main fun elements of song and drama and pyramid peer sharing and participatory facilitation principles.

**2 Community Action Learning (CAL): Progressing along the Road.** Individuals, groups and organisations track and share progress on their individual and collective multi-lane highways bringing together the tools from the CCW (see below). The same tools are also used for personal reflection and organisational reflection and planning. The aim is not just monitoring, but reflective learning and sharing of ideas on individual and collective strategies to improve progress.

**3 Participatory Gender Reviews (PGR): Road to Diamond Dreams.** Periodic Participatory Gender Review visits by the lead GALS expert progressively introduce new tools to deepen gender transformation and address issues arising from the process. Similarly the Phase 2 tools on gender mainstreaming, e.g. livelihood or financial planning. The first review should be after about three months, when the process has established local ownership but before things have time to go off track. It is suggested there is a second review visit after six months and then a final visit after one year. The review visits also provide a focus for organisational aggregation and qualitative analysis of the information from the CAL and progressive adjustment of the monitoring and evaluation (M&E) system to make it both more empowering and more rigorous in the context of existing organisational monitoring systems.

FIGURE 1: GALS PHASES





## WHO IS INVOLVED IN GALS PHASE 1?

GALS principles are simple, and often immediately understood by very poor women and men who have been battling for many years in their own lives. 'Experts' are not necessarily those with high levels of formal education. Good GALS facilitation - by champions, staff and consultants - requires:

- strong personal commitment to women's human rights and gender transformation in their own life as well as for the wider society
- 'deep listening' and interpersonal skills and an interest in learning from those one is trying to facilitate, not just 'preaching'
- in-depth practical training from someone in the GALS network followed by peer-mentored practice over a period of about a year.

At all levels - and particularly those initiating the process - it requires a profound process of reflection, moving outside 'gendered comfort zones', transforming power relations and practice in analysing and planning one's life. It is not possible to teach what one does not practise oneself. GALS is sometimes most difficult for those already experienced in other gender or participatory methodologies - because they first have to unlearn some things.

### COMMUNITY CHAMPIONS AND FACILITATORS

The main drivers in all GALS processes are practitioners or 'champions' - women and men in communities who use the methodology to change their own lives, and share what they learn with others through pyramid peer sharing.

The Change Catalyst Workshop develops the skills and catalyses changes for around 20 women and men 'GALS champions' from the most disadvantaged groups in each of two or more communities or groups (i.e. in total **40-60 people, or more, if there are enough trained GALS facilitators**). These should not be existing leaders, but people who really need the methodology to change their lives. Some existing leaders can be included, but the facilitator has then to focus on developing their listening skills and reinforcing leadership capacities of the other participants. Within three months the pyramid peer sharing should have increased outreach by a factor of at least 1:10 in the networks of the original champions in each place. As part of the Community Action Learning and Participatory Gender Review as well as any parallel activities on Phase 2, these champions, together with the catalyst team and lead expert train the rest of the organisational staff to replicate and upscale the methodology to the rest of the organisation or intended communities.

Community GALS facilitators do not necessarily require high levels of formal education, or indeed any formal education. The best promoters of change include women and men who could not read and write when they started, and only spoke local languages. Some are now training at international workshops in English.

### PROCESS CATALYST TEAM

In a geographic location a small team of 'process catalysts', working at community and decision making levels, initiate, support and monitor the catalyst phase. They are guided by a GALS lead expert with at least five years proven experience of GALS in different contexts.

GALS as it goes beyond awareness-raising to a truly sustainable, community-led process. All need in-depth conceptual understanding of the distinctive GALS concepts and process (Boxes 1 and 2 above). It is advisable to have a gender balance, including staff responsible for programmes, services and M&E, not just one 'gender focal person'. This core team must have a clear amount of time allocated for GALS, and recognition for this role from senior management. GALS is best integrated with existing activities so that it can be sustainable, but does require time and effort in the initial stages.

The lead expert progressively delegates Phase 1 activities to the champions, supported by the core staff. A key task of the lead expert is to facilitate champion-led capacity building for both the core staff and the larger longer-term staff team to enable them to support (not dominate) the process over the longer term, integrate into their other activities and give necessary support to issues arising for collective action. Together with planning the long term process and transitions to Phases 2 and 3 and designing materials for GALS integration in other activities together with the relevant staff. How long the lead expert is needed will depend very much on the aims and scale of the GALS process, existing capacities at community and organisational levels, and the type and scale of other interventions into which GALS can be integrated.

## NOTE FOR GALS PROCESSES

Where the methodology presented here requires significant adaptation to new circumstances, or rigorous documentation, a GALS senior expert with postgraduate gender qualifications and research experience may be needed. In such processes it is advisable for the senior expert to guide the initial planning stage, facilitate the catalyst workshop and associated organisational capacity building and to conduct a series of 3-6 month reviews. New and more in-depth gender transformation tools and other Phase 2 tools can then progressively be introduced at least to the end of year 1.

## GALS GLOBAL NETWORK

GALS processes should not be isolated. They should join the global WEMAN movement to learn from and contribute to others and increase the collective voice for advocacy. In many processes community practitioners from other GALS organisations may be valuable as trainers and consultants. Details and links can be found at:

[www.wemanresources.info](http://www.wemanresources.info)

## HOW IS IT DONE? OVERVIEW OF PHASE 1

### BOX 3: HOW IS IT DONE? PHASE 1 IMPLEMENTATION SUMMARY

#### INDUCTION OF THE CORE TEAM AND INITIAL PLANNING

- Core team visit and training in an existing GALS resource organisation, preferably with the lead expert or at least guided by a ‘learning format’ based on their questions on existing resources and followed up by e-discussion with the GALS lead expert;
- Clarification of vision, goals, empowerment and outreach targets for the process and criteria for selection of initial champions;
- Introduction of the methodology to senior management and staff by the core team based on their exchange visit and available materials on the website;
- Agreement on timeframe for initial Community Action Learning and timing of interim and Participatory Gender Review workshops.

#### SELECTION OF FIRST CHAMPIONS

- Selection of initial champions by staff based on e-discussion with the GALS lead expert and sustainability plan.

<b>CHANGE CATALYST WORKSHOP (CCW) AND PEER SHARING WORKSHOPS</b>	A 5-6 day workshop with champions to vision and plan the first changes. This introduces the Vision Journey, Gender Balance Tree and Leadership Empowerment Map. It develops planning, analytical and participation skills and starts to build the structures for pyramid peer sharing. Alongside the work with champions there are a series of meetings with organizational management to introduce the basic concepts and tools and draft a sustainability plan. See Part 1 below.
<b>ORGANISATIONAL DEBRIEF MEETING</b>	<ul style="list-style-type: none"> <li>• Three day meeting facilitated by lead expert with core catalyst team and senior management immediately after the CCW</li> <li>• Review the methodology and process and clarify any methodological issues on the tools taught in the CCW</li> <li>• Introduce and/or reinforce the staff understanding of the Challenge Action Tree and Multilane Highway used for monitoring</li> <li>• Refine initial sustainability plan in the light of ideas from champions</li> <li>• Finalise plans for Community Action Learning and Interim Reviews until Gender justice Review</li> <li>• Plan for scaling up and sustainability to guide the initial selection of communities and champions, including plan for the certification and incentive structure for community trainers and integration in other activities</li> <li>• Draft report to be completed by staff</li> <li>• Share with senior management</li> </ul>
<b>COMMUNITY ACTION LEARNING (CAL)</b>	An ongoing reflective learning process for the champions starting, immediately after the CCW. This supports the champions to make the planned changes through tracking achievements and challenges on the initial diagrams, sharing experiences and effective strategies in groups. The organization involved has its own internal process, and gives periodic support to the groups. At an appropriate point the lead staff start to aggregate some of the information from the groups in order to identify how GALS can be integrated into their activities in the longer term and as the start of a participatory impact monitoring system. See Part 2 below
<b>CAL PROGRESS REVIEW MEETING AND CAPACITY BUILDING FOR THE PARTICIPATORY GENDER REVIEW</b>	<p>3 day meeting facilitated by lead expert with core catalyst team, key champions and senior management immediately before the PGR</p> <ul style="list-style-type: none"> <li>• Review quantitative and qualitative information from CAL - this should have been progressively shared throughout the CAL</li> <li>• Review the sustainability plan in the light of progress so far and goals for Phase 2</li> <li>• Share the review workshop methodology and train the co-facilitators in the new tools</li> <li>• Assign co-facilitation roles</li> </ul>
<b>PARTICIPATORY GENDER REVIEWS (PGR)</b>	at 3 - 6 month intervals introducing new in-depth gender transformation tools and/or Phase 2 mainstreaming tools in response to issues arising from the CAL - see Part 3
<b>PHASE 1 DEBRIEF MEETING</b>	<p>3 day meeting facilitated by lead expert with core catalyst team and senior management review quantitative and qualitative information from CAL</p> <p>Review the sustainability plan in the light of progress so far, ideas from champions and goals for Phase 2</p> <p>Make any necessary amendments to manuals and guidelines to be used by staff in scaling up</p> <p>Draft report to be completed by staff. Share with senior management</p>

**FOLLOWING THIS THE ORGANISATION CONTINUES WITH PHASE 2, MAINSTREAMING, UNTIL THE PROCESS IS READY TO PROCEED TO PHASE 3, ADVOCACY.**

## ELEMENTS FOR SUCCESS

Generating sufficient skill and enthusiasm for gender transformation at community level has rarely been a problem. GALS tools and participatory processes can be adapted for promoting gender justice in any context and integrated into many different types of organisations.

However, there are no blueprints. GALS tools and participatory processes need to be carefully adapted and coherently integrated for use in each context. The specific backgrounds and needs of participants - in terms of income levels, education and family situation - affect their visions and leverage points for change in the short term. The way the methodology is introduced and integrated depends on initial capacities and other activities of the implementing organisations, as well as their main sectoral focus and goal for GALS.

Experience highlights a number of organisational preconditions for an effective GALS process implemented over 3-5 years:

- **buy-in and commitment from senior management** and staff early on in the project in support of mainstreaming the underlying gender, social justice and community-led principles;
- **continual motivation and engagement of the local champions** through building on their GALS skills and networks for other organisational activities once they have made basic changes in their lives. The methodology and gender changes should never become static but always moving upwards to the next vision;

- **self-reflection and change by staff and ‘experts’ leading the process**, using the tools to examine their own lives so that they feel comfortable with them, appreciate the full power of the diagrams, including for people with high levels of education, and ‘walk the talk’ and ‘practise what they preach’;
- **local staff on the ground** with good interpersonal and listening skills, interest in the people in the communities with whom they work and practical and conceptual understanding of the methodology to creatively integrate the tools and processes in ways that increase effectiveness also of their other work;
- longer term (3-5 years) **plan for upscaling, integration and sustainability** to guide the process drafted at the beginning with community champions, senior management and staff and transparent for all participants.
- **organisational reflection and change** using GALS alone and/or integrated with another organisational mainstreaming methodology so that the organisation is fully equipped to join the community-level process by the beginning of Phase 2;
- **advocacy and lobbying** on gender issues coming up from the process e.g. women’s land rights;
- **linkages** with other GALS community-level practitioners in other GALS resource organisations;
- engagement of a **senior GALS lead expert** with sufficient experience and expertise with the methodology to oversee the above and adapt the generic tools and processes into a streamlined and cumulative process for the purpose envisaged. A key task is building capacity of the local actors to take over;



Bukonzo Joint Cooperative tracks changes in land agreements for the whole of its membership through a participatory management information system.

## HOW TO USE THIS MANUAL AND OTHER GALS RESOURCES

As part of the GALS Catalyst Phase 1 and subsequent Phases people at different levels (community and staff) design their own pictorial and local language manuals in notebooks as part of the capacity development. The diagram outputs and diaries from the workshops and subsequent discussions are much more powerful than any externally designed printed manual - as well as much cheaper and more likely to be used. The more people are involved in designing the manuals they themselves will use, the greater the sense of ownership and local creativity, and hence likelihood the change process will be dynamic, sustainable and scaled up through community initiative.

This practical implementation manual is designed as a **reference resource to complement community-based training by an experienced GALS practitioner or in a GALS resource organisation**. Its target users are members of the process catalyst team. It should be used in conjunction with:

- the GALS Overview Manual, **‘Equal and Together: community-led action learning for gender justice’**. This discusses conceptual underpinnings and generic facilitation guidelines and tools for GALS. GALS tools are easy for anyone at all levels, but the distinctive GALS facilitation process is key to inspiring a community-led process. Alternatively, read the GALS Facilitation Guide and view the recommended videos listed at the end of this guide.

- **Designing a Participatory Action Learning System.** This gives guidance to issues of quantitative, qualitative and multimedia monitoring and documentation linked to the planning process. It will be available on [www.wemanresources.info](http://www.wemanresources.info) by the end of 2014.
- video and other multimedia resources: [www.wemanresources.info](http://www.wemanresources.info) or Oxfam Novib websites. Manuals for complementary self- and organisational reflection and change processes are still to be developed. In the meantime the tools presented in this manual can be used as well as the
- **‘Tree of Diamond Dreams’** manual available from the same websites. This manual is best used before the Change Catalyst Workshops for organisational awareness-raising.

All the tools presented here can easily be used as part of an awareness-raising process and/or integrated into other gender training and mainstreaming methodologies. Readers of this manual are encouraged to experiment and adapt. Many things become clear only through practice - both self-reflection and sharing with others in one’s family as well as in work activities.

**GALS is best learned through practice and experience with women and men in communities and organisations already implementing the methodology, not from written texts. This manual is not designed for people to read and then implement the methodology without practical training from experienced GALS practitioners or guidance from an expert GALS consultant. If you cannot get practical training make sure to read also the overview manual, watch the videos and search for relevant e-discussions. And listen carefully to those you are working with!**



GALS champion Alexander from Duhamic-Adri in Rwanda explaining his Vision Journey to local government gender officer.

### NOTE FOR EXISTING GALS PRACTITIONERS

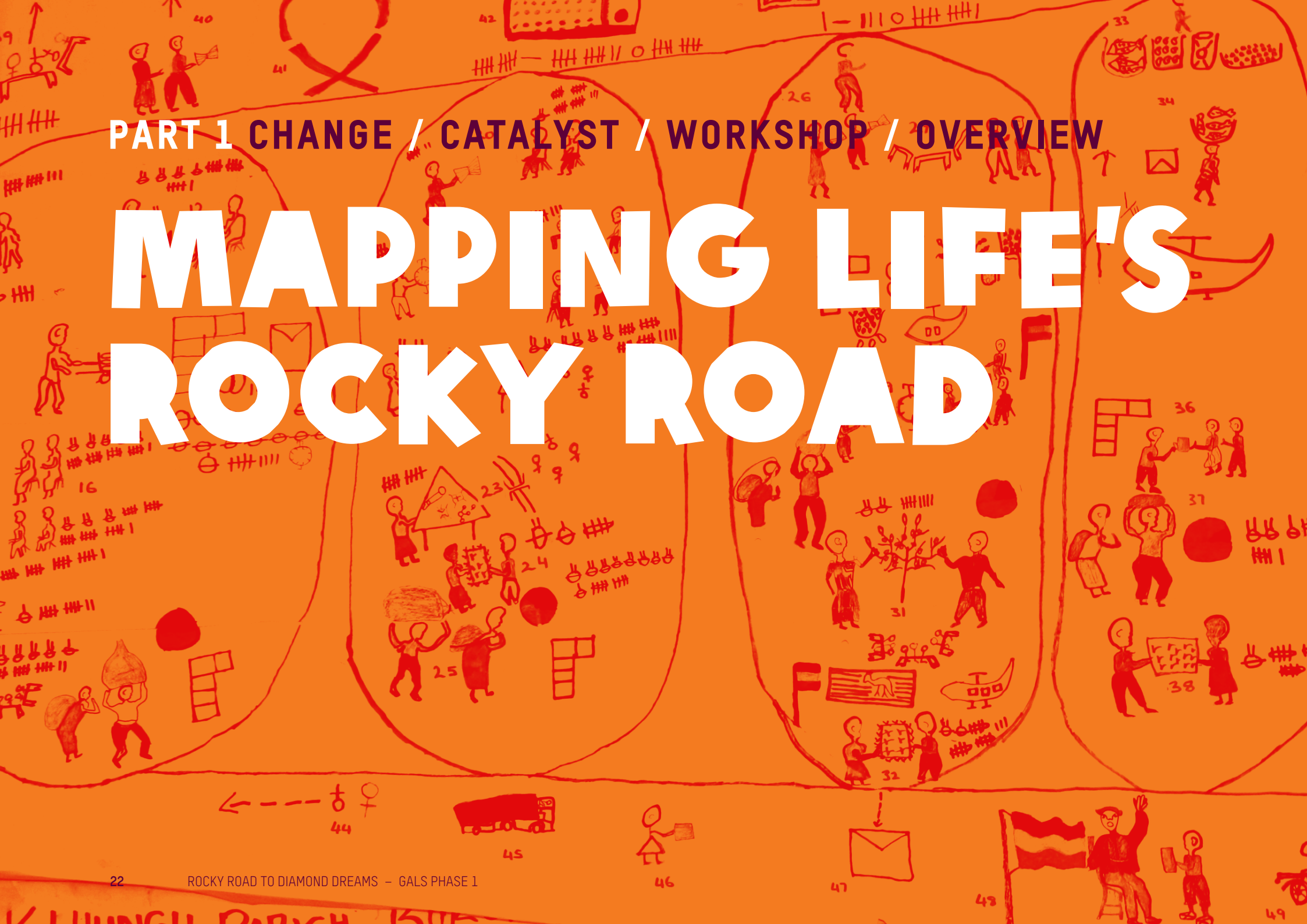
This manual updates earlier manuals which worked well for an empowerment process. The methodology as presented here:

- integrates and adapts the earlier tools and processes into a coherent and cumulative framework which is easier for people at community level to use for pyramid peer sharing;
- makes monitoring easier for people themselves to assess their progress, and for aggregation and impact assessment at organisational level.

If organisations have already started with earlier tools it is fairly easy to introduce the methodology presented here as something which ties together what they have already done into a more advanced learning process for individuals and organisations.

PART 1 CHANGE / CATALYST / WORKSHOP / OVERVIEW

# MAPPING LIFE'S ROCKY ROAD



# ORGANISATIONAL PREPARATION BEFORE THE CHANGE CATALYST WORKSHOP

As GALS is a participatory process, many decisions and adaptations to the methodology have to be made in the light of what comes up from the community participants. The organisational planning process and debrief meetings need to be designed on a case-by-case basis by the lead expert in consultation with the core team, and based on the community-level process. These meetings are therefore not discussed in any detail here. However, experience - and the elements of success identified above - mean that some key elements need to be in place at the beginning to maintain momentum and give clear direction until community participants have sufficient skill and understanding to take over.

## INCEPTION AND PLANNING WORKSHOP

At the beginning of the GALS process there needs to be induction for the core staff, and ideally also senior management, as part of an exchange visit to a GALS resource organisation to see the longer term potential and benefits of implementing GALS. Ideally this would include also the lead expert, possibly as part of an international training organised by multiple donors. Failing this some preparation can be done by correspondence, including guidance on what they might look for on their visit, response to questions arising and selection of the champions.

There also needs to be a planning process over about three days with the lead expert either as part of the exchange visit and/or immediately before and after the Change Catalyst Workshop, again supported by e-discussion.

## COMMITMENT AND BUY-IN FROM SENIOR MANAGEMENT OF THE IMPLEMENTING ORGANISATION AND OTHER STAKEHOLDERS

The support of senior management is key in any GALS process implemented by the organisation they lead, in terms of budgetary and staff time decisions and potential for linking GALS with other organisational activities. GALS processes are likely to remain small and marginalised if senior management do not take gender seriously, or see any participatory process as a threat to their authority or a diversion from other activities.

Other stakeholders, such as local government and private sector are important potential allies and also external advisers for the longer term success of any GALS process. Although they are not directly involved in Phase 1, they may initially be suspicious of processes which they do not understand.

Commitment from senior management and other stakeholders can be consolidated as the process progresses, but this will happen only through planned inclusion in processes in the community. It may also be necessary to have specific gender training/workshops for them. It is therefore crucial that the involvement of senior management and other stakeholders is planned at the beginning to ensure:

- a moral commitment to women's human rights and gender transformation
- an understanding of the participatory process and basic GALS methodology and the longer term benefits of initial

investment of time and resources and can plan for integration in other activities

- an understanding of the efficiency and business arguments for making gender central in any development process in the organisation/business.

## LONGER TERM PLAN (1-5 YEARS) FOR INTEGRATION, UPSCALING AND SUSTAINABILITY

The short term GALS process needs to be carefully planned in relation to the ultimate targets of empowerment and outreach by the end of the project period. This means:

- the initial champions and communities should be selected in terms of their strategic possibilities for scaling up. For example the communities should be ones that can form hubs of outwards dissemination. The initial champions should be mostly very poor women and men who will really use the methodology themselves and be committed advocates;
- a decision must be taken at the beginning as to when the participatory gender reviews with the lead expert should take place, so that the planning on the vision journeys in the Community Catalyst Workshop is for those periods;
- there must be an idea of what the eventual incentive structure will be for non-voluntary scaling up outside the communities of the initial champions. How many people will be needed for this, how they will be selected and how their costs will be covered. This can be tentatively discussed with the champions during the initial workshop so people are clear that they will not be paid at the beginning for the voluntary sharing, but those who work hard will ultimately be valued as paid experts.
- there must be a timed plan for integrating the gender messages and tools into other meetings, manuals/resources and activities of the organisation so that gender mainstreaming and integration of the methodology is sustainable by the end of the project.

# CHANGE CATALYST WORKSHOP (CCW): MAPPING LIFE'S ROCKY ROAD

## ORGANISATIONAL PREPARATION FOR THE WORKSHOP

The CCW follows on from the induction and planning process with the key staff. Before the workshop the organisation will have:

- decided on the timeframe for the Community Action Learning and hence the timeframe for the multilane highway until the Participatory Gender Review;
- selected participants - these should be people who really need the methodology, not existing leaders;
- explained and promoted the training as a planning methodology (not gender training) to the targeted participants and other people in their families and communities;
- arranged for the community peer sharing meetings immediately after the workshop and informed the champions that they should identify about five people in their family or community they want to bring to these meetings;
- have a strategy for involving existing leaders so that they help the process and do not feel threatened in any way - particularly male leaders;
- have decided the incentive and certification process for champions so they are motivated for the voluntary peer sharing.

## AIMS OF THE CCW

The aim of this capacity-building is for all participants, women and men, to:

- be inspired by the possibilities of moving forward to achieve a vision;
- have analysed for themselves the negative consequences of gender inequality for their ability to achieve this vision;
- realise that they can also help other people to change through sharing what they have learned;
- be convinced of the benefits of keeping their diaries, tracking their progress and that of those they hope to help or change;
- come away with a clear change plan in A4 diaries with trackable action steps from day one;
- be singing and enjoying their new-found freedom.

## BOX 4: CHANGE CATALYST WORKSHOP: MAPPING LIFE'S ROCKY ROAD: TOOLS AND SUGGESTED CAPACITY DEVELOPMENT SCHEDULE

### PRECEDED BY THE INDUCTION AND PLANNING PROCESS WITH CORE STAFF AND CHAMPION SELECTION

- 
- |                  |  |
|------------------|--|
| <b>SESSION 1</b> | Starting the Road: Participant expectations and Soulmate Visioning |
|------------------|--|
- 
- |                  |   |
|------------------|---|
| <b>SESSION 2</b> | Tool 1 Vision Journey: planning the first steps |
|------------------|---|
- 
- |                  |  |
|------------------|--|
| <b>SESSION 3</b> | Tool 2 Gender Balance Tree: looking at opportunities and challenges in the household |
|------------------|--|
- 
- |                  |   |
|------------------|---|
| <b>SESSION 4</b> | Tool 3 Social Empowerment Map : looking at opportunities and challenges in the family and community |
|------------------|---|
- 
- |                  |   |
|------------------|---|
| <b>SESSION 5</b> | Bringing It Together: Pictorial manual and individual Multilane Highway |
|------------------|---|
- 
- |                  |  |
|------------------|--|
| <b>SESSION 6</b> | Taking GALS back home: Songs, interactive facilitation theatre and plans till Interim Review |
|------------------|--|

### FOLLOWED BY 2-3 DAY DEBRIEF AND PLANNING MEETING



## WORKSHOP OVERVIEW

The Change Catalyst Workshop (CCW) develops skills and catalyses changes for around 20 women and men 'champions' from the most disadvantaged groups in each of two or three communities or groups (i.e. total **40-60 people**). These should not be existing leaders, but people who really need the methodology to change their lives.

The CCW is implemented in six three-hour sessions at, for example, meetings of savings groups, with homework. Alternatively it can be introduced at a three-day residential 'hothousing' workshop. It is facilitated by the lead expert who builds capacity of both the community champions and the core implementing staff together.

At some point during this initial process it is important that senior management and ideally also other key local stakeholders see some of the methodology in action in the community and meet with the GALS expert consultant to discuss the longer term plan. This is best done on the final day so that they see the outputs from the CCW.

They must have time to give a meaningful response to what they see, rather than it only being a 'protocol' visit, a 'necessary evil'. They need to be as fully involved as possible as people whose buy-in will increase over time rather than politely humoured. Experience indicates that if the right people are invited then the more fun they have, the more interested and supportive they will be.

## CCW FOLLOW UP

The CCW will need to be followed by a two day debrief and planning meeting with the core staff and the consultant to:

- review the whole process and plans for sustainability and scaling up
- decide how the CAL will be conducted and timing of the Participatory Gender Review in relation to this longer term plan;
- ensure that the core team are completely clear on the methodology and their role;
- discuss how buy-in from senior management can be maximised and how they will be involved
- decide whether or not any additional capacity development may be needed eg gender training for senior management;
- draft together a report on the process for collective understanding and expertise.

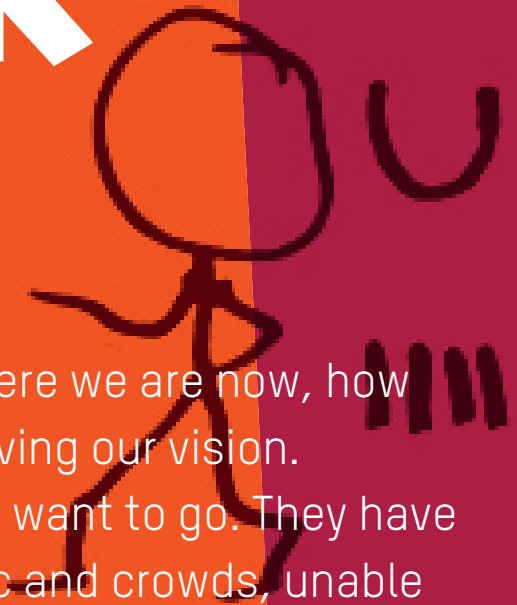
It is also important at this stage to emphasise the ongoing need for:

- Individual **self-reflection and change by 'experts' leading the process** using the tools to examine their own lives so that they appreciate the full eventual power of the diagrams for everyone, including people with high levels of education. As far as possible they should also gain skills in inspiring the 'fun' elements: particularly drawing, but also songs, theatre etc. They need to examine their own gendered assumptions and behaviours - and appreciate some of the difficulties in changing things even in their own context, so that they can learn as well as share their experience with people in the communities they work with.
- **organisational reflection and change** using GALS alone and/or integrated with another organisational mainstreaming methodology so that the organisation is fully equipped to join the community-level process as they begin Phase 2 Mainstreaming.

# ROAD JOURNEY FRAMEWORK

## BASIC NARRATIVE

Moving forward in life requires a clear vision: an understanding of where we are now, how we got here, and how – step by step – we can move forward to achieving our vision. Life is like a road journey. Some people are not really sure where they want to go. They have no plan and no map. So, they are swept along with all the other traffic and crowds, unable to turn where they want or see the road ahead. Others drift aimlessly, not looking around them to see what is there that can help them, not even, or to anticipate dangers. They miss opportunities and repeat the same mistakes again and again. They fall down, or go around in circles without knowing.

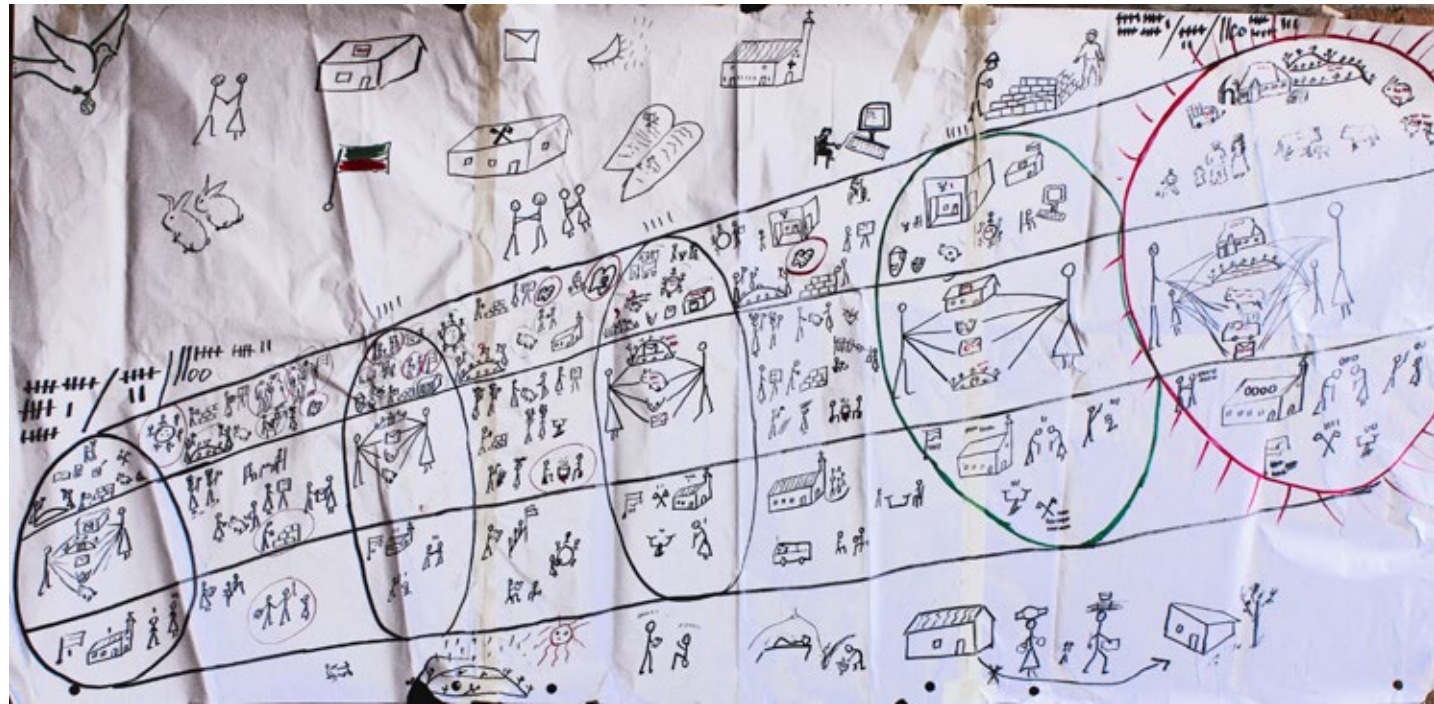


For rich people who have enough resources and a car, maybe it does not matter. They can bulldoze their way through. Even if they cannot drive someone will be there to show them the way or give them a lift. They will still at least get somewhere. But people who are poor, and can only walk slowly, may get stuck forever in the same place or even go backwards. There is no one to give them a lift and they may get lost- or run over and die young.

For women the journey is likely to be particularly difficult. Girls start life with many dreams and many skills, but soon society tells them they cannot learn to drive and should not walk alone. They should stand by the side of the road, look pretty and wait for a man to pick them up and show them the road – never mind if that man does not want to go the same way they'd dreamed about. Often he leaves her behind by the roadside, or never arrives at all.

Life's road will never be easy. Not all dreams will be realised. 'Fate' may unexpectedly strike any time. But with a clear vision and proper road map which is consulted frequently, to learn from experience and plan the next steps, it is possible to move on further and more quickly. Analysing opportunities and what we have already achieved makes it easier to feel positive about the future. And when the going gets tough, there is always the clear shining vision to help us pick ourselves up. It is possible to steer along the difficult and rocky road with some degree of dignity and control - and also decide when a new road altogether might be needed.

Best of all is when we can find other like-minded people to travel with - we can laugh, have fun and support each other when we get tired. When many people know where they want to go, and how they can get there, new and better roads will be built for the whole society to move towards a new future.



Organisational multilane vision journey, Duhamic-Adri, Rwanda

## ROAD JOURNEY FRAMEWORK

The Road Journey is the underlying change framework for most GALS processes. Over time road journeys progressively develop into detailed and powerful strategic plans. The initial journey is called a Vision Journey - all GALS processes start with visioning. Then comes assessment of the current situation in relation to that vision - followed by a SWOT analysis starting with opportunities. Together with the challenges this forms the basis for identifying timebound targets and milestones together with the activities needed to progress. Later on, Achievement Journeys look to the past to reflect on implications of experience for future actions. The basic idea is described in more detail below in the steps of the Vision Journey in CCW Session 2.

Road Journeys provide strategic direction, linking the other tools. They are used at different levels and facilitate negotiation and consensus between different stakeholders. GALS Catalyst Phase 1 uses five variations of the Road Journey - each one building on the previous ones and further reinforcing reflective learning and participatory skills:

### CHANGE CATALYST WORKSHOP

- Individual Vision Journey for a happy life (Session 2)
- Individual Vision Multilane Highway (Session 6 or beginning of Community Action Learning)

### COMMUNITY ACTION LEARNING:

- Individuals progressively develop and track changes on individual Vision Multilane Highways
- Individual experiences and tracking is periodically aggregated at group meetings and/or the Interim Reviews on Parent Multilane Highways

### PARTICIPATORY GENDER REVIEWS

- Individual Achievement Journey which assesses individual achievements from the Individual Multilane Highway
- Community Vision Multilane Highway which develops a collective vision and plan

The same Road Journey idea is adapted for many purposes in GALS Phase 2 and 3, including business and financial planning, local economic development and participatory planning.



Alphonsine, a community participant of Duhamic-Adri, Rwanda presents her personal Multilane Highway to international visitors from Congo.



A champion at a Participatory Gender workshop in Duhamic-Adri, Rwanda facilitates quantification of the gender land of the collective Multilane Highway.

## MULTILANE HIGHWAY: HOW THE DIFFERENT CCW TOOLS FIT TOGETHER

The multilane highway links the outputs from the other tools in GALS Catalyst Phase 1:

- 1** Starts with a vision for a happy life on the top of the road (in Session 2 Vision Journey);
- 2** Looks at the changes in gender relations in the household required for women and men to achieve this vision (Session 3 Gender Balance Tree);
- 3** Looks at the changes in the family and community and people with whom the methodology needs to be shared in order to achieve that vision (Session 4 Empowerment Leadership Map);

Participants will:

- Draw their individual Multilane Highway in Session 5
- Progressively aggregate their visions for each lane as plenary outputs from each session and draft next steps until the interim review on a large Multilane Highway by the end of Session 6.
- Share the individual multilane highways and consolidate targets as an aggregated highway in group meetings and the interim reviews.

The Multilane Highway is used in subsequent phases with a similar structure. The precise content of each lane may vary. Broadly: concrete material visions at the top, then gender changes necessary for these in the middle and outreach needed for that at the bottom.



## SOME KEY FACILITATION ISSUES

GALS Tools are quite easy, and can generally be explained to participants at any level in about 10 minutes. It is the cultural and relational shifts to subvert power relations that are more difficult and this requires skilled facilitation - by community champions or staff and consultants. Detailed discussion of the generic GALS facilitation process and some of the techniques used are given in the GALS Overview Manual and Facilitation Guides on the mentioned websites. Specific suggestions on facilitation of individual tools are given below.

Throughout the Change Catalyst Workshop facilitators need to pay particular attention to the conventions on the personal notebook diary and colour-coding. These need to be systematically followed through throughout the Catalyst Phase.

### THE PERSONAL NOTEBOOK DIARY

All champions in the GALS process do their own diagrams, and also prepare their own peer sharing manual, in simple locally available notebook diaries. There are no expensive printed manuals. When participants make their own manuals they have to be much more active in making pictorial or written notes, and are then more likely to understand and use what they have recorded.

Because of the importance of these diaries to the process, it is very important that enough time and attention is given to helping participants make their notes in a systematic and ordered way. The recommended layout for the notebooks is:

Page 1 for the Vision;  
Pages 2 and 3 for the Vision Journey  
Then every other diagram is started on the next double page spread. Leaving room in between for written notes if required.

The back of the Notebook is where they will put the generic steps and notes for each tool, and facilitation drawings from CCW Sessions 5 and 6. These should be separate from their own drawings because it is these that they will share first, not their own examples. Otherwise it is easy to begin to preach rather than teach others.

**People should not keep restarting drawings if they make a mistake - they should finish the drawing draft first, making all their mistakes on one drawing. Then make a good copy on the next double page. One possibility is also to draft things first in pencil and use a rubber.**

### PENS AND COLOUR-CODING

The same conventions for colour-coding should be maintained throughout the process. Colour-coding is described for each tool below, but it is important to agree on colours from the start if subsequent monitoring is to be clear and systematic. A proven system using four colours - red, green, blue, black - in which markers and pens are usually locally available is the following:

- Red for ripe fruits and the vision circle and love on the empowerment leadership map i.e. the things that are warm and one really wants;
- Green for unripe fruits - the things that are planned but not yet achieved;
- Blue for what people had already;
- Black for dead or withered fruits - things that were tried, but were not found to be possible and have been abandoned.



Alphonse, community participant of Duhamic-Adri, Rwanda, shares his Vision Journey from his Notebook Diary with other champions at a Participatory Gender Review workshop.

There is a complication when there is a need to gender disaggregate, using only the same four colours. For group tools e.g. diamonds and trees in the Participatory Gender Reviews, this can be addressed through using different coloured cards rather than different coloured pens. Different coloured pens can be used e.g. on the Multilane Highway where the process of achievements over time is clear from the placing in the milestones. Or use different symbols for women and men.

**But it is very important to have all four colour markers and pens** available to all participants and for the groups exercises and plenaries.

## SONGS AND THEATRE FOR GROUP MEETINGS AND PEER SHARING

GALS is about having ‘fun with a serious purpose’. Challenging stereotypes and inspiring change through new cultural forms is a very important part of developing ownership, creativity and team building within the champion process.

Songs are used throughout the workshop, and subsequent activities, as energisers and introductions at various parts of the training. People remember phrases in songs more than the written or spoken word. Singing also makes people feel happy: particularly when they sing in a group they feel uplifted and more positive about moving forward. There can be songs for all three tools in the CCW - Vision Journey, Gender Balance Tree and Empowerment Leadership Map. A number of songs with video can be found on the earlier mentioned websites. These can be learned later also for variety, but participants should innovate and own their own songs from their cultural context.

**It needs to be stressed that songs should not just say ‘GALS is wonderful’ or ‘Gender Balance Tree, Gender Balance Tree’ but go through each step so when people sing they are also learning.** In the same way children often learn the alphabet, or number rhymes. If the first songs are not detailed enough, then they can be progressively revised. **Each song can exhort those listening to share the information with other people so that many more people will join in the process of change.**

Dancing and improvised drama are also important elements in helping people reflect on the different situations of women and men, and how they would like these to change. A number of types of spontaneous improvisation are used as, for example, in the women and men’s role plays shown on the next page.

At first people think they cannot sing or write songs, but if some examples are shown on video clips or played as participants arrive, people usually start to develop their own. It is important that the facilitator makes sure people understand then stays in the background, so people will gain confidence. Experience suggests that spontaneous songs and drama are often better than when people ask ‘people good at singing or acting’ to change and refine them later. People should be encouraged to continue to develop their own skills in their groups, not just hand over to ‘professionals’ when they get back. That is all part of the creativity, confidence and leadership or team building.

### DOCUMENTATION NOTE

The songs developed should be recorded, and the words put into pictorial and written form - and if possible translated into an international language for sharing with the network. Examples of songs from different GALS processes are available at [www.wemanresources.info](http://www.wemanresources.info).



Champions from BAIR, Rwanda sing the welcoming GALS song



Champions from DUHAMIC, Rwanda perform their improvised gender balance song.

# GENDER ROLE PLAYS MUUNGANO COFFEE COOPERATIVE, CONGO

## WOMAN

In the women’s role play from GALS training for Muungano Coffee Cooperative Congo:  
The man’s wives are doing all the work while he supervises. Then the women carry the coffee to the market, but he gets all the money. He tells his family to go home and he will come soon. Then he goes to the bar to meet his lover and buys her lots of nice clothes. The wives find out and go and attack the woman (not the husband!). Finally a GALS champion comes to visit and persuades the man to reform his ways.





## MEN

The men's role play was even more revealing. The story of 'Tupa Tupa' a drunkard who spend all his coffee money on gambling. He loses and so starts fighting. Then the polic come and put him in jail. His family have to go and get a lawyer. The lawyer tells them they must pay a large fee for his services and bribes for the various police. That means they have to go and mortgage their land - for another fee to another official. They take the money to the lawyer who has a cosy relationship with the head of police. They share the bribe between them. Then they go and get Tupa Tupa out from jail. Finally a GALS champion (the same lawyer?) comes and does a calculation with Tupa Tupa of just how much the whole affair has cost him - the only people that have gained anything are the lawyers and police.



# SESSION 1

# FIRST VISIONS



This first introductory session aims to be fun and inspire people. It helps people get to know each other, gain confidence in drawing and starts to show gender inequalities as senseless constraints on peoples' empowerment to achieve their full potential in life. They begin to see change in gender relations as something which will benefit everyone, but things must be light and fun.

### Aims for participants

- introduce and reinforce a faith in the possibility of change and commitment to planning and action learning;
- clarify people's life vision for livelihoods, families and personal development;
- identify people's current position in relation to that vision;
- analyse opportunities and constraints and establish a timebound target;
- plot progressive milestone targets and the actions needed to move from one milestone target to the next;
- introduce and reinforce a culture of planning and reflexive learning;
- reinforce basic drawing and analytical skills;
- start to introduce questioning of ownership of assets and contribution of women and men to achieving visions of houses, cars etc.

### Aims for organisations

- increase understanding of and respect for people's visions, current situation and they ways in which they devise strategies for progress;
- increase understanding of the similarities and differences in the above between women and men from different backgrounds;
- improve participatory skills of staff and communication with women and men in the communities where they work.

### Aims for the facilitator

- understand participant expectations and clarify which can be fulfilled through the planned design of the workshop, which can be fulfilled by some adjustments or additions to the planned schedule, and which are the subject of another workshop or training - but can be suggested as follow-up;

- assess the specificities of the particular participant mix and context e.g. how easily do women and men or older and younger people interact and what are likely sensitive issues to manage group dynamics and assess pacing of the sessions;
- get people talking and energised before input of information.



Women from Gumutindo, Uganda draw their first visions at a community workshop.



Young girls from ANANDI, India share their visions for the future along with their mothers.

## FACILITATION OVERVIEW FOR WHOLE SESSION 1

### PARTICIPANT PREPARATION

- Participants should bring a locally available notebook (preferably A4) to use as a diary and two or three different coloured pens if these are not provided by the organisers.
- They should organise their lives so they can come on time and stay until the end so they do not miss anything.
- As far as possible they should explain to family members why they want to come to the workshop so that they will get the support they need, and also people will be interested to hear about the training when they get back.
- Think of some ideas for songs or dances which you will use for fun exercises - songs which promote empowerment and change.

### FACILITATOR PREPARATION

- Make sure you have read the Facilitation Guidelines in 'Equal and Together' and understand the advised layout of the diaries, the steps and principles of pairwise discussion and soulmate visioning.
- Check the venue and seating and planned how transitions will be made in seating between individual, group and plenary sessions to maximise participation and minimise 'teaching from the front'.
- It is often useful to have a GALS song from another process - if possible in a language participants can more or less understand - playing while people are arriving. Examples can be found on [www.wemanresources.info](http://www.wemanresources.info).

### MATERIALS/ PREPARED INPUTS

- Local Notebook Diaries - preferably A4 if these are to be provided by the organisation. It is often encouraging (but not strictly necessary) for the first set of champions to have attractive notebooks to take back with them as valued possessions to encourage others to buy their own.
- A good supply of four different coloured markers and five different coloured fet tip pens per person for people to have fun with. When those are finished they bring their own. It is extremely important to have ALL OF red, green, black and blue. Otherwise the colour-coding becomes difficult later.

### PROCESS AND TIMING 3 HOURS WITH HEALTHBREAK

- Explanation of the pairwise process (5 minutes)
- Activity 1.1 Pairwise introduction - what are your expectations from the training 15 minutes, deciding on applause convention and participant introductions (25 minutes)
- Brief welcome from the host/s (10 minutes)
- Brief introduction from the facilitator and response on the expectations (15 minutes)
- Activity 1.2 Soulmate Visioning (1 hour 30 minutes)
- Discussion and clarifications on use of the notebooks to keep them systematic and tidy (15 minutes)
- Explanation of homework, finalisation of the register and finishing song (20 minutes)

### OUTPUTS

- Vision drawing on first page of notebook diaries
- List of expectations to be revisited later
- Ideas for songs to be used as energisers.

### HOMEWORK FOR PARTICIPANTS

- A key part of the training is not only what happens in the sessions, but what people practise and learn as homework and the actions they take already to start to make progress. Explain that at the end of the GALS Catalyst Phase 1 process there will be prizes for:
  - those who have made most progress from the most disadvantaged position
  - those who have the best peer training manual and have effectively trained the most people. The organisation could decide some people should be taken on as paid community trainers in the scaling up process
  - the best poems or songs for GALS

### HOMEWORK FOR FACILITATOR

- Review notes from the session on issues which may need to be addressed (see details on each tool and checklist at the end of this section).
- If there is a register, make sure this is complete.
- Feedback the outcomes to their colleagues.

## ACTIVITY 1.1 PAIRWISE INTRODUCTION: WHAT ARE WE EXPECTING FROM THE TRAINING?

### AIMS OF THE PAIRWISE INTRODUCTION

Many workshops start with people introducing themselves around a table, but this takes time, people rarely remember other peoples' names and the information is very superficial. Sometimes people arrive late with good reason, so it is important to have something for everyone who arrives early to do - or they also will come late next time.

GALS workshops therefore always start with a pairwise exercise to help participants get to know each other better and more quickly, and promote active participation from the beginning. These also prevent sessions from becoming too much like school where people sit passively.

### AIMS FOR PARTICIPANTS

- To help everyone introduce themselves to everyone else in a meaningful way people will remember and help develop friendships and networks between like-minded people. This includes mixing between women and men from different backgrounds.

### AIMS FOR ORGANISATIONS AND FACILITATORS

- To get a clearer understanding of peoples' expectations and how the process has been explained to them and how they have understood this.
- To get final consensus with participants on what the workshop will achieve.

### FACILITATION NOTES

**Be sure to change the seating arrangements if necessary to encourage discussion and participation.**

This first pairwise activity is very informal to put people at ease. As people arrive they pair up with someone they know least and simply exchange names, where they are from, how they heard of the workshop, what they were told about it, what they are expecting, and if they have had any practical difficulties to come.

**No one in gals should ever be left sitting with nothing to do.**

They should be either further developing their own drawings, or discussing and helping others.

As soon as everyone has arrived the facilitator starts the session by explaining again the pairwise process, and asking for suggestions on a form of applause for each pair. The applause convention should be brief but energetic. Participants then introduce their neighbour and what their neighbour said.

There is a short formal introduction and welcome from the hosts with a brief introduction to the process and why the organisation is interested in it. The facilitator also briefly introduces themselves and responds to the expectations. If time is short or numbers of participants very large, these discussions do not need to be fed back to plenary at this stage, but can become part of the group discussions in Activity 1.2 and fed back in consolidated form by each group.

**NOTEBOOKS should be given out after this exercise and explanation of their use by the facilitator. If given out before, people will start writing things in the wrong place.**

The facilitator explains that in GALS everyone produces their own manuals, because GALS tools are adapted by individuals to their own needs. In addition, scarce funding is not wasted buying everyone a notebook. The aim is to

reach thousands of people and if everyone was bought a notebook that would use up a lot of funds that could be used for something else. After the first set of champions everyone buys their own notebook and pens - if a person can afford a bottle of beer or a packet of cigarettes or a hairdo then they can also afford their own notebook and pens if they value the training. The notebooks should be arranged as follows:

- The main drawings from the session should be at the front starting with the vision and then the tools for each session. Do not restart if you think you have made a mistake. Make all your mistakes on one drawing. Otherwise the book will get quickly finished. Then when you have finished copy a good version on to the following pages. If you want to write notes, then keep these with your personal drawings after each session, maybe leaving some blank pages for future notes and thoughts.
- You will put the key generic steps of each tool for use in training others at the back of the notebook.
- This separation of personal drawings from generic tools is extremely important for the peer sharing process later and the facilitator should periodically check how people are keeping their notebooks.



Clients of financial services of Finca Peru discuss their expectations from the GALS training.



Women and men from Vuchama Coffee Cooperative, Tanzania draw their visions.

## ACTIVITY 1.2 SOULMATE VISIONING FOR A HAPPY LIFE

### AIMS OF THE SOULMATE VISIONING

The soulmate visioning exercise further reinforces participation. It is an exercise that can be done for any topic. In this first soulmate visioning the topic is 'what do people see in their dream for a happy future', to begin to think about what they want in life as the basis for their first Road Journey. This first vision is a broad vision or dream - this will then be narrowed down to something achievable and concrete in Session 2. Dreams come first.

### AIMS FOR PARTICIPANTS

- To clarify people's implicit visions of what constitutes a 'happy life' and start the workshop on a positive note.
- To identify similarities and differences in visions of women and men from different backgrounds and for people as individuals.
- To introduce drawing as a fun activity.
- To develop participatory skills of listening, talking, sharing and presenting.
- To help everyone introduce themselves to everyone else in a meaningful way people will remember and help develop friendships and networks between like-minded people. This includes mixing between women and men from different backgrounds.

### AIMS FOR ORGANISATIONS AND FACILITATORS

- To get a clearer understanding of where people want to get to, and their starting points

- To get a clearer idea of similarities and differences between women and men from different background and any sensitive issues or likely points of conflict which will need to be taken into account
- To start to question gender inequalities in ownership, work and control of income in relation to e.g. visions for houses, cars, livestock etc - but just questioning in a light way who will own or do the necessary work, nothing heavy-handed or didactic.
- To bring the differences into some sort of consensus, e.g. women's right to ownership of things they produce and their potential competence as divers of cars, or agreement to respect differences. Again, very light and not didactic.
- To identify participants with progressive views and participants who may be more difficult to convince.
- To get a feel for people's levels of participatory and drawing skills and how they could be developed
- To establish participant ownership of the process from the start
- To establish gender as a fun activity from the beginning and move beyond fears of political correctness.

## SOULMATE VISIONING FACILITATION OVERVIEW

### PARTICIPANT PREPARATION

- Use the first page of the notebook diary and coloured pens

### FACILITATOR PREPARATION

- Familiarise yourself with the instructions, and prepare an appropriate introductory explanation, including encouraging drawing and emphasising that everyone can learn to draw - and everyone should draw for themselves so that they can learn and progress.

### MATERIALS/INPUTS

- Page 1 of the notebook diary with three coloured marker pens per participant.
- Three flipcharts with coloured markers for each group.
- Three flipcharts for the facilitator summary.

### TIMING 1 HOUR (BASED ON 10-20 PARTICIPANTS)

- Brief introduction to the notebook diary and importance of starting from the front and not continually restarting if they make a mistake. Brief explanation of aims of the soulmate exercise, though steps are explained as you go along (10 minutes).
- Individual drawing (15 minutes).
- Finding soulmates and sharing drawings (20 minutes).
- Group discussion and collective drawing (15 minutes).
- Plenary feedback and discussion (5 minutes per group x 5 and 15 minutes plenary wrap-up).
- Norm setting if needed.

### OUTPUTS

- Preliminary visions on the first page of the notebook diary with symbol and date
- Drawing and participatory skills
- Networking
- Preliminary feel for the likely similarities and differences between participants, and between women and men and whether or not there is a need for norm setting at this stage.

### HOMEWORK FOR PARTICIPANTS

- Take forward the vision drawing to the next exercise
- Make sure you understand the Multilane Highway framework - if not ask someone else who was there
- Share what you have learned with those around you

### HOMEWORK FOR FACILITATOR

- Make a list of the key elements of the visions and notes on differences between women and men.
- Take preliminary impressions of participants, their visions and process forward into next activities.

## SOULMATE VISIONING: BASIC STEPS WITH FACILITATION NOTES



### NOTE

Give a brief explanation of aims, then explain step by step as people go along. Introduce the notebook diary and ask people to think of a personal symbol and put this on the front, together with a symbol for their group if relevant. Then ask them to use the first page of the notebook diary for their vision drawing.



### STEP 1 INDIVIDUAL DRAWING (15 MINUTES)

Participants are asked first to close their eyes, and think of how things might be in a happy future. Thinking also about relationships with their family - women and men, children and elderly.

On the first page of their diary participants draw the images they see - this will be their starting vision for the future, though it may change as they share with others and in future as they progress.



### STEP 2 FINDING SOULMATES (15-20 MINUTES)

Participants mingle with each other, introducing themselves by saying name and organisation and sharing their vision drawings. As they mingle they decide which participants they think have vision drawings most similar to their own and form a group with them. Normally this produces 3-5 groups of different views. Any 'special people' who do not feel they can join the other groups form one group together - often they are very creative participants who contribute new insights to the process.





### STEP 3 COLLECTIVE DRAWING (4-5 GROUPS 15 MINUTES)

Each group does a collective drawing on a large flipchart, bringing together all the elements from the different drawings.

This collective drawing should be a participatory process, with everyone having held the pen and done some drawing, not a task given to the most 'artistic' participant. At this stage expectations can also be shared and noted if this has not already been done.



### STEP 4 PLENARY SHARING (10-25 MINUTES, 2-5 MINUTES PER GROUP)

Each group appoints two presenters. One shares their collective drawing and the other lists the elements of gender justice on a flipchart (one column for each group). Each vision drawing is posted next to the others on the wall for future reference.



### STEP 5 PLENARY DISCUSSION

How similar are the drawings? Which visions are most common? Are there differences between women and men? Or more individual differences as people?

#### NOTE

At the end of the session people have a few minutes to add to or amend their own visions in the light of what they have heard. Put the date at the top left of the page. Discuss norm setting if necessary.

## FIRST VISIONS: SOME ISSUES FROM EXPERIENCE

### GENDER ISSUES

The visions in this session are generally things like houses, vehicles and livestock, or sending children to university. It is important not to impose anything at this stage but inspire people to think of a better future, including in terms of relationships - not just material possessions - and share their visions.

At the same time the facilitator should note and build on any gender issues which come up:

- any ambitious visions which women or men may have for livelihoods or their families which could be used as models to inspire others - bearing in mind some people are poorer than others.
- any potential contradictions between peoples' visions and their attitudes on gender e.g. whether men are assuming that their wives will do all the work to help them build a house without their names being on the ownership document.
- challenge any stereotypes from women as well as men and promote understanding of common human values.
- question e.g. whether women will own the houses they want to build or house sites, whether women will drive and co-own cars, who will do the work for livestock and who will own them. Nothing heavy handed and didactic, but raising issues in a joking and light-hearted way. And note who supports change and who is most opposed so you can think how to address this as the workshop progresses.

### DRAWING

Initially people may not want to draw, including people who cannot read and write and those with high levels of formal education.

The facilitators themselves need to be comfortable with drawing and convinced of its various advantages even for people who can write. This may require practice. For more details, see the facilitation guide on drawing in the GALS Overview Manual.

It is important to make the process fun, encourage people to have 'serious play' and explain that drawing is a means of expression which anyone can do - we are not wanting artistic drawings just symbols which others can understand.

People who cannot read and write have generally been able to draw within about 10 minutes. They should be put in a group with other people who have difficulty drawing. They should not be patronised or laughed at, assured that even very old women who have never held a pen can quickly do beautiful drawings, and then left to help and encourage each other.

**No one should draw for anyone else, or they will not fully own their vision.**

If people have particular difficulties, put them together in a group where they can be supported by each other and the facilitator (see the Overview Manual facilitation guide on drawing).

Some people may not want to draw because they think they are too educated. Tell them that scientific research has linked drawing to increased intelligence through developing different parts of the brain; drawing is more effective and engaging than Powerpoint presentations; 'a picture is worth a thousand words'. It gives a feeling of freedom and greater clarity of expression: 'if you can't

draw it, you don't know what you are trying to say'. It is a skill which is not always easy and improves with practise.

**You will need to establish a convention for dates based on simple symbols.**

Make sure everyone:

- is drawing for themselves
- has put their individual symbol and group symbol on the outside of the diary
- has put the date on their vision
- is drawing in their diaries the right way up
- is working from the front to back of the notebooks
- is not continually restarting drawing on a new page
- is now comfortable holding a pen.

This is all important for later.

Lakshmi from Jamghoria Sevabrata, West Bengal India is drawing many different kinds of local and foreign pigs and goats in her vision only one hour after first holding a pen.



## FIRST VISIONS: FACILITATION CHECKLIST

Remember the aims at this stage are:

- the understanding and discussion, not just the final drawing;
- ownership, openness and fun, not 'political correctness' or accuracy of information;
- getting a sense of what happens 'naturally' coming from participants so you understand how to strategise change from the back in later stages.

Guidelines for facilitators:

- Don't try to teach or preach - or you will lose people from the start;
- Observe the participatory process throughout and (politely) introduce and continually reinforce principles of inclusion, equity and respect right from the start;
- You can reinforce anything which you think is particularly positive in support of women's rights and gender justice e.g. visions where women have ownership of assets, where men are helping with children;
- You can also question (politely, strategically and without accusation) anything which is obviously against the GALS principles or which support assumptions e.g. that men are heads of household or women are weak;
- If the participatory process has been very bad, then some discussion on norm-setting may be needed for the next session. But ask participants themselves to comment and make suggestions. Consider how you can introduce any necessary norm setting without appearing 'teacherish' - so people self-enforce norms themselves leaving you to continue to facilitate from the back as a friend;

- Consider if you will need to make any changes to seating arrangements and group logistics to increase participation in following sessions.

## STARTING OUT ON THE ROCKY ROAD: DOCUMENTATION CHECKLIST

The outputs from this session are not quantified at this stage. But allow yourself some time to reflect and make quick notes on the following:

- Look at the aims of the session and tick those you think have been achieved.
  - How much consensus is there between the visions? What are the main differences? Between women and men? Between women? Between men? Between people from different backgrounds? Do you think it is necessary to question any gender differences in visions? If so how?
  - Has the discussion process been equitable and participatory? Did women and men mix happily together, or separate out into single-sex groups? Have women participated equally in the group discussions? Have men felt they could express themselves freely? Have groups been dominated by a few individuals? If not, what are the implications for the following sessions?
  - Are any people still having difficulty drawing? They may need some encouragement. Are any people drawing for others? This should be strongly discouraged - or people will never learn.
- Are there any gender issues which you feel are likely to be very important? Changes which everyone would seem to support? Issues which are very important, but likely to be sensitive? How would you tackle these without causing undue conflict and losing people along the way?
  - Did you have any difficulties as facilitator? How do you think those could be addressed in the following sessions? Including norm-setting, group composition and seating.

### NOTE

It may be useful to record basic background information for each participant on the register of participants usually kept for accounting purposes. This can be done at the end or during the community action learning.

# SESSION 2

# VISION

# JOURNEY



## BASIC NARRATIVE

We need to start our road to the future somewhere – to start to have faith in the possibilities of progress and change and develop the habit of visioning, planning and assessing our progress. So we begin with something very concrete and simple.

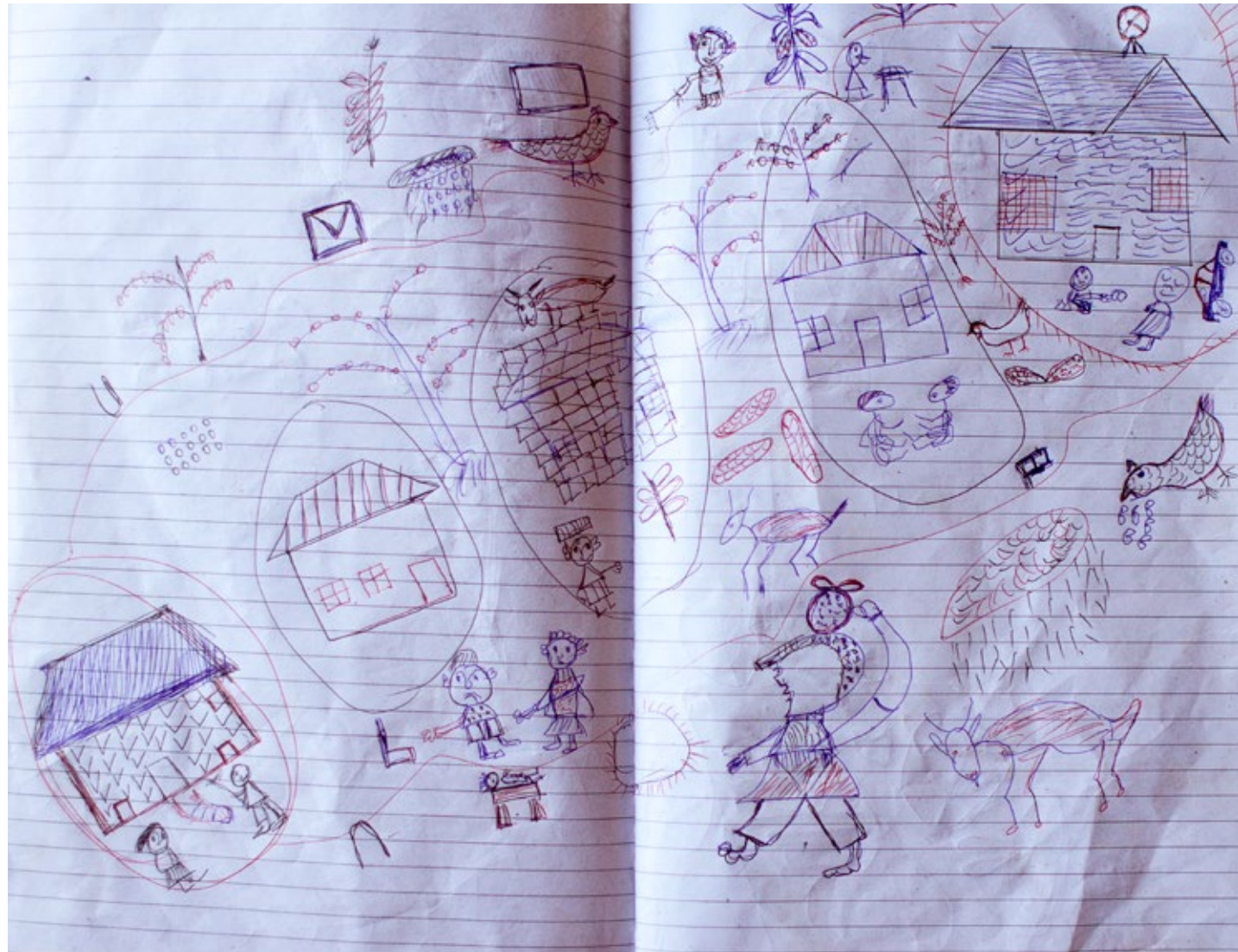
For this first Vision Journey, you should choose the thing which is most important from your drawing in the soulmate exercise. But this should also be something that you think you can achieve or make significant and visible progress towards in the timeframe of about 1 year or even shorter.

Later you can use the same tool over a longer timeframe or for other things. Once you have learned the basic principles and process, it is possible to move on to bigger and more ambitious dreams.

For this first journey, though, start with something concrete and realistic so you can learn how to plan and track over time. And start to have confidence that things can change and feel good about your journey.



Members of Gumutindo Cooperative, Uganda, draw a group vision journey.



Vision Journey for building a house in a notebook diary, Mbinga, Tanzania.

## AIMS OF THE VISION JOURNEY

The Vision Journey is the first stage towards the individual Multilane Highway. It produces a plan to help people work towards one realisable element of their vision from the soulmate visioning exercise - often this is a small business, a house improvement or sending children to school - as part of the longer term vision.

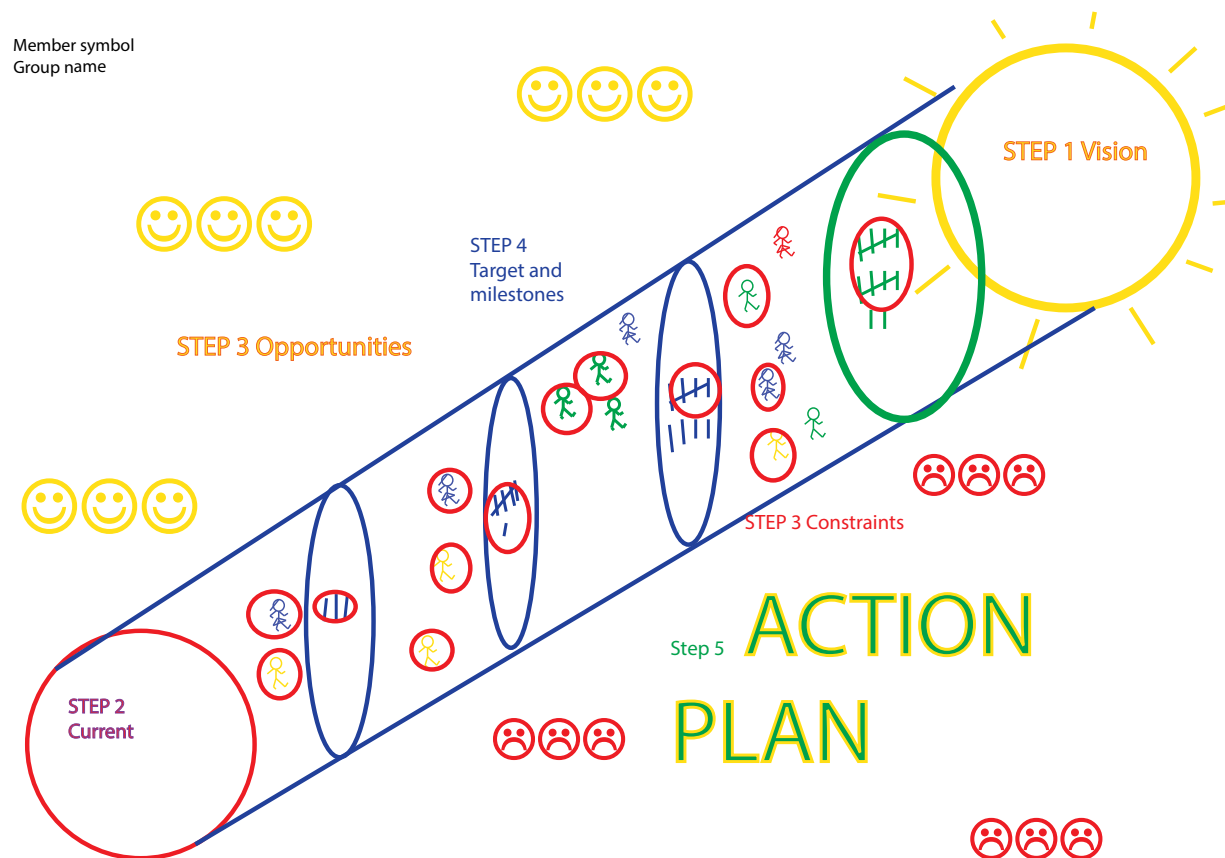
It is first drawn separately, then key elements copied later as the top road of the individual Multilane Highway in the diary. It provides the reference point and rationale for examining gender opportunities and constraints and peer training necessary to achieving this vision in the subsequent tools.

### AIMS FOR PARTICIPANTS

- introduce the basic planning principles and steps
- reinforce ideas of visioning, but also realistic targets with tracked actions and milestones
- brainstorm and share as many opportunities and challenges as possible
- introduce and reinforce a culture of planning, tracking and reflexive learning
- reinforce basic drawing and analytical skills.

### AIMS FOR ORGANISATIONS

- increase understanding of and respect for people's visions, current situation and how people themselves can plan strategies to achieve them;
- increase understanding of opportunities and challenges and possible roles for the organisation;



- increase understanding of the similarities and differences in the above between women and men from different backgrounds and as individual people;
- improve participatory skills of staff and communication with women and men in the communities with whom they work;
- provide a basis to further reinforce questioning on ownership of assets and intra-household cooperation.

## VISION JOURNEY: FACILITATION OVERVIEW

### PARTICIPANT PREPARATION

Participants need the vision from the soulmate visioning exercise, their notebook diary and 2-3 different coloured pens, a pencil, sharpener and a rubber if these are not provided by the organisers.

### FACILITATOR PREPARATION

- Familiarise yourself with the tool, the concept and the frameworks and draw your own Vision Journey
- Prepare an introductory explanation
- Download one of the vision journey song video examples from [www.wemanresources.info](http://www.wemanresources.info) and set this to play as participants arrive.
- Make sure the seating arrangements encourage participation; are appropriate for people to sit comfortably in groups while doing individual drawings; and that there are passageways for people to come up and contribute from the front.
- Seat yourself now to the side, not at the front.

### MATERIALS/ PREPARED INPUTS

- Notebook diaries with coloured pens and pencils for the first drafts. There should be some sharpeners and rubbers.
- A blank flipchart for participants to progressively develop at the front of the room with coloured markers placed for people to come up and draw.
- Put a large Multilane Highway diagram on six to eight flipcharts on a wall where it can be seen and filled in at the end of the session. Put the target and three to six milestone circles to represent the timeframe until the interim review - these will be filled in at the end of Session 6.
- Green and blue markers for colour-coding.

### TIMING 3 HOURS WITH HEALTH-BREAK

- Pairwise introduction - discussion of what participants learned in the previous session (15 minutes).
- Welcome back and brief overview of session (5 minutes).
- Plenary feedback focusing particularly on any need for clarification and formation of groups based on the visions they have chosen for the journey (15 minutes)
- Individual drawing of the Vision Journey in notebook diaries. The facilitator goes slowly through the steps with participants drawing on the blank flipchart while everyone else draws in their notebook diaries (1 hour).
- Participatory feedback of visions, current situations, opportunities and challenges quantified by raising hands on the large Multilane Highway diagram (30 minutes).
- Facilitator wrap up including homework and suggestions for the song (15 minutes)

### OUTPUTS

- Individual Vision Journeys with milestones and actions for the next 12 months in notebook diaries. These are then tracked over time.
- Top road of the collective Multilane Highway filled in.
- Vision Journey song for the process.

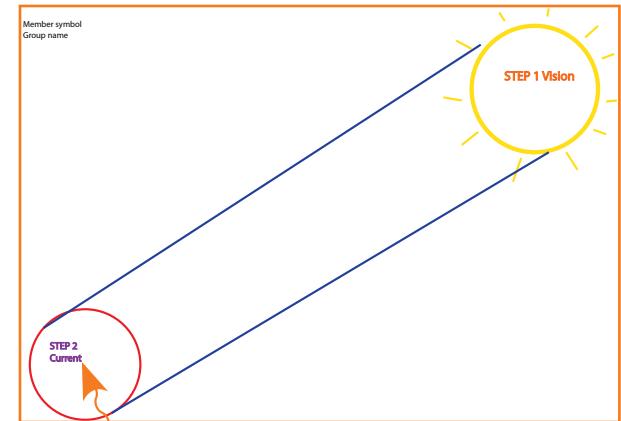
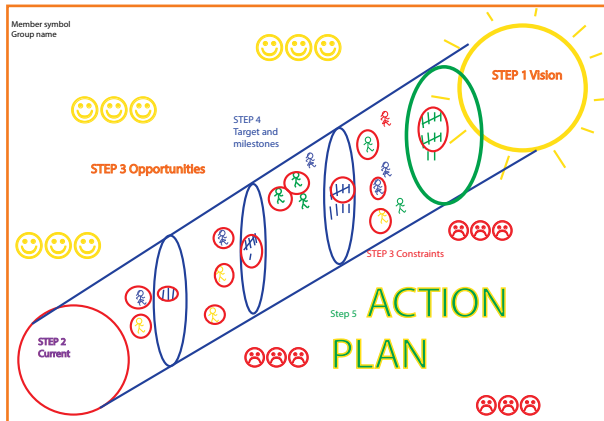
### HOMEWORK FOR PARTICIPANTS

- To complete their Vision Journey, building on the inputs from others,
- To share what they have learned and the Road Journey Tool with at least two people before the next meeting
- To work with others to write a Vision Journey song
- To bring their A4 book and coloured pens to the next meeting

### HOMEWORK FOR FACILITATOR

- Make sure you have good photos of some of the vision journeys
- Copy the quantified visions, disaggregated by gender, onto the Excel sheet
- Finish your own Vision Journey
- Feedback the outcomes to your colleagues.

# PARTICIPANT DIARY: VISION JOURNEY BASIC STEPS



This Vision Journey is the first Road - a plan to start and move towards your dream. It is drawn on the next double page after your vision. Start in pencil, then colour. Remember to put the date in the top left hand corner.

And remember THIS IS YOUR ROAD. Discuss and learn, but do not copy from others.

## STEP 1 FIRST CIRCLE – FUTURE

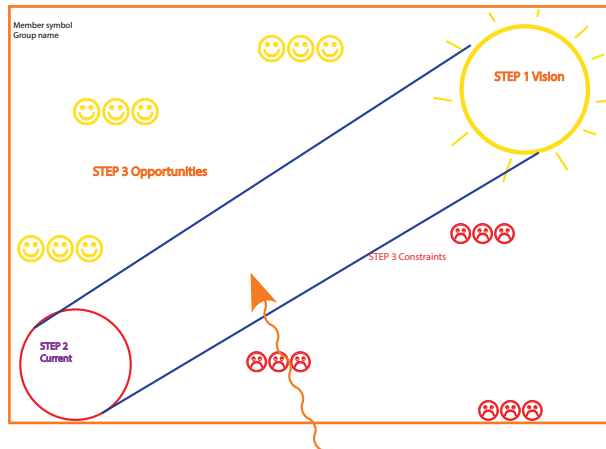
Draw a large circle at the top right hand corner of your page. This represents the future. It is a large circle at the top because it is like a sun and you are reaching for the sky. It is the vision which will inspire you to pick yourself up, and continue to move forward if you fall and stumble on the rocks along the road.

## STEP 2 SECOND CIRCLE - PRESENT AND DRAFTING THE ROAD

Draw a second large circle at the bottom left hand corner of the flipchart. This represents the present situation. Draw two straight lines to link both circles. This represents your road from the present (bottom) to the future (top). The road is straight and upwards, because this is how you hope you will reach up to your vision.

In the bottom circle draw how your current starting situation is for things in your vision eg what type of house do you have now, who owns it?

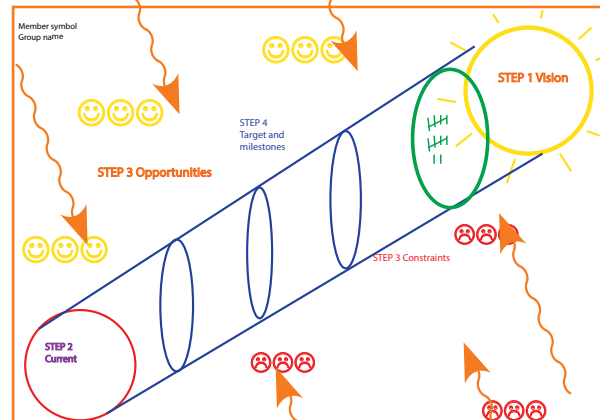




### STEP 3 OPPORTUNITIES AND CONSTRAINTS

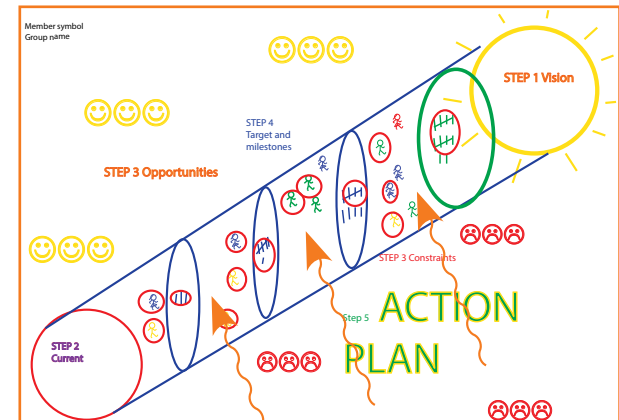
On either side outside the road you will draw: at least 10 opportunities at the top of the road - the things which will help you up if you fall down. The more opportunities you can think of, the easier it will be to advance.

at least 10 constraints go under the road because these are the things that can drag you down. It is important to foresee and avoid them if possible. The things which are most under your control nearest the road. The things which you cannot control go furthest from the road.



### STEP 4 TARGET AND MILESTONES

Every journey starts with small steps. Your vision is a long term dream. Now you need to plan how realistically, given the opportunities and challenges, you can start to move. Draw a circle immediately next to the vision and fill in how far you think you can get towards the vision in one year. Then put three or four circles at key points where you expect to have something to show as measurable milestones along the road. Leave space in between the circles - that is where you will put the actions.



### STEP 5 SMART MILESTONES AND ACTION PLAN

Now you are ready to fill in your milestones - in each circle you put in how far you need to get each time. Focus particularly on the first. Then between each milestone you put in the actions needed to move from one to the next - revising the milestones and target if necessary. You will then track your progress over time, and adjust your drawing as needed to get as far as you can towards your vision.

## FACILITATION NOTES: VISION JOURNEY



### BRIEF INTRODUCTION

Once the feedback from the pairwise exercise has finished, the facilitator should give a brief explanation of the Vision Journey and ask people to open their notebooks at the next double page after the vision.

5 MINUTES



### INDIVIDUAL ANALYSIS: PARTICIPANT DIARIES STEPS 1-5

1 HOUR

People draw individually but it is good for them sit in informal groups - either according to their vision or, if there are significant inequalities between participants, putting together those who have most difficulty in one group and the most advanced in another. This is to enable the facilitator to easily give necessary support to each, while those who have initial difficulties can encourage each other rather than feeling dominated. Those who are more advanced can move ahead quickly with more complex analysis to add to the discussion later. Men and women may need to be separated if one is likely to dominate the other. Sharing between the different levels will be encouraged as homework. Stress that everyone draws for her or himself, and that they can discuss and learn from each other, but not copy someone else's road which may not be achievable for them.

Go through the participant instructions above step by step interactively from the side, inviting people to give examples on the flipchart at the front as people draw in individual notebook diaries. Go slowly. And do not touch the pen yourself. Make sure everyone is engaged all the time - either through taking their own analysis further or helping others. When people have finished, they should start to share in their groups until everyone has finished enough to start the plenary. Focus particularly on identifying as many opportunities as possible and seeing if challenges can be turned into opportunities. The aim is detailed and inspiring analysis, not artist drawings.

Key points which may need continually emphasising are:

- the importance of identifying as many opportunities as possible - particularly ones over which they may have some control. It is that deep reflection and brainstorming which will really help people advance. It may be very useful to discuss with neighbours on this.
- challenges are identified in order to foresee them and plan how to address them. Focus on those under one's control and see also if they can be turned into opportunities. Do not waste energy on all the possible disastrous acts of god, unless they can and need to be addressed.
- the need to separate out the milestone targets from the actions needed to attain them. That is an important point for future tracking and monitoring - it is the actions that people can control, not necessarily whether they fulfil the targets. They will need to continually assess which actions are successful and which are not, and maybe revise their targets accordingly.



**FILLING IN THE  
TOP ROAD ON THE  
MOTHER JOURNEY  
PLENARY  
FEEDBACK AND  
AGGREGATION**

**30 MINUTES**

Starting with the vision circle and with participants from the back, people come up and present what they put on their journey. People progressively add things that have not already been put. As each symbol is added ask by a show of hands how many people have the same vision and ask whoever is at the front to mark the number on the diagram using the stroke system - different colours for women and men. If time permits, repeat the same thing for the opportunities. The aim here is to demonstrate the principles of the tools and generate collective enthusiasm and open up discussion on ways forward. Workshop participants will not at this stage constitute a representative sample, and may never meet again as this particular group of people. More rigorous quantification for for impact assessment is done later as part of the Community Action Learning or Participatory Gender Review. Do not overburden the process with 'policing' at this stage, though it should be stressed that if there are issues people do not want to share, they do not need to discuss them. It is their individual journey and their choice what they want to discuss in public.

The facilitator continually emphasises the concept of SMART (Specific, Measurable, Achievable, Realistic and Time bound) objectives for milestones on the way to the vision – every journey starts with small steps. But these must be steps in the right direction.



**FACILITATOR  
WRAP UP AND  
HOMEWORK**

**15 MINUTES**

The facilitator gives a brief wrap up, outlining different dimensions of a vision and opportunities which have come up. The facilitator could also discuss some important gender elements which have not come up, without imposing their own view. Still, good facilitation from the back means that there should be little for the facilitator to add. There could be a slot here for norm setting - it will be more useful and participatory at this stage than doing this at the beginning, unless people are very undisciplined. This is the time for any suggestions about changes in process or participation, e.g. the need to have norms on mobile phones or people not interrupting each other.

## VISION JOURNEY: SOME ISSUES FROM EXPERIENCE

As with all GALS tools, start simple and help participants develop their own confidence in analysis. People must feel they own this first Vision Journey as their own.

This first Vision Journey is often the first time people have thought about future planning, and it is important not to overload it with too many details. The degree of detail at this stage will depend on:

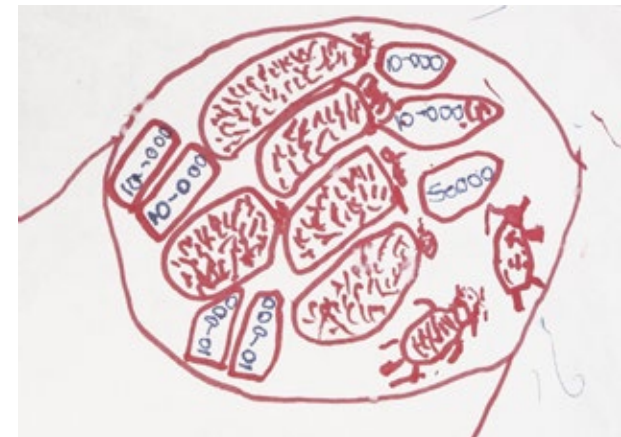
- the outcomes of the soulmate visioning exercise;
- the degree to which Session 1 has developed people's drawing and participatory skills so that they can draw further detail;
- the numbers of participants per co-facilitator and the level of previous experience they have with gender and/or participatory methods.

One of the biggest challenges is to inspire more educated people to take the exercise seriously, particularly the drawing. It should be explained that the tools are potentially very sophisticated concept mapping diagrams and concept maps are used at university level as a more efficient way of thinking through issues and analysing interrelationships between different elements in a plan. Writing everything long hand is not effective for that, and the types of matrices often used such as SWOT do not link the analysis to a vision and therefore lack focus and direction. Give as an example that the tools have been used by Kenyan exporters with an MBA, and they found it very useful to put all their ideas on one-sheet diagram. It is possible to write some of the elements rather than draw, but drawing can be both clearer and more concise. It can

help to explain that scientific research has shown that drawing uses a different side of the brain from language and writing. That side has been neglected by conventional education systems. Developing both sides of the brain increases intelligence and capacity for analytical thought and creative 'thinking outside the box'.



Member of Raa Cooperative, Tanzania, presents his first Vision Journey for a mining business.



Vision Journey and detail for cooking oil business from a woman in Green Home, Uganda, an hour after having held a pen for the first time. Note the numbers for 100 and 10,000 in savings.

## VISION JOURNEY: FACILITATION CHECKLIST

At this stage facilitation should not be too directive, but focus on:

- having fun and building confidence of everyone to draw their own diagrams for themselves.
- ensuring people understand the basic principles and steps outlined above. The main things to check are that people:
  - are using two consecutive pages to give enough space and these come after the Multilane Highway framework;
  - are drawing in the right direction and the right way up - often people are sitting opposite each other and copying so they can get the drawing up-side-down;
  - have visions which are reasonably realistic;
  - understand the difference between the vision and current circles
  - have at least 10 opportunities and challenges by the end of the plenary;
  - have the one year target circle, and the right number of milestones with enough space in-between to put the action steps they need to take.
- people coming away inspired with dreams of the future, but with a realistic target and with some immediate action steps

Then indicate what they can do as homework - including peer learning and support, probably starting with their families and children. This is particularly the case when participants cannot read and write and/or have little experience in drawing. The facilitator needs to check whether participants at home have drawn for themselves.

If someone has drawn for them, emphasise that with a bit of practise everyone can do it. The initial personal journeys are then made more rigorous as a planning and assessment tool and transferred to the top lane of their individual Multilane Highways in Session 6.

## VISION JOURNEY: DOCUMENTATION CHECKLIST

If time has permitted you should have on the top lane of the mother Multilane Highway quantification of visions and opportunities, colour-coded by gender. **At a minimum make sure this diagram is annotated and photographed so you can share it with your colleagues, and write up your**

**qualitative notes to accompany the diagram.**

The information can also be entered into an Excel database to record the different outcomes from different groups, or this can be done in Session 6 or as part of the Community Action Learning. It is fun and ownership which are important at this stage.

Review your notes from Session 1 and note which issues you have managed to resolve and which challenges are remaining, and how you might address them in the next session. In particular which gender issues are emerging? Which things could you further emphasise based on what people are already saying? Which gender issues are being omitted? e.g. women's ownership of assets in the vision. How could you introduce that discussion in the following session based on what people are saying? Are there contradictions in what is being said?

Vice chairman and board member of Vuasu Cooperative Tanzania present their Vision Journey towards having equal women members from current 25% and equal women on the Board from 0 over 3 years.



# SESSION 3

# GENDER

# BALANCE TREE



## BASIC NARRATIVE

Households are like trees - they need to be properly balanced if they are to bear rich fruit year after year. If the roots are not equally strong on both sides, then the tree will fall over in the first storm. If the fruits on one side are heavier than on the other, then the also tree will fall over and there will be no harvest next year.

Inequalities between women and men within households are a key cause of imbalances and inefficiencies in the household tree which make them fail. Often women and men do not work equally, leading to inefficient division of labour inputs to the tree. Women and men may not benefit equally in the fruits and unproductive expenditures may cause the tree to fall over. The household tree's trunk is often made to bend one way or the other because of inequalities in asset ownership and because decisions are not shared. This means everyone goes their own way without caring about the other and the whole tree becomes weak.

It is important that the forces acting on each side of the trunk are equal to help it to grow straight and help the flow of goodness from roots to branches. Instead of the tree being blown this way and that by power inequalities - and maybe even uprooted altogether. Even if fertiliser is given to the roots, if this is done on one side only e.g. training or inputs only for the men or if the forces acting on the tree are not made equal e.g. asset ownership, then the tree will just grow faster on one side and may fall over even faster.

## AIMS OF THE GENDER BALANCE TREE

The gender balance tree is a powerful way of consolidating into one tool information often collected by other gender tools such as access/control profile and time schedule. Everyone goes away with their own individual analysis of their own reality, not a stereotyped view. In terms of challenging 'culture', it is often the progressive exceptions rather than assumed averages that can show the most

constructive ways forward. And it is credible quantification of the serious imbalances by participants themselves, rather than vague estimates of what people already know that can convince community leaders to act. The tool does not stop at analysis. It also focuses on identifying immediate and longer term action commitments participants can make to improve the gender balance and increase household wellbeing through more efficient division of labour, more productive expenditure, more equal distribution of ownership and decision-making.

In this catalyst phase the aim is awareness-raising and identification of five change strategies that can be monitored. The tool is designed for households with one or more members of both sexes (spouses, parents, children; e.g. even where sons and daughters are not working for an income they are often unequally involved in housework). For this purpose and for the majority of participants, it has to be kept simple and focused on change in relationships between women and men. For suggestions on how to adapt it for polygamous households and single-headed households see the facilitation notes below.

### AIMS FOR PARTICIPANTS:

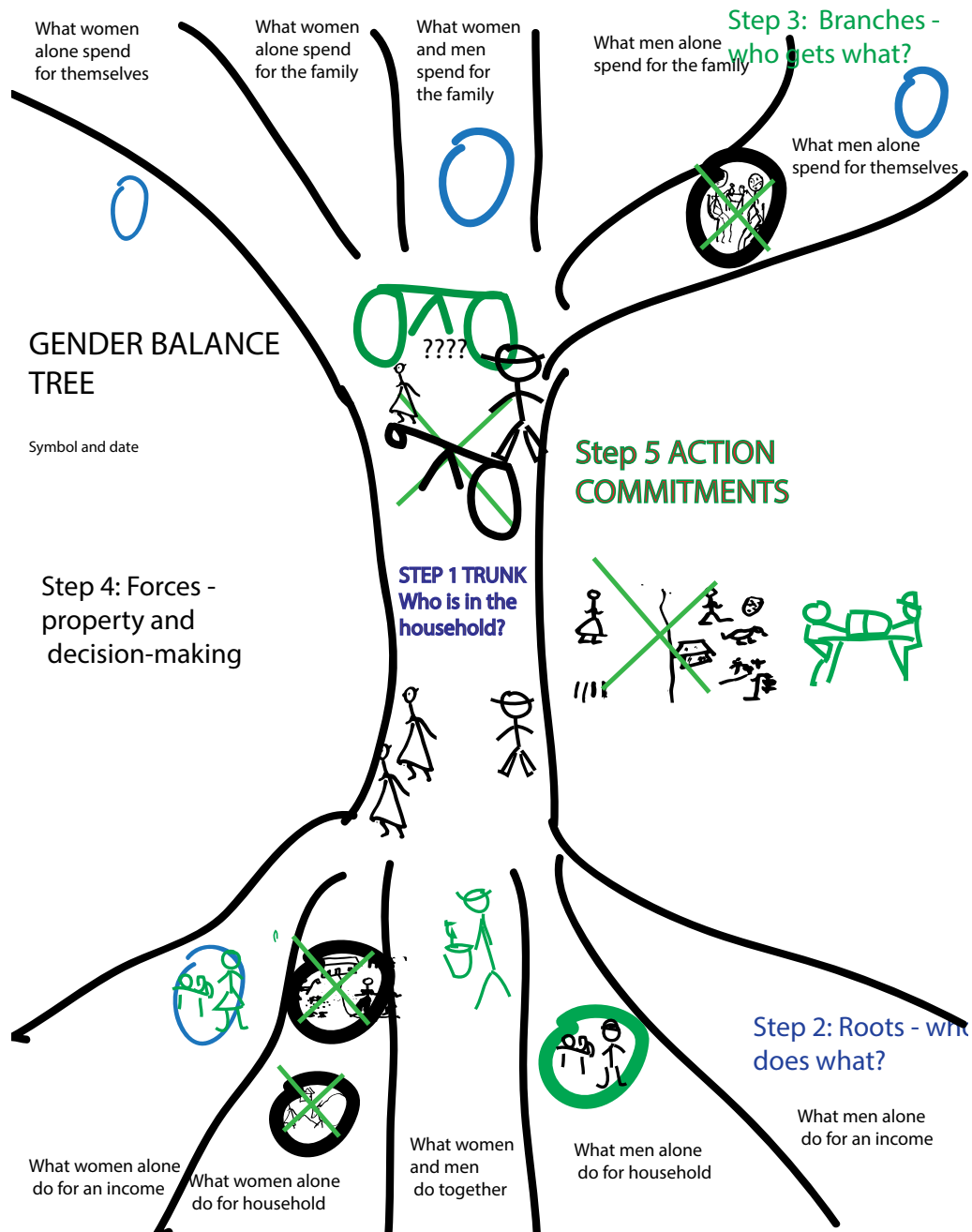
- identify who contributes most work to the household: women or men;
- identify who spends most for the household: women or men;
- identify who benefits most from household income: women or men;
- identify inequalities in ownership and decision-making;
- decide whether the household tree is balanced;
- decide priority areas for improving the gender balance of the tree so it can stand up straight and bear richer fruit equally for women and men;
- see which households 'break the gender norms' as a basis for change.



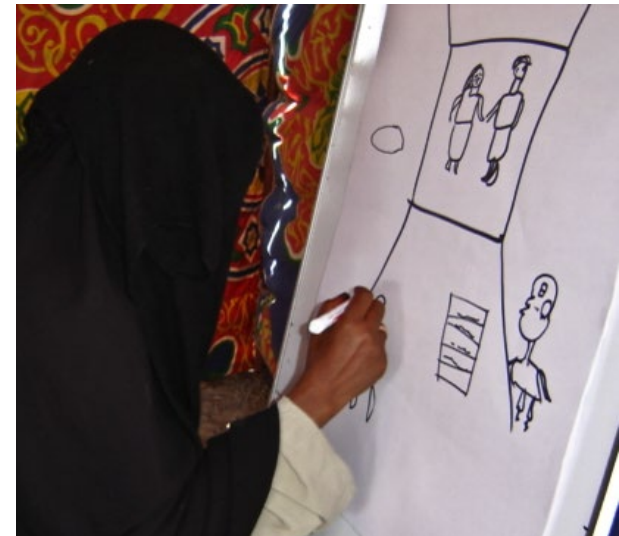
Presentation of a quantified Gender Balance tree by a participant from the Poroporo Multipurpose Group in Yumbe, West Nile, (picture ON 2013), Uganda.

### AIMS FOR ORGANISATIONS:

- investigate different household structures, including incidence of polygamy and female headed households for input to the social empowerment map;
- clarify and quantify broad gender inequalities in work contribution, control over income and expenditure to avoid relying on gender stereotypes;
- get an overview of the types of strategies which women and men see as ways forward to balance the tree;
- see which households 'break the gender norms' as a basis for change;
- start to think about the types of services which might be needed to complement individual actions and group sharing.



Ambrose from Buginyanya cooperative in Gumutindo, Uganda, commits to putting his wife's name on his land agreement.



Community member involved in a programme of PASED, Sudan adds her drawing to discussion of gender balance.



## GENDER BALANCE TREE: FACILITATION OVERVIEW

### PARTICIPANT PREPARATION

- Bring your notebook diary with your final Vision Journey on pages two and three. And a pencil, and black and green coloured pen if these are not provided by the facilitators.
- Come early and work on the Vision Journey song from the previous day.

### FACILITATOR PREPARATION

- Familiarise yourself with the tool, concepts and framework and draw your own Gender Balance Tree
- Download one of the Gender Balance songs from the website and play this as participants arrive.
- Prepare an introductory explanation
- Make sure the seating arrangements are appropriate for people to sit comfortably in groups while doing individual drawings, and that there are passageways for people to come up and contribute from the front.
- Seat yourself to the side, not at the front. You do not hold the pen at any time.

### MATERIALS/ PREPARED INPUTS

- Put up a blank flipchart at the front of the room for interactive presentation of the tool
- Put the Multilane Highway framework on a wall in the hall for use in the plenary.
- Per participant: notebook diary and a pencil and black and green coloured pens. With some sharpeners and rubbers.
- Per group: 1 flipchart put in different corners of the venue and different coloured markers
- For the plenary: MLH on the wall and green and blue markers for gender colour coding.

### TIMING 3 HOURS WITH HEALTH BREAK

- Pairwise recap on achievements from homework from the previous session and facilitator introduction (20 minutes)
- Interactive presentation of the steps - facilitator does not hold the pen - and drawing individual trees (40 minutes)
- Individual filling in of five action commitments in the vision circle on the middle lane of the Multilane Highway framework in the notebook diary and current situation with opportunities and challenges relating to these (10 minutes)
- Group discussion in 2-4 single sex groups to produce quantified trees (30 minutes)
- Design and presentations of Gender Balance Tree songs to be presented at the end (40 minutes)
- Plenary sharing filling in and quantification of the action commitments, current situation, opportunities and challenges on the middle lane of the Multilane Highway (30 minutes)
- Facilitator recap and homework (10 minutes)

### OUTPUTS

- Individual Gender Balance Tree in notebook diary with five clear action commitments as 'green fruits'.
- Quantified gender colour-coded visions and opportunities on the mother Multilane Highway.
- Gender Balance Tree song.

## GENDER BALANCE TREE: FACILITATION OVERVIEW

### HOMEWORK FOR PARTICIPANTS

- Refinement of your own individual Gender Balance Tree based on the plenary discussion.
- Act on the immediate change strategies identified and reflect on what works, what does not work, what advice can you share with others, what advice do they need?
- Share the methodology and what you have learned with at least two people in your household, community or group.
- Practise the Gender Balance Tree song.
- Bring your diary and pens (maybe buy a couple more colours?) to the next meeting.

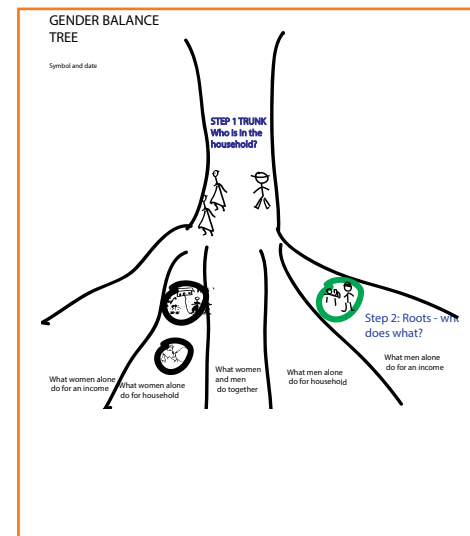
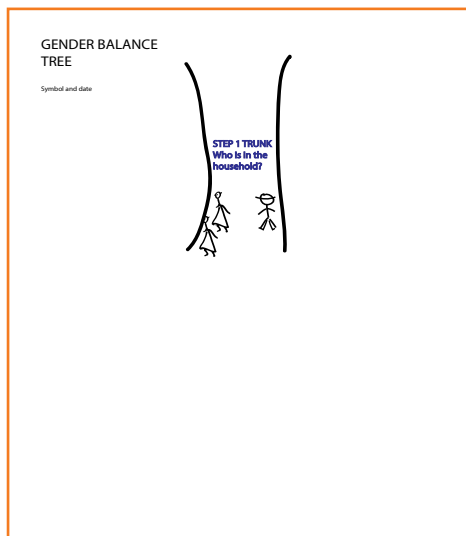
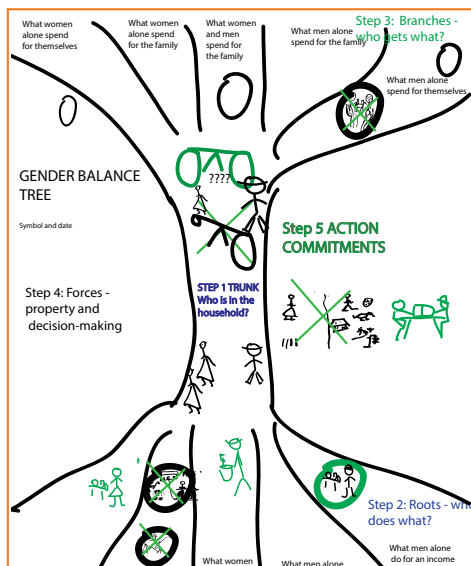
### HOMEWORK FOR FACILITATOR

- Analyse the information from the Multilane Highway vision and opportunities and put onto excel sheet for sharing with your colleagues.
- Add to your notes in the margin for future adaptation
- Consider any issues and changes you want to make in the next exercise: Empowerment Leadership Map.



The Land Board in Kyarumba, Kasese District, Uganda, now actively encourages men to put their wife's name on land agreements after lobbying by Bukonzo Joint Cooperative

# GENDER BALANCE TREE PARTICIPANT DIARIES: BASIC STEPS



## STEP 1: TRUNK: WHO IS IN THE HOUSEHOLD?

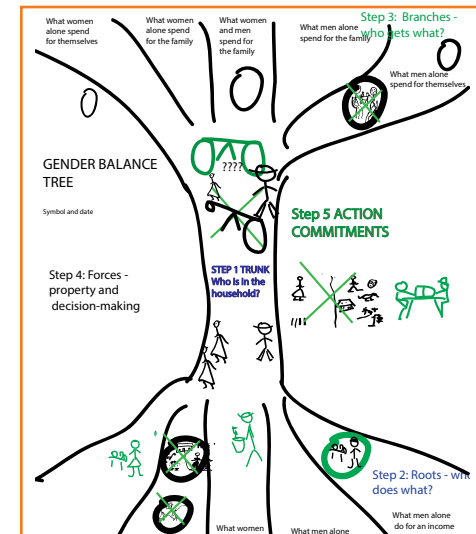
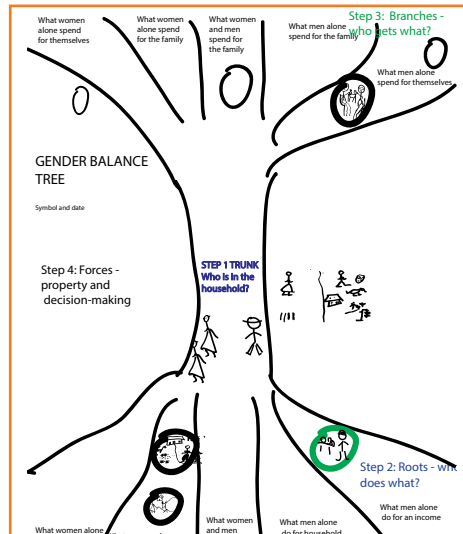
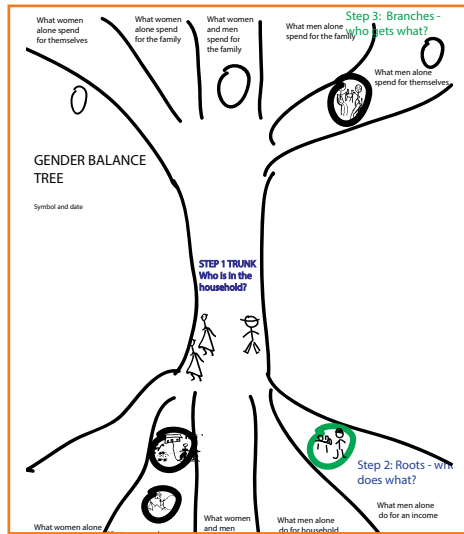
Draw two lines in the middle of the paper for the trunk. Then put symbols for each household member on either side inside the trunk. Working women (including co-wives living in the same family) should go on the left side of the trunk, working men on the other, with dependents in the middle to the side of their respective sex. Note: it is best not to colourcode by gender or it gets confused with the colours of the fruits.

## STEP 2: ROOTS: WHO CONTRIBUTES WHAT WORK?

- A** Draw two roots for women and two roots for men on the respective sides of the trunk in their respective colours. The central root is for joint activities but the line is in the colour for women/men.
- B** On the outside root on each side put the activities which people of that sex performs alone for themselves. Ring those which take most time in black as something you may want to change. Ring those which earn most income with a blue ring, thickness indicating relative amount of income and something which you probably want to keep.
- C** On the inside roots put the activities which people of that sex perform alone for the family ie housework following the same size and ring convention.
- D** In the central root put those activities which both women and men do, putting the symbol on the side of the sex who does most. Again using the same size and ring convention.

**NOTE**

Draw this on the next double page of the notebook diary. Use the book on its side with roots on one page and branches on the other. Start in pencil first and then add colour. Remember to put a date.



### STEP 3: BRANCHES WHO GETS WHAT FRUIT?

- A** Draw four branches corresponding to each root, women, men and central trunk for joint household expenses.
- B** On the outside branch on each side, draw symbols for personal expenditure that each sex makes for them alone. Ring the largest personal expenditures in black with thickest line for largest expenses as something you want to change.
- C** Household expenditure which only one person pays should be on the inside branch on each side. Ring the largest expenditures in black as something you want to change, with thickest line for largest expenses.
- D** Put similarly ringed symbols for joint expenditures in the middle top branch - putting the symbol to the side of the sex who contributes the most. Ring necessary expenditure in blue but the largest expenditures in black as things you may want to keep.

### STEP 4: WHAT IS PUSHING THE TREE?

On their respective side of the trunk put symbols for:

- A** the property which women and men own, e.g. who owns the land? who owns the livestock? who owns the house?
- B** the types of decisions which women and men make - which decisions are made by women only, which by men only, which are made jointly? Or is one person overall decision-maker or do they always sit down together?

### STEP 5: ACTION: WHAT DO WE WANT TO CHANGE?

Does the tree balance? Are women doing most of the work with men owning most of the property, income and getting most expenditure? Put a symbol representing the degree of gender balance at the top of the trunk.

Ring in blue the things you like that help the tree to balance. These do not need to change. How do you think you can make the tree balance better? Which tasks should be done jointly, which expenditures could be cut, what property should be shared? Of the income earning activities can you increase income or decrease time? Identify 5 action commitments - things you want more of or less of to make the tree balance - tuber fruits on the roots, mango fruits on the branches or cocoa fruits on the stem. Mark these in green or cross the original symbol with a black cross and draw a new green symbol in the appropriate place - as unripe fruits which you want to change and turn red.

## GENDER BALANCE TREE FACILITATION NOTES



**PAIRWISE DISCUSSION**  
**20 MINUTES.**

**VISION JOURNEY SONG**  
**10 MINUTES**

Play the music for the gender balance song from another process ready for people to arrive. As soon as people start to arrive the facilitator asks them to pair up with other participants - preferably people they have not yet talked to much so they make new friends - to recap on the homework from the vision journey in the previous session and their pictorial manual;

- did they work with others on a Vision Journey song? can they share this and practise?
- what future opportunities did they add to their Vision Journey?;
- who did they share the tool and journey with, and what was the response?

When everyone has arrived or the start time is reached, the facilitator asks for feedback from the pairwise discussion, focusing on the actions and peer sharing and/or the song.



**INDIVIDUAL GBTS**  
**SEE PARTICIPANTS DIARIES**  
**STEPS 1-5**  
**30 - 40 MINUTES.**

The facilitator explains the purpose of the Gender Balance Tree using the narrative at the start of this chapter. Ask (or give an energiser for) people to form single sex groups according to marital status: Married in nuclear family; Married in polygamous family; Single (divorced, never married, widowed)

Then, following the participant diary steps above go through the instructions above step by step interactively, inviting people to give examples on the flipchart at the front as people draw in individual notebook diaries. Go slowly. Make sure everyone is engaged all the time - either through taking their own analysis further or helping others, but stress they can keep things confidential if they like. Remember you should never hold the pen.



**BRINGING IT TOGETHER:**  
**PLENARY SHARING AND**  
**QUANTIFICATION OF ACTION**  
**COMMITMENTS ON MLH**  
**30 - 40 MINUTES**

The plenary quantification is done on the collective Multilane Highway for the vision commitments and current situation only - colourcoding for the responses from each sex group and noting particularly any difference between the analysis of women and men, and between different groups from each sex. This is followed by a brainstorming on opportunities and challenges. Participants put any new ideas on their Multilane Highway as the discussion progresses.



**GENDER BALANCE SONG 1 HOUR**  
**30 MINUTES PREPARATION**  
**5 MIN PER GROUP**  
**PERFORMANCE**  
**5-10 MINUTES DISCUSSION**  
**ON BEST SONG**

Still in their groups, participants are asked to design a song which summarises the tree and its steps and the things on their group tree, putting the steps on flipcharts and acting them out. Use as an example one of the videos on the website. These songs are then performed as a fun activity linking to the plenary feedback on the Multilane Highway. Participants decide which ones they want to like, or how they would adapt it.



**FACILITATOR WRAP UP**  
**AND HOMEWORK**  
**10 MINUTES**

The facilitator gives a brief wrap up of the action conclusions - good facilitation from the back means that there should be little for the facilitator to add. The aim is to inspire people to change in future, not to make either men or women just feel guilty about past behaviour.

Explain the homework as above. And repeat either the Vision Journey or Gender Balance Tree song as people go out.

## GENDER BALANCE TREE: SOME ISSUES FROM EXPERIENCE

The Gender Balance Tree has proved effective at highlighting the frequency of gender imbalance whereby women do most of the work but men control and spend most of the income. For women, the burden of unpaid household work and lack of control over income from their income-earning activities prevents them from increasing their economic efficiency, using income for productive investment or their own or household wellbeing. For both men and women gendered norms of behaviour and peer pressure (e.g. male alcoholism) may often prevent them from using income productively. Many men have been surprised to realise just how much work their wives do, and how much money they themselves waste which could be used productively or to help their family. In such cases the waste of money is disastrous for women and children, it leads to unhappiness and also violence in families, mainly but not only perpetrated by men on women and children.

It may be possible to more than double family income simply through addressing inefficiencies in division of labour and expenditure caused by gender inequalities. In a significant number of cases in all GALS processes so far, this realisation has brought about changes in the men's behaviour – more sharing of work and decision-making in households and some changes in property rights – making both men and their families happier.

The tree also helps to look at incidence of different household structures – including polygamous and female-headed and division of labour and expenditure. The Gender Balance Tree in the Change Catalyst Workshop does not look in detail at issues like differences between women in polygamous households or household members of the same sex, but for this group it can be adapted as a work/expenditure tree with roots and branches for each adult. (If there are more women the tree will always fall over on that side – and crush them?) Intra-household relations are discussed in more detail in the empowerment leadership map and more detailed intra-household analysis of livelihoods is done in Phase 2. Where there are only members of one sex, the Gender Balance Tree can be replaced by a business or livelihoods tree (see Phase 2 manuals) to see which work can be made more efficient and which expenditures can be cut. Also in the plenary the situation of people in these households can be compared to that in mixed-sex households – women are not necessarily worse off without a man, and men may do 'women's work'.

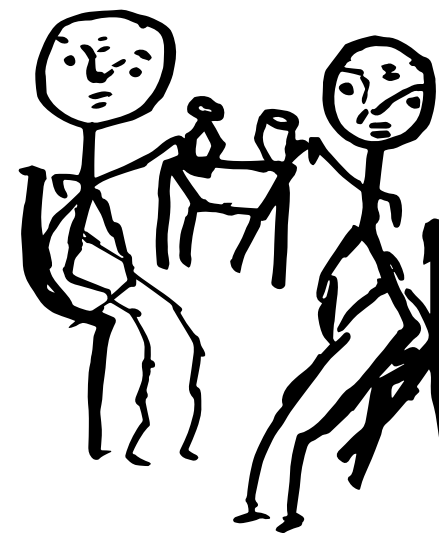
### SOME CONCLUSIONS FROM BUKONZO JOINT, WESTERN UGANDA

Analysis of gender balance:

- When there is no unity and cooperation in the family, men control the income and do the planning. 70% of men admitted stealing the coffee crop produced by their wives, selling it in town and spending much of the money on alcohol and prostitutes in bars.
- 70% of men admitted to drinking too much alcohol as other men tempt them into drinking groups. This was dangerous because of the physical effects of alcohol addiction and high prevalence of HIV/AIDS in these urban centres, and made them weak rather than happy.
- Men have been reluctant to do domestic work and



Woman doing all the work with the children while the man just sits and relaxes.



Men sitting drinking.



woman doing all the cultivation while the man goes with other women.



Women own no property and men own everything.

depend on women to do everything. Due to polygamy men have no time to help their wives, they only monitor and supervise as women work. Men said that they were brought up like that by their parents. They grew up in a situation where all domestic work was done by women except construction and garden preparation. When men help their wives other men laugh at them. Men said that women also spread rumours and that they do not appreciate men's help.

- Men work only where there is payment.
- Women said that they lack planning skills to properly carry out their activities.
- Men's land ownership was seen to be key to their control of their own and also women's income, and a reason for their unproductive expenditure.

#### ACTIONS

- It was agreed women and men would discuss labour sharing with their spouse and convince men in particular to share some of activities and reduce the burden on women. During field visits, some men realized the need for helping their wives and cut some of the roots from the women's side to reduce the burden women carry. Activities where change was seen as particularly possible were firewood collection, land maintenance, terrace construction, harvesting and transporting of crops, cooking and washing.
- It was also agreed that men should help more with meeting medical charges and caring for children.
- Over time many men have put the names of their wives on land agreements.

There were similar findings in other processes in East Africa with comparably high levels of male alcoholism and negative effects of male land ownership on coffee quality and quantity.

## GENDER BALANCE TREE: FACILITATION CHECKLIST

By this third session it should be possible to start being more directive in introducing or highlighting gender issues, though this should still be with a light and sensitive touch. It should build on what is coming up from the participants and acknowledge the peer pressures on men, and the fact that some women also discriminate against men (e.g. excluding men from the kitchen even if they offer to help) and may waste money on beauty and clothes. If the aim is real change, then both men and women must feel inspired and encouraged to bring about progressive changes in their lives for the future, not feel defensive about behaviour in the past.

It usually helps to smile, no matter what is said. Make sure participatory norms are followed and discriminatory views do not dominate because of a few dominant individuals. At no point should there be a top-down imposition of the facilitator's views and reactions. Note who are the women and men who support changes, and ask them to speak. Let others speak also, but ask those supporting change to respond. The more participants who support change gain confidence to speak and defend their views, the stronger the change will be when you are not there. Only in the last instance should you speak - to clarify or question contradictions or just state that you have seen 'natural gender inequalities' challenged and changed elsewhere.

By the end of this session participants should have Gender Balance Trees in their diaries with:

- ringed symbols on the roots as an analysis of whether women or men contribute more work and who earns more

- income - including an analysis of all the work women or men do for the household;
- ringed symbols on the branches and analysis of how much women and men contribute to joint expenditure on children and school fees, and how much men spend on alcohol and other women who are not part of this immediate household compared to women's personal expenditure;
- symbols to show who owns land, who makes most of the decisions and whether women or men pool their incomes, women give all their income to men, or men keep all their own income;
- an assessment of whether their tree is growing straight or falling over and in which direction reflected as a weighted balance scale in the trunk;
- 3-5 green fruit action commitments for change - roots which need strengthening eg men helping with cultivation of food crops and housework, women increasing income from their own businesses, branches which need cutting e.g. men's expenditure on alcohol or women's dresses and changes in land ownership and decision-making.

## GENDER BALANCE TREE: DOCUMENTATION CHECKLIST

The Gender Balance Tree enables fruits to be tracked and aggregated on group trees, and/or progress on fruits transferred to the middle lane of a group Multilane Highway as part of the Community Action Learning and Participatory Gender Review. Once skills are developed, or in the hands of an experienced researcher, the tool can be used as part of rigorous quantitative and qualitative research on gender dimensions of livelihoods as part of business planning and/or gender advocacy in GALS Phases 2 or 3.

Some qualitative notes can be made from the discussion and individual diagrams:

- **Trunk:** household structure, including incidence of polygamy and female headed households. How many households are monogamous/polygamous/single person? What does this imply for gender strategies e.g. possibilities to bring co-wives together? need for widows groups? youth groups?
- **Roots:** Which activities are normally done by women? Which activities are normally done by men? Are there any things/exceptions to stereotypes which may be surprising? What are the conclusions on gender balance of work contribution on the roots?
- **Branches:** Which expenditures are normally done by women? Which expenditures are normally done by men? Are there any surprising exception to stereotypes? What are the conclusions on gender balance of share of expenditure income on the branches?
- **Forces on the trunk:** Do any women own land or other important assets? In which circumstances e.g. only

widows? In how many households do women hand all the money to men? In how many households do women or men keep all their own money? In how many households is at least some income shared with joint decision-making?

- **Change commitments:** What are the main types of strategies which women and men see as ways forward to balance the tree? What are the main areas of disagreement between women and men, between people from different backgrounds etc., which need to be taken into account in subsequent sessions?
- Specific lessons/challenges from youth/single sex and polygamous households.

As noted for the Vision Journey, it is unlikely at this stage that participants will be a representative sample, and they may never meet again as a group. Any attempt at rigorous quantification at this stage would be pointless. It is important to focus on having fun and on participant ownership rather than policing and box ticking. The main quantified output from the session are the symbols on the middle lane of the Multilane Highway as the basis for discussion on changes, and some idea of numbers of people. This also serves as participatory pressure on those who may initially be resistant to change. These symbols should be annotated, i.e. sticky labels with written clarification of the symbols should be placed next to each card group. At the end of the workshop the annotated diagram should be photographed for the organisation's records.





Gender Balance Tree song with dance from participants of Duhamic-Adri, Rwanda.

# SESSION 4

# EMPOWERMENT

# LEADERSHIP MAP



UNDERLYING NARRATIVE: LEADERSHIP FOR EMPOWERMENT THROUGH PYRAMID PEER

Building the strength to move towards our vision begins with ourselves and those close to us. Families, friendships and communities can be important sources of support but can also challenge us in moving forward. Isolation, disunity and personal suffering within the family and community are causes of unhappiness and poverty which most women and men can start to change themselves. Building better friendships, working together with co-wives, stopping hurtful gossip, curbing our own anger, and helping our friends to stop drinking and ruining their lives will make our lives happier.

Together with actions from the Gender Balance Tree, these changes will help to increase incomes and resources available to us. The more we can do ourselves through individual and collective effort, the stronger will be the voice when we ask for outside help and changes in the wider environment.

Changing these things means we need to share what we have learned about vision journeys, gender balance and GALS tools with those around us. We need to share what we have learned to help those we love to move forward, as they help us in return. We also need to share what we have learned with people who may hinder us, or with others who can influence them to change. Focusing first on where we can easily make a difference will build strength to later help those in our family and community who, because of violence or poverty, have more difficulties to change than others.



Participants at New Home, Kasese District Uganda, GALS training exchange views on polygamy on their empowerment leadership map.

The more we share, the more we will remember what we have learned. Explaining to others deepens our own understanding and learning from others, as well as increasing the respect people have for us. And those with whom we share will in turn reinforce their learning and progress more easily through sharing with others - through a pyramid peer sharing system.

In this way we can all become leaders of widespread change in our community - people who have helped many others and changed injustices around them are important people indeed. And once we have become leaders in our communities we can become leaders also outside. Through GALS women and men who were very poor and ignored by others are now leading their communities and commanding respect - some are even earning income and seeing more of the world through training donors and government people at international workshops. And those they have taught are teaching yet others so many people progress.

## AIMS OF THE EMPOWERMENT LEADERSHIP MAP

The Empowerment Leadership Map is the link between the individual and collective change process. The analysis forms the basis for voluntary pyramid peer scaling up - that is, sharing with others, who in turn share with still more people - motivated by 'enlightened self-interest' leadership development. The aim is that the messages and methodology are disseminated exponentially to form a movement. This is discussed further in Session 5.

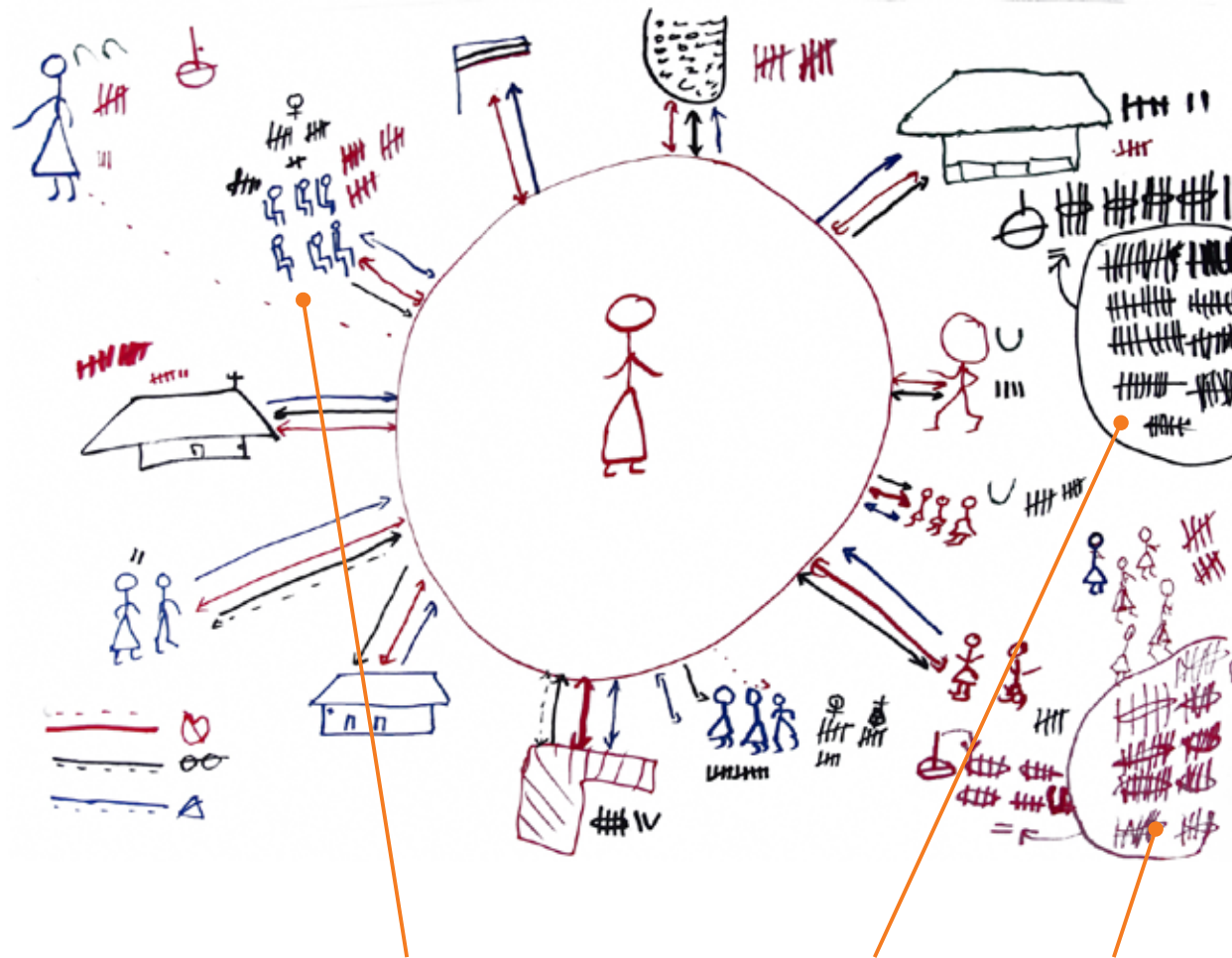
Unlike the Gender Balance Tree which is an awareness tool, the Empowerment Leadership Map is a detailed analysis of potentially sensitive personal issues. Later, once trust and appropriate support services are in place, the individual maps can be the basis for detailed analysis of emotional, economic and power relationships within families and communities, including analysis of patterns of violence. However at this stage the individual maps must be confidential. Ensure that sharing sensitive information does not make people vulnerable. If participants feel safe, many important issues will emerge by themselves in ways which help participants. But participants must decide for themselves what they want to share with their group or in plenaries, or their analyses will not be deep enough to be useful. Only the peer sharing commitments are quantified at this stage.

### AIMS FOR PARTICIPANTS

- analyse personal and institutional relationships that present opportunities for change including relations between co-wives, within joint families, relations with natal families and power relations between men within families
- identify challenges in personal and institutional relationships that need to be addressed in order to achieve their vision
- highlight the importance of pyramid peer sharing of the GALS learnings and methodology in helping people to achieve their vision
- establish a culture and strategies for leadership, peer sharing and upscaling of the gender messages and methodologies
- develop more advanced analytical and diagramming skills using distance, colour, different types of lines and directions.

### AIMS FOR ORGANISATIONS

- deepen understanding of different household compositions from the Gender Balance Tree - relations between co-wives, within joint families, relations with natal families and power relations between men within families;
- sensitise staff in organisations to the many facets of interpersonal emotional and power relationships, including the incidence of violence;
- provide greater understanding of economic and power relationships within communities and institutions;
- identify possibilities for leadership development from among the very poor and establish a culture and strategies for pyramid peer sharing and upscaling of the gender messages and methodologies - not just for communities but also staff.



The first collective Empowerment Leadership Map bringing together individual maps from Bukonzo Joint Cooperative, Uganda. The tool has since been refined. The pictorial quantification shows voluntary peer scaling up by 7 participants to hundreds others in the family, friendship networks, schools and groups over about one year.

## EMPOWERMENT LEADERSHIP MAP

### PARTICIPANT PREPARATION

- Bring your notebook diary with your completed Gender Balance Tree and commitments, and your four colour pens: red, blue, green and black.
- Review the Vision Journey and Gender Balance Tree songs.

### FACILITATOR PREPARATION

- Familiarise yourself with the tool and draw your own Empowerment Leadership Map for your organisation and/or personal networks
- Prepare an introductory explanation
- Make sure the seating arrangements are appropriate for people to sit comfortably in groups while doing individual drawings, and that there are passageways for people to come up and contribute from the front.
- Seat yourself to the side, not at the front. You do not hold the pen at any time.

### MATERIALS/ PREPARED INPUTS

- Put up a blank flipchart at the front of the room for interactive presentation of the Empowerment Leadership Map
- Put the Multilane Highway framework on a wall in the hall for use in the plenary.
- Per participant: A4 diary or 1 flipchart and all 4 differently coloured pens per participant: red, green, blue and black.
- For the plenary explanation: 1 flipchart and 4 different coloured markers
- For the group discussion: 4 flipcharts and 4 sets of 4 colour markers
- For the plenary feedback: The Multilane Highway on the wall and markers.

### TIMING

#### 3 HOURS

- Discussion in pairs, recapitulation of steps in the Gender Balance Tree, sharing the tool and GBT song (15 minutes);
- Performance of the Gender Balance Tree song for everyone to remember (20 minutes)
- Introduction to the Empowerment Leadership Map activity (5 minutes);
- Interactive presentation and individual mapping - a personal and confidential reflection exercise (40 minutes);
- Group leadership empowerment map (30 minutes)
- Filling in the sharing commitments in the vision bottom lane on the individual MLH (30 - 40 minutes)
- Wrap up and explanation of homework. (10 minutes).

### OUTPUTS

- One individual empowerment leadership map in notebook diary identifying 3-5 people to help and 3-5 people to change through peer sharing, including 2 people to share with immediately or within 1 week of the workshop. And an indication of who these people may then share with as an expanding spider map.
- Quantified vision for outreach on the bottom road of the Multilane Highway.
- Reinforcement of the Gender Balance song and new Empowerment Leadership song

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### HOMEWORK FOR PARTICIPANTS

- Review and revise your social empowerment maps based on the discussion and contributions from other participants.
- Fill in the milestones targets and activities in between on the bottom lane of the Multilane Highway.
- Share what you have learned with the first two people you identified and reflect on what was easy and what was difficult and share this experience with your group.
- Think of any ideas for songs for this tool.
- Review what you have learned so far and identify any questions you want to ask at the next session.
- Bring diaries and pens to the next session.

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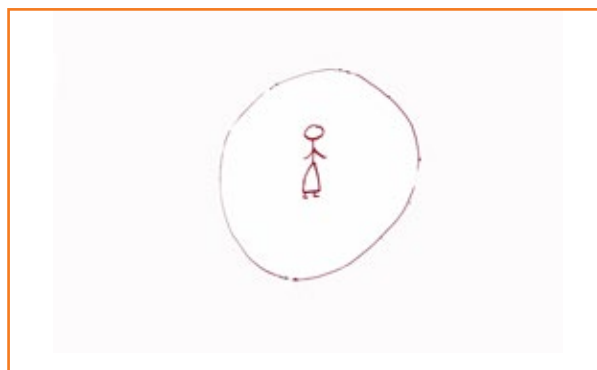
### HOMEWORK FOR FACILITATOR

- Ensure the information on the mother Multilane Highway is annotated and photographed. If required, put key information on an Excel sheet. Add to your notes in the margin for future adaptation
  - Share the information and methodology with your colleagues
  - Consider where you need to focus in the next exercise: Taking it Back Home to make sure everyone has everything they need.
- 

## EMPOWERMENT LEADERSHIP MAP PARTICIPANT DIARIES: BASIC STEPS



Draw this on the next page of the notebook diary. Use a double page with yourself in the middle to leave enough room for the full spider map as you track your leadership progress after the workshop. Remember to put a date.



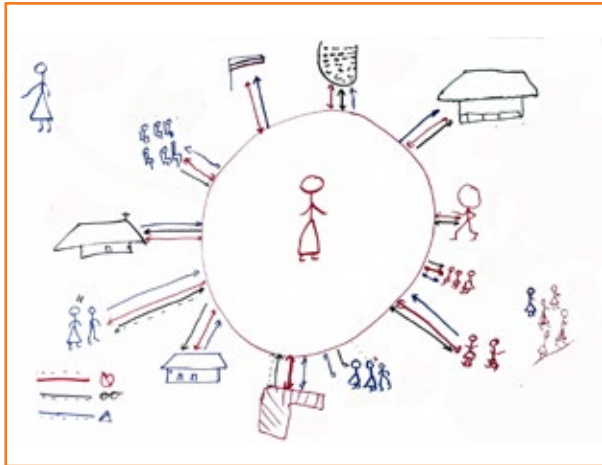
### STEP 1 WHO AM I?

First draw yourself in the centre of the sheet of paper. Are you happy or sad, confident or frightened, healthy or sick, educated or not, never had the opportunity to attend school, what work do you do?



### STEP 2 WHO IS IMPORTANT IN MY LIFE?

Then draw around you the different people and institutions who are 'important' in your life; working outwards from the centre, putting those who are most important closest to you. 'Important people' are not necessarily only your immediate household or even the wider family. It could include e.g. banks, or even the president. Put men in one colour, women in another. Make sure you draw them in different colours, sizes and attributes etc. so you can recognise them later.



### STEP 3 WHY ARE THEY IMPORTANT?

Now map the social/emotional relationships, economic and power relationships as arrows radiating from or to yourself, or between other people on your map. Use different colour lines and symbols for:

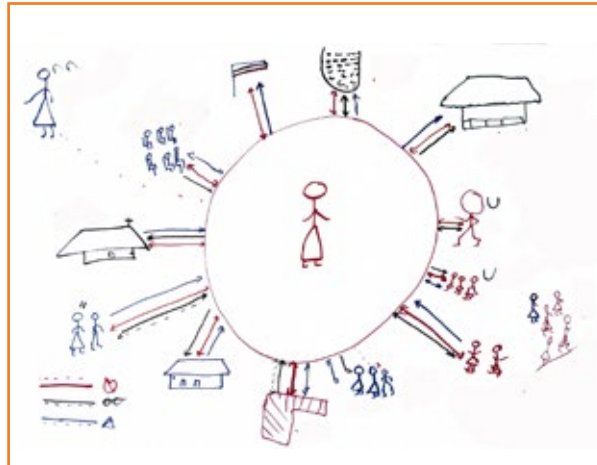
**A social/emotional relationships:** Who do I feel closest to?

Who do I love most, and who loves me?

**B economic relationships:** Who has money and resources - and do they give them to me? Or do I give to them?

**C power relationships:** Who has most power? Am I frightened of them?

Think about direction and strength of the relationship - stronger relationships should be a thicker line. Weak relationships a thin or dotted line. .



### STEP 4 WHAT CAN I CHANGE?

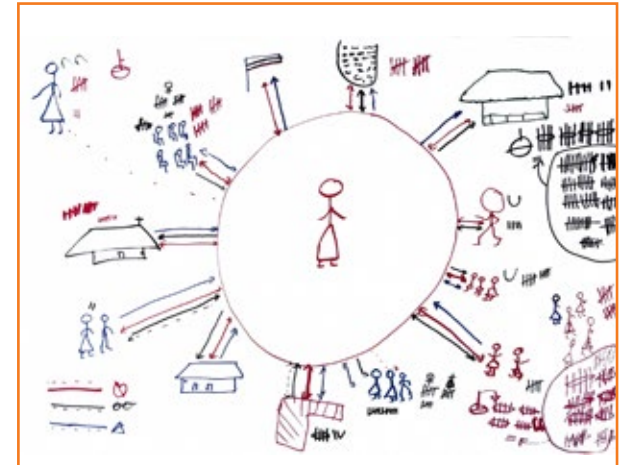
**A what do I like and want more of?**

What are the five things you really like about their situation? What do you want to increase? Mark these with up to three smiley faces.

**B what do I want to change?**

What are the 5 things you really don't like about your situation? What do you want to change?

Mark these with up to three sad faces.



### STEP 5 HOW CAN I CHANGE IT?

**A who do I want to help?**

**B who do I need to change?**

Put a sign for teaching/or a particular tool next to 3-5 people you want to help and 3-5 people you want to change in the next 3 months, and select two of these to share with immediately on your return home from this workshop, or at least within one week.

**Remember when you share with someone, you should also ask them to share with others. Ss you visit them you should track their sharing also on your map.**

## ROCKY ROAD TO DIAMOND DREAMS



### PAIRWISE DISCUSSION

20 MINUTES.

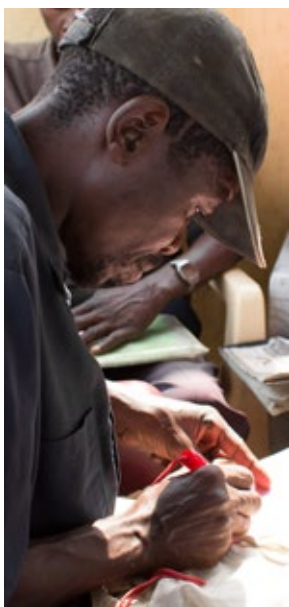
As soon as people start to arrive the facilitator asks them to pair up with other participants – preferably people they do not know well so they make new friends – to recap on the homework from the Gender Balance Tree in the previous session. They could:

- recapitulate on the basic steps of the Gender Balance Tree and what they can remember of the GBT song;
- discuss what new action they took at home, and what happened?;
- who they shared the learnings and tool with, and what was the response?

When everyone has arrived or the start time is reached, the facilitator asks for feedback from the pairwise discussion, starting from the back and focusing on the action commitments.

Participants sing the Gender Balance Tree song as an energiser.

The facilitator then explains the purpose of the Empowerment Leadership Map, adapting the narrative above to the participant context.



### INDIVIDUAL ANALYSIS PARTICIPANTS DIARIES STEPS 1-5

40 MINUTES.

Women and men draw individually but again it is good for them to sit in single sex groups according to marital status. Groups might be:

- Married in nuclear family;
- Married in polygamous family;
- Single divorced;
- Single never married;
- Widowed

Observe whether it is problematic if people from the same household are in the same group eg co-wives, and adjust if necessary. Then discuss the different colours to be used for each type of relationship eg red for love, green for money and black for power. Explain that the arrow's direction shows direction of the relationship and line thickness/solidity shows its strength.

Then go through the participant instructions for the Empowerment Leadership Map interactively step by step, inviting people to give examples on the flipchart at the front as the others draw in individual notebook diaries.

Go slowly. Make sure everyone is engaged all the time – either through taking their own analysis further or helping others. Encourage people to experiment with colours and have fun, though it is particularly important in this activity that all stages are completely confidential, and people do not look at each other's drawings. What people wish to discuss in the group is up to them.

When you get to the identification of people to share the methodology with, emphasise that the plan must be manageable and start with the easy people you know will listen to you first. Otherwise people will get burned out and lose confidence before they have really started. At the same time it will be useful to reach as many people as possible through eg savings and credit groups, church groups, schools and any other meetings people are going to where people meet regularly and where they do not need any extra transport costs or much extra time.





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**GROUP SHARING AND  
QUANTIFICATION IN  
SINGLE SEX GROUPS**

**30 MINUTES.**

Use an energiser to re-organise the groups if necessary. Each group then discusses their maps and draws a group version of the Empowerment Leadership Map showing the different types of people the participants want to help or change through sharing the methodology and institutions they can work with. The focus should be on the sharing, though there will probably also be a lot of discussion of relationships. Encourage quantification of how many people they think they can reach. This process serves as a brainstorming and it may be useful to introduce competition between groups e.g. women and men, though without making things unmanageable. There should be a balance between in-depth sharing with people who will listen and change easily on a one-to-one basis and wide dissemination through existing meetings and social forums.



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**BRINGING IT TOGETHER:  
QUANTIFICATION OF  
ACTION COMMITMENTS**

**1 HOUR**

Each group presents their Empowerment Leadership Map. As they are doing this one person from each group draws on the bottom lane of the vision on the mother Multilane Highway symbols for each type of person/institution, and puts on in different colours the numbers of women and men who can be reached. The facilitator should ask the groups to present starting with the group which has identified the least and ending with the group which has shown most initiative. As this is going on people can also add to what they have put on their individual Empowerment Leadership Maps.



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**FACILITATOR WRAP UP**

**10 MINUTES**

The facilitator gives a brief wrap up - emphasising the importance of everyone becoming a leader, combining in-depth sharing with people who will listen because they are close and pyramid peer sharing with wider rapid dissemination through existing meetings and networks. You can also introduce whatever plan has been decided by the organisation on eventual incentive and certification plans for community trainers, stressing that involvement will be voluntary for the first year and only those who have proved themselves through both personal change and effective sharing to many people will become certified. Explain the homework as above - and that the next session will revisit all the tools, so they should have any questions ready.

Ask if they can meet to write a song for the Empowerment Leadership Map to add to the other songs ready for the next session.

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## EMPOWERMENT LEADERSHIP MAP: SOME ISSUES FROM EXPERIENCE

As noted above, the Empowerment Leadership Map is an individual exercise for in-depth and confidential personal reflection on their reality. This is followed by brainstorming with the group about ways of reinforcing or sharing the good things and addressing common challenges as individuals and groups. Ultimately the aim is leadership development and a sustainable and dynamic social movement for change. This will also inform any external support from the institution by making staff more aware of what people are doing already, and exactly where support is needed. For the tools to have maximum effectiveness in changing gender relations and helping people to move forward it is important that:

- **people are able to draw in their diaries without interference** or anyone looking over their shoulder. In order to be useful for participants, the drawings should be what they spontaneously feel, not what they have been told to draw. This is part of the confidence building process: that they can make their own decisions on what they put on paper. There is no 'right or wrong', only what makes sense to them.
- **what individual participants feed back to the group is their choice**; there should be no pressure to share personal information which might make people uncomfortable or vulnerable.

Important issues often come out spontaneously as a basis for change in gender relations: for example men's feelings towards their children, and the fact that children love their mothers more because mothers spend more time with

them (see 'mapping the road to change' on [www.youtube.com](http://www.youtube.com)). Issues such as violence and resentment over property rights generally also emerge of themselves, and can be discussed without referring to individual cases. Actively encouraging collaboration in place of conflict is a key role for the facilitator. For example, women often put co-wives very far from themselves (if they are on the map at all) and it is important that the facilitator invite participants to question this, and ask women who have good relations with co-wives to speak. Some people have noted a problem of theft by neighbours and made commitments to sharing the tools with them so they do not need to steal. In one instance (See 'Multilane Highway for Change 1 and 2: Masika Elizabeth' on [www.youtube.com](http://www.youtube.com)) a 16 year old girl decided she needed to get support from the district level local government to stop men from drinking and taking her father to drink. It shows that peer sharing should be based on self-interest in order to be sustainable. Often, people become so enthusiastic about what they have learned they want to 'spread the gospel' with more disadvantaged members of the community. It should be explained that this approach can be patronising, and also counterproductive as it is unlikely they will listen at this stage and people may become discouraged.

A more likely route to success is:

- 1 Work on your own vision and tree and make changes to reach your vision. If people see you happy and successful then they are more likely to want to listen to you, and come to you, rather than you having to approach them.
- 2 Start with one-on-one discussions with people close to you, as the more people you can get to change quickly the more self-confidence you will gain. The quicker a significant number of 'easy' people change, the greater

the pressure on others to follow and catch up, and the more fulfilling the peer sharing will be.

- 3 Whenever you share with someone, encourage them to also share with others, and give suggestions if needed. Explain that you are trying to build networks so that useful information can be spread quickly. The bigger the networks, the more likely it is that service providers will help with training.
- 4 Alongside the one on one sharing it is useful to identify possible opportunities for reaching many people, either individually or through participants combining efforts e.g. savings and credit groups, church groups, schools and so on - opportunities that will not incur travel costs or significantly more time, and where people meet regularly and could be persuaded to buy their own notebooks and pens to learn something for free.

Peer sharing strategies are looked at in more detail in the fun role plays in Session 5.

## EMPOWERMENT LEADERSHIP MAP: FACILITATION CHECKLIST

The main outcomes for participants should be:

- do participants have their Empowerment Leadership Map with action steps in the notebook diaries?
- do participants feel less isolated? Have they been able to identify people or institutions who can help them opportunities, as well as people who they may need to change in order to advance? If not can any other participants help them to see a way forward?
- have participants identified at least five people with whom they can realistically share what they have learned on gender and tools as part of moving towards their vision?
- do participants understand the pyramid peer sharing concept? Have they left enough space around the people they will share with to fill in those networks also in future? Have they considered who these people might in turn share with so they can make some suggestions?
- have participants identified other opportunities for sharing with larger numbers of people in their wider social networks either as individuals or with other participants?

## EMPOWERMENT LEADERSHIP MAP: DOCUMENTATION CHECKLIST

As noted above, this tool can later be used rigorously for qualitative research on emotional, economic and power relationships within families and communities. This wider picture helps to go beyond the simplistic model of households involving a husband and one wife, and highlight the diversity of ways of addressing not only gender but other development issues. As with the other tools, this detailed analysis can be done retrospectively once the organisation has peoples' trust to explain their maps and the services to follow up on issues such as violence which are likely to come out.

At this stage documentation as such should focus mainly on:

- qualitative understanding of gender issues within families and communities which people themselves choose to share spontaneously as a basis then for further discussion in the Community Action Learning and Participatory Gender Review;
- what this indicates about possible leverage points for change with women and men, and any specific details and cases that can be useful examples for future workshops;
- quantification of the peer sharing plans on the mother Multilane Highway so that upscaling can be tracked. Make sure the mother Multilane Highway is annotated and photographed, and write up your qualitative notes.



Members of Vuasu Cooperative Union, Tanzania, present their song for the Empowerment Leadership Map.

# SESSION 5 TAKING GALS BACK HOME

The background features stylized, hand-drawn graphics. On the left, a dark brown tree trunk extends vertically. To its right, a simple stick figure of a person is walking. Further right, a house with a chimney is depicted. On the far right, a yellow vertical band contains a circular emblem with a face and some text, and below it, a stylized house or structure.

## BASIC NARRATIVE

GALS champions discuss in Session 4 how they can become leaders of change in their communities through pyramid peer sharing - they teach a circle of people they want to help or change and these people then identify yet other people. The gender messages and methodology thus spread to many people. The more this can happen on a manageable voluntary basis, the more organisation resources can be focused on strengthening peer training skills and structures, and addressing other needs which come up. Peer sharing requires skill and full understanding of the tools and how they can be communicated.

Participants may already have shared with people in their households or with friends if they have been going home between sessions. In case of a residential workshop, they will need to start thinking about what they will do when they get back. It is likely that their ideas about how they want their lives and family to be will have changed, in some cases quite dramatically.

Session 5 starts with group work to clarify the tools and make sure everyone has a pictorial manual in their notebooks for peer sharing - so that those they share with can also copy that and avoid 'Chinese Whispers' and distortion of the tools and messages. This emphasises the need for champions to share first the generic tools and enable those they share to think through their own visions and strategies - not preaching and imposing their own thinking in response to the visions and challenges presented by their peers.

Using interactive theatre and role play, Session 5 looks at ways in which the gender messages and the GALS methodology can be made fun and attractive to people when sharing. It looks at group as well as individual facilitation issues. It also looks at how they will convince other people to share with yet more people in a 'pyramid marketing' process.



Role play from BAIR, Rwanda, as a man shares GALS with his savings and credit group.



Role play from Duhamic-Adri Rwanda, as woman shares what she has learned with her family.

## SESSION 5 TAKING GALS BACK HOME: FACILITATION OVERVIEW

### PARTICIPANT PREPARATION

- Participants should bring their notebook diaries with their three completed diagrams: Vision Journey, Gender Balance Tree and Empowerment Leadership Map
- They should also bring their songs for the tools.

### FACILITATOR PREPARATION

- Make copies of the sample pictorial manuals given here and show these on Powerpoint or on flipcharts
- Read through all the instructions and the paper on Participatory Theatre.
- Familiarise yourself with the GALS Facilitation Guidelines and make a list of elements of good and bad GALS facilitation. These may be different from facilitation of other trainings, even participatory gender training, but essential for sustainable community-led scaling up.
- Make notes on your own experience of sharing the methodology with other people - what has worked and what has not - and the challenges you face.

### MATERIALS/ PREPARED INPUTS

- Notebook Diaries with completed diagrams.
- List of elements of good and bad facilitation.
- Props for the theatre eg bottles, towels for babies etc. Though people will probably improvise.
- Three flipcharts and markers for the group drawings of good facilitation
- Recording and video equipment if available.

### PROCESS AND TIMING

3 HOURS

#### Activity 5.1 Pictorial Manuals (1 hour)

- Clarifying pictorial manuals group work and preparation of role plays 30 minutes
- Pictorial Manuals plenary discussion (30 minutes)

#### Activity 5.2 Facilitation Role Plays (1 hour)

- Group preparation 30 minutes
- Presentation of the role plays (30 - 40 minutes)

#### Activity 5.3 Drawing Good Facilitation

- Group drawings of good facilitation (20 minutes)
- Plenary feedback (15 minutes)
- Individual drawing in notebooks (15 minutes)

### OUTPUTS

- Champion confidence and plans for participants to share what they have learned with a range of people.
- Pictorial manuals on the back pages of the Notebook Diaries for pyramid peer sharing.
- Pictorial representation on good facilitation on the back pages of the Notebook Diaries for pyramid peer sharing and group facilitation.
- Multimedia material for each tool from the role plays and drawings of good facilitation so the outputs can be used for other training workshops and shared with the global network.

### HOMEWORK FOR PARTICIPANTS

- Refine your pictorial manual if necessary.
- Start the peer sharing.

### HOMEWORK FOR FACILITATOR

- Edit your own personal manual for sharing in your family and organisation.
- Prepare the multimedia material ready for scaling up.

## ACTIVITY 5.1 PICTORIAL MANUALS FOR PYRAMID PEER SHARING

[1 HOUR]

GALS does not have written printed manuals because it is scaled up mainly by women and men who are using the methodology. Experience suggests externally produced printed manuals are often not used - either because people are frightened of spoiling them, or because they do not understand them as they were not involved in their production. People are most likely to use things they themselves have designed and understand. Everyone is different and benefits from developing their own guide.

In the peer sharing process it is important that participants help other people to think and to draw their own diagrams and manuals for sharing with yet other people in an ever-expanding network. Although they share the gender messages they have learned, people they teach should do their own analysis and reach their own conclusions - not just copy the diagrams participants have drawn. This means participants need to be very clear about the steps for each tool to avoid confusion. It also means that the pictorial manuals should be simple so that the next set of people can use them.

### FUN ENERGISER 'CHINESE WHISPERS' (5 MINUTES)

One of the dangers in peer training is that over time messages can become garbled. There is a party game where someone starts with a longish word or phrase and whispers it into their neighbour's ear. That neighbour then

whispers in the ear of the next person and so on. After about 5-6 people the phrase is usually completely different from how it started.

To demonstrate this, someone at each corner of the room should whisper something in their partner's ear and they should pass it on one way - so there are four phrases being passed round. Stop after 3 minutes and the last person to hear the phrase should say what it is and see if it is the same as the starting phrase.

### PICTORIAL MANUAL GROUP WORK (25 MINUTES)

Participants should form three groups - one for each tool - going to the group for the tool they feel least confident with:

- Vision Journey
- Gender Balance Tree
- Empowerment Leadership Map

There should be enough members in each group so some adjustment may be needed.

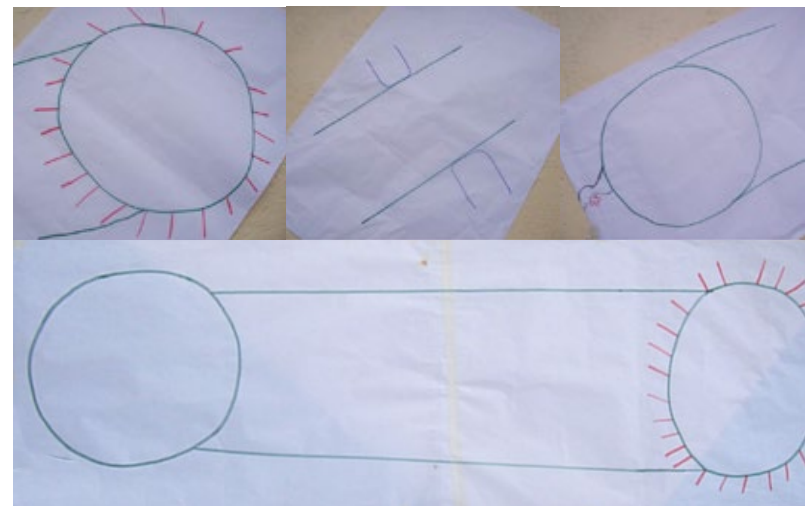
In their groups they should draw one picture for each step on a flipchart together with any pictorial notes to remember how they will explain. They should also discuss the best arguments to use to introduce the tool - maybe drawing a picture.

### PART 2: PLENARY CLARIFICATION 30 MINUTES

Allow five minutes presentation and five minutes for people to finish copying into their notebooks per tool

Each group presents their tool and explanation from the flipchart. This is discussed by the participants, and any useful amendments made.

Then **everyone copies the agreed version into the pages at the back of their notebook diaries** as they think most helpful for them. In reality it is the diaries they will use,



Examples of steps as presented at Bukonzo Joint for the Vision Journey.

not flipcharts. It is important that everyone should draw in their own notebooks as they themselves will be able to understand - everyone needs to have the same understanding of the tool, but they may present this in different ways. No one should draw in anyone else's book. **The facilitator should ask people to help and check each other - it is very important that everyone has a usable copy for each tool in their diary and is clear about the pyramid process. Although the facilitator will have a 'good copy', it is important that participants think this through as a recap on what they have learned.**

**DOCUMENTATION NOTE** The plenary presentations should be video recorded for use in future scaling up. The final version of the pictorial manuals for each tool should be photographed.

## ACTIVITY 5.2 TAKING IT BACK HOME - BAD FACILITATION GOOD FACILITATION INTERACTIVE THEATRE

### PART 1: PREPARING THE ROLE PLAY 30 MINUTES

Participants should stay in the same tool groups as for Activity 5.1.

Each group is now asked to prepare two versions of a five minute role play for sharing:

- The Vision Journey will be shared with friends and neighbours (can include nosy neighbours, friends' abusive husband and wife, a drop-in alcoholic etc.);
- The Gender Balance Tree will be shared with the family (could include children, elderly parents, co-wives as well as husband and wife);
- The Empowerment Leadership Map will be facilitated for a savings and credit or other group.

The first role play will represent bad facilitation, and the second will represent good facilitation. It is important that all group members have a role in one or other or both of the role plays - in some cases there could be more than one champion.

The champions need to consider how will they attract people to listen to them, how will they explain, how will they keep peoples' attention. They will need to think about tone of voice, body language etc.

How will they persuade the person to share with someone else?

It is also important that those playing the role of champions are faced with the types of resistance they are likely to face in reality. So in both versions of the role play the other group members must give the champions a difficult time.

Have fun!

### PART 2: INTERACTIVE THEATRE PRESENTATION

Allow 30 minutes - 10 minutes for each two five minute role plays.

Each role play is presented. Comparing the bad and good facilitation in each scenario, the audience draws the elements of good facilitation in their notebooks ready for the following discussion.

They need to consider:

- tone of voice, body language etc.
- what are good strategies to attract people to listen in the beginning?
- what is the best way of explaining the tool?
- how can they keep peoples' attention?
- how can they persuade someone to then share with someone else?



Role plays of women sharing with their husbands: Left, Gumutindo cooperative, Uganda Right: BAIR, Rwanda.



## ACTIVITY 5.3 DRAWING GOOD FACILITATION FOR DIFFERENT CONTEXTS

- Group drawing (15 minutes)
- Plenary presentation and discussion (30 minutes)
- Copying drawings in the back of the notebooks (15 minutes)

Once all the presentations have taken place the same groups should be allocated to a different scenario from the one they played. In their groups they should share their drawings of good facilitation and agree on a series of linked drawings that summarise it, including how to persuade people to share with someone else.

All the drawings are presented, discussed and modified if necessary.

Participants then copy the drawings they agree with for good facilitation in the back of their notebooks.

### FACILITATION NOTE

The lead facilitator should use the Facilitation Guidelines from the website. It is especially important that for the one-on-one sharing with family and friends that champions understand the need to be role models themselves to inspire others about the possibilities of reaching a vision. The centrality of gender balance and awareness of the dangers of sounding superior and preachy are equally important.

For the workshop facilitation, champions need to understand the idea of facilitating from the back not the front, and the importance on pairwise discussion and group work.

The role of songs, particularly for workshops, will be discussed in the following session.

### DOCUMENTATION NOTE

If possible video this session or make qualitative notes on the issues arising. Take photos with annotation of the drawings on the flipcharts and in the Notebooks.



Champions from Buginyana, at a community workshop with their peers after the Change Catalyst Workshop.

# SESSION 6 MULTILANE HIGHWAY ACTION PLAN



## BASIC NARRATIVE

Session 6 concludes the workshop by planning for the Community Workshops the following week, drawing on the good facilitation principles from the previous session.

It starts by giving participants some time to look back through their diagrams and bring these together into their personal Multilane Highway for monthly tracking until the first Participatory Gender Review. Participants will by now be familiar with the multilane flipchart on the wall where they have been quantifying their visions from the different tools. It has:

- Top Lane vision for a happy life on the top of the road (Session 2 Vision Journey)
- Middle Lane has the changes in gender relations in the household required for women and men to achieve this vision (Session 3 Gender Balance Tree)
- Bottom Lane has the people with whom the methodology needs to be shared in order to achieve that vision (Session 4 Empowerment Leadership Map)

Participants now draw their own MLH on the next double page in their diaries and copy the visions current situation and at least the first month target in their notebook. The participants then form groups with other members of the same community to plan for the Community Workshops. They prepare a role play, with songs and presentation of the methodology both within the group of people they will bring and plenaries.

At the Community Workshops and/or in the following Community Action Learning the community groups will develop their own action plan to the first Participator Gender Review. The Multilane Highway will be the key tool for ongoing planning, tracking and learning about how best to progress towards the visions. It will be used at individual, aggregated to group and aggregated to organisational levels.

## NOTE

This is a good session for any other stakeholders to attend and give their input to finishing off the workshop.



Imelda from New Home Network in Uganda presents her individual Multilane Highway to her community group.

## SESSION 6 MULTILANE HIGHWAY ACTION PLAN FACILITATION OVERVIEW

<b>PARTICIPANT PREPARATION</b>	<p>Participants should bring their notebook diaries with their three completed diagrams: Vision Journey, Gender Balance Tree and Empowerment Leadership Map They should also bring their songs for the tools.</p>	<b>OUTPUTS</b>	<p>Individual Multilane Highway drafted until the first Participatory Gender Review in personal notebooks for further refinement. Plans for community workshops. Final songs. Buy-in from other local stakeholders to the process.</p>
<b>FACILITATOR PREPARATION</b>	<p>Put the Mother Multilane Highway Vision Journey diagram on the wall at the front of the hall with the target for the first Participatory Gender Review and the monthly milestone targets. Make sure you are familiar with the Multilane Highway tool and decide how far you will be able to get with this Based on the workshop process so far draft some ideas for how you think the community groups can go, and sequencing of meetings using the discussion of the Community Action Learning and Participatory Gender Review in Parts 2 and 3 of this Manual.</p>	<b>HOMEWORK FOR PARTICIPANTS</b>	<p>Refine, implement and track progress on their diagrams and/or Multilane Highway for themselves Share what they have learned with family, friend and in any group meetings they go to. Help organise the Community Workshop the following week.</p>
<b>MATERIALS/ PREPARED INPUTS</b>	<p>Notebook diaries with completed diagrams and pens Put the Mother Multilane Highway Vision Journey diagram on the wall at the front of the hall with the target for the first Participatory Gender Review and the monthly milestone targets.</p>	<b>HOMEWORK FOR FACILITATOR</b>	<p>To share with their colleagues and draw their own Multilane Highway from their diagrams Translate the songs for the network Edit or arrange for editing of the multimedia material. To transfer the information to an Excel Monitoring Sheet for those indicators which the organisation decides to track eg increases in incomes, changes in gender division of labour and property ownership and peer upscaling - among many other possibilities. To document the songs and share these with the wider WEMAN network To feedback the outcomes to their colleagues and the wider WEMAN network.</p>
<b>TIMING</b>  <b>3 HOURS</b>	<p><b>ACTIVITY 6.1</b> Individual drafting of the Multilane Highway to the first Participatory Gender Review for vision, gender changes and pyramid peer sharing (distinguishing between those you will reach directly and those that these people can be expected to share with) including list of issues for Community Action Learning group discussion (1 hour). <b>ACTIVITY 6.2</b> Preparation for the community workshops the following week (1 hour). Group discussion in community groups (30 minutes). Plenary presentation of ideas for discussion (30 minutes). <b>ACTIVITY 6.3</b> Finalising the songs and song flipcharts, closing by hosts, other stakeholders and facilitator and farewells. followed optionally by an evening Party.</p>		

## ACTIVITY 6.1 THE MULTILANE HIGHWAY VISION JOURNEY TILL THE FIRST PARTICIPATORY GENDER REVIEW

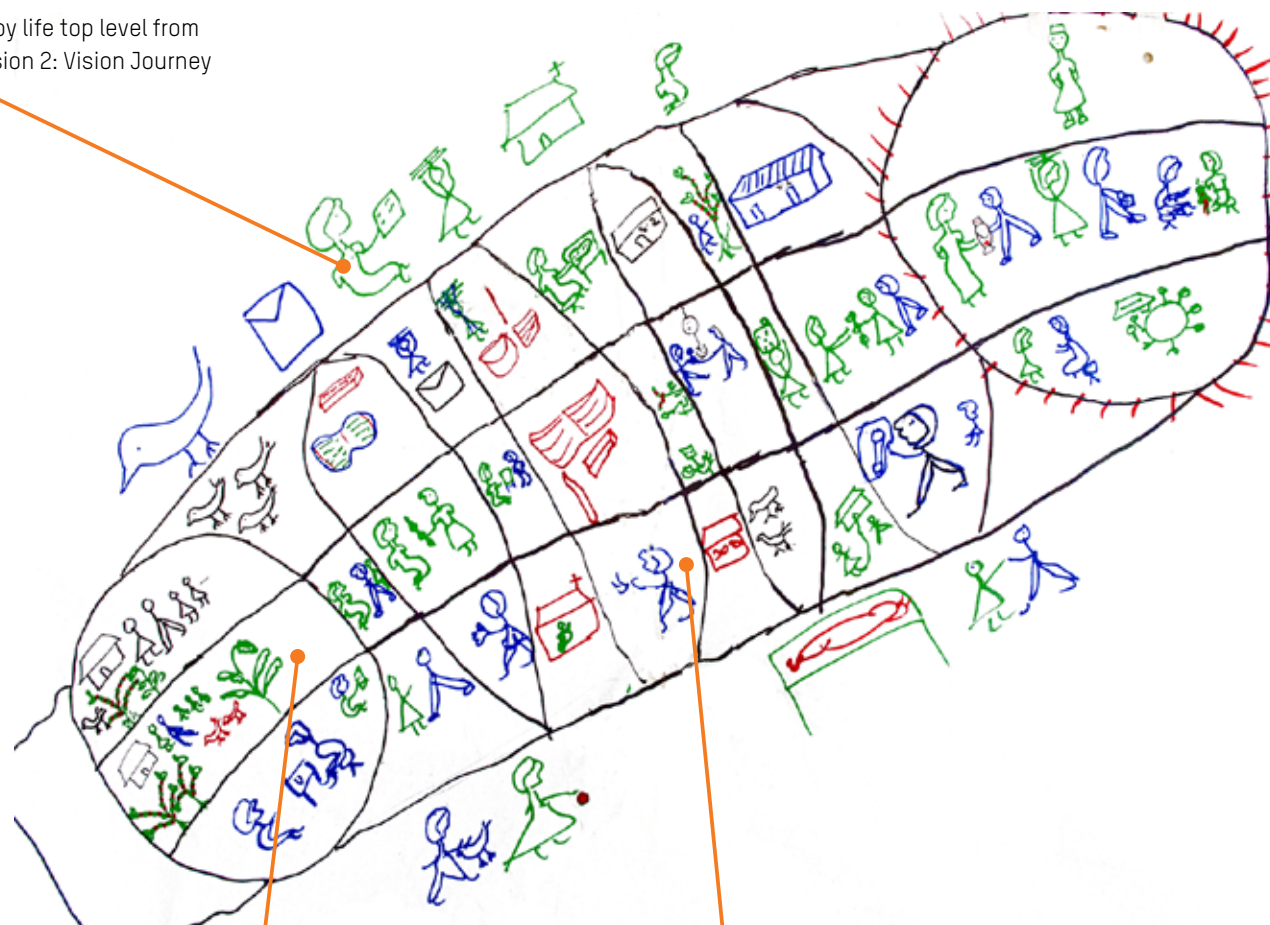
### 1 HOUR

Participants will by now be familiar with the multilane flipchart on the wall where they have been quantifying their visions from the different tools. It has:

- 1 Top Lane - vision for a happy life on the top of the road (Session 2 Vision Journey)
- 2 Middle Lane - changes in gender relations in the household required for women and men to achieve this vision (Session 3 Gender Balance Tree)
- 3 Bottom Lane - people with whom the methodology needs to be shared in order to achieve that vision (Session 4 Empowerment Leadership Map)

Participants now draw their own Multilane Highway on the next double page in their diaries. They do this only for the next three months or so until the first Participatory Gender Review, putting three month targets next to the vision and monthly milestones between leaving room for the actions. They copy the visions, and current situation and decide the target and at least the first circle and actions. The rest can be filled in later.

1 Happy life top level from  
Session 2: Vision Journey



2 Changes in gender relations in  
the household middle level from  
Session 3 Gender Balance Tree

3 Changes in the family and community  
through peer training bottom level from  
Session 4 Empowerment Leadership Map

## ACTIVITY 6.2 PREPARATION FOR THE COMMUNITY WORKSHOPS THE FOLLOWING WEEK

### 1 HOUR

How things go from here will depend largely on when the participants have to leave, their energy levels by this point, the champion selection process and how many communities they represent.

If there is sufficient time, then it is good to use the individual Multilane Highway as the start of collective Multilane Highway for each community and basis for discussion at the community workshops the following week.

If there is only one community, or two, and people have enough energy there could be a role play of how they will present. This can reinforce the good facilitation principles from the previous session.

If time is short, with many different communities, then the most important thing is for each group to agree on the rough schedule and roles for the workshop itself, and then discuss how they think they will continue afterwards (based on their individual Multilane Highway).

People then share the plans from the different groups in a plenary to exchange ideas, followed by discussion of what support they will need from the organisation.

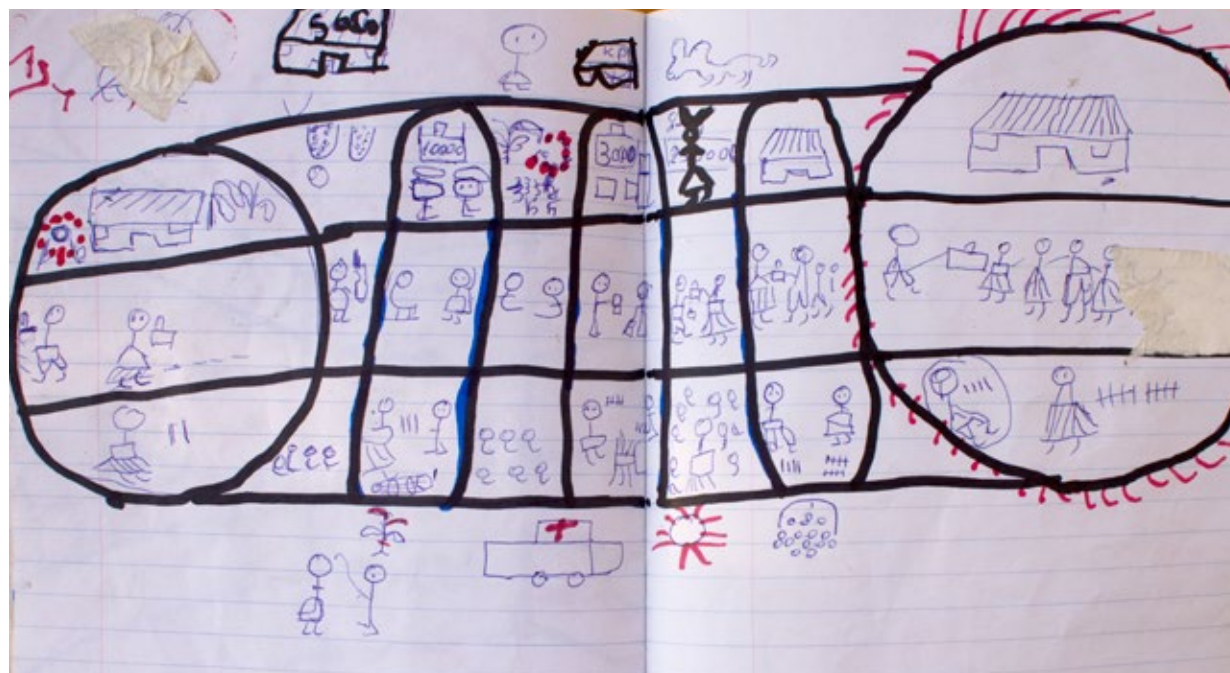
## ACTIVITY 6.3 CLOSING SONGS AND REMARKS

Finish the workshop with a burst of energy and song so that people go away inspired to inspire others to come to the community workshop. The rest can be followed up later at the workshop itself or as part of the Community Action Learning.

Sufficient time should be left for any outside stakeholders to give a meaningful response to what they have seen. They thus also feel a valued part of the longer term process. Then there should be plenty of time for songs and farewells.

### DOCUMENTATION NOTE

It is useful not only to photograph, but also to video songs and theatre in this session. This can be used later for dissemination workshops, training in new contexts and for staff, and also shared with the global network.



Multilane Highway in champion notebook from Duhamic-Adri, Rwanda.



Members of New Home Network share their Multilane Highways in their Diaries.

PART 2 COMMUNITY / ACTION / LEARNING

# COMMUNITY ACTION LEARNING



The Community Action Learning process consists of 3 levels:

- **individual** level progress and tracking on the diagrams and Multilane Highway in champion and staff Notebook Diaries as a personal learning process to achieve their vision.
- **group** meetings for sharing and comparing progress and experience in order to brainstorm and give support on strategies to accelerate progress. This includes some quantification of individual achievements and challenges on group diagrams as the basis for collective support and action.
- **organisational** reflection and learning based on aggregation of the group outputs and quantitative and qualitative analysis for follow-up support.

Over time the aim is to build up a community-led participatory information system linked to local level advocacy, like the system developed in Bukonzo Joint where indicators on changes in land ownership, division of labour and coffee quality are tracked by members and staff for the total 3,500+ membership.

Advising on design of the Community Action Learning process and ultimate system is a key task of the experienced GALS expert, based on outcomes from the Change Catalyst Workshop and the existing M&E activities and skills of the rest of the team - all in the context of the longer term sustainability plan.

This Community Action Learning can be done just through using the three tools presented in the initial workshops linked together on the Multi Lane Highway framework, with particular focus also on the fun dimensions of developing songs and theatre. The schedule for group meetings should be adapted and agreed at the end of Session 6 of the Change Catalyst Workshop, based on expressed needs of

the participants. A suggested schedule for two weekly two hour meetings over three months for consolidation of the tools and changes is given in Box 4 below, though this can be adapted to the time availability and priorities of participants. **It is their process (champions and those they bring in), owned by them to support their progress.** If the process is to be sustainable and dynamic in the longer term, it is crucial at this stage that participant needs rather than organisational or donor needs are at the centre of the design.

If the Participatory Gender Review is more than three months away, then the initial Road Journey in the Change Catalyst Workshop should reflect that time frame. The schedule should be adapted as time goes on if new priorities arise. Meetings 1-3 and/or Meeting 4 can be repeated, or some meetings could also look at other cultural issues. Alternatively new tools could be introduced in advance of the review - for example Challenge Action Trees on specific issues arising.



Irish potato value chain farmer presenting his Multi Lane Highway, (picture BAIR 2013), Rwanda.

# INDIVIDUAL REFLEXIVE LEARNING

Immediately after the Change Catalyst Workshop either after the first session, or after they get home from the residential workshop - the champions start to:

- work towards their **personal visions**;
- implement **gender changes** in their lives to progress towards their vision;
- share what they have learned with others through **pyramid peer sharing** as part of their **leadership development**.

**Some changes need to happen immediately** e.g. changes in division of labour and decision making.

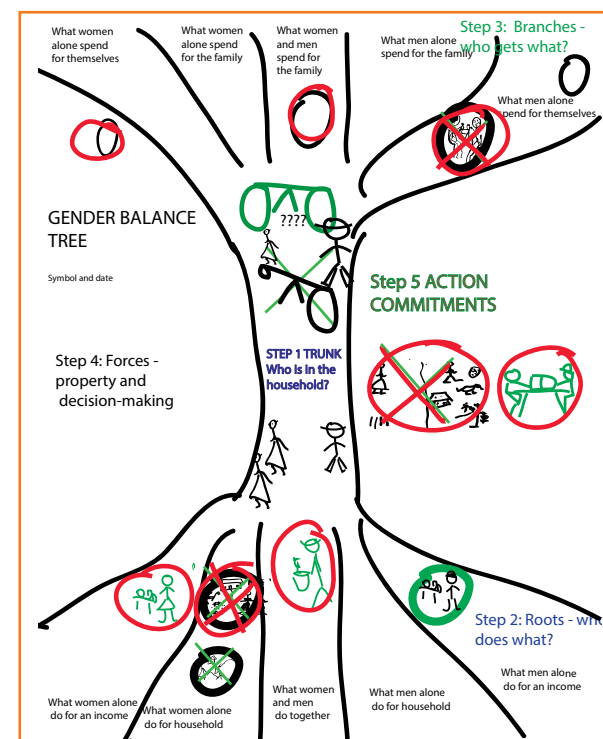
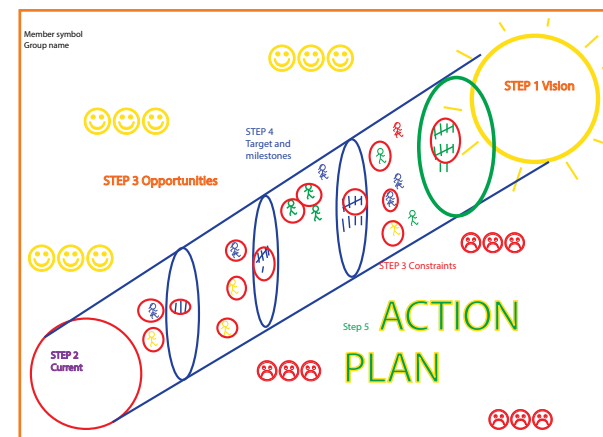
These individual changes and successes must drive the whole process - the champions who will most effectively be able to persuade others are not those who just 'preach', but those who are successful and respected in their own lives, families and friend networks. They now have a vision and plan, have better relationships in their families and respect from their friends. The champions become an example and people will come to learn how to be like them, and will listen to what they say.

Community Action Learning reinforces progress towards the vision through:

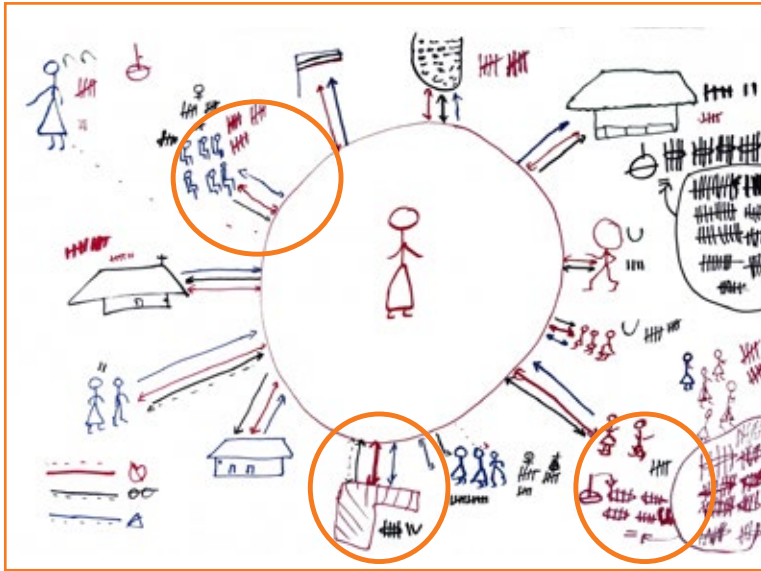
- **consolidating understanding of the tools** through practise and review;
- **tracking progress** on the original diagrams in the notebook diary as red rings around:

- actions and milestones achieved on the vision road of the Multilane Highway;
- ripened fruits and tubers on the roots, branches or trunk of the Gender Balance Tree;
- people reached on the Empowerment Leadership Map;
- ideally also achievements and actions transferred to tracking on all three lanes on the Multilane Highway in preparation for the Participatory Gender Review milestones;
- **sharing** of individual experiences, opportunities and challenges at group meetings and discussing ways to progress;
- **encouraging practice** of the tools and leadership development through pyramid peer sharing and discussing any challenges or adaptations that might be needed for the particular context

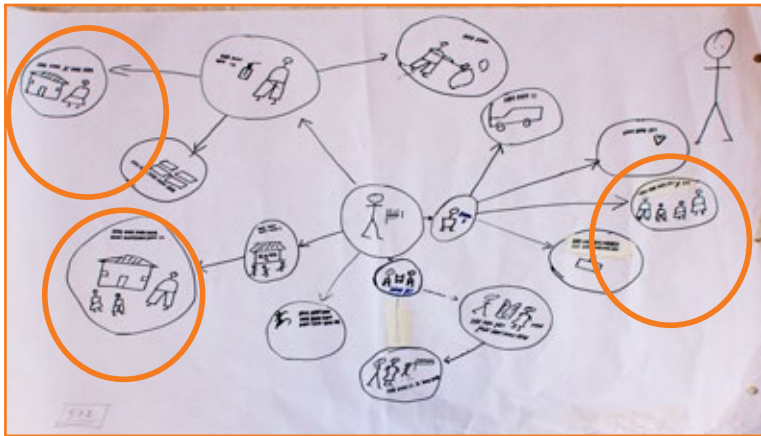
Through inputs from the Participatory Gender Review, the Community Action Learning starts to tackle longer term and more difficult gender changes e.g. changing land ownership documents. **Slow change is often an excuse for no change**, so steps towards longer term changes have to be mapped and tracked e.g. how people will get the necessary documents for land and take them to the first offices.



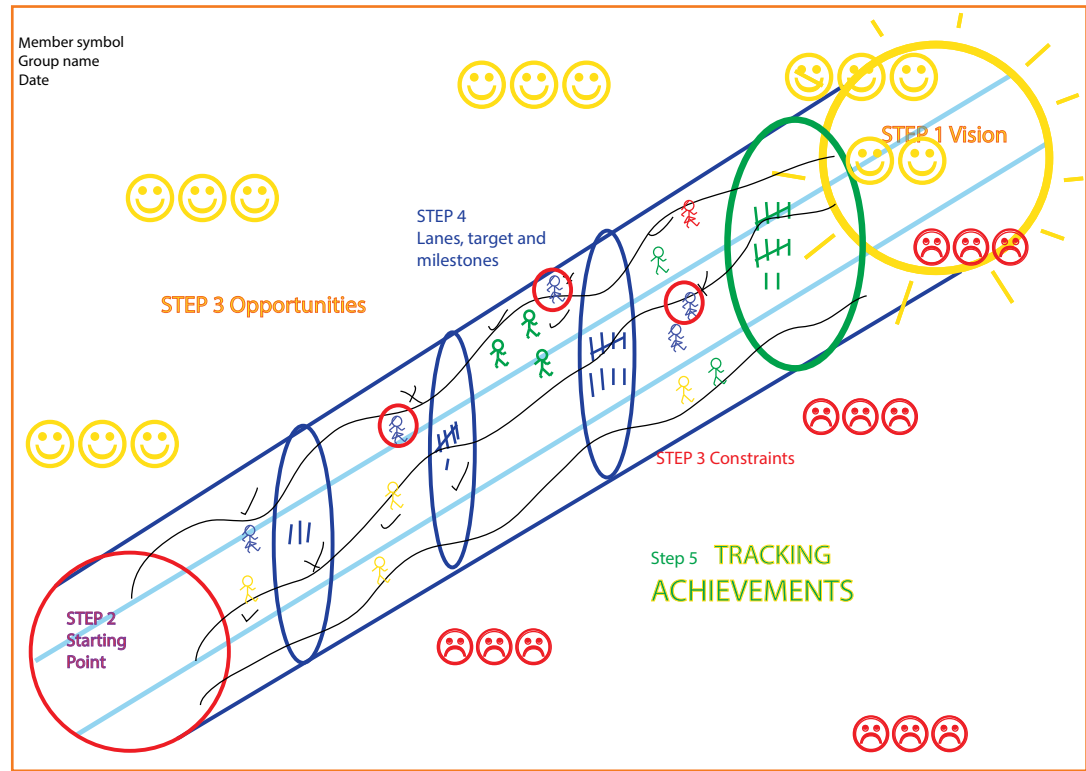
Vision Journey and Gender Balance Tree with achievement fruits ringed in red on diagrams in individual notebooks.



Individual leadership tracking first tier on Empowerment Leadership Map - ringing achievements in orange.



Individual leadership tracking third tier on Empowerment Leaderships Spider Map - ringing achievements in orange.



Achievements at each level transferred to individual Multilane Highway.

## GROUP MEETINGS

Group meetings 'cement', the individual-level action learning process. These meetings are ideally integrated into existing activities eg savings and credit meetings. Alternatively new GALS groups may need to be formed from the peer sharing networks of the original GALS champions. Champions and those they bring into the process meet regularly to discuss progress and exchange experiences and ideas for ways forward.

Group meetings are not the place for new people to learn the tools - that should be done through the peer sharing process. Although slower to begin with, that has been found to be more effective in the long run because if new people start learning the tools in meetings, those who already know them get bored and drop out, slowing the momentum.

To balance continually involving new people and maintaining continuity and depth of discussion, it is likely that there will need to be a combination of:

- **frequent small local meetings** where all those involved locally can attend. These meetings should be small enough (maximum 20 people) to be facilitated by the champions and enable full participation and free discussion, and make sure new people get the support they need outside the meeting. People coming to the meetings should already have learned the tools and have the tools already in their notebooks through the pyramid peer sharing; and
- **periodic larger meetings** where group representatives attend and then feed back. These are facilitated by the champions to develop their GALS facilitation skills, but supported by one of the core team members. It is advisable that these representatives and also lead facilitators are rotated between participants in the smaller groups so that leadership and knowledge is continually shared rather than becoming concentrated in a few people.

One way of rotating representation while maintaining depth of discussion and advanced skills learning at the meetings is to require representatives to have trained a minimum of five other people. Representation at this level then becomes the basis for consideration for other trainings in the Participatory Gender Review and later as a certified GALS community trainer.

GALS meetings should be events which people want to attend and invest time and energy in, so participants need to decide what they want to do, rather than organisations imposing too rigid a structure as long - as the basic objectives of learning and sharing are met. All meetings must:

- clearly and constantly demonstrate the self-interest benefits of planning and sharing in terms of helping people progress towards their visions;
- be fun as part of the social fabric and to meet friends;
- conclude with some set of action commitments to move forward.

The Community Action Learning process must move as quickly as possible towards a self-sustaining structure which can be the basis for subsequent GALS Phases. Establish from the start a culture of responsibility and minimising costs as far as possible the group meetings should be self-financing right from the beginning. Organisations may have to supply materials such as flip-charts, but subsidies for inputs such as diaries, pens, food and transport should be kept to a minimum - if people can afford a bottle of beer, they can afford to pay for their own notebooks and materials and bring their own food in order to participate in a process which will benefit them. But organisations may have to supply some materials like flip charts and pens because the organisation is also benefiting. Also if other trainings are subsidised, then gender trainings must receive the same level of support.

Costs can also be minimised in most contexts through:

- **integrating meetings into existing activities** e.g. savings and credit meetings. Or new support groups may need to be formed by champions together with those they are training;
- **ensuring location of meetings is convenient** to enable other activities in which people are already involved and to minimise travel costs. Churches, local government or schools could be persuaded to provide free or cheap venues for work that benefits the community and not a donor handout;
- **ensuring timing and length of meetings is convenient for both women and men** and enables people to provide their own refreshments.
- **keeping a strict track of flip charts and markers** - participants, including leaders, should not use these for their own diagrams. They should be used only for group outputs and tracking.
- 

This may be difficult if the organisation does not have a culture of discipline in other trainings - in that case gender should not be required to cover its costs if other trainings do not, but if subsidy continues for more than a few months then the process will not be sustainable in the longer term. Subsidies should be reserved for those people who face exceptional poverty or, encounter too much resistance in the family and/or live very far away - as a special case for ongoing organisational support agreed with other participants. And a similar discipline should be introduced for other trainings.

The basis of sustainability is the enthusiasm and commitment of participants. Identifying ways of maintaining this as the methodology upscales is a key focus for discussions with both champions and the organisation at the Participatory Gender Reviews.

## GROUP MONITORING

Group meetings should start to develop the skills and discipline of quantifying changes to track learning and progress. The main monitoring priorities at this stage are that:

- changes are tracked as fruits on the relevant diagram in the individual Notebook Diaries for participants' own learning;
- information on what works and what does not work is shared in the groups;
- pyramid peer sharing is continually expanding as part of participant leadership development.

Simple monitoring through quantification of key achievements on collective diagrams should be possible within a short period at the more frequent local meetings, with the outcomes then fed back to the larger representation meetings.

The tools are essentially the same as the diagrams for the Change Catalyst Workshop. Monitoring can be done on group versions of the three diagrams: Vision Journey, Gender Balance Tree (see example on this page) and Empowerment Leadership Map. Alternatively if the Multilane Highway has been well understood, that can be used as a shorter and more systematic method. Other tools such as the Diamonds, can be used after they have been introduced in the Participatory Gender Review (see below). As numbers of participants grow, decisions on how quantification can be improved will depend on which diagrams participants and supporting staff are more comfortable with.

Participants are now members of a group who meet regularly and so can monitor change more systematically - bearing in mind that new members will join, so later diagrams

should have more participants. The facilitation process for each tool is essentially the same so that people get used to certain participatory norms. A suggested process for a group of 20 people:

**Step 1:** Pairwise discussion separating women and men and single and married people, to mark on cards the three to five key changes they wanted to see. This needs four colours of cards: women are given cards of one colour, and men cards of another colour and different colours for single and married.

**Step 2:** The three to five changes from each pair are then shared in the group and put on the diagram in the relevant place - only placing new cards for new issues, and putting similar cards on top of each other.

**Step 3:** When all the cards have been placed, people vote on the changes they themselves have experienced, using one colour pen for women and another for men.

**Step 4:** Put the group symbol, date and total number of women and men at the top of each diagram.

**Documentation should not be at the expense of fun and empowerment, which are essential for sustainability.**

There should be plenty of time for relaxed discussion and fun with songs and dances. Quantification should not dominate meetings, but serve as the basis for reinforcing individual progress and discussion on strategies it. The rigour and reliability of documentation can be progressively tightened up through the Participatory Gender Reviews and Phases 2 and 3 as peoples' confidence and skills develop through practice.



Quantified achievements on gender balance in the current milestone circle for Kisinga Women's Group, New Home Network, Uganda.

## BOX 2.1: SUGGESTED LOCAL MEETINGS UNTIL THE THREE MONTH PARTICIPATORY GENDER REVIEW

**Note this assumes fortnightly meetings of about two hours. But can be adapted to weekly or monthly meetings - without losing the fun elements.**

### **MEETING 1 VISION JOURNEY 1**

Sharing visions in pairwise discussion.  
Making sure everyone has understood the Vision Journey tool and review of steps.  
Individual work to fill in changes on Vision Journey since starting GALS and transfer these to their individual Multilane Highway.  
Group discussion of progress on the Vision Journey since starting GALS with quick hands up on how many people feel they are progressing.  
Group sharing opportunities and challenges and ideas on ways forward.  
Sharing experience of pyramid peer sharing of Vision Journey.  
Register of participants with key background information, whether they are happy with progress and numbers of women and men with whom they have shared the information.  
Reviewing and refining the song for the Vision Journey.  
Homework to make sure their diaries are clear, to continue to share the Vision Journey and follow up on progress of those they have trained and extend the network.

### **MEETING 2 GENDER BALANCE TREE 1**

Sharing the changes they put on the Gender Balance Tree in pairwise discussion.  
Making sure everyone has understood the Gender Balance Tree tool and review of steps and how this relates to the Multilane Highway middle lane.  
Individual work to fill in changes on Gender Balance Tree since starting GALS and transfer these to the individual Multilane Highway.  
Group discussion of progress on the Gender Balance Tree since starting GALS with quick hands up on how many people feel they are progressing.  
Sharing opportunities and challenges and ideas on ways forward.  
Sharing experience of pyramid peer sharing of Gender Balance Tree.  
Register of changes on aggregated group Gender Balance Tree.  
Reviewing and refining the song for the Gender Balance Tree.  
Homework to make sure their diaries are clear, to share the Gender Balance Tree, follow up on progress of those they have trained and extend the network.

### **MEETING 3 EMPOWERMENT LEADERSHIP MAP**

Sharing the changes they put on the Empowerment Leadership Map in pairwise discussion.  
Making sure everyone has understood the Social Empowerment Map Tool and review of steps and how this relates to the Multilane Highway.  
Individual work to fill in changes on Empowerment Leadership Map since the Change Catalyst Workshop.  
Group discussion of progress on the Empowerment Leadership Map since the Change Catalyst Workshop, sharing opportunities and challenges and ideas on ways forward.  
Sharing experience of pyramid peer sharing of Empowerment Leadership Map and encouraging the pyramid sharing.  
Register of changes on group Empowerment Leadership Map.  
Reviewing and refining the song for the Empowerment Leadership Map.  
Homework to make sure their diaries are clear, to follow up on progress of those they have trained and extend the network.

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<b>MEETING 4</b>	Review of progress on visions since starting GALS with focus on reinforcing champion’s tracking of own progress, opportunities and strategies to overcome challenges.
<b>VISION JOURNEY 2:</b>	Collective Multilane Highway with quantification of visions, initial situation and progress so far in the appropriate milestone circle, colour-coded by gender. Discussion of progress for those learning through pyramid peer sharing. Vision Journey song.

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<b>MEETING 5</b>	Review of progress on gender balance since starting GALS with focus on reinforcing champion’s tracking of own progress, opportunities and strategies to overcome challenges.
<b>GENDER BALANCE TREE 2</b>	Quantification of gender change visions, starting situation and current progress on the middle road of the vision circle of the Multilane Highway. Discussion of progress for those learning through pyramid peer sharing. Gender Balance song.

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<b>MEETING 6</b>	Review of progress on pyramid peer sharing since starting GALS with focus on reinforcing champion’s tracking of own progress, opportunities and strategies to overcome challenges.
<b>EMPOWERMENT LEADERSHIP MAP</b>	Quantification of peer sharing visions and current progress (starting point was zero) on the bottom lane of the Multilane Highway. Discussion of progress for those learning through pyramid peer sharing. Empowerment Leadership song.

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# ORGANISATIONAL SUPPORT FOR LARGER MEETINGS AND QUANTITATIVE MONITORING UNTIL THE FIRST PARTICIPATORY GENDER REVIEW (PGR)

Community Action Learning are led by the champions and based on their priorities to reinforce ownership and facilitation skills. Smaller local meetings should be completely run by the champions without external interference.

Once the groups are solid, quantification of each tool has been established and number of participants are growing, representational structure should be developed. Group representatives bring the quantified diagrams for discussion and aggregation at meetings supported by a member of the core team who monitors and documents progress to feed back to the organisation, funders and the lead expert to help guide the Participatory Gender Review process.

The main aim of the larger meetings, as with the smaller ones, is empowerment. The champions, and those with whom they share the methodology, reflect on and document what they need for their own empowerment, then share this with other group members as part of collective learning including some quantification on the group diagrams. Aggregation of group diagrams helps to maintain momentum and a sense of progress - and promote healthy discussion and competition among the groups on their relative progress of the various groups to celebrate those that are working well and identify ways in which slower processes can catch up. The main focus areas are:

- the degree to which people have been able to achieve their visions;
- the gender changes which have taken place in division of labour, incomes, assets and decision-making;
- leadership development and outreach through the pyramid

peer sharing process quality of the peer capacity-building and scaling up;

- issues arising and any necessary changes to the tools and pyramid peer sharing.

Staff should lead from the back and never dominate, or the participants will not have the motivation to continue. It is very important therefore that staff are very comfortable with the facilitation process and principles of GALS. They must also make sure the aggregation is fun and useful, and that the champions do not start to dominate each other.

To maintain ownership by the champions, it helps if staff role is explained as documentation, feedback and giving advice on participant facilitation and leadership skills, rather than facilitation itself. If aggregation starts to detract from empowerment, it is best left until later. Staff may also give advice on how challenges may be overcome based on experience of other champions or other processes elsewhere and feeds back to information for aggregation at organisational level. This should be based on discussions with participants and input from the Participatory Gender Review process. Another key role of the organisation and staff is to respond to and support collective action needs arising from the process through eg making links with other stakeholders around land and property issues.

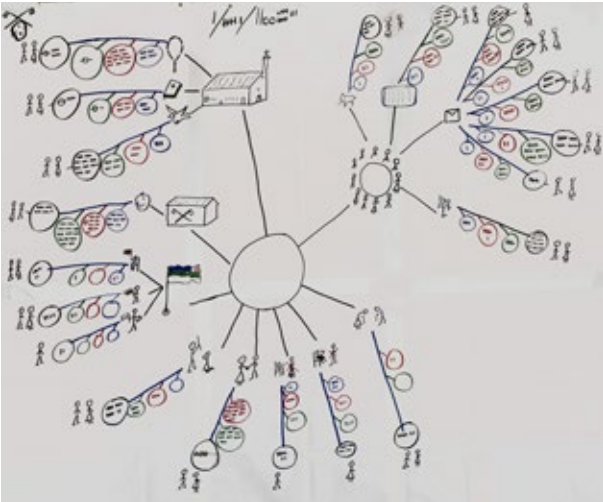
As far as possible staff support should be integrated into existing meetings, visits and activities. As before, it is important that costs are minimised as far as possible from the start. Flipchart diagrams should remain with and be kept safe by the groups, but photographed for the organisation.

## BOX 2.2: PARTICIPATORY QUANTIFICATION FROM GROUP MEETINGS IN QUANTITATIVE DATABASE E.G. EXCEL

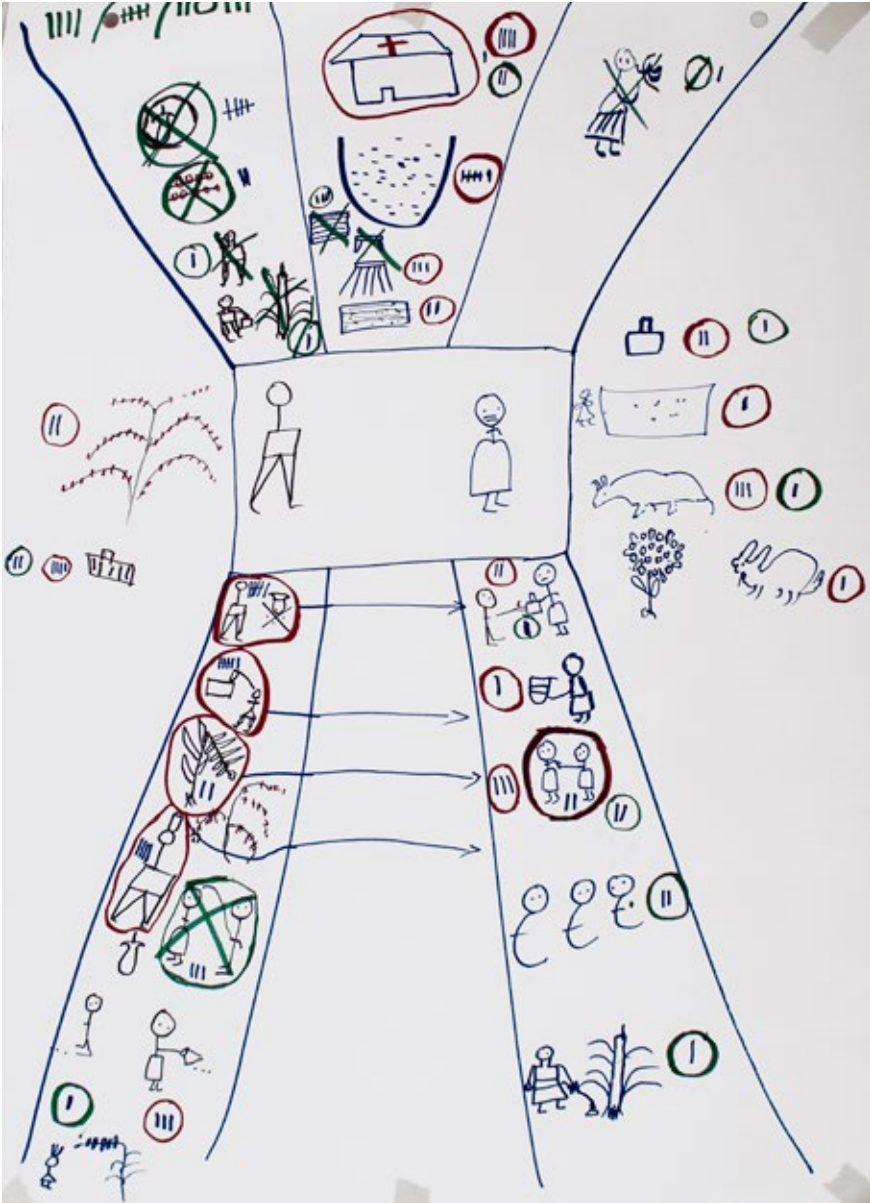
<b>MEETINGS 1-3</b>	Register of women and men attending meetings with background information on gender, literacy, marital status and initial poverty indicator. Photos of the group diagrams. Notes on general progress from the quick hands up quantification and on issues arising.
<b>MEETING 4</b>	Vision Journey/MLH top row: categorised vision targets and 3 month achievement.
<b>MEETING 5</b>	Gender Balance Tree/Multilane Highway top row: categorised gender change commitment targets and three month achievement numbers of women and men for whom some change has occurred with figures on particular indicators eg land agreement, men cooking, joint decision making.
<b>MEETING 6</b>	Empowerment Leadership Map/MLH top row: numbers of women and men reached through levels 1-3 of pyramid peer sharing and if possible.



Quantified information can sometimes be aggregated at organisational level after the Review for more rigorous analysis as part of the Participatory Gender Review process. It may be possible even at this stage to have video and photo documentation of the process which is extremely useful later. This can illustrate how things were at the beginning and also to show the initial steps for the scaling up. And as input for the lead expert to help in design of the Participatory Gender Review.



Quantified Empowerment Leadership Spider Map from community members of BAIR, Rwanda.



Quantified red fruits on Gender Balance Tree from group quantification with community members of Duhamic-Adri, Rwanda.

## MONITORING AND DOCUMENTATION FOR THE ORGANISATION

Which information is recorded for use by the organisation will depend on the precise aims of the GALS process, any indicators required as a condition of funding, any existing Management Information Systems and whether or not staff are trained in participatory monitoring, electronic

databases etc. What is useful and workable in one context may not be the best in another. Developing a useful and manageable information system, combining quantitative monitoring with qualitative follow-up fed back to the champions to strengthen the process is done progressively

through output from the Participatory Gender Review. A possible monitoring form is shown below, keeping information to a minimum at this stage. It can be downloaded as an Excel file at [www.wemanresources.info](http://www.wemanresources.info).

Meeting No		Title				Date		
			Number of meetings attended	Changes achieved	Changes in process	People trained		Key challenges
Member name	M/F	Education				Men	Women	
Member 1								
Member 2								
Member 3								
Member 4								
Member 5								
Member 6								
Member 7								
Member 8								
Member 9								
Member 10								
Member 11								
Member 12								
Member 13								
Member 14								
<p>Note: The information should be collected using collective versions of the tools as the meeting: vision journey, gender balance tree and social empowerment map. Make the process of collecting the information as participatory as possible, with lots of celebration of achievements.</p> <p>Ideally this form should be downloaded from the womenresources website and filled in on a laptop by one of the catalyst team - delegating facilitation of the meeting itself to one of the champions. The person documenting should fill in as much qualitative information as possible for each member on their achievements.</p>								

## QUALITATIVE RESEARCH BY MEMBERS AND/OR CORE STAFF AND/OR THE LEAD EXPERT

Complementing the participatory quantitative monitoring, there should be qualitative research by members, core staff or the consultant. Building skills in using video cameras and interviewing can be done as part of the Participatory Gender Review process. This research has three aims:

### 1 Best case models to show what is possible

The most successful champions can be showcased for dissemination and promotion of the methodology, training for scaling up and mutual learning among members. These members should be purposely selected as part of a system of social incentives to inspire champions to continue and succeed.

### 2 Quality check on pyramid peer sharing to improve methodology

A random sample of 20 - 30 women and men should be chosen from the list of names given on the Social Leadership Maps, and followed up to investigate impact. If it is found that the information from the qualitative investigation for the random sample confirms that on the maps there is good impact, then one can reasonably conclude that much of the information in the other maps is accurate. This will help to assess the accuracy and identify any adjustments to the methodology needed for more effective impact and scaling up.

### 3 Exit cases

If the methodology is to significantly upscale through pyramid peer sharing, then it is important that this is as effective as possible and also the energies of the champions is carefully targeted where it is most likely to be successful. For this reason as many exit cases as possible should be followed up by the champions themselves, programme staff or the consultant.

#### BOX 2.4: QUALITATIVE RESEARCH

##### BEST CASE MODELS

Case studies of 10 - 20 purposively selected women and men champions who have achieved most changes and/or taught most other people. Particularly people who started off very poor and disadvantaged. Video footage and photos.

##### END OF CHAIN CASES

20 - 30 women and men chosen at random from level 3 of the pyramid peer sharing process to see how that was done, how effective it was and how it can be improved.

##### EXIT CASES

Follow up of as many exit cases as possible to find out the reasons - whether this can be reduced through improvements in the methodology, or better targeting of the peer sharing or other complementary support.



Women from Uganda Bukonzo Joint Cooperative (top) and New Home Network (bottom), vote for equal land rights an issue then followed up by qualitative study to support advocacy.



# KI HUNGU PARISH BUKONZO JOINT CO-OPERATIVE MICRO FINANCE



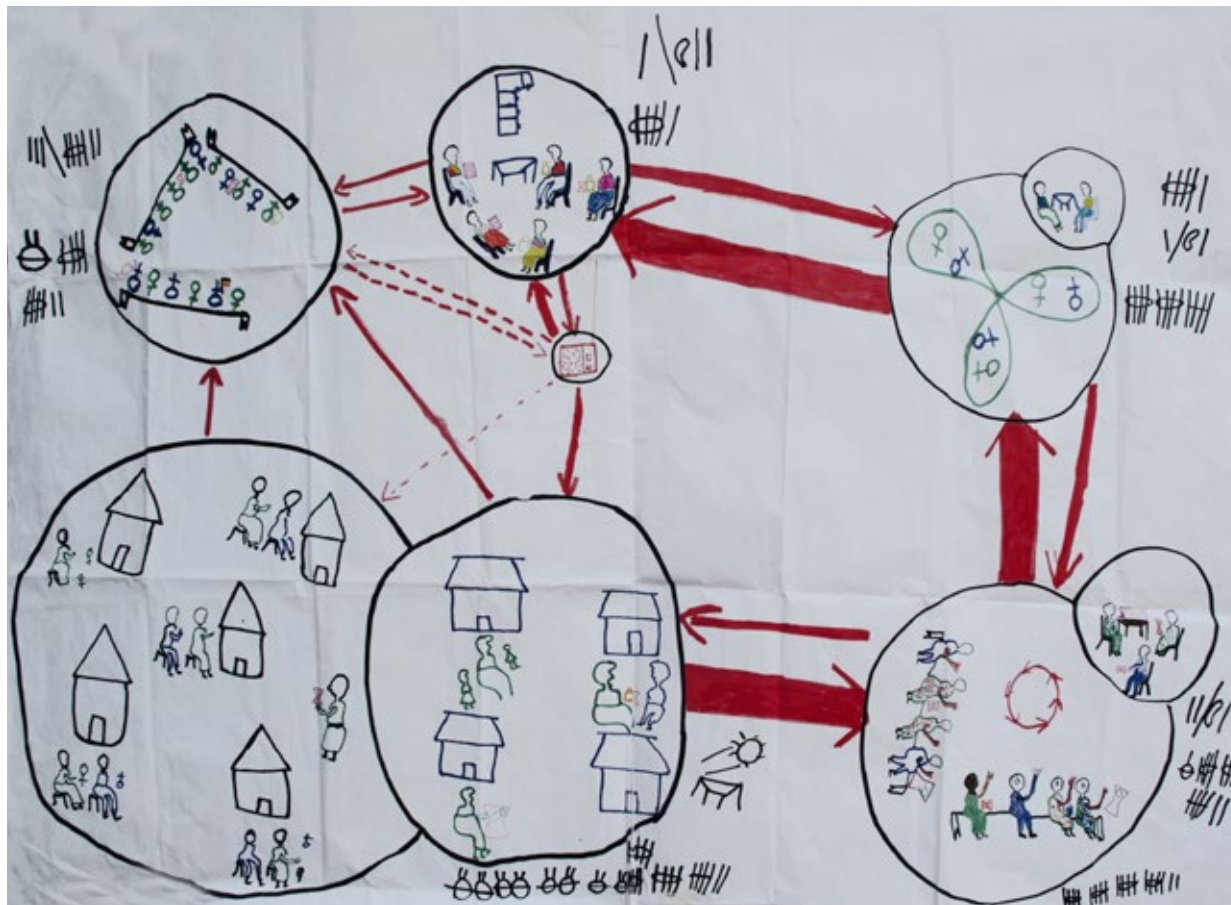
Advanced diagrams from the participatory monitoring system in Bukonzo Joint Cooperative, Uganda showing quantitative information collected and aggregated by members themselves on coffee quality, women's land ownership and division of labour for thousands of members.

Top left are four monthly stakeholder meetings for lobbying on issues such as women's land rights attended by members of the board and the community and publicised on the radio.

Top middle: the board of Bukonzo Joint Cooperative, Uganda discuss information from the parishes, then feed it back down.

Top right: Information aggregated at parish level.

Diagram of Bukonzo Joint Cooperative, Uganda, participatory Management Information System showing information flows.



Bottom left: Community members who are visited by group members.

Bottom middle: savings and credit or other village-level groups.

Bottom right: Primary societies at ward level aggregate information from the community groups.



## ROAD TO DIAMOND DREAMS: WIDENING AND DEEPENING GENDER JUSTICE

Depending on the specific focus of any particular process, other tools for e.g. leadership and organisational development, livelihoods, value chain or financial planning may also be added. These are not discussed here (See the Resources section at the end of this manual).

Experience suggests that a lot of energy and enthusiasm is generated at the beginning of a GALS process, in the Change Catalyst Workshop and Community Action Learning as both men and women see possibilities to change and gain more control in their lives. Change happens especially quickly when people are inspired and have a sense of ownership rather than feeling pushed and policed. Some implementing organisations have the experience and mechanisms to maintain dynamism by integrating GALS in their other activities. Where this is the case, or where the main interest is in rapidly progressing to Phase 2 (mainstreaming) there may be no need for a Participatory Gender Review. Alternatively the tools presented can be used as the basis for starting a later gender advocacy process in GALS Phase 3.

In many cases, the change process can start to lose momentum. Champions who have worked hard, changed their own lives and shared with others often need new input in order to continue to benefit directly - and to inspire others. Gender issues can fall of the agenda once people, particularly men, move onto new visions. Holding a periodic review can address these issues, take stock and make sure emerging challenges are addressed. Experience suggests reinforcement of the distinctive facilitation skills is likely to be needed to prevent new champions from preaching rather than sharing; to check on the Chinese

Whispers; to to reinforce the culture of reflexive learning and discipline of tracking, planning and learning from progress at different levels; and to progressively develop a streamlined M&E system based on indicators that have come up.

It is also necessary to consolidate commitment to gender equity within the implementing organisation involving as many staff as possible in mainstreaming gender in their work and developing a more focused strategy with other stakeholders who will be important in Phase 2.

There are no definitive blueprints for a Participatory Gender Review because each review must be designed according to the achievements and issues of the champions and the opportunities and challenges in the context and implementing organisations. Including integration with other activities e.g. livelihoods development, and linkages with other stakeholders and organisations.

### NOTES

The tools and processes for the Catalyst Phase and Community Action Learning have been tried and tested in a number of contexts, but the Participatory Gender Reviews are a recent innovation and are only now being adapted. Tools and suggestions in this section require more piloting and should be treated as indicative only.



Women in ANANDI, India develop indicators for women's empowerment.



Men develop their CEDAW diamond during the Participatory Gender Review in Bukonzo Joint Cooperative in Uganda.

# COMPONENTS OF THE PARTICIPATORY GENDER REVIEW

Participatory Gender Reviews will generally consist of three components:

## 1 PARTICIPATORY REVIEW OF GENDER EQUALITY ACHIEVEMENTS SO FAR

Each review aggregates information previously collected from group meetings and presents findings of any qualitative research by core staff on issues arising. This may be done through:

- using aggregated tracked versions of the Multilane Highway or separate Vision Journey, Gender Balance Tree and Empowerment Leadership Maps
- introducing the individual **achievement journey tool** and bringing together the participatory quantification by the groups on a **collective achievement journey**

## 2 DEEPENING OF GENDER CHANGES

Gender issues coming up are examined in relation to women's human rights in CEDAW or another gender framework using Diamonds and Challenge Action Trees (see Box 3.1).

This is generally done cumulatively across all the reviews depending on the pace of change:

- visioning **gender equality using the Diamond tool** to place the gender changes emerging from the Change Catalyst Workshop within the CEDAW framework, including also gender justice goals for men
- refining the vision by using Diamonds to **develop SMART contextualised indicators** for different dimensions of CEDAW as the basis of an organisational action learning system and developing 'household diamond contracts'

- using the **Challenge Action Tree** tool to examine the CEDAW commitments in detail and how to foresee and overcome some of the challenges

If many changes are happening just through use of the original Catalyst Workshop Tools, then it is not necessary to use the Diamonds until the annual review after year one. The focus should be on making sure the champions have sufficient new activities to keep them interested e.g. livelihoods, leadership and organisational strengthening tools. If changes are slow, the Gender Diamond tool can be used to revive interest. It is advisable to use the diamonds early on for gender training at organisational level and/or other stakeholders. The Challenge Action Trees should be introduced as soon as possible for any issues arising.

## 3 PLANNING TO THE NEXT MILESTONE

- Filling in the next milestones on the individual Multilane Highway to then be discussed through the group Community Action Learning.
- Developing or aggregating a **quantified 'Empowerment Leadership Map'** for further voluntary community scaling up and/or discussing GALS certification process for organisational scaling up.
- Developing '**collective action Road Journeys'** for groups/communities and the implementing organisation based on priority issues which require action beyond the individual and household level on the flowers and insects on the Challenge Action Trees.

Sharing

- **songs and theatre** and reinforce the cultural and fun dimensions of GALS.

### BOX 3.1: PARTICIPATORY GENDER REVIEWS: NEW TOOLS

<b>TOOL 1</b>	<b>Achievement Journeys</b> to retrospectively plot how people achieved the progress they have, and particularly opportunities and challenges and implications for future.
<b>TOOL 2</b>	<b>Gender Justice Diamond</b> a generic diamond to help women and men reach consensus on ways forward - can be done at household or organisational level.
<b>TOOL 3</b>	<b>CEDAW Diamonds</b> More detailed versions of the diamonds to identify indicators and track progress on specific CEDAW rights.
<b>TOOL 4</b>	<b>CEDAW Challenge Action Trees</b> To look in detail at the reasons why rights are not currently achieved and identify solutions and specific action commitments.

## 4 CAPACITY DEVELOPMENT TO THE NEXT MILESTONE

- Develops the capacities of the champions and staff to move forward on what is decided and the necessary resources to support them. Depending on the specific focus of any particular process, other tools for e.g. leadership and organisational development, livelihoods, value chain or financial planning are covered in a separate workshop/training.



## OUTCOMES FOR CHAMPION PARTICIPANTS

- Greater understanding of how individual progress and progress of people in their own group relates to that of people in other groups.
- Deeper understanding of gender issues and the national and international context of CEDAW.
- Shared experience and ideas on ways of deepening and accelerating change and addressing more difficult constraints.
- Reinforcement of the key GALS tools and learning some new GALS tools .
- Training in ways of building on the tools they have already learned in order to advance towards their visions eg for livelihoods or financial planning.
- Reinforcement of leadership and participatory facilitation skills to share with their group and equip them for application for GALS certification.
- Participate in organisational planning and feel part of a bigger gender change movement.
- Meet new friends and make contact with other stakeholders.

### OUTCOMES FOR ORGANISATIONS

- Understanding of impacts - review and quantification of how many people have achieved what visions, and the gender changes that have taken place in division of labour, incomes, assets and decision-making (Multilane Highway or Achievements Journeys).
- Review and deepening of the gender change, with more concrete indicators (Diamonds) and design the organisational-level participatory gender action learning system with the gender indicators identified in the Gender Diamonds

- Review and quantification of outreach through the peer sharing process. Assess quality of the peer capacity-building and mapping the leadership process for upscaling and the next phase including identification of ways of accelerating scaling up, building on the peer sharing process for training staff and spreading to new communities, groups or cooperatives. Implications for any further adaptation of the methodology for scaling up through pyramid peer training and detailed planning and sustainability assessment of an certified incentive system.
- Bring the quantified individual visions and plans together into a collective Multilane Highway.
- Assess the implications for any further adaptation of the methodology for identifying ways of integrating gender messages, participatory processes and diagram tools into other organisational activities to reduce costs and increase opportunities for upscaling. Plan for any need to revise existing training materials.
- Plan for support and Phase 2.

### HOW ARE REVIEWS DONE?

Reviews can take different forms depending on purpose and budget. They can be residential workshops, one day workshops in different communities or more qualitative work to mainstream tools into existing activities. Once skills have been built and funding secured, the annual review can be a large Gender and Human rights event like a civil society fair.

The reviews will require support from an experienced GALS expert in at least one location unless other members of the core team have in-depth experience of other GALS processes. Based on information from the Community Action Learning, and discussions with the core team, the lead expert will suggest a design and put together tailored resource materials for each review.

Part of the lead expert's task will be to build the capacity of the rest of the process catalyst team, champions and staff to replicate reviews in other locations for upscaling. After one year the local actors will be able to upscale and replicate on their own including use of the new tools.

### NOTES

Thought needs to be given to who will participate, and the selection criteria. This will depend on the structures that have been built up for representation by the time of each review. It is not necessary that the participants are the same from one review to the next, but participants should represent and feed back to the large group.

The tools as presented here will need to be adapted depending on the numbers of people involved in the process as a whole, and the types of representative structures and networks that have been built.

The workshop and follow-up needs to be designed by the experienced GALS expert in consultation with the champions, staff and other community-level leaders involved in the process.

# REVIEW TOOL 1

# ACHIEVEMENT

# JOURNEY



## ACHIEVEMENT JOURNEY: BASIC NARRATIVE

Learning how best to move forward in life requires careful reflection on our past experiences: opportunities and what challenges. The Achievement Journey plots our progress from where we were in the past to where we are now. It can be done for progress since e.g. starting a business, before joining an NGO programme and many other things.

Understanding what happened in the past, what helped us and what hindered us, improves planning for the future.

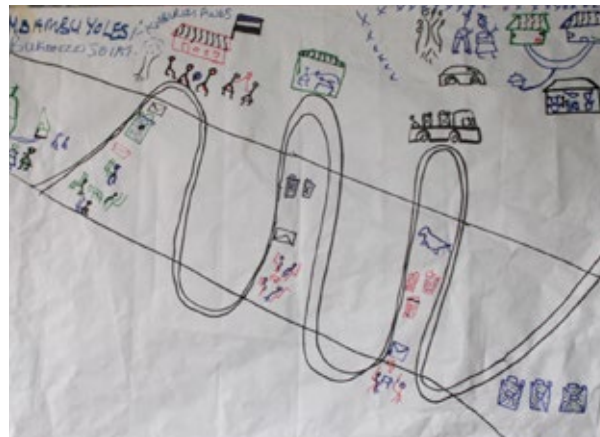
Appreciating past achievements will increase confidence to face the future. Even if progress has been very slow, or things even seem to have gone backwards, understanding why this is so makes it easier to identify strategies to deal with challenges if they arise again in the future or maybe to be more realistic about the need to make progress towards our vision in smaller but more achievable steps. Instead of getting depressed and giving up.

Achievement Journeys are also useful in gaining the respect of those around us, including staff in development agencies and local government. Showing what we have been able to achieve ourselves makes it easier to show others that we are serious in wanting to progress and we know what to do to advance even further. Women's achievements are often a great surprise to outsiders accustomed to thinking of them as weak and helpless. Men are also often surprised at the changes they are able to make in changing their lives, stopping drinking, discussing with their wives and helping them, even calling family meetings to reach agreements on family property so the family works more effectively together. It is also encouraging to think of the numbers of other people we have managed to help and how we have managed to become leaders of change in our communities.

The Achievement Journey can either be plotted through tracking whether we carried out the activities and reached our milestones on the Vision Journey. Or it can be done as a new exercise for a new issue.



Business Achievement Journey of client of Taraqee Foundation, Pakistan.



An early Achievement Journeys for business from Bukonzo Joint Cooperative, Uganda.

# AIMS OF THE ACHIEVEMENT JOURNEY

The Achievement Journey follows the same steps as the Vision Journey, and thus reinforces the same concepts. The only difference is that we are now looking back from the present to the past.

Achievement Journeys can be done for any issue once the principles have been learned. It can be done through marking off activities and achievements of milestones on the Multilane Vision Journey. Ideally this will have been tracked as people go along, but this session aims to consolidate this and share and quantify progress. In many cases it is likely that tracking will not have been so systematic because it takes time to build a culture of reflexive learning and planning. So this session brings everyone up to speed and highlights the usefulness of tracking on subsequent Vision Journeys.

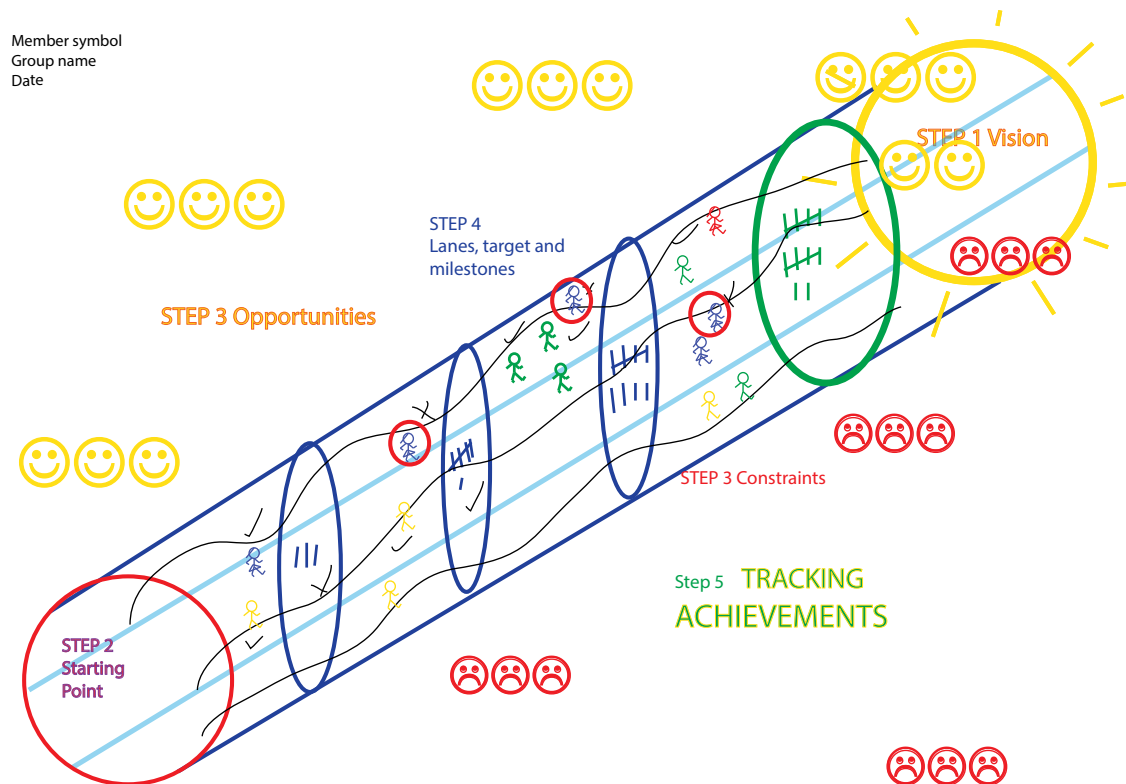
In this case we are particularly interested in what has happened since starting GALS, the Change Catalyst Workshop and/or the Community Action Learning. This will involve reflection over different time periods, depending on the participants and when they joined the GALS process. But if this timeframe is only a week, it is still useful to follow up and reflect on what has happened in relation to what was planned on the Vision Multilane Highway.

## AIMS FOR PARTICIPANTS

- to assess and appreciate actions and achievements
- to identify targets which were not achieved, and whether this was due to activities not done and/or unanticipated challenges
- to reassess opportunities and challenges which may be relevant for the next road journey
- to share experiences with others and ways of addressing challenges

## AIMS FOR ORGANISATIONS

- quantification of achievements since starting GALS
- better understanding of other opportunities and constraints outside the programmes
- better understanding of the organisation's role in relation to these other factors
- potential use of these journeys later for sampled follow-up as detailed case studies and retrospective impact assessment



## FACILITATION OVERVIEW

<b>PARTICIPANT PREPARATION</b>	Participants need to bring their notebook diaries with as much tracking as they can on their Multilane Highway by now they should have their own coloured pens to make their drawings look as attractive as possible.
<b>FACILITATOR PREPARATION</b>	The facilitator should have done their own Achievement Journey on their Multilane Highway and be familiar with the tool and steps and have thought through how to adapt the timeframe and process to the anticipated participants. The facilitator should put up a set of joined 6-8 flipcharts next to the original Multilane Highway at the front of the room. Participants will recap and draw an achievement journey on these. They will also consult the original Multilane Highway for points of comparison, though this will probably have been for a different set of participants so not directly comparable for impact assessment.
<b>TIMING</b>  <b>3 HOURS WITH 50-60 PARTICIPANTS</b>	The main activities are: Activity 1.1 Interactive Theatre on original situation and most significant changes since beginning of GALS (1 and half hours) Activity 1.2 Individual Achievement Journey - a personal and confidential reflection exercise (30 minutes) Activity 1.3 Collective Achievement Journey to quantify current achievements and past situation in each lane, and quantify opportunities and challenges to select issues for the Challenge Action Trees in Session 2 (1 hour)
<b>MATERIALS/ PREPARED INPUTS</b>	Notebook diaries and pens for participants. Props for the Interactive Theatre, props for women to play men and men to play women and e.g. plastic bottles, dolls for babies among other things. Two flipcharts on the wall with coloured cards for the points of consensus and points of disagreement from the Interactive Theatre. Multilane Highway from Change Catalyst Workshop. Fresh blank Multilane Highway on wall next to Change Catalyst Workshop Multilane Highway with markers.
<b>OUTPUTS</b>	Most significant changes identified in the theatre. Individual Achievement Journeys in participant notebooks. Quantified Achievement Journey as Impact Assessment with quantified current situation compared with original vision, baseline and opportunities and challenges. Set of opportunities, challenges or other issues to examine through the Challenge Action Trees in Session 2.
<b>HOMEWORK FOR PARTICIPANTS</b>	Completing the Achievement Journey and identifying opportunities and challenges to take forward to the next Vision Journey. Working with another participant to complete a pictorial manual page in their diaries for sharing the tool with others in their community.
<b>HOMEWORK FOR FACILITATOR</b>	Transfer the impact information to an Excel sheet. Consider the implications of the opportunities and challenges for future organisational support. Decide on which three opportunities/challenges/issues will be most useful to examine the Challenge Action Trees in session 2.

## ACTIVITY 1.1 MOST SIGNIFICANT CHANGES INTERACTIVE THEATRE

Interactive theatre was used in the Change Catalyst Workshop Session 5 Taking it Back Home. Here it is used to start a discussion on impact assessment. It draws on the 'Most Significant Changes' methodology which invites people to give answers to open-ended questions about what they see as the most significant changes which have happened since the start of an intervention. This approach is useful for revealing things which people might not think of in designing a questionnaire, or pre-determined indicators. Combining this approach with interactive theatre is likely to be even more revealing of how people think as they are acting spontaneously.

### PREPARING THE ROLE PLAY, 10 MINUTES

In the version developed here women and men participants are asked to act out how things are in the home when they are all back from work:

Part 1: What were relations in the household like before GALS? What were relations in the home like before GALS? What happened when everyone came home?

Part 2: What are relations like in the household now? What happens when everyone comes home?

Participants are divided into men and women. Within each single sex group they should quickly find a partner and decide which person will play the woman and who will play the man. If any people are left on their own they should

join another couple as a co-wife. The aim is to compare the views of both women and men on the changes for both sexes.

Both groups have 10 minutes to quickly discuss in these family pairs what they will show - but the more spontaneous the better.

### ROLE PLAY PRESENTATION 30 MINUTES (2 X 10 MINUTES AND 2 X 5 MINUTES)

Then all the pairs in the men's group have ten minutes to present (five minutes for past situation and five minutes for current situation). Either the women pairs move around and watch whichever pair of men they find most interesting, or they can be allocated to watch specific pairs of men depending on the gender balance of numbers.

After the men have presented, each pair (women pairs and men pairs) draw symbols for three things they agree with and three things they disagree with. Men should draw on one colour of card, women on the other. Changes they agree have happened should be done in pen of one colour and changes they saw but do not think have happened in another colour. Negative changes should be in a third colour pen.

Then the same process is repeated with the women's pairs acting and the men as spectators.

### GROUP DISCUSSION ON CHANGES 20 MINUTES

The men and women pairs then form two-to-four groups (maximum 15 per group) and place their symbols on three Flipcharts - one for changes they agree have happened, one for changes which they do not think have happened and one for negative changes. They should group and quantify the cards through putting hands up.

### PLENARY FEEDBACK 30 MINUTES (4 X 5 MINUTES AND 10 MINUTES DISCUSSION)

Each group has five minutes to present and transfer the cards from the group flipcharts to three collective charts. Gender dimensions of the disagreements can be clearly distinguished through the colour-coding of the cards. Followed by 10 minutes plenary discussion and wrap-up.

### FACILITATION NOTE

This is intended as a fun session, so it is important to avoid getting into too much debate. Sensitive issues should be acknowledged and symbols drawn to make a list. They will be followed up more in the quantification on the Achievement Journey and then the Challenge Action Trees.

### DOCUMENTATION NOTE

If possible video this session. Or make qualitative notes on the issues arising.

## ACTIVITIES 1.2 AND 1.3 ACHIEVEMENT JOURNEY: FACILITATION NOTES

### 1.2.1 INTRODUCING THE ACHIEVEMENT JOURNEY (5 MINUTES)

Introduce the session by explaining briefly the Achievement Journey based on the narrative above. The introduction should emphasise that in order to move forward we need:

- to appreciate our strengths and opportunities as well as weaknesses and challenges;
- to understand the past and what has helped or hindered us;
- to identify which of these opportunities and challenges from the past are likely to occur also in future and need to go on our next Vision Journey.

### 1.2.2 DRAWING THE ACHIEVEMENT JOURNEY AND INDIVIDUAL REFLECTION (25 MINUTES)

Make sure the seating is informal so participants can sit in informal groups with new people they do not know well. Give people a few minutes to go back through their diary and look particularly at the Multilane Highway. They should decide whether to track achievements on this, or to draw a new road, depending on how clear their original road was and how much it has changed in the meantime. The facilitator should go through the steps for the Participant Diary (below) one by one as people mark the changes or draw in their Notebook Diaries.

### 1.3.1 SHARING EXPERIENCE AND DEEPENING ANALYSIS: QUANTIFICATION OF ACHIEVEMENTS AND BASELINE (30 MINUTES)

The focus here is on quantifying the vision (top right circle) and current achievements (target/milestone circles) compared to the baseline past (bottom left circle). The aim is for participants to understand how their progress compares with that of others to generate a sense of collective change and to provide an indication of impact for the organisation. Ideally, numbers of women would be marked in one colour and numbers of men in another against each symbol at least for some of the key issues. If time is short and/or numbers large just ask for hands up how many people achieved the visions on their vision journey and put this in the top part of the vision circle. Then focus on the gender changes in the middle lane and peer sharing in the bottom lane. Focus more on the achievement circles than the baseline, that can always be followed up later in groups. Information is aggregated through a show of hands - this must be done sensitively but usually generates solidarity. If you get more hands up than expected, the facilitator should emphasise that what we want is the true picture, so that those who are not progressing can be helped to work out how to progress better. If we think everything is fine when it is not, then things will not move forward. If participants have joined GALS at very different points of time then the achievements of those who have been in the programme for longest can be put in one milestone target closest to the vision, while the newest ones are put in the first circle along the road with intermediate batches in milestone circles in between. As the discussion progresses people can put new things on their own Achievement Journeys if they apply to them, but they had forgotten or not realised.

### 1.3.2 SHARING EXPERIENCE AND DEEPENING ANALYSIS: QUANTIFICATION OF OPPORTUNITIES AND CHALLENGES (30 MINUTES)

The next stage is to quantify opportunities and challenges to get a sense of why things have happened or not happened, and the lessons for future Vision Journeys. Again information is aggregated by show of hands.

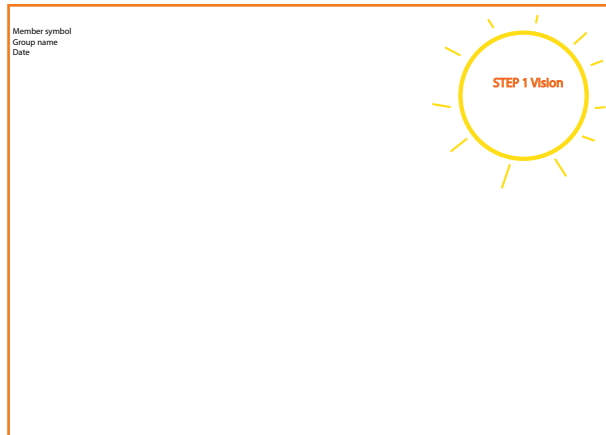
What are the main opportunities which people had and which they think will also occur in the future?

What were the main challenges people had and which they think will occur in the future?

As the discussion progresses people can put new things on their own Achievement Journeys if they apply to them, but they had forgotten or not realised. At the end people should be sufficiently confident for the facilitator to ask which people feel things have gone backwards of either the Vision Journey or the Bender Balance Tree. Stress that probably it is because they started with far more challenges and that the aim of the question is to see how they can also be helped to progress. It is important to identify any such people at this stage and to ensure that by the end of the review they have a clear idea how to progress, either as individuals, or through support from the group or organisation.

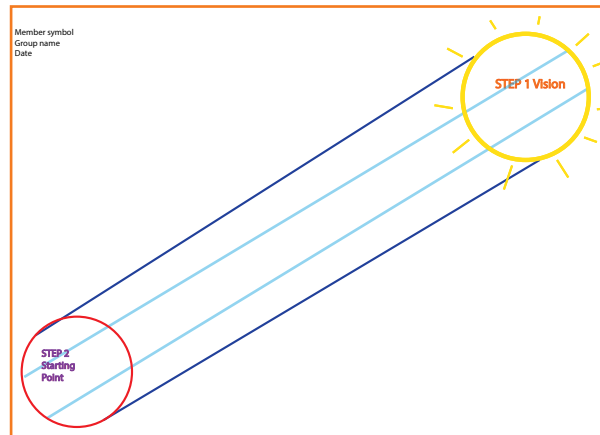
# PARTICIPANT DIARIES: ACHIEVEMENT JOURNEY: BASIC STEPS

The achievement journey should be drawn on the next double page spread after your Multilane Highway. Put the date at the top of the page.



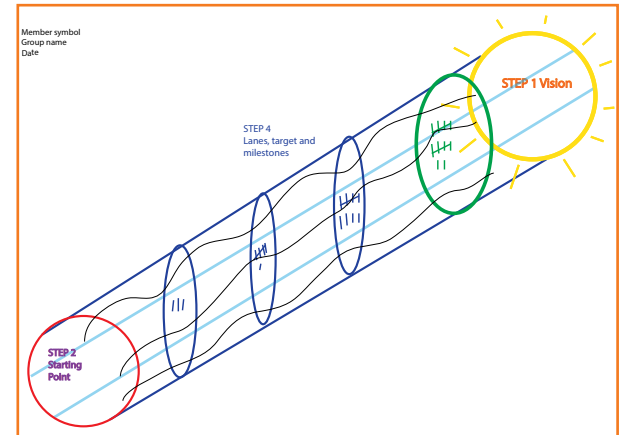
## STEP 1 WHAT WAS MY VISION?

As in the Vision Journey, this should go in the top right of the paper. Even if you think things have got worse, the vision must still be at the top to inspire you in future. Put the symbols in the vision circle from your Multilane Highway in the vision circle on the Achievement Journey keeping the different lanes. You can make changes to the original vision if you wish.



## STEP 2 WHAT WAS MY STARTING POINT?

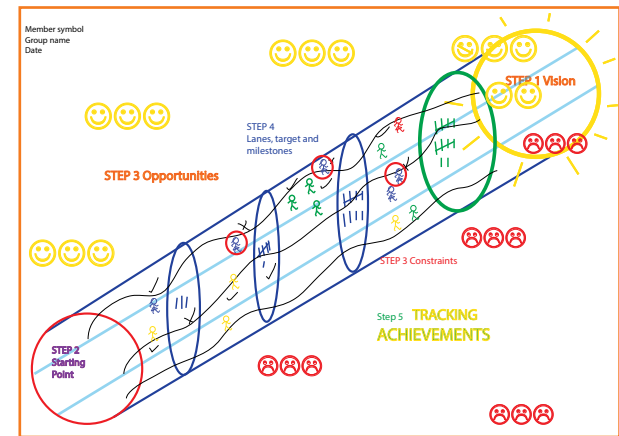
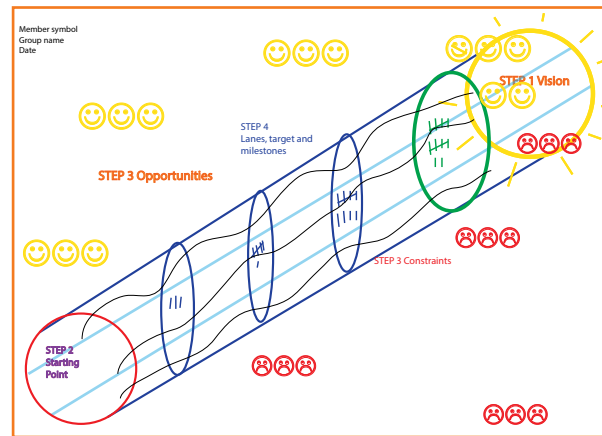
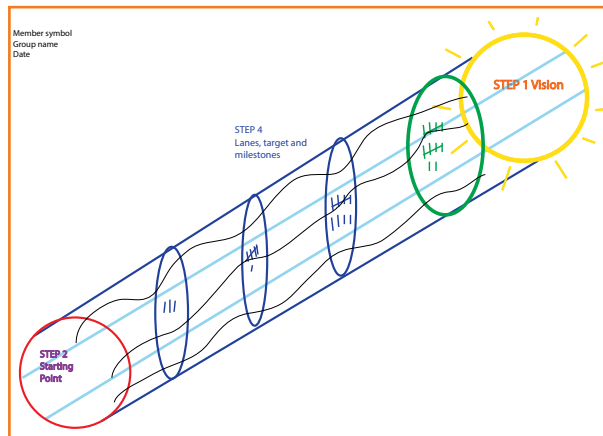
At the bottom left of the paper put a circle to represent your starting point at the beginning of GALS. Then join the two circles up with two outside lines for the road and two lines in the middle to divide into three lanes. Looking at the current circle on your Multilane Highway - what was your starting point in each lane at the beginning of GALS? Put in symbols for these - making any changes if you think the information on your starting point was not accurate.



## STEP 3 WHICH MILESTONE TARGETS HAVE I REACHED?

Looking at the milestones on your Multilane Highway which milestone have you reached by the time of this workshop? How many of the targets in that milestone have you achieved? Mark those achieved with a tick. Circle those you still have to achieve. Have you achieved anything you did not predict? Mark this with a symbol in the appropriate colour.





#### STEP 4 DID MY ROAD GO UP OR DOWN?

Put lines for your actual progress along the lanes to show the ups and downs.

Considering what you achieved, has each lane gone up or down? Mark this with a smiley face or sad face by the latest circle.

Has your road as a whole gone up? Mark this with a smiley face above the road by the latest circle.

Has your road as a whole gone down? Mark this with a sad face below the road by the latest circle.

#### STEP 5 WHAT WERE THE REASONS, KEY OPPORTUNITIES AND CHALLENGES?

Place opportunities and strengths above the road. Those nearer the road were more controllable than those further from the road. Bigger ones are more important. Place challenges, weaknesses and/or threats below the road. Those nearer the road are more controllable than those further from the road. Bigger ones are more important. Mark with a smiley face those on which action was taken. Mark with a sad face those opportunities which were missed or constraints which remain.

#### STEP 6 WHAT WERE THE IMPLICATIONS, WHICH ACTIONS DID I TAKE?

Looking at the actions on your Multilane Highway which actions have you taken by the time of this workshop? How many of the targets in that milestone have you achieved? Mark those achieved with a tick. Did you do anything you did not predict? Mark this with a symbol in the appropriate place. What are your main conclusions on actions for the future? Put a big circle around those actions you still have to take.

## PROCESS FACILITATION NOTES: SUGGESTED CHECKLISTS

### CHECKLIST FOR PARTICIPANT LEARNING

- Have all participants now got tracked Multilane Highways in their notebooks?
- Do participants understand the Achievement Journey tool?
- Have participants identified their achievements?
- Do participants understand the importance of tracking achievements, opportunities and challenges on the achievement journeys or on their Multilane Highway as they go along?
- Are participants able to be open about their challenges and things they are not able to achieve? Do they understand the importance of openness to a serious discussion of how they can be helped to really progress? These will be examined later through Challenge Action Trees.
- Have participants identified the key actions they need to take to improve? These will be followed up later on the next Vision Multilane Highway.
- Are participants confident enough to be able to share this tool with others?

### CHECKLIST FOR DOCUMENTATION

- Video of interactive theatre and plenary from collective achievement journey.
- Take photograph of collective achievement journey annotated with post-it notes.
- Transfer the symbol indicators from the vision, past and milestone circles and numbers of women and men to an Excel sheet Transfer the symbol indicators for opportunities and challenges and numbers of women and men to an Excel sheet.
- Make qualitative notes on sensitive or contentious

issues arising.

## SOME ISSUES FROM EXPERIENCE

Where aggregation at the meeting is of the participant Achievement Journeys only, the process is relatively straightforward. Even for very large events, there are ways of delegating the facilitation to get figures for all participants present.

The main issues arise where this exercise is seeking to aggregate information from all participants in the GALS process through a representative structure. There are two possibilities, both involving support from core staff:

- 1** The representative are taught the Achievement Journey before the meeting, and conduct this within their groups and networks to aggregate that information to bring with them.
- 2** The aggregation is done after the Participatory Gender Review workshop.



Elsante, board member of Vuasu Cooperative Union, Tanzania presents how he has achieved his three month target towards his vision of getting a car.



Youngsters discussing the Vision Journey, West Nile (picture CEFORD 2013), Uganda

# REVIEW TOOL 2

# GENDER

# DIAMONDS



## NARRATIVE

Gender balance in the household and gender equality in the community are important parts of achieving our visions.

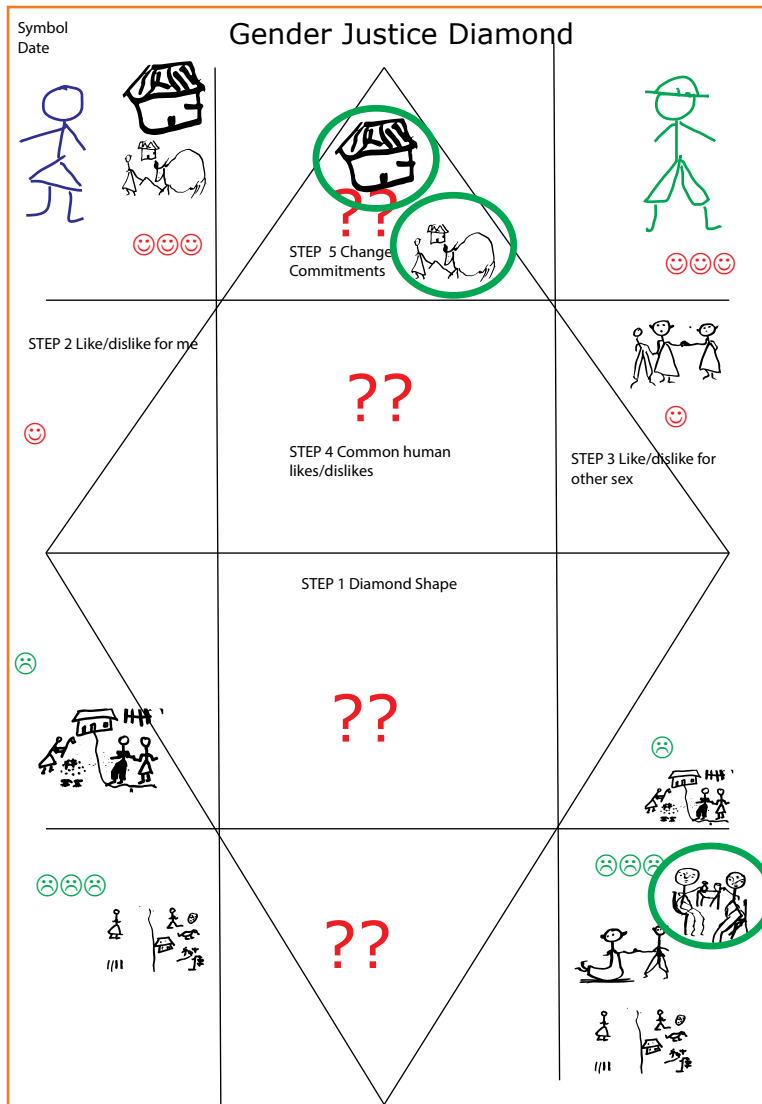
Women and men often have big dreams for their families, communities and themselves. They have many ideas about how to make the world a better place. They also have many skills. However, they are often constrained by gender stereotypes and norms which stand in their way.

The Gender Balance Tree at the Change Catalyst Workshop has examined balance in the family around work, expenditure, decision-making and property. The middle lane of the Achievement Journey has looked at the changes which have been achieved so far.

The first Gender Diamond now looks at what further changes women and men may want to make in the next stage so that both can fulfil their potential as human beings. They can be done groups and/or used as the basis for a household contract of how different family members want to move forward.



Gender Justice Diamonds from Pakistan (left) and Peru (right).



## AIMS OF THE TOOL

The first Gender Diamond builds on the Gender Balance Tree and Achievement Journey to look at what further changes women and men may want to make in gender relations to fulfil their human potential.

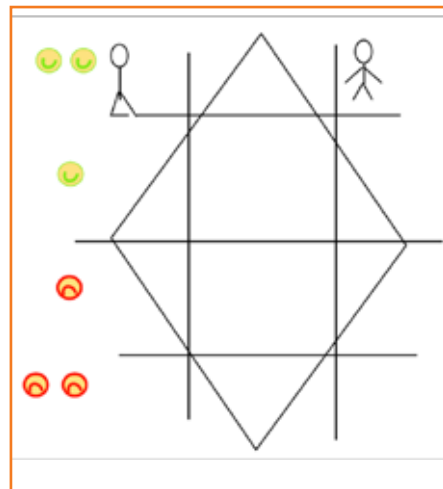
It serves as a further quantified triangulation of the gender vision.

### AIMS FOR PARTICIPANTS

- reflection on what they now want for the future in terms of gender relations, based on the progress they have made so far
- exchange ideas on changes with other women and men
- learn the Diamond tool
- improve drawing, listening and group facilitation skills

### AIMS FOR ORGANISATIONS

- triangulation of elements of the gender vision as the basis for developing a more robust monitoring system on gender
- identify what the progress has been and refinement of indicators for future monitoring.



Mother diamond template for plenary discussion.

## FACILITATION OVERVIEW

<b>PARTICIPANT PREPARATION</b>	Notebook Diaries and review Gender Balance Trees and (optional) individual Achievement Journeys in Notebook Diaries . Red and black pens. Props for women and men for a gender swap role play.
<b>FACILITATOR PREPARATION</b>	Gender Diamond framework. Decide on colour coding : two different colour pens/markers for women and men e.g. red and black - the same colour pens for the Notebook Diary as markers for the Diamonds and two different colour cards for likes and dislikes e.g. green (for likes because these will later be unripe fruits) and black. Spare props for the role play. Draw your own Gender Diamond for you and your household.
<b>TIMING 3 HOURS</b>	Activity 3.3.1 Interactive Theatre what changes do we want to see in future? (45 minutes). Activity 3.3.2 Pairwise discussion and group diamonds 4 groups (45 minutes). Activity 3.3.3 Presentation and plenary (4 diamonds x 15 minutes and final quantification by hands up and discussion 30 minutes).
<b>MATERIALS/ PREPARED INPUTS</b>	Props for the Interactive Theatre. Large wall space to allow 10 groups with flipcharts and sticky tape or pins for each group. Small coloured cards or sticky notes in two colours: four cards of each colour per participant pair for likes and dislikes. Two different coloured markers per participant pair for gender-coding (need markers because pens won't show up in plenary) Five large mother diamond templates over four large flipcharts for use in step 4 prepared beforehand with the horizontal level lines for ranking criteria and vertical gender columns. Digital camera for recording the diagrams. Video camera for plenary mother diamonds.
<b>OUTPUTS</b>	Four group diamonds photographed with sticky labels and written clarification of the symbols. Mother diamonds with quantified and prioritised indicators photographed with sticky labels, written clarification of the symbols and a video of the process. A written list by facilitators of key areas of sensitivity and likely conflict which need to be taken into account in the GALS process. A video of the mother diamond plenaries.
<b>HOMEWORK FOR PARTICIPANTS</b>	Draw up your own personal Gender Diamond and review the steps so you can take this back home, share the tool so others will also do theirs. Then you can draw up a mother diamond for the family on how people agree they will relate to each other.
<b>HOMEWORK FOR FACILITATOR</b>	Make sure the mother diamond is annotated and clear, you will need this later for reference. Review your notes and consider the implications for the next CEDAW Diamond exercise, those are what will be documented in detail for monitoring.

## FUTURE CHANGES: INTERACTIVE THEATRE

This exercise follows on from the Interactive Theatre in Session 1. This time participants are asked to act out how they would like gender relations to be in future. This may include things they liked from the past, changes which they have already achieved or new things that have not happened yet.

Some people will play characters of the opposite sex to promote listening skills and respect between men and women and make the exercise more fun.

### STEP 1 EXPLAINING THE EXERCISE AND DRAWING THE VISION CIRCLE IN NOTEBOOK DIARIES, 5 MINUTES

The facilitator briefly explains the exercise drawing on the narrative above and steps below.

All participants choose a fresh page in their Notebook Diaries and draw a large vision circle where they will put their ideas and drawings.

They decide which colour will be used for drawings about women, and which will be used for drawings about men.

### STEP 2 ASSIGNING ROLES, 5 MINUTES

Participants are first asked to find a partner of the opposite sex, if there are women or men without a partner, both should become co-wives, so they all have to move quickly if they want a partner all to themselves.

Once pairs/threes have been formed these are assigned to two sets:

**Set 1** Women and men play the opposite sex as they really don't like them to be i.e. women act the way they don't like men to behave and men act the way they don't like women to behave. All men co-wives should be in this set.

**Set 2** Women and men play their own sex as they would like themselves to be.

All participants choose props - but they choose these as they want things to be, not necessarily stereotypical props. For example women may choose to wear trousers, men may choose to carry a baby.

### STEP 3 DISCUSSING ROLES, 10 MINUTES

The pairs/threes in each set first discuss how they will show the ideal situation when everyone is back from work. One person has 3-5 minutes to speak while the other listens without comment, starting with the men (so women have the last word). Listening without comment is a skill that enables the other person to express everything they want, as well as creating space to think and strategise one's response. Unless everyone feels their voice is listened to, underlying difficult issues impede progress.

Each person puts in their vision circle the main elements they like about what they and/or their partner/s will play. If what they like is about how women will be, then it should be in the colour for women. If it is something about how men will be, then it should be the colour for men. However they should put only what they themselves think, this will be their vision. They should listen respectfully to their partners' ideas, but do not have to agree.

This discussion should not last too long because it is the spontaneous improvised interactions which are most interesting.

### STEP 4 PRESENTATIONS, 20 MINUTES (10 MINUTES PER SET)

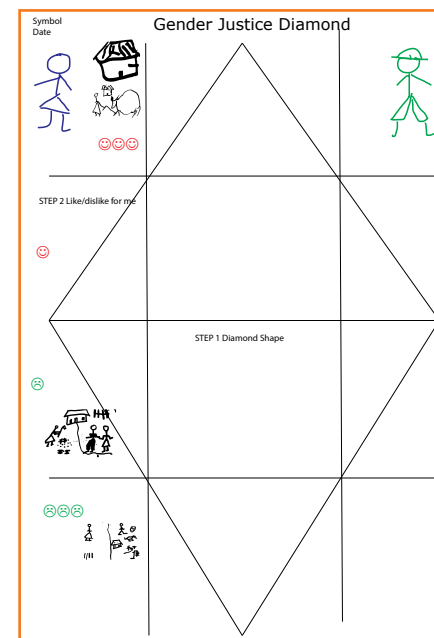
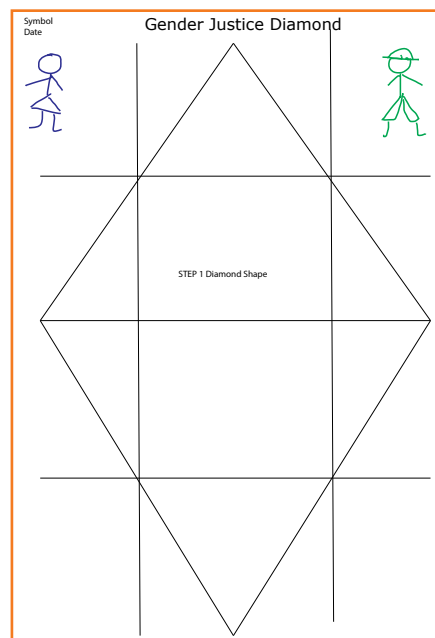
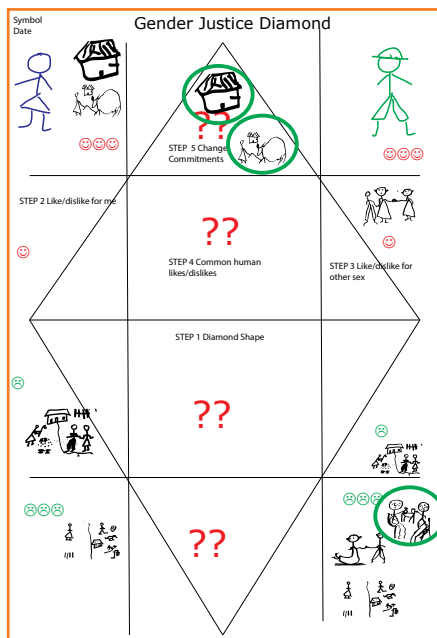
Set 1 presents first. Participants from Set 2 divide themselves between the pairs to observe. Using the appropriate gender colour, they should draw in the middle of the vision circle in their notebooks any more things they like from what they see.

People then keep these vision drawings for reference in the Diamond exercise.

**NOTE** In most contexts, by the Participatory Gender Review stage pairing women and men together in this way is possible and constructive. However if the context proves too sensitive for women and men to pair together for this exercise then each set could be women only and men only with pairs where one person plays the man and one person plays the woman. Half of the pairs in each sex group would play how they think women and men shouldn't behave, the other play the way they think they should behave.



# GENDER DIAMOND BASIC STEPS



The version here is the suggested process for using the Diamond in pyramid peer sharing. Steps 1-3 should be individually. Steps 4 - 5 can be done alone, or sharing between people as a change contract. For adaptation for a large workshop see Facilitation Notes below.

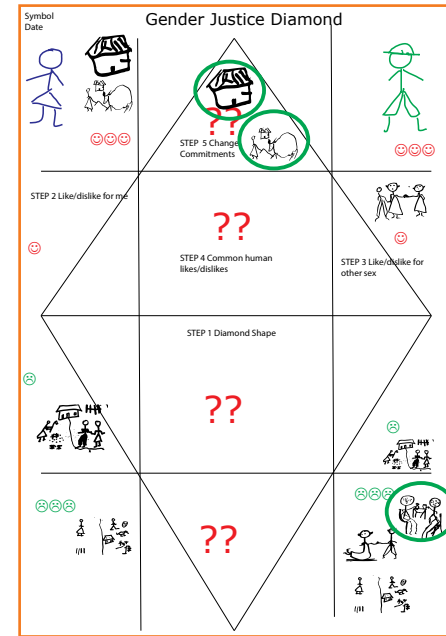
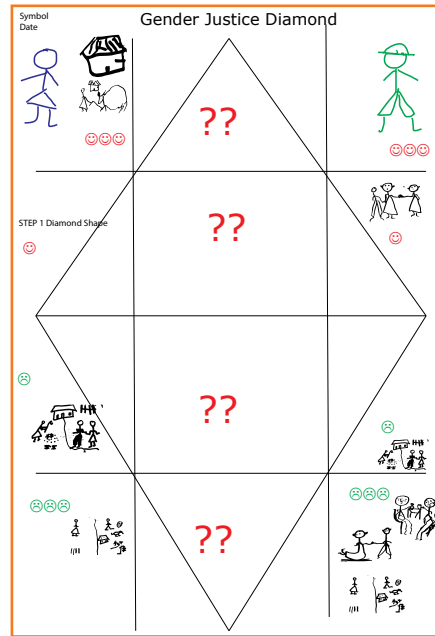
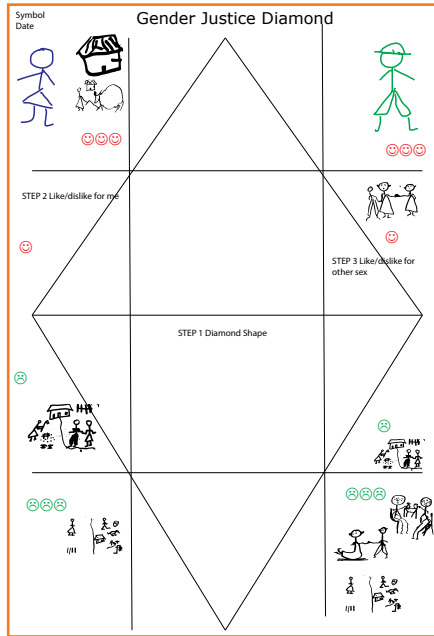
## STEP 1 DRAW THE DIAMOND SHAPE

Draw the Diamond like the drawing to the left. The choice of a diamond shape is because diamonds are very precious, they are our dreams. Divide the shape into 4 levels: Top are the most desirable things, at the bottom are the things we least like. Then the two areas just above and below the line are OK and mildly disliked. Draw two vertical lines. On the left we will put things for women, on the right things for men, and in the middle things for both.

## STEP 2 DRAW HOW YOU WANT TO BE/DO NOT WANT TO BE AS A WOMAN OR A MAN

On the side of the diamond for your sex draw five symbols to show how you want to be as a woman or as a man, the things you most like at present and/or most want in future. Put the two most desirable things right at the top. The other three in the middle. Then draw five symbols for what you think are the least desirable. Put the two most desirable things right at the bottom and the other three in the middle. The arrows indicate the position for either woman or men at the same level but other on either side of the diamond.

# GENDER DIAMOND BASIC STEPS



## STEP 3 DRAW HOW YOU WANT PEOPLE OF THE OPPOSITE SEX TO BE TOWARDS YOU

On the side of the Diamond for the opposite sex, draw five symbols to show how you want people of that sex to behave towards you, the things you most like at present and/or most want in future. Put the two most desirable things right at the top, the other three in the middle. Then draw five symbols for what you think are the least desirable. Put the two most desirable things right at the bottom, the other three in the middle.

## STEP 4 COMMON HUMAN LIKES/DISLIKES

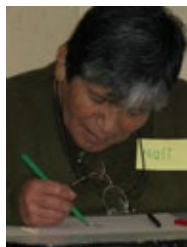
Which things that you have put to one side of the diamond do you think should be common to both women and men? Which things should both people have/do? Which things should neither person have/do? Put the common things in the middle section. more to the side of the person who currently has or does it more.

You can do this step alone, or with other people in the household or group if this is a collective exercise. The outcomes should also be copied to the individual diagrams.

## STEP 5 ACTION COMMITMENTS

Circle in green at least five things which you aim to change over the next few months and placed on the middle lane of your Multilane Highway. These will be tracked similarly to the other diagrams through turning the green circle into red (ripe fruit) once it has been achieved. Then you will circle more things in green to ripen at the next stage.

## GENDER DIAMOND FACILITATION NOTES



### **FACILITATOR INTRODUCTION 5 MINUTES**

A large mother Diamond is prepared beforehand with the horizontal level lines and the vertical gender columns. The facilitator briefly explains the Diamond shape and the process.



### **PAIRWISE DRAWING 15 MINUTES**

People choose a partner of the same sex but a different set. Participants use the same colour markers for the gender coding as the pen colour in their Diaries. Each pair is given eight cards four for likes and four for dislikes. They discuss what they saw and what they drew in their vision circles. They then select four things (two each) they saw that they think are the most desirable and four things that are the least desirable.



### **GROUP SHARING OF LIKES AND DISLIKES 20 MINUTES**

Each pair comes to the front and presents what is on their cards, each person reporting on what their partner said. Presentations should start from the back to encourage a sense of inclusion, where possible encouraging people who speak least to speak first. Each person focuses on aspects not mentioned previously, placing cards for any earlier points on top of those already there. At the end of each presentation participants place the cards on the wall, grouping similar cards together. This promotes rich discussion about which issues are or are not the same.



**GROUP RANKING  
AND PLACING  
ON THE DIAMOND  
10 MINUTES**

When all cards have been placed, people stand up and move around to vote on the priorities. Experience suggests that to get a representative view, each person should have five votes on 'best' and five on 'worst'. This number gets a good spread of issues, fewer votes tends to narrow the discussion too much. To speed up counting, votes are marked with single vertical lines, in groups of four with the fifth line then on a diagonal to close each group of five votes.

The facilitator asks for volunteers to explain the Diamond diagram again from what they understood before, using the mother Diamond at the front explaining the diamond shape with three horizontal lines to separate four levels of 'best, alright, not good, very bad'.

Participants then place their cards on the pre-prepared Diamonds for their group. Each group of cards is ranked on the Diamond with the groups of 'best' cards with the most votes to the top of the diamond and groups of 'worst' cards with the most votes to the bottom. This step is done quickly by one participant, responding to the views of the rest. Making sure that people at the back are included in the discussion.



**PLENARY  
FEEDBACK AND  
PLACING ON THE  
MOTHER DIAMOND**

**(1 HOUR  
4 X 10 MINUTES  
PRESENTATION  
5 MINUTES  
DISCUSSION PER  
DIAMOND)**

Two participants (not the group facilitators) from each group present their Diamond with one person presenting the top and one the bottom part. As they do this, the person not presenting removes the cards from their group Diamond and places them on the mother diamond, following the same ranking. This time the cards are also ranked vertically:

- placing them in the columns for women and men if the criteria are for one sex only;
- placing them in the middle column if they think indicators are for both sexes;
- placing them to one side if the indicator is currently more common for one sex or the other e.g. for violence this is a common human experience but more common for women and so would be placed in the central column but nearer to the female side.

If different groups have the same issue then the cards are placed on top of each other. Only new cards are added. Each presentation is followed by five minutes for discussion to arrive at consensus on the vertical gender placement. The constant question is whether or not each issue is in fact sex- specific, or a common human issue on the grounds that women and men are entitled to equal human rights but women are currently more disadvantaged.



**DISCUSSION AND  
VOTING ON  
DIAMOND VISION  
30 MINUTES**

Once all the cards have been placed six participants who have not yet presented come to the front to do the voting and quantification. Each takes one of the six parts of the diamond and goes through each issue in turn. Participants put hands up if they agree. The presenter counts first men and marks these in one colour and then women in another colour next to each card. This time people can vote for as many things as they wish, though if everyone votes for everything then this should be questioned, we want to know the true feelings.

## ISSUES FROM EXPERIENCE

### PHRASING THE QUESTION

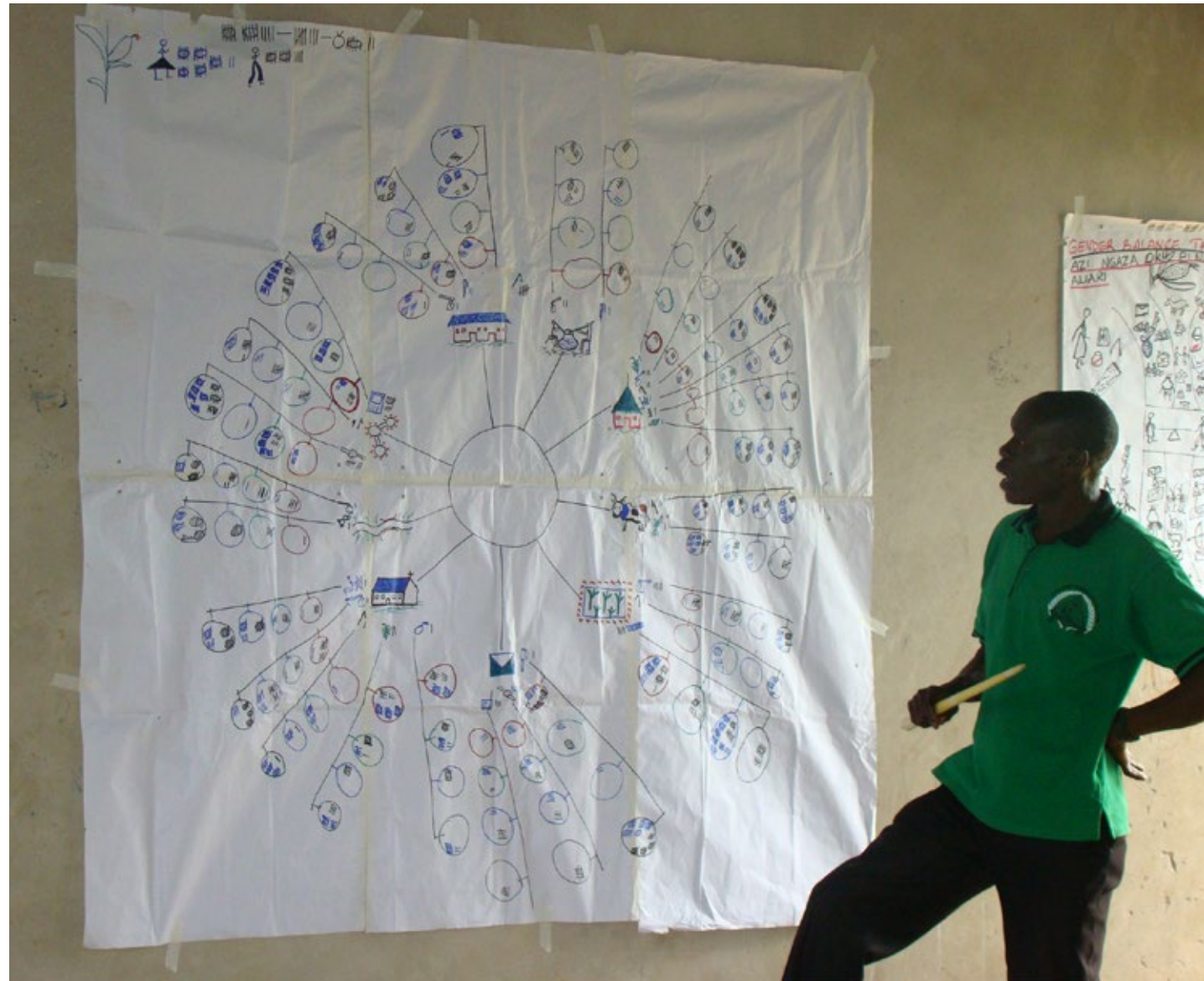
Experience suggests that, however carefully it is phrased, the question in step 1 is likely to be interpreted in a number of ways, which may lead to different answers:

- ‘what do they personally like/dislike about the fact that they are a woman/man.’ (The main question being asked here) ‘what do women/men think is good or bad about their own gender’;
- what do they think are the ideal characteristics of a woman or a man.

For the purpose of this entry activity it does not really matter as long as these distinctions are borne in mind in assessing the outcomes.

In steps 1-4 facilitators should manage the participation, carefully observing differing views of the participants, and where possible anticipating responses so that:

- as large a range of issues as possible are presented by the participants themselves;
- all voices are heard giving the possibility for participants to discuss among themselves;
- any questions or direct intervention should focus on asking for clarification, or questioning contradictions in what people say, or between what different participants propose;
- if discussion wanders away from the point conflicts arise, as far as possible participants should be asked to respond or resolve the issue through careful observation.



Participants voting for priority gender constraints to address in the mother diamond (picture GDA, 2013), Laos.

# REVIEW TOOL 3 CEDAW RIGHTS DIAMONDS



## NARRATIVE

The Gender Diamonds in an earlier session have deepened the vision on changes which women and men want to make.

The CEDAW Rights Diamonds in this session take this discussion further to make things even more concrete. Gender issues are looked at in the context of international agreements on human rights which are promoted by most national governments, in particular the United Nations Convention on Elimination of Discrimination Against Women (CEDAW). Drawn up in 1979, this states that women as well as men have the following rights:

Right 1: Freedom from Violence

Right 2: Gender Equality in Decision-making

Right 3: Equal property rights

Right 4: Freedom of thought, movement and association

Right 5: Equal rights to work and leisure

As with the Gender Justice Diamond, the tool can be used in groups and/or in the household to reach greater consensus between women and men.

In a Participatory Gender Review each session may focus on only one right, comparing responses of different groups of women and men, or different groups can take different rights and then people can vote in a plenary.



Men in Bukonzo Joint Cooperative, Uganda doing their Diamond for participation in Decision-making.



Women in Bukonzo Joint Cooperative, Uganda do their Diamond for Decision-making.

## AIMS OF THE TOOL

The CEDAW Rights Diamonds build five separate Diamonds for each of the CEDAW Rights:

Right 1: Freedom from Violence

Right 2: Gender Equality in Decision-making

Right 3: Equal property rights

Right 4: Freedom of thought, movement and association

Right 5: Equal rights to work and leisure

To do as presented here requires 50-60 participants: separate groups of women and men meaning so 10 groups of 5-6 women or men for each of the five issues. If time is too short or participants are too few then select the issues which have so far received less attention: probably freedom from violence and property rights to large productive assets.

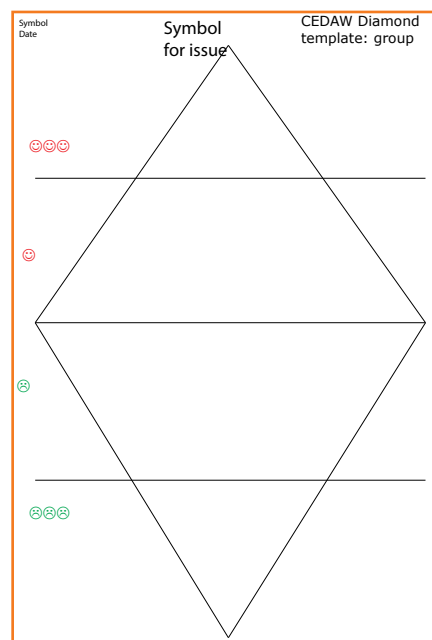
These Diamonds form the basis for much more detailed indicators for different dimensions of CEDAW and tracking changes in the next Phase.

### AIMS FOR PARTICIPANTS

- more in-depth reflection on what they now want for the future in terms of gender relations, based on the progress they have made so far
- exchange ideas on these further changes with other women and men
- learn how to adapt the Diamond tool as a household gender equality contract
- further improve drawing, listening and group facilitation skills

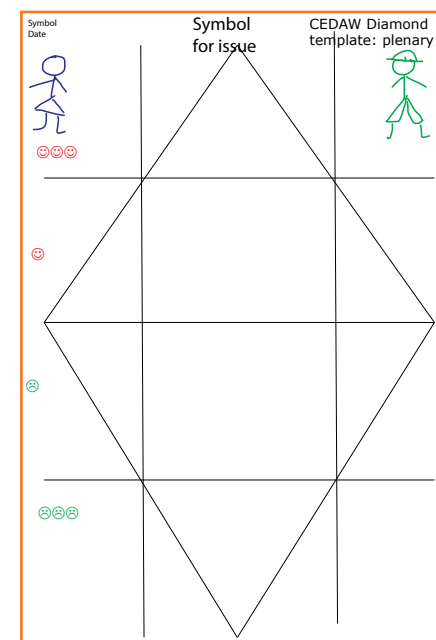
### AIMS FOR ORGANISATIONS

- identification of concrete indicators which can be used for MSE
- identify what the progress has been and refinement of indicators for future monitoring



DIAMOND TEMPLATES FOR EACH CEDAW GROUP

**NOTE** has symbol for issue and date but no vertical division, because people speak for own sex only.



DIAMOND TEMPLATES FOR EACH CEDAW PLENARY PRESENTATION

**NOTE** has symbol for issue, date, and vertical division.



## FACILITATION OVERVIEW

<b>PARTICIPANT PREPARATION</b>	<p>Notebook Diaries and Gender Justice Diamonds from Session 3.</p> <p>One red and one black pen.</p> <p>Five Gender Diamond templates ready for the groups.</p> <p>Remember colour coding from Session 3.</p>
<b>FACILITATOR PREPARATION</b>	<p>Prepare a short interactive presentation on CEDAW (see GALS Overview Manual for details and further resources), drawing on the symbols and outcomes from the previous exercise. This should be presented mainly as questions to participants, but filling in any gaps between what has been discussed and what is in CEDAW.</p> <p>Draw your own Gender Diamonds for you and your household.</p>
<b>TIMING 3 HOURS</b>	<p>Activity 3.3.1 Facilitator interactive introduction on CEDAW (5 minutes).</p> <p>Activity 3.3.2 Choice of diamonds, formation of groups and individual drawing (15 minutes).</p> <p>Activity 3.3.3 Group diamonds 10 groups (20 minutes).</p> <p>Activity 3.3.4 Presentation and plenary (five diamonds x 30 minutes including quantification by hands up and discussion).</p> <p>Activity 3.3.5 Individual Diamond contracts to take back home for discussion (30 minutes).</p> <p>Activity 3.3.6 Designing CEDAW song to present the following day (25 minutes).</p>
<b>MATERIALS/ PREPARED INPUTS</b>	<p>Large wall space to allow ten groups with flipcharts and sticky tape or pins for each group.</p> <p>small coloured cards or sticky notes in two colours: three cards of each colour per participant pair for likes and dislikes. Two different coloured markers per participant pair for gender-coding (need markers because pens won't show up in plenary).</p> <p>Five large Mother Diamond templates over four large flipcharts for use in step 4 are prepared beforehand with the horizontal level lines for ranking criteria and vertical gender columns.</p> <p>Digital camera for recording the diagrams.</p> <p>Video camera for plenary Mother Diamonds.</p>
<b>OUTPUTS</b>	<p>Ten CEDAW Diamonds (one for women, one for men for each of the five CEDAW rights) photographed with sticky labels and written clarification of the symbols.</p> <p>Five Mother Diamonds with quantified and prioritised indicators photographed with sticky labels and written clarification of the symbols and with a video of the process.</p> <p>A written list by facilitators of key areas of sensitivity and likely conflict which need to be taken into account in the GALS process.</p> <p>A video of the Mother Diamond plenaries.</p>

## FACILITATION OVERVIEW

### HOMEWORK FOR PARTICIPANTS

Finish your own personal Gender Diamond and review the steps so you can take this back home and share the tool so others will also do theirs. Then you can draw up a Mother Diamond for the family on how people agree they will relate to each other. Work with others to further develop and share the CEDAW song.

### HOMEWORK FOR FACILITATOR

Make sure the Mother Diamond is annotated and clear, you will need this later for reference. Review your notes and consider the implications for the next CEDAW Diamond exercise, those will be documented in detail for monitoring.

## CEDAW DIAMOND FACILITATION NOTES

**NOTE: THIS IS A COLLECTIVE EXERCISE WHICH THEN ADDS TO THE PREVIOUS GENDER DIAMOND AND FEEDS INTO A NEW MULTILANE HIGHWAY. THERE ARE NO SEPARATE PARTICIPANT DIARY STEPS. FOR RECOMMENDED QUESTIONS, AND POSSIBLE OUTCOMES SEE NOTES FROM EXPERIENCE BELOW.**



### FACILITATOR INTERACTIVE INTRODUCTION ON CEDAW (5 MINUTES)

The facilitator asks people to say some of the things they remember from the morning discussion - what things did women like/dislike? What things do men like/dislike? What common human things were there? Then s/he puts the responses into the context of CEDAW rights, stressing the similarities between what people have already said and the international agreement and also filling in some gaps and asking if there are not also issues.



### CHOICE OF DIAMONDS, FORMATION OF 10 GROUPS AND INDIVIDUAL DRAWING (15 MINUTES)

People decide which CEDAW right they prefer to work on. As far as possible groups should be of equal size, and there should be a group of women and a group of men for each issue. However, if people are not willing to move to make groups more equal, it is important that participants own the session and work on the issues they want to. Note any gaps in the CEDAW rights which will need to be taken up later. The process is then similar to the previous Diamonds except groups are smaller. The facilitator explains the question for each group (see Notes from Experience below) Each person is given six cards three for likes and three for dislikes, in relation to the issue and draws individually what they think are the most important points. **This time they put what they want to change for their own sex. Men can not talk for women, women can not talk for men. They may wish to change their own behaviour towards the opposite sex.**



**GROUP DIAMONDS  
(30 MINUTES)**

This is also an exercise in participatory facilitation so people can do this well when they get back to their groups. One facilitator and one man and one woman plenary presenter are selected. The facilitator facilitates from the back and makes sure everyone has participated. The presenters make sure they understand the tool. In the groups each person comes to the front and presents what is on their cards - starting from the back to encourage a sense of inclusion, where possible encouraging people who speak least to speak first. Each person focuses on new aspects not mentioned previously, placing cards for any earlier points on top of those already there. When everyone has presented, there is a vote by hands up and the cards are placed in the relevant part of the Diamond.



**PRESENTATION  
AND PLENARY  
1 AND HALF  
HOURS**

When groups are ready (but maximum time 30 minutes) the women's group and men's group for each CEDAW right come up together to present, placing their cards now on a Mother Diamond for that right. When both groups have presented the floor is open for additions and discussion, followed by a vote by show of hands. The women count and mark the women's votes. Then men count and mark the men's vote against each indicator. It is best to do this moving around the room to stop people losing concentration. If people get tired move around using an energiser or have a break.



**INDIVIDUAL  
DIAMOND  
CONTRACTS TO  
TAKE BACK HOME  
FOR DISCUSSION  
(30 MINUTES)**

When all groups have presented, participants are asked to draw up their own Diamond, following the steps in Session 3. They will take this back home to share the tool with their family and neighbours. This will also form the basis for the new middle lane on the next Multilane Highway. These Diamonds should have at least five action commitments which they will try to achieve over the next period.



**DESIGNING  
CEDAW SONG  
(25 MINUTES)**

Finally, women and men for each CEDAW right should now join together and design a song for that right. These will be presented at the beginning of Session 5.

# FACILITATION GUIDELINES

## PHRASING THE QUESTIONS

### RIGHT 1: FREEDOM FROM VIOLENCE

What does a household free from violence look like? Put this at the very top of the Diamond. What are the very worst types of violence? Put these at the bottom. What other types of violence in the household are there? Put these in the middle. Colour code for whether these are violence against women against men or both. The horizontal position of placement on the Diamond indicates whether they are done by women or by men, so that they translate more easily into the action commitments each will make.

### RIGHT 2: GENDER EQUALITY IN DECISION-MAKING

What sorts of decisions does a powerful woman/man make in the household? Put these at the top of the Diamond. What sorts of decisions is a powerless woman/man excluded from? Put these at the bottom of the Diamond. Colour code for whether these decisions affect women, men or both. The horizontal position of placement on the diamond indicates whether they are done by women or by men, so that they translate more easily into the action commitments each will make.

### RIGHT 3: EQUAL PROPERTY RIGHTS

What sorts of property does a powerful woman/man have in the household? Put these at the top of the Diamond. What sorts of property is a powerless woman/man excluded from? Put these at the bottom of the Diamond.

Colour code for whether the property is used by women, men or both. The horizontal position of placement on the diamond indicates whether they are done by women or by men, so that they translate more easily into the action commitments each will make.

### RIGHT 4: FREEDOM OF THOUGHT, MOVEMENT AND ASSOCIATION

What sorts of places or organisations does a powerful woman/man go to? Put these at the top of the Diamond. What sorts of decisions can a powerless woman/man not go to? Put these at the bottom of the Diamond. The horizontal position of placement on the diamond indicates whether they are done by women or by men, so that they translate more easily into the action commitments each will make.

### RIGHT 5: EQUAL RIGHTS TO WORK AND LEISURE

What sorts of work does a powerful woman/man do in the household? Put these at the top of the Diamond. What sorts of work is a powerless woman/man excluded from? Put these at the bottom of the Diamond. Colour code for whether this work benefits women, men or both. The horizontal position of placement on the diamond indicates whether they are done by women or by men, so that they translate more easily into the action commitments each will make.



Women in ANANDI India present their Violence Diamond. At the beginning of the two hour session all the women denied there was any violence. After opening up through using the Diamond it was found that of the 32 women present, the only women who did not suffer from gender-based violence were older women living completely on their own with no man in their lives. Five of the women's husbands had held their wife's head down the well and threatened to murder her next time if she went to the group meetings. None of these women had ever told anyone else about this before. It was important that this exercise was done in a safe environment with an organisation that could follow up on such cases so the women were not made even more vulnerable by their discussion.



# REVIEW TOOL 4 CEDAW CHALLENGE ACTION TREES



## NARRATIVE

Many gender challenges, for example gender-based violence, often appear so complex and entrenched that it is difficult to see a way forward. In the Challenge Action Tree we look at the issues from the Diamond not as problems to depress us, but as challenges which we can address if we think them through, have determination and support each other.

Challenge Action Trees are a way of improving the planning on our Vision Roads. They can be done for any issue once the basic principles have been learned. Examples of men's Challenge Action Trees for adultery and alcoholism can be found [www.wemanresources.info](http://www.wemanresources.info).

Here we use the tool to examine strategies for addressing the gender challenges and changes identified in the Gender Diamonds in Sessions 4 and 5. We do Challenge Action Trees for each of the five rights:

Right 1: Freedom from Violence

Right 2: Gender Equality in Decision-making

Right 3: Equal property rights

Right 4: Freedom of thought, movement and association

Right 5: Equal rights to work and leisure

In some of these trees, as in the Gender Balance Tree, we put women on one side of the tree, men on the other and joint causes/actions in the middle. In others we will put different kinds of roots for different aspects of the issue.

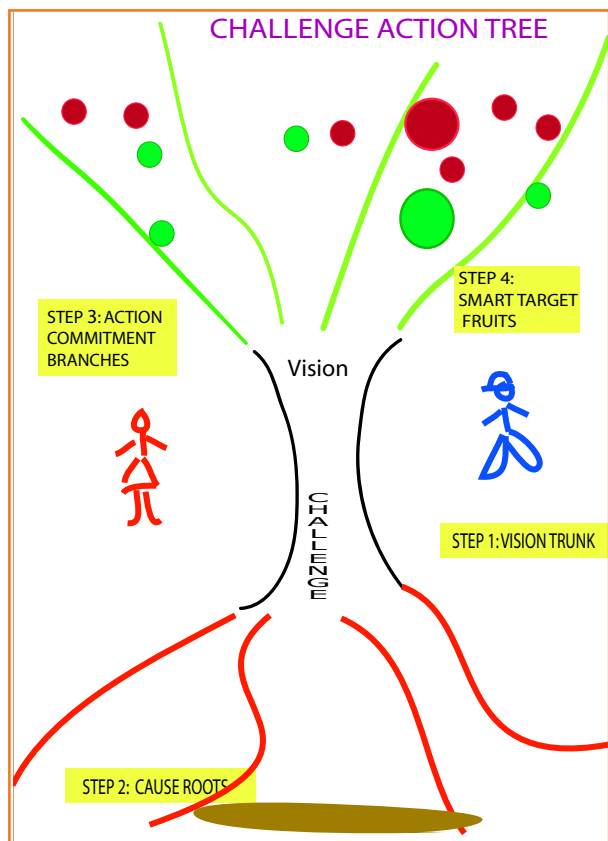


Challenge Action Tree for women's literacy, PASED, Sudan.



Challenge Action Tree for women's health, Finca, Peru.

## AIMS OF THE TOOL



### FOR PARTICIPANTS

Challenge Action Trees aim to improve the planning on the Multilane Highway through:

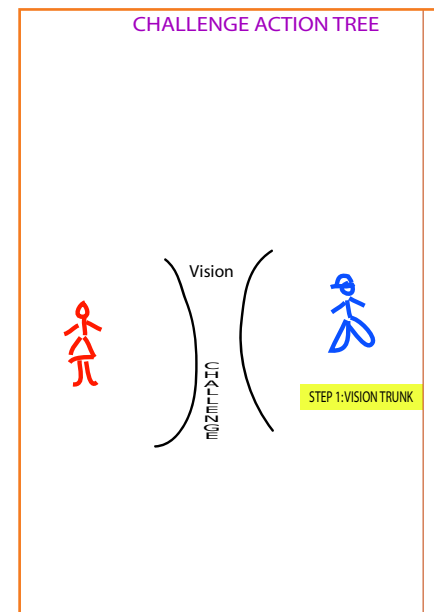
- helping people to analyse the reasons for, and interrelations between different dimensions of the gender challenges they face;
- providing a pictorial basis for sharing and exchanging ideas for actions to address different dimensions of the gender challenges;
- identifying action commitments which they can take immediately after the event to improve the middle lane of their Multilane Highway;
- generating 'SMART target fruits' for each participant to add to their target achievements on the middle lane of their Multilane Highway.

### FOR ORGANISATIONS

Challenge Action Trees aim to improve planning of organisational interventions through:

- improving understanding of gender opportunities and challenges which people face;
- improving understanding of the types of gender strategies people think they themselves can implement before asking for organisational support.

## PARTICIPANT DIARIES: CHALLENGE ACTION TREE BASIC STEPS



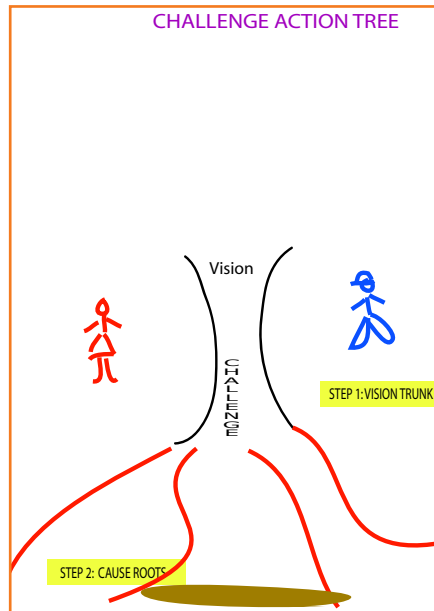
### STEP 1 DEFINING THE TRUNK OR CHALLENGE, AND DRAWING THE VISION

Draw two lines for the trunk in the middle of the sheet of paper. What is the main issue or challenge for the Tree? Place this towards the bottom of the trunk.

What is the corresponding vision for the change, how do we put the challenge as a positive aim? Put this symbol towards the top of the trunk.

Put one side of the trunk for women, one side for men.

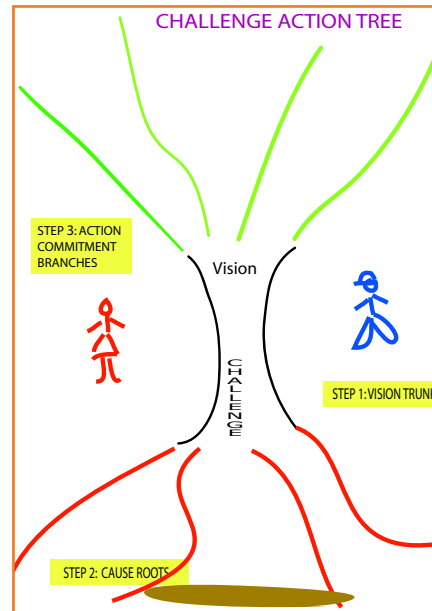




### STEP 2: DEFINING THE ROOTS OR CAUSES

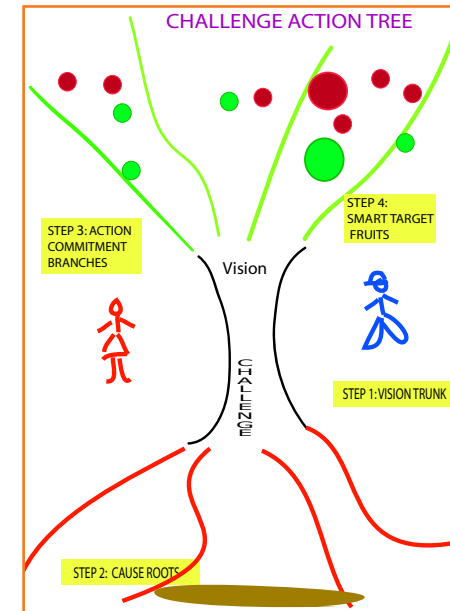
Each issue has a range of different causes or symptoms which people experience, many interrelated. Some causes are for women, some for men, and some for both.

The roots then need to be categorised in a way relevant to the particular issue.



### STEP 3: DEFINING THE BRANCHES OR ACTION COMMITMENTS

For each root draw one branch. Then for each element on the roots identify an appropriate action, or series of actions which can be taken.



### STEP 4: DEFINING THE SMART FRUITS OR INDIVIDUAL ACHIEVEMENTS

For each action identify a SMART achievement fruit which can help you to identify whether you are progressing or not.

### NOTE

Each cause should have an action and a fruit.

## FACILITATION OVERVIEW

<b>PARTICIPANT PREPARATION</b>	Participants need their Notebook Diaries and should review their Diamonds from the previous exercises and the Challenge Action Tree tool.
<b>FACILITATOR PREPARATION</b>	Prepare possible Challenge Action Trees for each issue. This time the groups draw their own tree.
<b>TIMING 3 HOURS</b>	<p>Introduction, explanation and formation of five CEDAW issue groups as for the Diamonds - but this time with women and men together.</p> <p>Step 1: Group drawing the trunk or challenge and the corresponding vision (5 minutes).</p> <p>Step 2: Pairwise discussion of the roots or causes (10 minutes); feeding back of these to the tree - which are for women only, which for men and which are joint? (15 minutes).</p> <p>Step 3: individual brainstorming on five actions needed for priority causes - at least two changes for self (10 minutes). Feedback. (15 minutes).</p> <p>Step 4: defining the SMART fruits or achievement targets as a result of the actions (20 minutes).</p> <p>Plenary presentation and quantification of commitments 15 minutes per tree Quantification and discussion (1 hour 15 minutes).</p> <p>Transfer of any new commitments to the Gender Diamonds in the Notebook Diaries (15 minutes).</p> <p>Participants should be given photocopies of all the final trees.</p>
<b>MATERIALS/ PREPARED INPUTS</b>	<p>Flipcharts with different coloured markers per group.</p> <p>Cards in three colours, nine per participant.</p> <p>Digital camera to record diagrams.</p> <p>Video camera to record plenary (optional).</p>
<b>OUTPUTS</b>	<p>A tree for each of the lanes on the Multilane Highway</p> <p>Quantified causes, action commitments and fruits.</p> <p>Photographs of each annotated trees.</p> <p>A list of the main areas of disagreement.</p>
<b>HOMEWORK FOR PARTICIPANTS</b>	<p>To put any new commitments on their Diamond.</p> <p>To review the CEDAW song for presentation.</p>
<b>HOMEWORK FOR FACILITATOR</b>	Make sure all the trees are properly annotated and photographed.

## CEDAW CHALLENGE ACTION TREES: FACILITATION NOTES



### INTRODUCTION

The event coordinator briefly explains the activity, adapting the explanation above.

Participants form five mixed sex groups - one for each CEDAW right as in the CEDAW Diamonds. People can change issue if they wish, but it is better if they maintain the same groups as they already have more knowledge of the issue. These Challenge Action Trees will all be done again in the community later.

This is also an exercise in participatory facilitation so people can do this well when they get back to their groups. So one facilitator and one man and one woman plenary presenter are selected. These should be different from the people with this role in the Diamond exercise. The facilitator facilitates from the back, using the steps from the previous Challenge Action Trees in their Notebooks and makes sure everyone has participated. The presenters makes sure they understand the tool.



### STEP 1: DEFINING THE TRUNK OR CHALLENGE

The facilitator asks someone to come forward and draw two lines to represent the trunk of a tree (this step will take five minutes).

- Then someone else comes up to draw a symbol to represent the particular challenge being discussed. The challenge symbol should be described in positive terms e.g. overcoming adultery, obtaining an equitable role in decision-making.
- Someone else then puts a symbol for women on one side of the tree, and a symbol for men on the other side because women and men contribute in different ways to the causes of many challenges, and so the actions they need to take will be different. Common causes and actions for both sexes will be put in the middle.



### STEP 2: DEFINING THE ROOTS OR CAUSES

**30 MINUTES  
IN 5 GROUPS**

The roots represent the causes or dimensions of the challenge.

- Pair wise brainstorming (10 minutes): participants choose a partner and discuss in pairs the reasons for the challenges. Each pair prioritises three reasons and draws these on separate cards, at least one for each sex and at least one card is drawn by each member of the pair. Different coloured cards are used depending on whether the cause is specific to men, to women, or both.
- Group sharing (15 minutes): each pair has two minutes to present their cards, starting from the back, and each presenting the other person's card/s. They place each card on roots on the tree, on the relevant gender side or in the middle. As people put up their cards they should group them with the previous ones which they think are similar.
- Group categorising (5 minutes): the number of main causes should be narrowed down to between four and six to form the main roots, with rootlets maintaining the gender analysis. This may be a matter for some discussion. This exercise is in itself an important part of discussion and analysis. Some causes may be so fundamental and entrenched that they apply to most other roots (e.g. gender discrimination). These can be drawn as patches of diseased soil.

## CEDAW CHALLENGE ACTION TREES: FACILITATION NOTES



### STEP 3: DEFINING THE BRANCHES OR SOLUTIONS

20 MINUTES  
IN 5 GROUPS

- The branches represent the possible solutions for each challenge. This follows the same process as the roots.
- Pair wise brainstorming (5 minutes): participants should choose new partners and discuss possible solutions for what they see as the main causes. They should prioritise three solutions, at least one for each sex and one per person, each person drawing symbols on at least one card, colour-coded by sex of the person to whom the solution applies.
  - Group sharing and categorising (15 minutes): starting from the back, each pair should come up following the same process as the roots. Each person feeds back the card(s) from the other member of the pair, and puts the card/s on the appropriate branch. The solutions should be put up next to those which are similar, discussing only those which are new. This should now be a quicker process as people have already done it with the roots.



### STEP 4: DEFINING THE SMART FRUITS OR INDIVIDUAL ACTION COMMITMENTS

20 MINUTES  
IN 5 GROUPS

- Hypothetical solutions are not enough - that gives only leafy branches. The fruits are the reason we grow the tree. Fruits represent the individual actions which each person can take to start to bring about the solutions. For each branch there should be many individual fruits.
- Note: each fruit must be SMART.
- Individual brainstorming (5 minutes): participants now reflect individually, and identify three-to-five action commitments, the fruits. They draw symbols on cards, with different colours for women and men.
  - Group sharing (10 minutes): possible actions are then presented to the group, starting from the back, putting the cards on the appropriate branch, grouping those which are the same. Every fruit must be assessed as to whether their 'smartness' needs to be increased, and put next to the appropriate branch. This is one of the few points where the facilitator should intervene where necessary to make sure peoples' spontaneous ideas translate into SMART action commitments.
  - Committing to action (5 minutes): participants then consider all the fruits and commit themselves to three-to-five of these. The facilitator reads each fruit in turn and people vote with a show of hands.

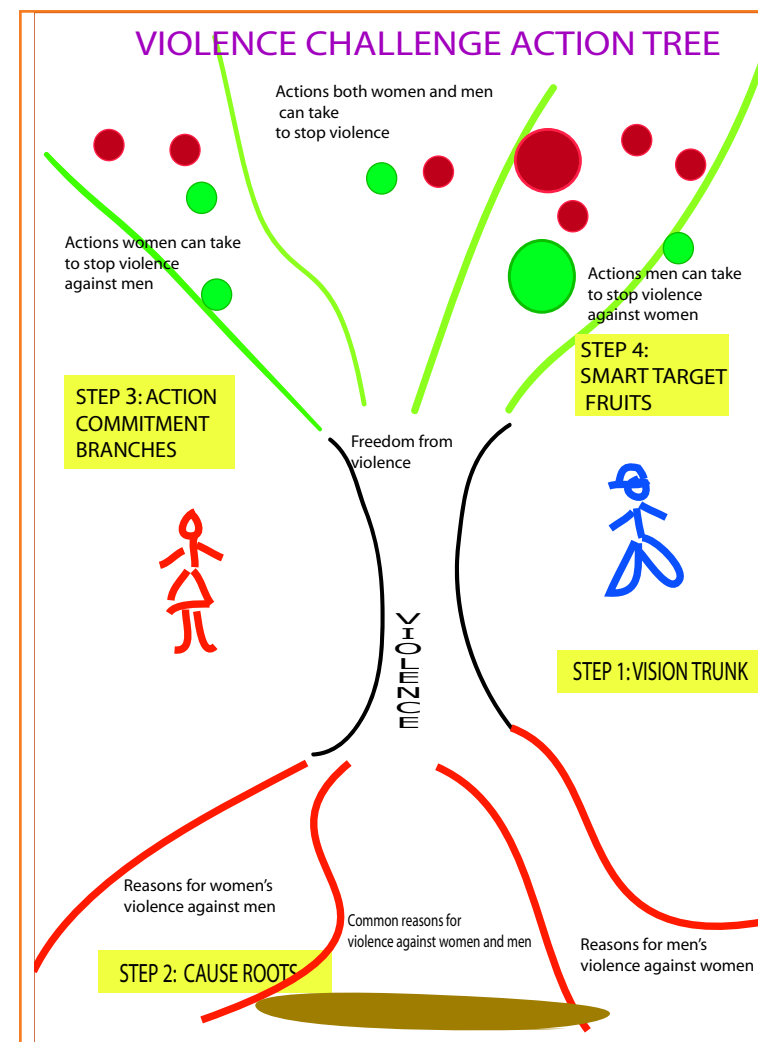
## FACILITATION NOTES: SUGGESTED TREE LAYOUTS

Challenge Action Trees are a version of Problem Solution Trees that many people may already be familiar with. In GALS the emphasis is not on 'problems', only challenges that can be overcome through concrete action commitments transferred to our Multilane Highway.

The diagrams here present only one possibility. Often lists of problems need to be sorted out before action priorities can be decided: we need to know how many people have which problems and whether problems are experienced more by disadvantaged people, women or men. This is important in deciding priorities for action to ensure that everyone benefits. Grouping similar challenges can help to identify common solutions.

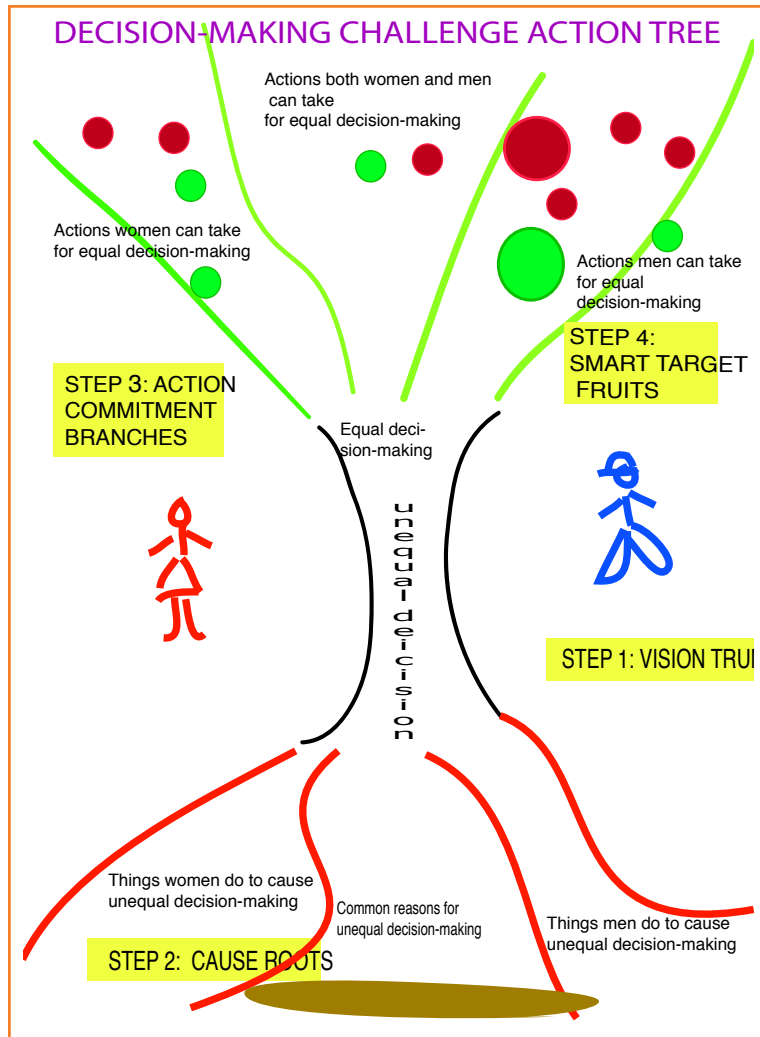
Categorising is not always easy, and there may be various ways of doing so. What matters is that the tree discussion allows participants to learn analytical skills and get a sense of how to move towards realistic solutions, for their particular problems.

These diagrams look at how the human rights of both women and men, but depending on the particular participants, the focus could be women's right only, or women could focus on women's rights and men on men's rights, then compare them.

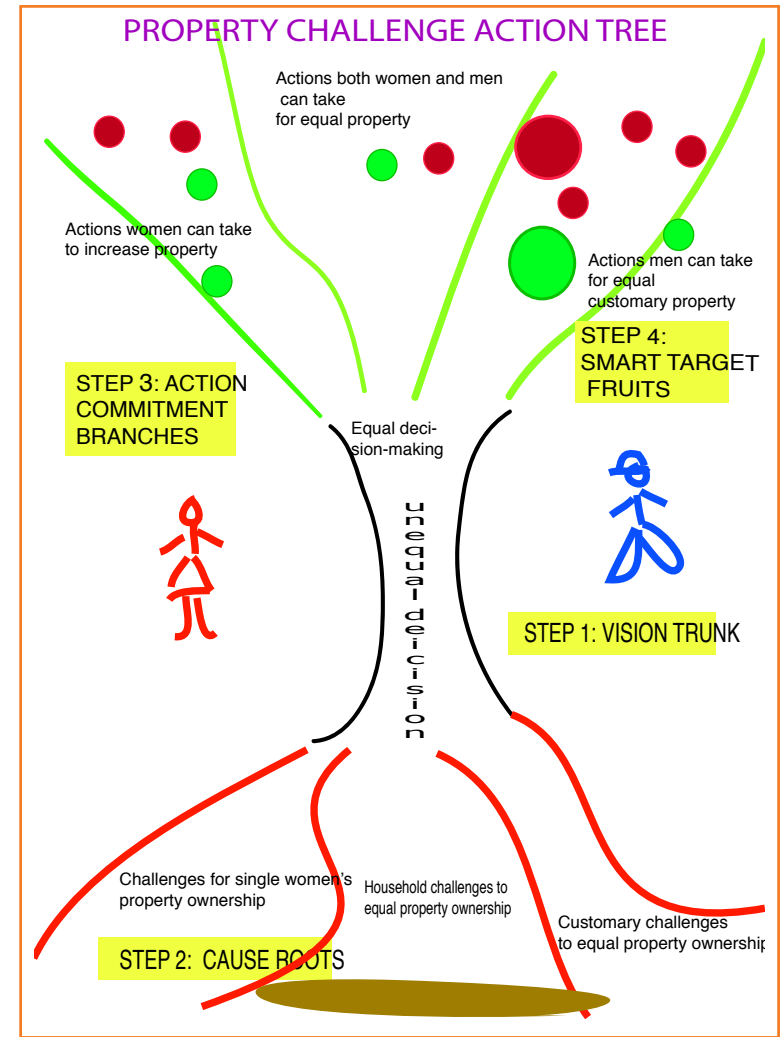


### RIGHT 1: FREEDOM FROM VIOLENCE

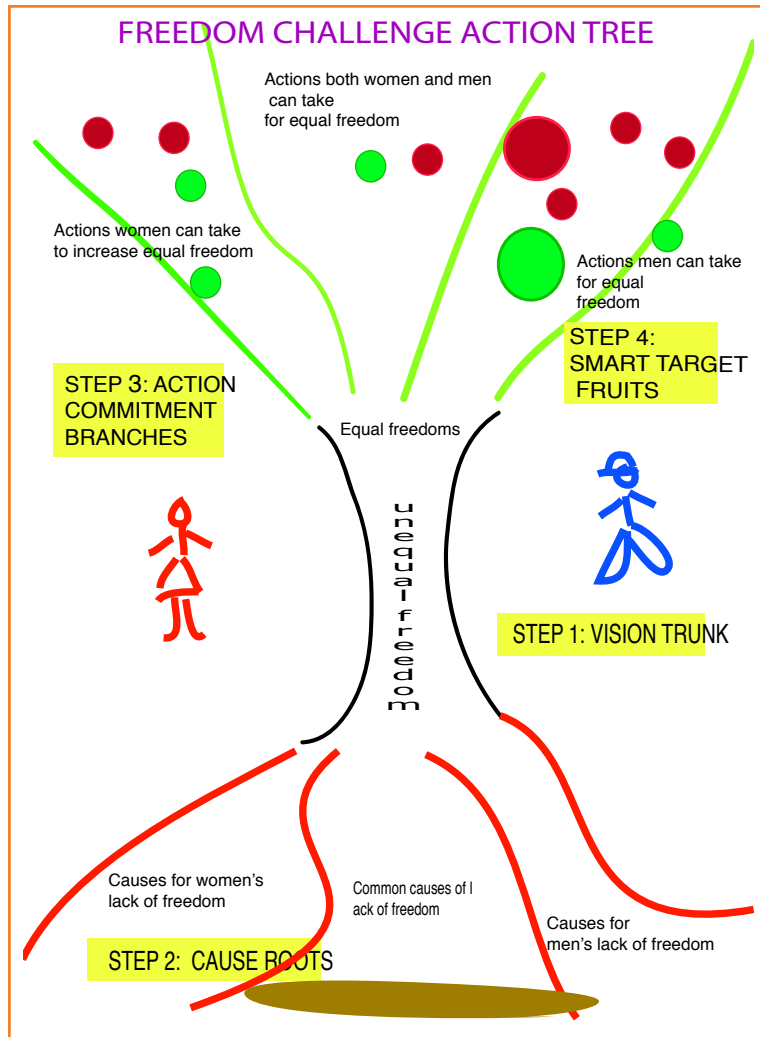
What can women and men do to be free from all types of violence in the home?



**RIGHT 2: GENDER EQUALITY IN DECISION-MAKING**  
 What can women and men do to have equal decision-making?

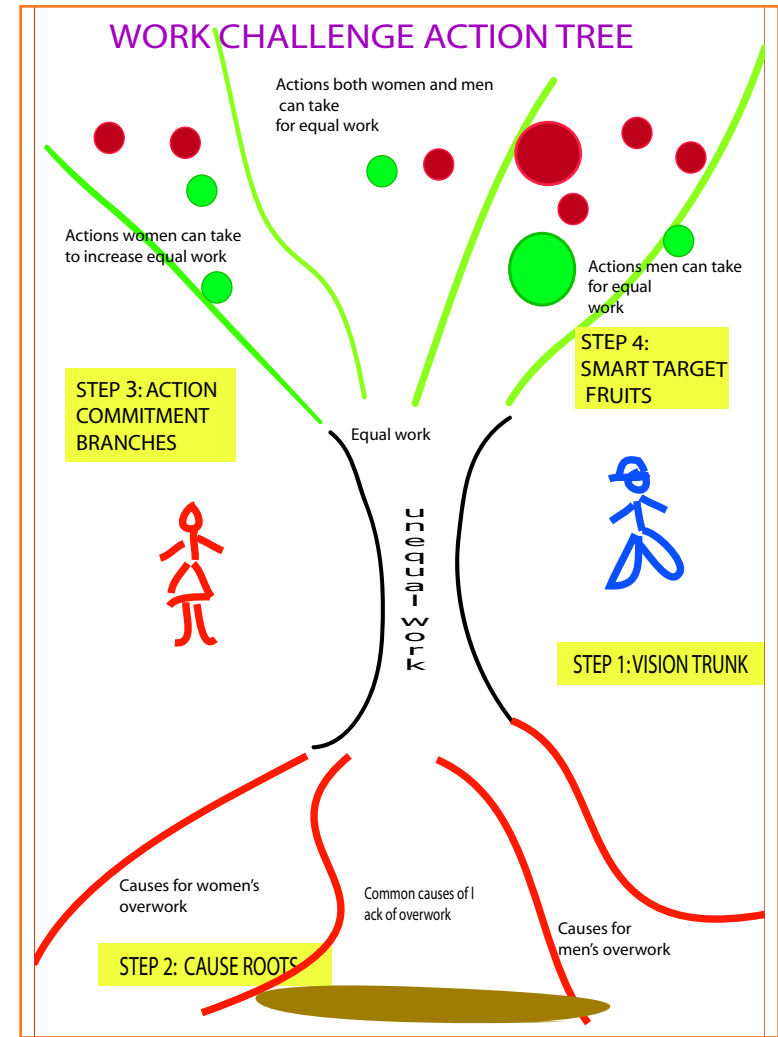


**RIGHT 3: EQUAL PROPERTY RIGHTS**  
 What can women and men do to have equal property rights?



**RIGHT 4: FREEDOM OF THOUGHT, MOVEMENT AND ASSOCIATION**

What can women and men do to have equal freedom of group participation, joining societies?



**RIGHT 5: EQUAL RIGHTS TO WORK AND LEISURE**

It is possible here to focus on equal work rights, following the discussion of this in the Gender Balance Tree.

PART 4 GALS ACHIEVEMENTS

# OUTCOMES AND CHALLENGES



### ANTICIPATED OUTCOMES IN 3-6 MONTHS

If the process has been fun and dynamic, experience suggests that after three months the following achievements are possible:

- for each pilot process if the CCW started with 20 champions, then the **number reached after three months can be around 500-1,000**. Immediately after the training (as homework after each session or meetings shortly after the residential workshop) the champions share what they have learned with at least five others they want to help in their in their own families, support networks or groups. These five people then also share with at least three people (1:15) who then share with at least three more people (1:15:45) aiming for an average ratio of one original champion to about 50 people in three 'chain tiers' over three months;
- most of those reached (target 90%) should have **notebook diaries** containing their visions, Vision Road Journey, Gender Balance Tree, Social Empowerment Map and Multilane Highway, together with a pictorial version of the steps of each tool for peer sharing;
- most of those reached (target 80%) should have **tracked their progress** towards their Vision Journey, gender changes (Gender Balance Tree) and peer sharing (Leadership Empowerment Map) and the Multilane Highway;
- most of those reached (target 80%) should be **inspired** by the possibilities of moving forward to achieve a vision, have analysed for themselves the negative consequences of gender inequality for their ability to achieve this vision and realise that they can also help other people to change through sharing what they have learned and that this will also help them to achieve their own vision;
- many of those reached (target 80%) should have **achieved their first SMART target** on the top of their Vision Journey;

- many of those reached (target 60%) should have made **some changes in gender relations** - for example changes in division of labour, more equal participation in decision-making and decreased violence, alcoholism and adultery
- many of those reached (target 60%) should have achieved the target ratio for **pyramid peer sharing** of 1:50 in three tiers;
- many (target 30%) should have concrete **plans for longer term changes** in more sensitive areas such as land agreements;
- many should have confidence in their ability to become **leaders** of change and a plan for developing their leadership capacities ;
- discussion of gender issues and comparing experiences of progress should be fully **integrated** into group meetings;
- **GALS songs and theatre** on gender issues should be well established participatory parts of group activities;
- **local government and any other stakeholders** should be aware of and supportive of the process as the basis for wider institutional support in Phase 2.

As a result of the Challenge Action Tree for women's literacy, women involved in programmes of PASED, Sudan found that 70% of their members could not read or write. They decided to go together to the government literacy classes. These had already existed, but women had neither the motivation nor the confidence to go. Within six months this woman, and others, could show her beautiful handwriting.



## KEY CHALLENGES

Any gender transformation process faces challenges in changing power relations and perceptions – even in organizations that consider themselves participatory or have done gender training before. GALS requires a much deeper process of self-reflection and fundamental changes in the ways in which ‘trainers’ facilitate.

### POLITICAL PROCESS

Any participatory change process is inevitably a political process. Different actors will have differing priorities, different levels of knowledge and ability and/or willingness to respond. There are inevitably tricky questions about how trade-offs and conflicts of interest are to be addressed. Differences and potential conflicts of interest are likely to affect which views can be openly expressed in public gatherings, the ways in which consensus is reached, and hence any analysis, practical outcomes or conclusions.

### INFORMATION OVERLOAD

Use of GALS tools leads to too many interesting and varied discussions to be documented exhaustively. While the discussions need to take place in all their complexity, what is documented should be more narrowly focused. Apart from Bukonzo Joint Cooperative in Uganda no process to date has developed sufficient skill, or had funding for a participatory evaluation, so information on impact is largely anecdotal.

### PARTICIPATORY VERSUS ‘OBJECTIVE’ UNDERSTANDING

The focus on participation does not avoid the need for ‘objective’ analysis. As far as possible, opinions, impacts and relevance of strategies should be quantified to any one view dominating others and to convince communities and policy makers of the need and possibilities for change. There may also be important but sensitive issues which need to be looked at through confidential research before it is possible to discuss them openly in a participatory process. Both these can however be done by local people as part of the participatory process if they have the necessary support.

### PROMOTING A LEARNING CULTURE

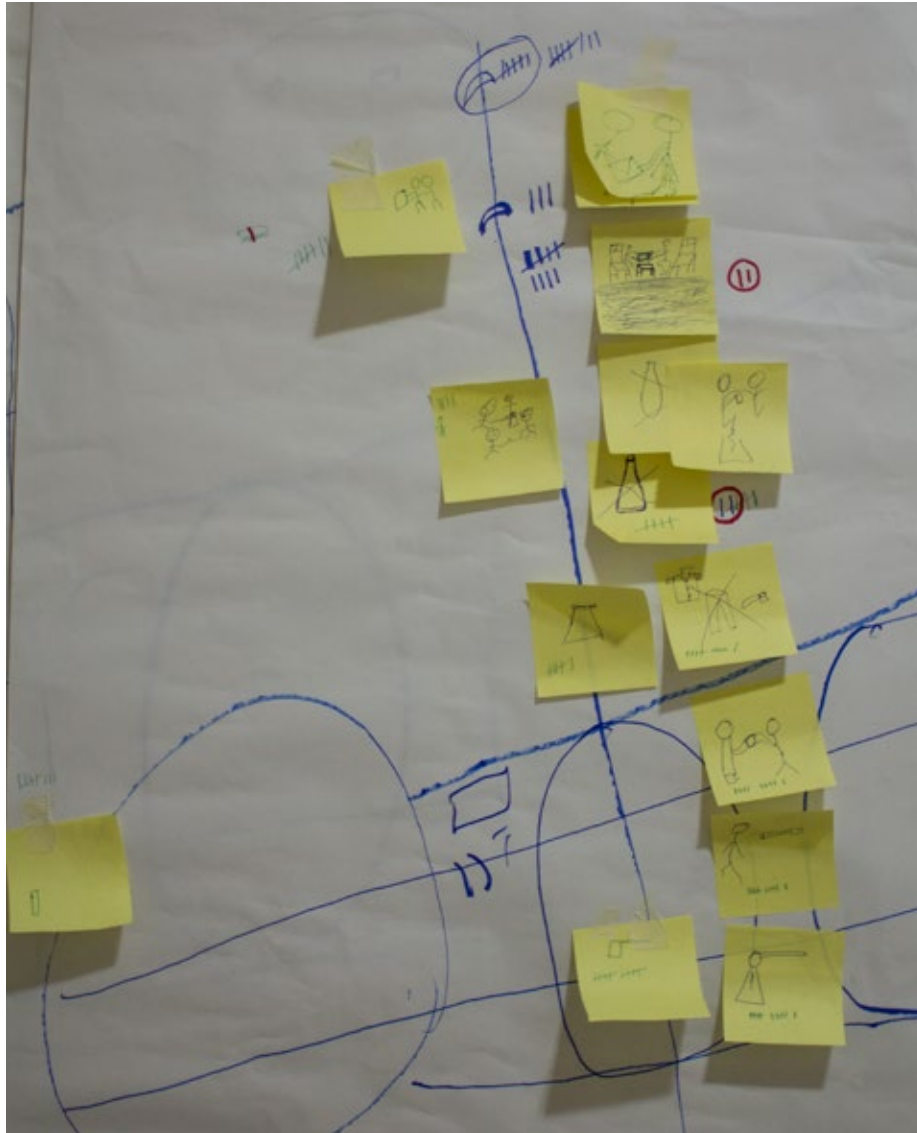
People living day to day, and busy staff in organisations often feel that recording experiences and reflecting is a waste of time. Certainly most mechanical monitoring systems do not last long, and both researchers and those interviewed soon tire of long questionnaires. Nonetheless, without tracking and reflecting opportunities are missed and the same mistakes repeated, and it is difficult to see how to move forward.

### FROM LEARNING TO ACTION

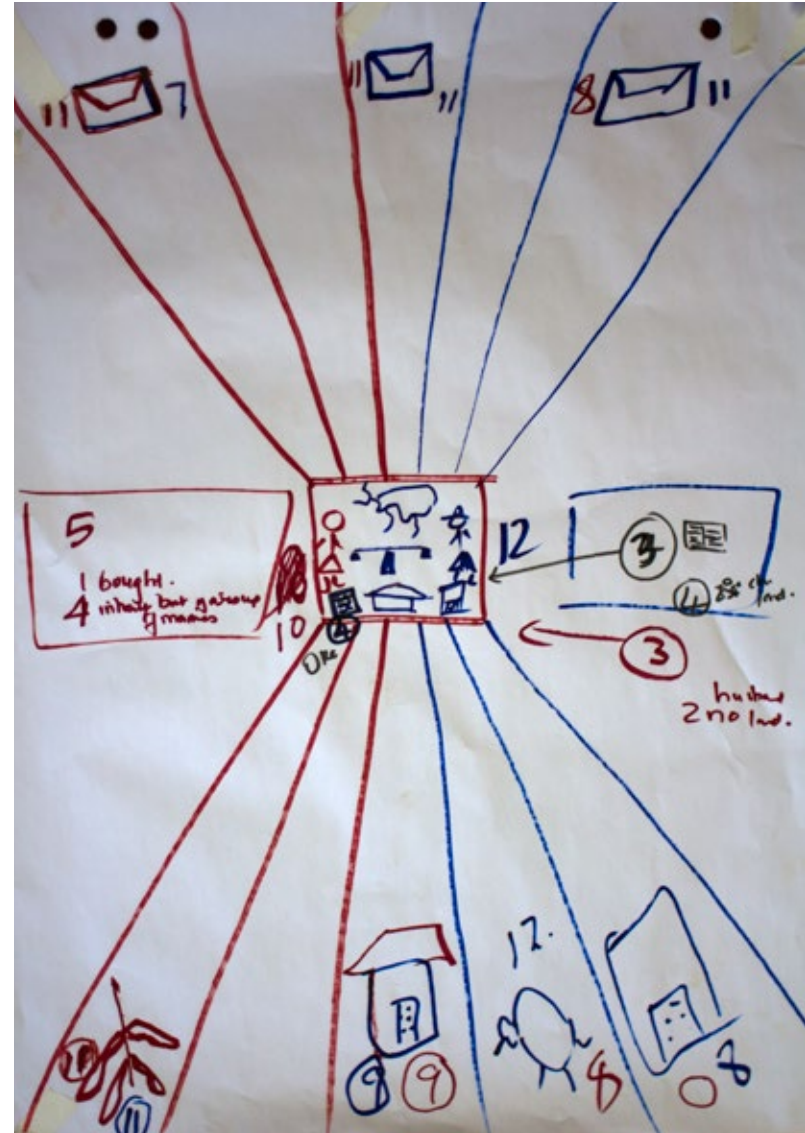
Important as it is to track, analyse and reflect, for change to happen at least some small action steps must be taken immediately, without the need for external support.



Ambrose from Gumutindo Cooperative in Uganda commits to putting his wife's name on his land agreement, following a visit to Bukonzo Joint Cooperative.



Most of the men and many of the women in Muungano, Tanzania, thought that violence against women was 'natural'. Some of the men were drinking 10 bottles of beer a day. All committed to give up alcohol. A consultant who followed up after three months confirmed that in the cases visited this had indeed happened.



By the end of the fifth day of the workshop all men and women from CMS Tanzania agreed that women should have equal access to land. Cases have been reported of registration of land in women's names, even beyond the original champions within six months.



**WEMAN STANDS FOR WOMEN'S EMPOWERMENT MAINSTREAMING AND NETWORKING FOR GENDER JUSTICE IN ECONOMIC DEVELOPMENT. IT IS A GLOBAL PROGRAMME OF OXFAM NOVIB.**