STEERING LIFE'S ROCKY ROAD -

EQUAL AND TOGETHER

GENDER
ACTION
LEARNING
SYSTEM

CORE MANUAL
Very preliminary draft

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AIMS OF THIS MANUAL

This Manual presents the core process and tools for the Gender Action Learning System (GALS) methodology. It is the first in a series of GALS Manuals introducing the core principles, processes and tools for gender analysis and action for change in gender inequalities. It focuses on the underlying concept of the 'Life Road Journey' as a life planning process with women and also with men, providing a framework within which sensitive areas of gender inequality are addressed as challenges for both women and men in attaining the vision they themselves identify.

Further Manuals are planned which will apply the same processes and tools for:

- **livelihood, market and value chain development** for mainstreaming gender concerns in livelihood planning. The methodology for basic life planning described in this manual is built on for in-depth livelihood and business planning at individual level. The Manual then introduces methodologies for bringing together individual livelihood experiences can be brought together for livelihood, market and value chain development at group and community levels as an input to enterprise and local economic development planning.

- **community-led gender advocacy** on issues central to women's human rights, livelihood development and poverty reduction. Following from the basic methodology in this Core Manual, the same tools and processes are used for in-depth participatory action research for collective action and advocacy in areas like women's property rights, market access and gender mainstreaming in regulatory and policy frameworks for the livelihood sector.

Complementing these Manuals for community-based change, a series of institutional level **'Quick Introduction Manuals'** are planned to enable institutions to immediately start a community-led process using the same tools and processes without waiting for the in-depth capacity-building at individual level – but also as a means of initiating this. These will include:

- **gender mainstreaming in financial institutions** of different types focusing on a combined participatory market research and financial literacy methodology which can also be integrated in application processes and core training.

- **enterprise Corporate Social Responsibility** using participatory action research at different levels of the enterprise for developing a 'win-win' gender equitable process for CSR mainstreaming.

- **value chain and local economic development planning** in government and private sector enabling very poor women to have an informed, meaningful and respected voice in economic decision-making.

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PART 1:
OVERVIEW

SECTION 1.   STEERING THE 'ROCKY ROAD OF LIFE'

BOX 1:   THE 'ROCKY ROAD OF LIFE'

Moving forward in life requires a clear vision, an understanding of where we are now and how step by step we can move forward to our vision.

It is like a Road Journey. Some people are not really sure of where they want to go. There is no plan and no map. So they are swept along with all the other traffic and crowds, unable to turn where they want and often not even being able to see the road ahead. Others drift aimlessly, not even looking around them to see what is there that can help them, or anticipating dangers. They miss opportunities, they fall down, or go around in circles without knowing.

For those who have enough resources and a car, maybe it does not matter. Someone will be there to show them or pick them up. They may still at least get somewhere. But those who are poor and can only walk slowly get stuck forever in the same place or even go backwards. There is no one to pick them up and they are likely to get 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 very soon society tells them they cannot learn to drive, they should not even walk alone. They should look pretty and wait for a man who will show them the road – never mind if that man does not want to go the same way. And often he leaves them behind, or never comes at all.

Life's Road will never be easy. 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 get 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 very difficult, 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.

When many people know where they want to go, and how they can get there, new and better roads will be made for the whole society to move towards a new future.

SECTION 2.   WHAT IS GALS?

Gender Act Learning System (GALS) is the community-led empowerment methodology which underpins a process called Women's Empowerment Mainstreaming and Networking for Gender Justice in Economic Development (WEMAN). WEMAN is a long-term global and multidonor process spearheaded by Oxfam Novib as the livelihoods dimension of its Gender Justice programme on the one hand and the gender mainstreaming process in its Economic Justice programme on the other.

GALS (Gender Action Learning System) is an adaptation of a more general methodology called Participatory Action Learning System for action learning and planning around Gender Justice. The PALS methodology evolved from work on livelihoods development and poverty reduction in 2002 by Linda Mayoux with Kabarole Research and Resource Centre in Uganda, together with its partner organisations Green Home Women's Development Association and Bukonzo Joint Savings and Credit Cooperative. It has been adapted for gender action learning in many other contexts: ANANDI in India, LEAP in Sudan, Finca and Movimiento Manuela Ramos in Peru and was used as part of a series of gender trainings for Pakistan Microfinance Network. The principles, processes and tools build on a number of other methodologies for community empowerment and participatory monitoring and impact assessment: Paulo Freire's community conscientisation, Action Aid's REFLECT literacy methodology, Appreciative Enquiry, Helzi Noponen's Internal Learning System and above all participatory action leaning (PLA) methodologies developed by Robert Chambers and others. But the ways in which these have been adapted and combined, together with new tools like the Road Journey and Diamond, as a community- led change and advocacy process based on individual life planning is innovative.

PALS aims at 'constructive economic, social and political transformation' - empowering people, as individuals and collectively, to collect, analyse and use information to improve and gain more control over their lives at the micro- and macro-levels. It is a means of including the very poor who have not learned to read and write as informed and respected partners in participatory planning processes. It also develops the analytical, participatory, listening and communication skills of institutions and policy-makers to increase the effectiveness of their pro-poor interventions – as well as their own personal planning. PALS can be adapted for any issue including life planning, livelihood and value chain development, environmental management, health and so on.

BOX 2:   PALS PRINCIPLES AND PROCESS

PRINCIPLES

Self-reliance:

builds peoples' confidence and skills for self-reliance and collective action through focus first on the positive and constructive before proceeding to 'problems' and 'challenges'.

Inclusion:

Develops participatory, listening and analytical skills at all levels from the most disadvantaged to the more educated and better-off to develop effective collaboration in inclusive and equitable development.

Human Rights:

acknowledges the non-negotiable human right of women and men, including the poorest, to demand accountability, inclusion and justice in the economic, cultural and political system.

Equity:

Prioritises the views and interests of the most disadvantaged throughout, and at all levels.

PROCESSES

Awareness raising and training : based on supporting people themselves to do appreciate what they know and 'teach the teacher', then identifying what they still need to learn through facilitation and information rather than top-down 'expert' training

Participatory action research and planning ; bringing together peoples' individual learning into understanding at community, local and national levels.

Community-based advocacy and lobbying : building on peoples' individual aspirations and strategies for collective action

Participatory monitoring, evaluation and impact assessment : based on peoples' own analyses and information needs

GALS is the application of PALS to gender issues, focusing particularly on working with women and men to develop their visions for change, appreciate their strengths and achievements and analyse and address gender inequalities within the family and community as challenges which prevent them from achieving their vision.

BOX 3:   WHAT IS DISTINCTIVE ABOUT GALS?

- sees women not as 'victims of subordination in need of consciousness-raising' but as intelligent actors who already have aspirations and strategies but need collective and organisational support to better realise these.

- sees men not as stereotypical monsters and problems, but as potential partners in a process of change and pursuit of justice who also need support in order to go against established attitudes and patterns of behaviour to work for a better world.

- focuses first on the individual, giving them the skills to reflect on their personal situation as the basis then for collective reflection at group and/or community levels.

- starts by clarifying differences, and acknowledging the potential for conflict, before negotiating these into a consensus, or at least acceptance of the need to acknowledge and adapt to different interests.

- every learning 'event' focuses on tangible actions for change which can be taken by individuals immediately, before waiting for other actions identified at group and institutional levels

- builds capacities and systems for ongoing peer action learning as the basis for a sustainable process of change.

- aims to mainstream into existing activities, rather than being a one-off exercise or extra activity.

- Gender Justice and rights-based principles are nonnegotiable and underlie the way in which process is facilitated, and the types of actions which are supported by development agencies.

SECTION 3.   WEMAN GENDER JUSTICE PRINCIPLES

Based on GALS exercises already done with women and men, as well as goals of the international feminist movement, **GALS sees women's empowerment not as making women dominant over men, but a process of questioning and changing all forms of inequality and domination in relationships between women and men. This not only means promotion of women's human rights, but also benefits men through improved understanding in the household, freedom to be truly human and the satisfaction of working for a more just society.**

BOX 4:   GALS EMPOWERMENT GOALS

Improved livelihoods: food security and increased control over incomes and assets for women as well as men

Increased life choices and voice in decision-making at personal, household and community levels for women as well as men

Increased happiness: self-respect, love, friendship, security and freedom from violence for women as well as men

The underlying WEMAN Gender Justice framework is based on international agreements on women's human rights signed by most governments and officially endorsed by most development agencies, particularly the 1979 Convention on Elimination of Discrimination Against Women (CEDAW).

BOX 5:   1979 CONVENTION ON ELIMINATION OF DISCRIMINATION AGAINST WOMEN (CEDAW)

Adopted by the UN General Assembly in 1979 Convention on Elimination of Discrimination Against Women (CEDAW) clarifies the fact that the 1948 Declaration of Human Rights also includes women. Now (as of 2005) signed by 179 countries.

Women's rights include:

rights to life, liberty, security of person and freedom from violence and degrading treatment and freedom of movement

legal equality and protection by the law including equal rights in marriage including (in CEDAW) women's equal rights to make decisions in their family regarding property, 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

GALS takes as its starting point a number of very simple gender principles:

Gender is a Social Construct

Biological or 'sex' differences are few and do not determine gender inequality. Gender inequalities are socially constructed through gendered power relations. Their form and justification vary widely between different contexts. Explanations of differences and inequalities in terms of biology therefore need to be constantly questioned. Gender differences in participation, pay and conditions are often explained in terms of 'women's innate characteristics' like docility, patience to do repetitive work or lack of physical strength. However biological sex differences inadequate and misleading explanations of gender divisions of labour. For example in Ethiopia weaving is seen as a male activity, and women are seen as too weak to operate a traditional loom. In Kenya, however, traditional weaving is generally a female activity. Equally importantly, sex differences do not explain gender inequality, or the devaluing of women's skills. Women on average also have certain advantages: for example 'nimble fingers', multi- tasking and collaborative management styles. Questions therefore need to be asked about why these characteristics are undervalued. Also why work is not arranged in such a way as to facilitate women's participation. For example: female-friendly technology and family-friendly working hours.

Gender inequalities can and should be changed.

Gender equality of opportunity is a basic human right established by International Agreements and Conventions, such as the 1979 Convention on Elimination of Discrimination Against Women. Gender inequalities, therefore, cannot be justified by reference to cultural norms. Any justification of gender inequalities in terms of 'culture' and 'tradition' can be challenged. Gender inequalities exist in all cultures - in both industrialised countries and low income countries. Many dimensions of 'culture' and 'tradition' are constantly changing. Supporting perpetuation of gender inequalities on the grounds of 'cultural sensitivity' is no more justified than perpetuation of the equally 'cultural' discrimination on the basis of race and ethnicity, religion, caste or disability.

Gender means both women and men.

The focus on 'gender policies' rather than 'women's projects' came about because it was realised that removing gender inequalities which disadvantage women requires changes not only in women's behaviour and position, but also that of men. It also requires change in underlying gender inequalities in power and resources that structure the ways in which women and men behave towards each other. Addressing gender inequalities therefore generally requires not only strategies targeting women, but mainstreaming change in gender relations in strategies targeting men, for example: the inclusion of gender awareness in livelihoods training for men as well as women. In addition, discrimination based on gender affects both women and men adversely. Addressing gender

discrimination against both women and men requires actions by both women and men to challenge their existing attitudes, privilege and practice.

However the assertion that 'gender means women and men' does not mean that interventions which prioritise women are necessarily gender discriminatory. All the current indicators of human development and wellbeing in most countries show that women are significantly disadvantaged compared to men. This currently justifies a focus on changing those gender inequalities that disadvantage women, and a focus on women's needs and interests.

Women are not a homogeneous category any more than men are.

Women are not a homogeneous category, any more than men are. Other dimensions of economic and social inequality interact in different ways with gender inequality to produce different needs and priorities.It is not therefore sufficient to include a few token women as one 'stakeholder group', but women must be included across stakeholder categories. At the same time, there must be space within any process for all women to come together to discuss and address their common gender needs.

SECTION 4.   GALS SYSTEM AND MAINSTREAMING PROCESS

Ultimately the GALS processes and tools discussed here are integrated into everyday life and existing activities at every level. The tools and processes are not a separate activity, but an integral part of existing training and information systems and all routine programme/participant interactions to minimise cost and time. The aim is that information should be collected first where it will be used for action: individual men and women in communities, and field staff in organisations, before being passed up to higher levels for quantification and advocacy. What is collected and how is determined by these immediate practical information needs at different levels.

The main goal of PALS is to enhance the capacities of women and men in communities, particularly those who cannot read and write, to enhance their own capacities for finding out and using and improving their own knowledge, and acting on that knowledge, rather than investigators extracting information for use elsewhere. Individual information needs therefore guide the whole process. Once trained in the initial capacity-building the process of individual analysis and learning is continued in the form of individual diaries. Because the initial diagram methods taught are simple, it is possible for even nonliterate people to help facilitate the training of others. Over time and once local expertise has been built, much of the initial training can be done by people themselves.

This individual information is then discussed and compared in group meetings for providing a strategic focus to group discussions, learning and information exchange. The information is aggregated in pictorial and quantified group minutes which are accessible to everyone for monitoring and tracking. These largely replace group minutes which are often very long, in English, and only accessible to the group leaders. This promotes group self-reliance, participation and social inclusion in actively seeking out, collecting and analysing other information needed by members.

The group-level information is then fed up as aggregated information to higher levels for market research, advocacy and lobbying. Development organisations help people follow up on the actions identified, for a time at least track participation to make sure it remains equitable and reinforce the skills, learning and networks. Key mechanisms here are:

- face-to-face dissemination through participatory workshops with institutional and other key stakeholders
- 'intensive networking'through annual fairs and other public events which serve both as a process for reflection and possessing progress towards their development goals.

In terms of programme and donor information needs, trainers and participants can extract very basic information to be fed into a database as the basis of program level action learning system. This then enables statistical analysis of the individual information in the same way as than from surveys. It may also need to be crosschecked and supplemented by in-depth evaluation or research.

BOX 6:   GALS AS AN ACTION LEARNING SYSTEM

Individual learning diaries and peer learning

What is my vision for my life ? For my family?

Where am I now in relation to this vision?

What opportunities can help me advance in future?

What risks and challenges can prevent me from advancing in future?

How can I best use the organisation's services to help me?

What are my specific targets to achieve in a specific time frame which I can track?

So how should I move forward?

Group level discussion and minutes

What do our members want to do? How far do we have common goals? What differences in goals have to be accommodated in the group?

What have our members achieved? How can we learn from each other?

What have we already done as a group? What are the positive and negative lessons from the past?

What opportunities are there which we can access together?

What risks and challenges can we support each other to address?

What are our priorities for actions as a group?

How can we do what we want to do better?

What are the differences in all the above by poverty status and gender? What are the implications for the way we operate?

Organisational information system

What do different people in different communities want to do? How does this relate to organizational goals and objectives?

What types of change are happening as a result of our interventions?

How can positive contributions to change be increased, and negative effects reduced?

How can we best support the action learning system?

Donor level

Donors need certain types of information to justify funding allocations to particular programmes. These information needs are broadly similar to those of the organisations themselves.

Research

GALS also aims to link with academic research as a win-win for students – students have the satisfaction of doing useful research with an empowering methodology. Individuals, groups and programmes have the benefits of their analytical expertise supervised by higher level academics who are able to influence policy makers. The information at individual, group and institutional levels presents an extremely rich basis for academic research - and if well done is as reliable or unreliable as surveys.

GALS does not avoid the need for external research input for donors or advocacy. But this external input can be very carefully focused where it is most needed in a way which is accountable to women in communities themselves. There are ways of building on this broad information base through adding quantitative and qualitative research methods to more accurately quantify outcomes and qualitatively investigate particularly sensitive issues. Through linkages with local and international research institutes the gender action learning process gains support of academic research skills. Students and researchers in turn have ready-made information on which to build, and also a supportive context in which to work and to which they can contribute to make their work more meaningful and have greater impact.

GALS mainstreaming is also envisaged as a 3-stage process over 2-3 years – starting with setting up an empowering peer learning and collective action process with immediate and concrete changes at community-level. Then progressively building on this into a rigorous planning and monitoring system for participatory decision-making and policy advocacy. An analogy is drawing a picture. First you have to enjoy drawing and develop a broad sketch of what you are trying to do. Then you focus in on the most important things to do the detail, going through each in turn. Finally you can sit back and analyse the picture as a whole again and think about the implications for the best process for the next drawing.

BOX 7:   GALS MAINSTREAMING PROCESS

GALS mainstreaming is envisaged in three stages over 3 years, but with empowerment impacts and actions from the start:

- first (about a year) design and initial capacity-building with women and men in communities and institutions to develop confidence, skills, communication, experimentation and enthusiasm for action learning by individuals, groups and institutions. Prioritising empowerment and action on the ground rather than institutional information needs. But already setting up systems and networks for peer learning and concrete outcomes and changes on the ground. Building staff participatory and listening skills and gender understanding and information for institutional decision-making.

- second (about another year) integration of the processes and tools as an improvement on existing training, implementation and monitoring and evaluation activities. In the process strengthening networks and systems to continue the learning process. And starting to produce rigorous aggregated information which can be used for higher level planning and advocacy. And strengthening linkages with research institutions.

- third (ongoing) sustainable mainstreaming of the methodology at all levels so that it is no longer an added cost, but a way of doing core activities and decision- making. Apart from funding needed for advocacy and specially commissioned action research on issues which are outside the normal sphere of experience of people in communities and/or would be too much burden on their time or too sensitive.

The basis on this is the individual and group/community action learning, and then integration into programme-level awareness-raising, capacity-building, monitoring and evaluation and planning as a cost-efficient and more empowering/effective means of doing what is already being done. The main stages where external expertise are needed are:

- Initial design and fieldtesting requires experience and in-depth understanding of both gender and PALS in order to simplify the complex questions and issues so that the diagrams themselves can be simple enough to start with. Design and fieltesting must be done together with communities and different levels of user in different contexts.
- Initial capacity-building for staff and core community-level peer learning facilitators. Key challenges here are not so much the diagrams, but changing power relations and perceptions – even in organizations which 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.
- Documentation and dissemination: the main documentation and dissemination is done by individuals and groups, area networking events and also through Community Information Centres. This is in the form of diagrams, video and photographs and other multimedia accessible to people who cannot read and write as well as documents in local languages. But for policy makers and advocacy research expertise is needed to bring together the community-led learning, particularly for the international level – still ensuring the authentic voice from communities is heard.

SECTION 5.   KEY CHALLENGES

Political process

Any participatory process of change 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

The processes discussed here will lead to many very interesting and varied discussions and a lot of information on many different issues. Documenting all of this for large numbers of people over time is simply not humanly possible. It is important that all these discussions take place in all their complexity. But it is also important to be very focused in what is documented.

Participatory versus 'objective' understanding

The focus on participation does not avoid the need for 'objective' analysis. It is important as far as possible to quantify opinions, impacts and relevance of strategies to avoid dominance by any one particular view to exclusion of others. And to convince communities and policy makers of the need and possibilities for change. There may also be very important but sensitive issues which need to be looked at through confidential research before it is possible to discuss it 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 very busy staff in organisations often feel that recording experiences and reflecting is a waste of time. Certainly most mechanical monitoring systems do not last very long, and both researchers and those interviewed tire very soon with long questionnaires. But without tracking and reflecting opportunities are missed and the same mistakes repeated, and it is difficult to see how to move forward. It is therefore important to make tracking and reflecting a part of everyday life.

From learning to action

If change was easy it would have happened long ago. It is very important not to just analyse and reflect, but for this to lead to at least some small action steps which can be taken immediately before waiting for external support or external change.

PART 2: HOW TO DO IT

1: VISION

Timebound Objectives

5: Collective goals and tracking: Diamond

4b: Addressing Challenges

Challenge/Action Trees

6: ACTION PLAN Individual and collective Vision Journey

4a: Brainstorming Opportunities

3: How did I get to here? Achievement Journey

2: Mapping the Present
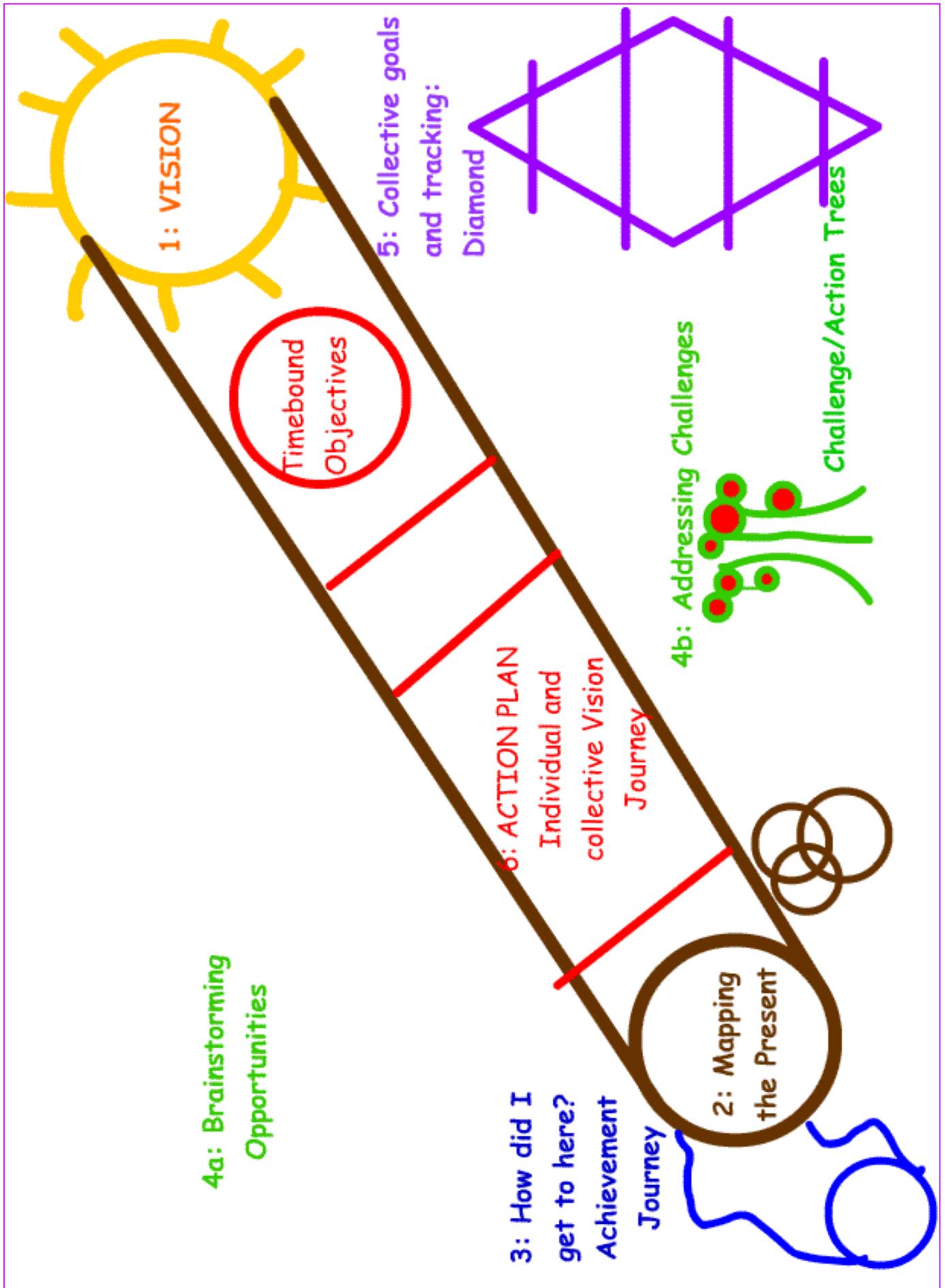
STRATEGIC ROAD MAP: KEY ELEMENTS

The underlying framework of the GALS methodology are personal and collective 'Empowerment Vision Journeys'.

- The personal Empowerment or Vision Journey helps people to clarify their vision and better steer along the 'rocky road of life' identifying and seizing opportunities and coping with all the unexpected twists, turns and dangers -   and enjoy the ride.

- Collective Journeys look at what groups and organisations can do to support this individual empowerment and help as many others as possible to move along too.

This 'Vision Journey' concept is intuitive and has proved easily understood and useful at all levels - from people who cannot read and write to boardrooms of donor agencies and corporate giants used to talking about 'strategic road maps'. As with all the tools used here, analysis can be as simple or as complex as required by the user.

The Empowerment Journey can be done as a stand-alone exercise in about 3 hours, at individual, group and/or institutional levels, including introductory exercises and action conclusions.

But the methodology described in this Manual suggests a 6-stage in-depth process of sequenced tools for a sustainable empowerment and capacity building process:

- Stages 1-4 progressively build up different elements of a personal 'Empowerment Vision Journey'. This summarises and anchors the inputs from the other Tools: Empowerment Circle Mapping, Achievement Journeys and Challenge Action Trees.

- Stages 5-6 then aggregate these personal journeys into an Empowerment Diamond for monitoring, and a Collective Vision Journey as a detailed strategic Action Plan for the group.

The different Stages include activities at both individual and group levels. At the end of each Session outputs are placed on the Draft Personal Journey sketched in the first Session so that people understand where the different tools and discussions fit into the overall Map.

They also include homework between sessions to reinforce learning, build self-reliance for individuals and mutual support with groups and enable much more significant unsustainable outcomes in terms of actions and change.

Finally, it is important to see any one Road Journey as part of an ongoing and continuous process of learning where new Roads, and the various other component tools, are continually drawn, tracked and redrawn based on accumulating experience at individual, group institutional levels.

It is important for facilitators to understand from the beginning where each tool fits (See Box !!) and what it contributes so that they can make decisions about what is important and not important

for time management, and to ensure that the focus is continually on gender actions for change ad does not get bogged down in inevitably complex (though usually very interesting) discussion and analysis of very complex realities.

It is also important to stress that this methodology is not just a one-off capacity building, but aims to set up a system of ongoing learning at individual, group and organisational levels. A key element of the Road Journey, and also the other diagrams, is that progress can be monitored and tracked in relation to goals, and with some reasonable assessment of attribution to external and internal factors. Tracking can be done by individuals who cannot read and write, as well as groups and organisations. It is important not to overload the capacity-building process from the beginning with the requirements for rigorous monitoring and evaluation. But an indication of the types of information which can be 'extracted' by organisations and/or researchers from each activity is indicated for each Tool in Box 5 and described in more detail in Part 3 below.

BOX 8:   'ROCKY ROAD' STAGES OVERVIEW

Stage 1: Where do we want to go? Drafting the Road and Clarifying the Vision

We start with the vision because this is what inspires people, and emphasises the goal of the whole methodology and training. Before then getting down to analysis of reality. Having the vision clear and constantly in front helps keep discussion focused and positive.

Stage 1 Visioning Change starts to draft a Personal Empowerment Road Journey for each participant, focusing on a participatory Vision drawing activity. At the end/for homework the drawings/indicators are placed in the vision circle on the Personal Empowerment Journey.

These Visions and indicators can be aggregated (with permission from the person concerned) as an indicator of gender goals for the group or organisation.

Stage 2: Where are we now? Empowerment Mapping

Having inspired people, and clarified their visions, it is then possible to do an analysis of their present situation without it being too depressing. In GALS it is important also to always start with the positives, before starting to think coolly and constructively about the negatives.

The basic tool here is empowerment circle mapping (based on Venn or chapati diagrams) to look at relationships, resources and power in the household and community. From this analysis indicators of current situation are derived, and placed in the Baseline circle on the Personal Empowerment Journey. This discussion and analysis of the present may also lead people to modify their vision. And it is important to encourage from the start this sort of comparison and reflection, rather than treating each session as a separate exercise with outputs fixed for all time.

These individual Baseline indicators (with permission from the person concerned) can be sampled and aggregated for impact assessment. They can also be a good basis for in-depth qualitative research.

Stage 3: How did we get here? Achievement Journey

It is important in life always to stay positive. This means having pride and confidence in what we have achieved, rather than always dwelling on 'problems'. In order to see how we can move forward therefore, it is important to see what we have done in the past and how we can learn from that.

The Achievement Journey plots the time up to the current situation as a separate Road Journey, with all its twists and turns. A key part of this analysis is the analysis of opportunities and constraints in the past. These future opportunities and challenges are then placed on the Empowerment Vision Journey, considering their positioning carefully and color- coding for gender etc. And ringed where appropriate as key action points.

This Achievement Journey can also be used (with permission from the person concerned) as a detailed history of an individual's life, group development etc. for impact assessment, or as a basis for in-depth qualitative research.

Stage 4: Brainstorming strategies and addressing Challenges: Challenge Action Trees

The group then shares their various individual opportunities so that people can modify their future Vision Journeys, including opportunities they might not have thought of themselves.

They then share their different challenges and decide which are most important. These are then prioritised by the group as challenge-action trees. For each challenge, these trees identify the various causes and then a possible solution for each of these causes. Then for each solution concrete actions are identified as 'fruits' and agreed for individuals. Group actions are identified as 'flowers' and lastly external support as 'bees'. Trees need enough fruits and flowers to attract them or they may never come.

Based on this analysis, as homework individuals then fill in their personal journeys. Participants are encouraged to discuss and refine these through discussion with neighbours and other group members, ensuring help support for any people who have difficulties. But some individual follow-up support, or an extra session may be needed for this.

The individual achievement and vision journeys are inputs to the Empowerment Diamond monitoring tool. The group and institutional actions are inputs to the 'Mother Road' collective action strategy.

Stages 5: How fast can we go? Personal Empowerment Journey to Empowerment Diamond

The individual empowerment Vision and Achievement Journeys by this time should have been well thought through, and hence reliable, indicators for retrospective baseline and current situations and also for future progress. These are also a good indication of how far past changes have been due to any particular intervention. People should also by now have sufficient trust in the group not to feel embarassed talking about their personal situation - and/or the facilitator should be fully aware of what information is likely or unlikely to be reliable from whom.

The various individual past, present and current indicators are now mapped for each person on an Empowerment Diamond as a quantified impact assessment for the group, and monitoring scheme for the future.

Stage 6: The 'Mother Road': Individual to Collective Action Strategy

The outcomes from all the previous processes are now used to make a 'Mother Road' or collective action strategy for the group, and also organisation. The steps, achievements, opportunities and challenges are then tracked over time as part of the action learning process.

STAGE 1: VISIONING CHANGE: DRAFTING THE ROAD JOURNEY AND DRAWING THE 'SUN' VISION

The Vision Journey is potentially a very detailed and powerful strategic plan or rigorous and rapid impact assessment tool – either as a part of a process as here or a stand-alone activity. It has also been designed as an inspiring introduction to drawing for people who have never even held a pen before.

As with all PALS Tools, it is important to start simple and help participants develop their own confidence for analysis. It is very important not to overload the first Road journey people do with too many details and too much direction. People must feel they own this Journey as their own. Particularly if time is limited, it is best to make sure people have fun, come away with some immediate action steps, and then indicate what they can do as homework - including peer learning and support. This is particularly the case where participants cannot read and write and/or have little experience in drawing. The degree of detail will depend very much on:

- whether this Vision Journey is being used as a standalone Tool, and which other tools are being used.

- whether it is the first time participants are learning it, or whether they have done other Road Journeys before.

- time available

- numbers of participants per facilitator.

Only at Stage 5 below should the organisation try to be more rigorous and develop the journey (with the Diamond) as the potentially powerful impact assessment tool it can be.

But try during this initial process to establish some sort of common indicators between participants, but without being too directive. It is good to have a draft of potential indicators which this process can then validate, add to and prioritise.

Also start to develop a common symbol language - but build this on participant suggestions and taking ideas from everyone The facilitator should try never to direct this. Just ask questions if you do not think particular symbols are clear and encourage people to experiment. Experience shows that by the end of this session a fairly common language will evolve without too much external direction. Symbols can then be standadrdised across the whole group or programme once the system is established.

The following are the basic facilitation steps where this is the first time people are doing a Road Journey. It focuses on empowerment and basic planning.

BOX 9:   VISION JOURNEY GOALS ACTIVITIES, TIMING AND MATERIALS

Goals

Participant empowerment
- Idea of learning and planning
- Clarifying vision
- Basic drawing skills

Organisational action learning
- basic background information
- vision indicators which can be quantified at the start of the next session

Activities and timing

This takes roughly 2 hours and is a detailed individual and confidential activity which identifies issues for examination in Stage 5, and then feeds into the collective 'Mother Road Journey'.

The main activities are:

- Pairwise introductions (20 minutes)

- Drafting the Road Journey and starting to draw (20 minutes)

- Vision drawing (1 hour)

- Individual Vision Journey - explaining homework (20 minutes)

Materials:

The Vision Journeys should be done on a large sheet of paper, with pens of at least 4 colours: black, red, green and blue.

NOTE: ALL PARTICIPANTS DRAW ALL. The facilitator should at no time be holding a pen.

PAIRWISE INTRODUCTION

30 minutes

Pairwise introductions are a very important part of the participation skills training and cannot be omitted. Experience has shown that these pairwise Introductions immediately help people to start talking and increased confidence as well as leading to much better feedback on the questions. There has been a very clear difference between those sessions where the Pairwise Introductions were done, and those where normal individual introductions had been done because of a perceived lack of time.

Although sometimes the pairwise introductions take a bit more time to get started, the rest of the session goes more smoothly because people are already confident. People soon get used to having these pairwise introductions at the beginning of each training and this stage will be much smoother in subsequent Sessions. If numbers are very large then small groups of 3-4 are fine, but here there must be more attempt to form groups from simliar backrgound/status and more than four will hinder discussion.

If the facilitator is new to the group and the information does not already exist, this can be used to get basic background information: names (and graphic symbol), literacy and education, marital status and any relationships between group members which may need to be taken into account in planning the process and so on.

EXPLANATION

Begin with a PALS pairwise introduction (see above) explaining that:

- the PALS pairwise introduction is extremely important and substitutes for normal individual introduction.

- it is important for people in training, and in groups, to listen and learn from each other and to speak up for each other.

- the aim of the training is also to build new networks and friendships, so people should be continually mixing with new people.

- this will also be important after the training because if they can collaborate with each other to get facilities, many voices are louder than one.

STEPS

People should choose as a partner someone they do not know so well.

Tip: this can be made into a fun activity by saying people have to run and move fast or they will be left 'on the fence'.

Before proceeding check the two people speak the same language, if not make some adjustments.

In their pairs people should discuss:
- Name and where they live
- Why they joined/want to be part of this particular initiative/intervention – what is their longterm vision
- Family situation - who do they live with
- Types of economic activity and whether or not they think they are successful
- Whether they have been to school (how many years) and whether or not they have had other types of training
- Expectations from this training
- Each participant should choosetheir own personal symbol

Each participant then feeds back to the group what their partner said. If number are very large then they will have to feed back in sub-groups of about 10-15 people each with a facilitator.

FACILITATOR MONITORING

The facilitator should note on the Background Data sheet:
- name
- sex and family situation: simple details here married (monogamous/polygamous), never married, divorced, widowed and numbers of small and grown up children. Judging also rough age on that information.
- economic activity and level of perceived success
- literacy and skill details

But as far as possible do this in such a way as not to make the whole exercise like a Census and so that it does not disrupt the flow of conversation. Also ensure that poorer, non-literate and less successful women are not made to feel inferior, but are encouraged and inspired to learn more. On a separate sheet for monitoring the training the facilitator should note:
- entrepreneur expectations
- numbers of people having similar expectations.

DRAFTING THE BASIC ROAD.

What follows is designed to help people first get confident with basic drawing - even people who are literate sometimes have a fear of drawing.

Although most of this activity is based on individual drawing, it is best if people sit in small groups for mutual support and encouragement.

If this is the first drawing exercise people have done divide participants into three groups based on levels of literacy identified in the pairwise introduction:

- those with no schooling at all and who have never or rarely held a pen

- those with some elementary schooling

- those who are obviously more advanced

Ask them to find somewhere comfortable to sit together.

Each person should have their own large Flipchart, and preferably 3 felt tip pens or markers each of different colours.

Participants are then helped to do the drawings with facilitators circulating and ensuring that those who have most difficulty receive sufficient attention, but also that those who are more advanced are kept continually busy and stimulated with more complex analysis and drawing. They can also be asked to help the intermediate level participants – not the elementary ones though as they are likely to dominate and do everything for them.

Those who are more advanced would then help those who have more difficulty as homework to develop networking (See below).

BOX 10:   EXPLAINING THE ROAD JOURNEY

Moving forward in life requires a clear vision, an understanding of where you are now and how step by step you can move forward to your vision.

It is like a Road Journey – you need to know where you want to get to. You put this as a nice big smiley sun or star at the top right because you hope it will be an upward journey. Even if you go down you still have to think up. It is also not easy – like climbing uphill. But it is worth getting a bit out of breath for the view from the top.

We then need to think about where we are now. How much we have already achieved, despite all our difficulties. As well as how far we still have to go. This we put in another circle at the bottom left.

Then we draw two straight lines joining the two circles to represent our road. We draw the road as straight to the future, because this is how we hope it will be. But when we track progress later we put in the detours, blocks and ups and downs.

We also have to learn from the past – appreciate our strengths and achievements already.

Next we will examine our opportunities - the things which have helped to pull us up. We place these at the top of the Road. And think of ways we can make sure to get them.

Then we will look at the challenges - the things which can pull us down. We will place these underneath the Road. And think of ways to address or avoid them.

Finally we start to think step by step along the way. It is no good just thinking how far away the end of the road is or we will just curl up and stop trying. So we need to set specific targets along the way to break up the road into manageable steps towards the vision - taking opportunities and addressing constraints. That way we do not get discouraged.

When we have finished our Road Map, that will not be the end. We must continue to honestly track our progress as we move forward from stage to stage. What has helped us, and what has stopped us, marking these also on our diagram to help us move forward to the next stage reinforcing what is successful, and without repeating the same mistakes.

We must also discuss our own individual roads with others in our group, our family and community in order to learn and see how we can each support each other to achieve our visions. And once we have achieved those, our new visions which at the moment we cannot even dream of.

BOX 11:   DRAFTING THE BASIC ROAD: STEPS

STEP 1 First Circle – future

Ask the participant to draw a large circle at the top righthand corner of the flipchart. Explain that this represents the future. It is a large circle at the top because it is like a sun and we reach for the sky.

STEP 2 Second circle - present

Then ask them to draw a second large circle at the bottom lefthand corner of the flipchart. Explain this represents the present situation.

STEP 3 Lines for the Road

Then ask them to draw two straight lines to link either side of the circle. This represents their road from the present to the future. It is straight and upwards, because this is how they hope they will reach up to their vision. Things may not work out that way (as will later be tracked in the follow-up Achievement Journey), but this is how we hope it will be. So we draw it that way to begin with.If the road is not straight (as in earlier Road Journeys) this leaves less space to put on the other information and makes analysis much less clear.

Make sure things so far are clear

First ask the participant to say which of the circles represents the future, which is the past and which the road to make sure they have understood.
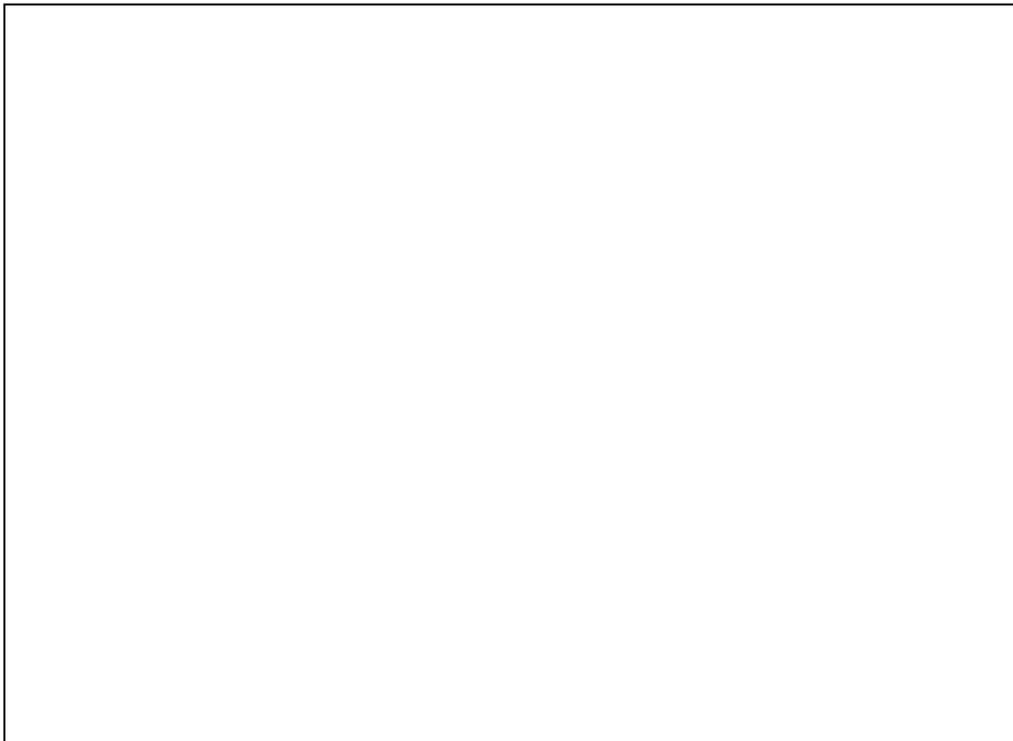
VISION DRAWING AND SHARING

The focus of this first stage is to clarify the vision and brainstorm with others. The following steps should be explained step by step – that is not the whole process should **not** be explained in advance. The precise wording of the question needs to be worked out on the basis of fieldtesting – what works in one context may not work in another depending on the particular words people are used to in their context, and what types of trainings they have had before.

BOX 12:   VISION DRAWING STEPS

STEP 1: Individual drawing

Participants are each given a piece of paper and asked to draw their ideal situation in relation to whatever the topic under discussion is: for example what does a happy family look like? What does an empowered woman look like? What does empowerment look like?

STEP 2: 'Crystallisation' of views

Participants then move around, discussing with all the other participants what they have drawn. The task is to identify other participants whose drawings are most similar to their own.

These participants with similar drawings then together form a group. Normally there will be three to five distinct visions which 'crystallise' out of the many, depending on number of participants and the particular issue under consideration.

Depending on context, and levels of male/female and other difference, it may be advisable here to group participants according to e.g. gender, marital status etc rather than the free discussion.

STEP3: Sharing different views

Each group then draws a composite drawing which combines the elements of all the individual drawings from that group.

Each of the groups then feeds back their group drawing.

STEP 4: Arriving at consensus

Each participant is then asked to go to the drawing which they think is most different from their own. This then forms new groups - mixing now also different gender and status groups.

The new group is asked to draw or write down a list of the elements which they think should be retained from the drawing. What are the things they appreciate?

They are then asked to draw or write down the elements which were in their own drawing and which they think should be added.

They then make a new drawing combining these elements. This produces a series of new and much more similar drawings. They can also be asked to derive the definition from the concepts or words within a word limit.

These drawings and/or definitions are then fed back to the plenary, and voted upon.

The facilitators or a subcommittee can be given the task of further refining the drawing and definition which are chosen, as the consensus.

HOMEWORK: MY FUTURE LONG-TERM VISION

Having discussed things now in a group, the facilitator outlines different dimensions of a vision which have come up, and can also start to discuss some important gender elements which have not come up – without imposing their own views.

Livelihood Vision

What is their vision for economic activities? Do they want one particular type of business? Or do they wish to diversify? Is this an individual or family business? Add a symbol for this if appropriate.

Family/Gender Vision

What does their family look like as a happy family?

How does the person feel about the quality of relations in their family? Are there any changes they would like to see in relations between husbands and wives? With children? With other family members?

Bear in mind that this may be a very personal and sensitive issue and one which can bring people to tears if close relatives have died. Also not everyone is married or living with a partner. But they may still have a vision for relations with their children or siblings etc.

Also that very detailed discussion of these issues is best done using the Relationship and Resource Circle mapping Tool. !!Insert link

Skills and personal development Vision

What does the person feel they need to know in order to be successful?

What skills would they like to have? Eg Numeracy, literacy, technical skills, business skills.

This is particularly important for women, who generally do not have any clear ambitions for themselves.

Check all is still clear

Ask the participant to say which of the circles represents the present to check they still understand the diagram.

For women what normally comes spontaneously under the general vision are broad poverty/wealth indicators like houses, health, children and children going to school or college. Sometimes also livelihoods and business. But it is very important for both women and men to start thinking at this time about family relationships, and particularly for women about their own personal development.

It is important for the GALS process that there is discussion of gender issues in relation to the economic empowerment framework, not just poverty.

Depending on how rigorous you wish any assessment process to be (you may be mostly interested in an empowerment process), and/or the particular evaluation scheme of your organisation, the symbols under each of the above head could be placed in 4 separate segments in the circle. Though this is more important for the timebound targets later on than the vision.

Finally, it must be explained that initial draft of the Personal Empowerment Journey is only the beginning. The important thing is for people to track and analyse progress over time.

Depending on how far participants have got in the training itself, specific tasks can also be given as homework in order to make the analysis more detailed, and hence also more useful.

And to make sure everyone helps each other to catch up. Not everyone will be able to complete all these first stages during the training session. Each person should be assigned a mentor who will help them to finish, and to encourage community level mutual support. This should bear in mind location and convenience, and also make sure that those who are more advanced will not dominate the others.

It is very important to stress again the usefulness of continual reflection and updating of these diagrams, redrawing also if necessary. They must be kept safe and brought to group meetings. Manilla and pens are expensive. They cannot be wasted.

Then the drawings or redrawings can be used as the basis for ongoing tracking and group discussion to feed into the next stage.

STAGE 2: ANALYSING THE PRESENT: EMPOWERMENT MAPPING
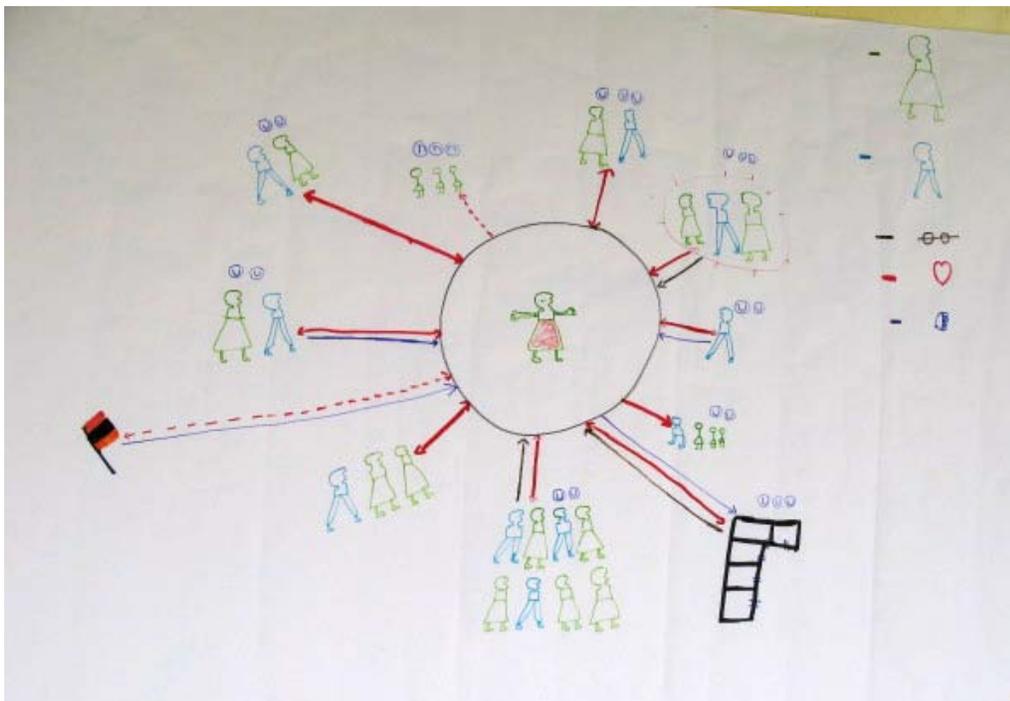
This second stage of GALS:

- helps women and men examine their personal relationships, and what they would like to change and start to plan how to bring about these changes.

- sensitises staff in organisations to the many facets of interpersonal power. In many contexts it will challenge the standard 'husband/wife/children' model of the household - to look at relations between co-wives, within joint families, relations with natal families and power relations between men within families. In doing so it moves away from stereotypes to a much more in-depth qualitative and quantitative understanding of power, and possible strategies for change.

- starts to develop the action strategy at individual and group level

- develops more advanced analytical and drawing skills using distance, colour, different types of lines and direction.

The main tool is Empowerment Mapping - the structured application of the established Venn Diagram/chapati diagram/circle diagram methodology to analysis of personal relationships.

This is an individual exercise for personal and confidential reflection. It is important that people are able to do this without interference and someone looking over their shoulder. The drawings should be what they spontaneously feel, not what they have been told to draw. This is also part of the confidence building process - that they can make their own decisions on what they put on the paper. There is no 'right or wrong', only what makes sense to them.

And it should be made clear that what they feed back to the group is their choice, there should be no pressure to share personal information which might make people uncomfortable or vulnerable. The aim is in- depth reflection on their reality, then brainstorming with the group ways of reinforcing/sharing the good things and addressing common challenges as individuals and groups. This will also inform any external support by the institution through making staff more aware of what people are doing already, and exactly where support is needed.

If there is more time, then the empowerment mapping and discussion can also cover what people see as changes since the start of the programme, or since a particular event.

BOX 13:   EMPOWERMENT MAPPING: GOALS ACTIVITIES, TIMING AND MATERIALS

Goals

Participant empowerment and gender

- Analysis of present

- More advanced analytical and drawing skills

Organisational action learning

- basic background information on household composition and relationships

- basic background information on economic relationships

- basic background information on community relations

- potential baseline indicators for social capital, economic empowerment and personal empowerment/equality

- approximate ranking of participants to be further followed up in next session

Activities and timing

This takes roughly 2 hours, and there should be about 1 facilitator (group member or staff) per group of 5 people to record information and explain in case of difficulty.

- Pairwise discussion and feedback of vision indicators on Road Journey (20 minutes)

- Individual empowerment mapping - a personal and confidential reflection exercise (40 minutes)

- energiser to encourage people to sit with someone who is not part of their 'power circle' - sorting by sex and age, but making sure members of the same family do not sit together.

- small group discussion focusing on what people like, what they want to change and how to do it (20 minutes)

- plenary focusing on strategies for change (30 minutes)

- explanation of homework (5 minutes)

PAIRWISE DISCUSSION

While everyone is getting settled, as participants arrive, they should find a partner - preferably someone they do not know so well.

And show them and explain the vision they drew on the Road Journey from last time.

These are then fed back, with each person saying what their partner had said. And quantifies how many people have put which indicators.

EMPOWERMENT CIRCLE MAPPING: INDIVIDUAL REFLECTION

Once everyone has arrived and at the appointed time the main activity: individual Empowerment Mapping should begin, building on the pairwise discussion. The facilitator should not explain the whole process at once, but guide people through stage by stage in a cumulative manner. They should begin by explaining:

BOX 14:   EXPLAINING THE EMPOWERMENT MAPPING

'Gender discrimination begins at home'. Gender differences in division of labour, resources and power within the household provide the basis for justification of gender discrimination at other levels. It is the roots in the private and emotional sphere of the family which makes gender discrimination so all-pervasive, and different from other forms of discrimination. At the same time, it is more possible for individual women and men to change these relationships than to change their economic and political environment. The personal suffering within the household is something which people (particularly men) can change themselves – they do not need to wait for external assistance. Just changing this will make life better, and address some key causes of poverty. And the addition of many individual changes can then add up to change at community and national level.

The first step in achieving one's vision is to appreciate one's own strengths and resources and how to use these - outsiders come and go and 'acts of God' are very uncertain.

Change begins with ourselves. Families, friendships and communities are also very important resources in moving forward.

At the same time, there are also often people close to us or in the community who hold us back. Even our own attitudes. It is important then to develop strategies of persuasion and ways of changing that situation. And look for allies in that process who are nearby.

If at least we can make some way in changing our personal situations, then it is much easier to get the outside assistance we need.

Empowerment mapping looks at all the personal relationships and resources a person can build on or try to change to move forward to a better future.

BOX 15:   EMPOWERMENT MAPPING STEPS

STEP 1. Who am 1?

First people are asked to draw themselves as they see themselves currently (in general rather than in this particular meeting), in the centre of the sheet of paper.

For example - are they happy/sad, confident/frightened, healthy/sick, educated/not had the opportunity to attend school, what work do they do.

Encourage them to use different colours, and have fun drawing.

Having explained this part of the exercise, the facilitators should leave people alone to get on with it, and help each other.

It is very important 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.

STEP 2. Who is important in my life?

Then around themselves, they should draw the different people who are 'important' in their lives. Working outwards from the centre, putting those who are most important closest to themselves. It is best if no direction here is given at all to start with, and people decide themselves who is important. But it should be made clear that 'important people' does not only mean family – it could even be the President - that is part of the question we are looking at.

Again encourage people to use different colours. They could put men in one colour, women in another. And also draw people of different ages in different sizes - who is young, who is old etc. Make sure they draw them so they can recognise them later.

Optional step: Once the people are plotted, they can put a large ring around those in the immediate household ie those living together. And a second ring for those to whom they are related.

STEP 3a. Who do I feel closest to? Who do I love most, and who loves me? Social networking indicators.

When people are ready, and have drawn all the people they think are important, ask them to draw lines in a new colour between themselves and those they love most, or who love them most. Using arrow direction to signal direction of affection, and line thickness the strength of the feeling with dotted lines used for very weak relationship. Again stress that these people do not need to be family members.

STEP 3b. Who has money and resources - and do they give them to me? Or do I give to them? Economic indicators

When they are ready they should draw lines in a different colour, again using arrow direction and line thickness, to indicate cash and resource flows.

Property and land ownership can also be marked. It would be possible also to add further black lines from the husband or partner to other people he gives money to.

STEP 3c. Who has most power? Am I frightened of them? Equality/empowerment indicators.

When they are ready they should draw lines in yet another colour to indicate power relationships – who makes decisions about their lives, and whose lives do they make decisions about? Again using arrow direction and line thickness.

STEP 4a. What do I like and want more of?

What are 5 things I really like about my situation? What do I want to increase?

Might be love of a family member, might be money, might be someone using their power in a good way.

These are the things they will share in their group. They should mark these with a blue star, and drawing if possible.

STEP 4b. What do I want to change?

What are 5 things I really don't like about my situation? What do I want to change?

Might be lack of love, might be lack of money from someone, might be someone using their power in a bad way, even violence.

These are the things they will share in their group. They should mark these with a red cross, and drawing if possible.

STEP 5. Optional: identifying changes

If there is more time, then it is possible for people to ring in a separate colour where they think the most important changes have been since the start of the programme, or since a particular event.

SMALL GROUP DISCUSSION AND PLENARY: ACTION STRATEGIES

Participants should now sit more closely with their neighbours, but can hide their maps if they wish.

The group then discusses:
- what are the things people most like and want more of.
- what they would like to change
These can be listed by the facilitator and quantified.

Then on the basis either of majority issues, or addressing the most serious challenges, they discuss 5 key strategies they would like to address.

It is these last that they feed back to the plenary - together with the quantified list.

At this point there could also be confidential questionnaires (with symbols if needed) which people can fill in to quantify for the whole group - type of family situation, concept of 'household head'/joint power and so on.

HOMEWORK: THE START OF MY JOURNEY

This homework is a key component of the exercise, and will input as the initial discussion of the next stage. So it important to explain carefully, and if possible leave enough time at the end to start it and/or identify people to help those who might not understand so well.

In the diaries people should now mark at the Bottom left hand of the Road Journey where they think they are now in relation to their vision. These indicators should relate to those in the vision:

General situation
What goes here will depend on the vision. But it could be a general perception of happiness or unhappiness.

Economic indicators
These relate to the vision economic indicators:
- economic activity
- levels of earning/success
- assets and property
But issues of gender differences in access to and control over property and productive assets can be raised here.

Gender/intrahousehold indicators
Where are people now in relation to the intra-household vision they have?

Again bear in mind that this may be a very upsetting issue for some people – those who have lost people from illness or those who have been divorced or abandoned or subject to violence. Sensitivities should be noted on the monitoring sheet for follow up by the group,MFA or KRC rather than people being pressed for personal details they do not want to give.

Skills Baseline Indicators
Skills: numeracy, literacy, technical, business and life skills are also a key part of empowerment.
- the general vague dream
- economic/livelihood goals
- family relations and gender goals
- personal development goals.
They may also include any baseline indicators for the programme, if these have not come up spontaneously.

They also identify **10 key action steps** which they want to put on their personal journey - 4 immediate, 3 within the next year and 3 for the longer term.
If you are trying to get detailed and reasonably rigorous indicators, ask people to draw a cross in the circle for the present so that indicators of different types are separated.

They should bring these indicators and action steps to the next meeting for discussion.

STAGE 3: LEARNING FROM THE PAST: ACHIEVEMENT JOURNEY

A key part of empowering enquiry is peoples' appreciation of their past achievements to give them confidence in their ability to face the future. The achievement journey plots peoples' progress from where they were e.g. before a programme intervention to where they are now. It follows the same basic steps as the Vision Journey.

These Achievement Journeys often come as a surprise to programme staff, accustomed to seeing women as victims. At the end of this exercise staff have remarked ' we never realised these women were so intelligent'.

By this stage of the process people will now have sufficient drawing skill and confidence. So this exercise can be used for preliminary impact assessment, including programme as well as participant indicators, with a good estimation of attribution. If there are as many facilitators on average per interviewee as there normally is in a more conventional impact assessment in order to record on excel sheet the information given.

BOX 16:   ACHIEVEMENT JOURNEYS: GOALS ACTIVITIES, TIMING AND MATERIALS

Goals

Participant empowerment and gender
- confidence and appreciations of achievements
- sharing opportunities
- analysing constraints
- looking at specific gender dimensions of all these
- reinforcing analytical and drawing skills

Organisational action learning
- better understanding of participant strategies
- better understanding of other opportunities and constraints outside the programmes
- baseline indicators and relative ranking of participants
- analysis of attribution
- potential use of these journeys for detailed case studies and retrospective impact assessment

Activities and timing

This takes roughly 2 hours, and there should be about 1 facilitator (group member or staff) per group of 5 people to record information and explain in case of difficulty.

- Pairwise discussion and feedback of current situation on Road Journey (20 minutes)

- Individual Achievement Journeys - a personal and confidential reflection exercise (40 minutes)

- small group discussion focusing on brainstorming opportunities and common challenges (20 minutes)

- plenary focusing on listing opportunities and prioritizing challenges (30 minutes)

- explanation of homework: filling in future opportunities and constraints on the individual Vision Journey and setting timebound targets (5 minutes)

PAIRWISE ACTIVITY

In pairs people should discuss the indicators and action steps they identified as homework

BOX 17:   ACHIEVEMENT JOURNEYSTEPS

STEP 1.   Drafting the road: What direction does my road go in?

The achievement journey, unlike the Vision Journey may go in a number of different directions.

Start by marking in the two circles, but getting already a sense of:

Are things better now than in the past? Does the Road go up like the Vision Journey? If so then the current circle should go in the top right, and the baseline at bottom left.

Are things worse now than in the past? Does the Road go down? In that case the current circle should go bottom right, and the baseline top left.

Are things just the same? In that case the current dcircle should be middle right, and baseline middle left.

Then the Road will be drawn in at a later stage with all its twists and turns.

STEP 2.   What is my current situation?

This can be drawn in from the discussion on the empowerment mapping in Stage 2. This can use both participant indicators and, if agreed, some extras needed by the programme.

STEP 3.   Where did I start?

Then in the baseline circle what was the situation in relation to those same indicators - participant indicators and, if agreed, some extras needed by the programme.

STEP 4.   What are the key events and details along the way

Then starting from the beginning, what were the events or stages in the road:

For example, mark dates of key events or support, numbers of people who are members or joined, attended training etc.

Put buildings, bridges or other symbols to mark key events, achievements or setbacks shocks.

Take care to put only events and actions and internal events controlled by the individual/group in the road itself.

These should be distinguished from external opportunities and challenges.

Here the Road can go up and down, have dead-end roads and cul-de-sacs, detours etc.

STEP 5.   What were the key opportunities and challenges

Then as with the Vision Journey:

Opportunities/strengths above the road. Those nearer the road are more controllable than those further from the road. Bigger ones are more important. These can also be gender color-coded. Those on which action can/will be taken can be ringed.

Challenges/weaknesses/threats below the road. Those nearer the road are more controllable than those further from the road. Bigger ones are more important. These can also be gender color-coded. Those on which action can/will be taken can be ringed.

STEP 6.   What are the key action conclusions?

Does the individual/group feel they have succeeded in their objectives? Put happy or sad face by the current situation.

What have been the main achievements? Ring these.

What have been the main setbacks? Ring these.

What were the main opportunities? Ring these.

What were the main challenges? Ring these.

Has progress/setback been because of action taken, or the balance of opportunities and constraints?

Which of these were due to gender inequalities?

Responses should be marked in a corner of the chart or a separate sheet.

STEP 7.   What was the impact of the programme?

It is possible to use each individual Achievement Journey as an individual assessment of the contribution on an intervention to their progress or decline.

Following the analysis individuals can ring those elements in their current circle which they think are due to the intervention. Then trace these back to the opportunities and constraints to get an idea of degree of attribution.

GROUP ANALYSIS/ASSESSMENT

The individual Achievement Journeys can be aggregated for the group as a whole.

- What were the baselines (you can compare these with the Diamond exercise above if this was used also to look at the past)

- Where are people now? Again this information can be compared with the Diamonds - but is likely to be more reliable.

- How many Roads went up or down?

- Why was this? because of there programme, external events?

- What differences are there between people? How many of the very poor went up?

The Journey can also be used as the basis for in-depth qualitative probing on particular issues e.g. impact of a particular training. Also as input to the Empowerment Diamond in Stage 5.

HOMEWORK: MY OPPORTUNITIES AND CHALLENGES

People now reevaluate the action steps and project the past opportunities and constraints onto their Vision Journey.

For the action steps, they need to think why the have not done these already - what opportunities did they miss. What constrains did they face. And possibly reevaluate the time frame.

They should ring at least 5 each opportunities and constraints on the achievement journey, and transfer these to the Vision Journey. And also brainstorm about as many new future opportunities and constraints as they can, and mark these also on their Vision Journey. Opportunities and challenges which are more under the individual's control are placed closer to the road. Colour coding can be used to identify specific gender related opportunities and challenges.

The most important opportunities and challenges can be differentiated by size and/or putting a ring around them.

Again the degree of detail and level of analysis will depend very much on the background participants, time available and so on.

There should be some discussion of how to avoid the gender-related risks if this is not raised spontaneously. This could for example start to discuss things like lack of control over land and resources, lack of autonomy and/or sexual violence.

STAGE 4: SHARING OPPORTUNITIES AND ADDRESSING CHALLENGES: CHALLENGE/ACTION TREES

The Challenge ActionTree helps discuss ways forward for addressing the challenges identified through the Vision Journey, bearing in mind also the various strategies identified in the Achievement Journey.
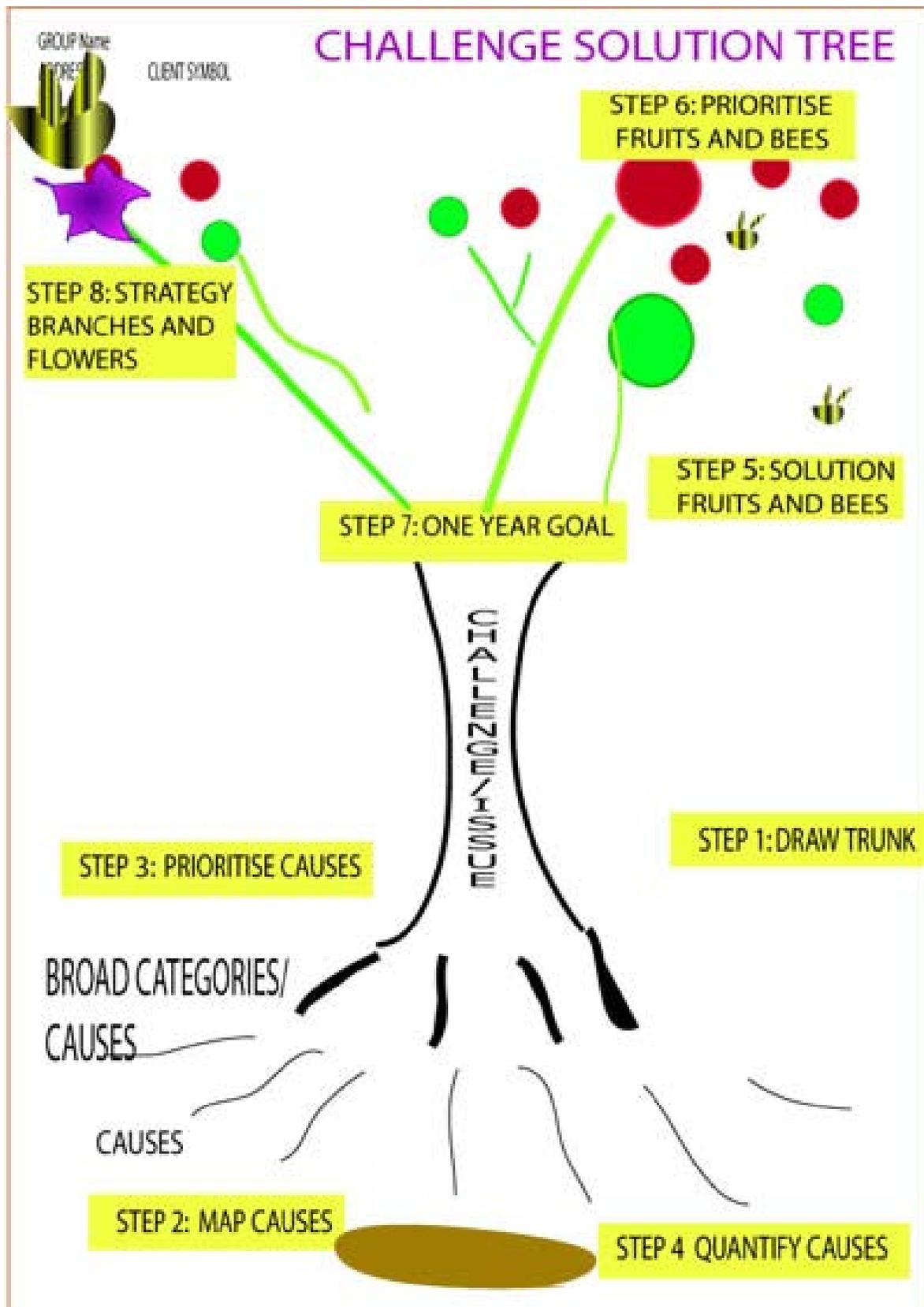
Some people may know a 'Problem Solution Tree'. The Challenge/Action tree is similar to this. But in GALS there are no 'problems', there are only challenges. It is also important to go beyond brainstorming possible solutions, to commitment to actual action at individual and group levels first, then identifying what is needed from the programme. The challenges on this tree are also similar to causes on a cause and effect tree.

The nature of challenges is such that often what comes out is a laundry list of problems which need to be sorted out before action priorities can be decided. We also need to know how many people have which challenges, or whether people who are particularly disadvantaged have specific challenges. Women may have different challenges from men. This is important in deciding priorities for action to ensure that everyone benefits. So it is necessary to bring all the different challenges together and put those that are similar or related together because they may have similar solution.

This is not necessarily easy, and there may not be always only one way of seeing or categorising things. This does not matter. What is important is the discussion and learning of analytical skills of how to move from a seemingly insuperable mass of problems to a number of potential realistic solutions, and ensuring that as far as possible everyone goes away with some ideas relevant for their particular problem.

The same Tree can also be useful looking at many different types of challenge for both individuals and groups.

!!NB The tree below is an old version and needs to be redrawn

GROUP Name
ADDRESS   CLIENT SYMBOL

CHALLENGE SOLUTION TREE

STEP 6: PRIORITISE FRUITS AND BEES

STEP 8: STRATEGY BRANCHES AND FLOWERS

STEP 5: SOLUTION FRUITS AND BEES

STEP 7: ONE YEAR GOAL

CHALLENGE/ISSUE

STEP 1: DRAW TRUNK

STEP 3: PRIORITISE CAUSES

BROAD CATEGORIES/ CAUSES

CAUSES

STEP 2: MAP CAUSES

STEP 4 QUANTIFY CAUSES

BOX 18:   CHALLENGE ACTION TREES: GOALS ACTIVITIES, TIMING AND MATERIALS

Goals

Participant empowerment and gender
- brainstorming future opportunities
- identifying future constraints
- looking at specific gender dimensions of all these
- prioritising challenges to discuss in next Stage

Organisational action learning
- better understanding of opportunities and challenges, including quantification
- better understanding of gender dimensions, including quantification
- ideas for better interventions based on this analysis

Activities and timing

This takes roughly 2 hours, and there should be about 1 facilitator (group member or staff) per group of 5 people to record information and explain in case of difficulty.

- Pairwise discussion and feedback of key challenges and prioritization of these (20 minutes)

- Group discussion for challenge action trees on 3-5 challenges (1 per group) (40 minutes)

- plenary focusing on listing opportunities and prioritizing challenges (1 hour)

- explanation of homework: filling in possible action steps on the individual Vision Journey and setting timebound targets (5 minutes)

SMALL GROUP DISCUSSION: SHARING OPPORTUNITIES AND PRIORITISING CHALLENGES

As soon as people arrive they should quickly form small groups, and list all the opportunities they think they can take.

They then discuss the 5 gender challenges they identified on the Road journeys.

Then the group should list these and choose the 3 most important of to feed back to the plenary.

From these group lists there should be a vote (hands up) to choose 3 or 4 on which different groups will work. Other challenges then being left for future work.

People then choose which of the trees they wish to look at it as 3-5 self-selected groups.

BOX 19:   EXPLAINING THE CHALLENGE ACTION TREE

Problems often appear so many and so mixed up it is difficult to see our way out. In the challenge action tree we see the problems as challenges.

The facilitator draws the basic tree.

The Challenge Action Tree has 4 parts:

1)   The trunk or challenge – the type of tree it is

2)   The roots which represent the causes or dimensions of the challenge

3)   The branches which represent the possible solutions for each challenge

4)   The fruits which represent the individual actions which each person can take to bring about the solutions. The most important part of the tree are these fruits – that is what we grow the tree for. And we can see over time if they have ripened – been achieved, or withered and died – been forgotten about or failed. Or if they are still unripe – remaining to be done.

Next to the fruits are the flowers – or actions by the group - they are much more delicate and without the individual fruits may die or fall off.

Finally the bees represent the donors – they are only attracted to trees with many fruits and flowers, and may never come. So we must make sure we have enough to attract them.

BOX 20:   CHALLENGE/ACTION TREE: BASIC STEPS

Step 1: What is the trunk: what is the challenge?

Step 2: What are the causes/dimensions of the challenge?

Brainstorm on the reasons for the challenges, drawing these on post-it notes - each person should come up with 3.

As people put up their post it notes they should group them with the previous ones which they think are similar. This may be a matter for some discussion and require reorganisation of the post it notes. But this is in itself an important part of discussion and analysis.

The number of main causes should be narrowed down to between four and six to form the main roots, with rootlets.

Some causes may be so fundamental and entrenched that they apply to most other roots (eg gender discrimination). These can be drawn as patches of diseased soil.

For how many people has each challenge/cause occurred? Once the main roots have been established and the total range of challenges has been mapped, everyone can then come and put up the rest of their post it notes against the different challenges which have already been identified. The numbers of people on each root or cause should then be counted by the participants. Ask people in turn to come up and count the number of people along each root and put one mark for each person up to four, striking out the fifth so that it is clear to people who cannot read numbers. Finally someone should be asked to summarise and mark those roots with the largest numbers of people with a thicker line.

Gender issues should be discussed as they come up. Gender related problems are to do with generally lower incomes than men, and inequalities within the household which mean that women have less access to cash. Types of luxury expenditure also differ - male expenditure on alcohol is well-known, but women spend money on clothes and hairstyles. Make the discussion gender balanced and avoid stereotypes, but if gender issues do not come up than they should be raised as questions by the facilitator without imposing their own view.

Step 3: What are the branches? For each cause a solution

Participants should spend five to 10 minutes brainstorming and drawing symbols for 4-6 solutions on post it notes.

Then they should come up following the same processes as the roots: each person can put up in turn what they think is the main solution or fruit, each person putting up something new and to all the new solutions have been mapped. The solution should also be put up next to those which are similar.

It is likely that because of the many causes, many solutions are also identified. These should also be prioritised in order to discuss one or two only in the time for this session. The rest can be done as homework, or at a later date.

People are given four votes each and should then put one mark against which of the solutions they think are most important and most attainable in the short term.

Step 4: For each solution a fruit

Hypothetical solutions are not enough – for each branch there should be many individual fruits. Again participants put these on post it notes to put next to the branches.

Taking forward the flowers

There be a discussion on the flowers i.e. the strategy for the group to be taken forward to the final Mother Road Journey.

Voting on the bees

There should then be some brainstorming on the bees and a vote (hands up), each person having 3 votes.

The organisation representatives should then make some response on the bees.

HOMEWORK: MY ACTION STRATEGY

Having brainstormed on actions, participants are now in a position to refine their own personal Vision Journey. They should already have the vision, current situation, opportunities and challenges from earlier sessions. Now is the time to make things concrete.

Realisable targets

The next stage, based on the opportunity and challenge analysis, is to set some specific targets and objectives which are realisable within a specific timeframe.

Draw the target circle

For most Vision Journeys it is probably best to use a one year cycle because this is a manageable time frame, and for economic activities the full seasons can be covered.

The participant should draw a circle to represent the one year stage just inside the road next to the future vision circle.

If the baseline and/or vision have been divided into segments, the same division of segments should be used in the target circle.

Put indicators in the appropriate compartment

Now based on the analysis of opportunities and challenges, realisable indicators of progress on each of the baseline indicators should be placed in the target circle.

These indicators provide the tracked targets against which achievements will be assessed.

Steps along the Road

Having identified the realisable targets, the final stage is to develop a phased action plan.

This involves first dividing the road into stages. These could be monthly, as in the calendar, or longer time periods e.g. three monthly. Or correspondence particular festivals.

Further interim targets may also be drawn along the road in circles.

Then the particular actions to be taken should be drawn, integrating also the arrows from the opportunities and challenges.

These actions are then tracked and analysed in relation to achievement of the targets in order to learn whether things happened as expected, and if not why not.

STAGE 5: FROM PERSONAL TO COLLECTIVE GOALS AND VISION AND IMPACT ASSESSMENT 'EMPOWERMENT DIAMONDS
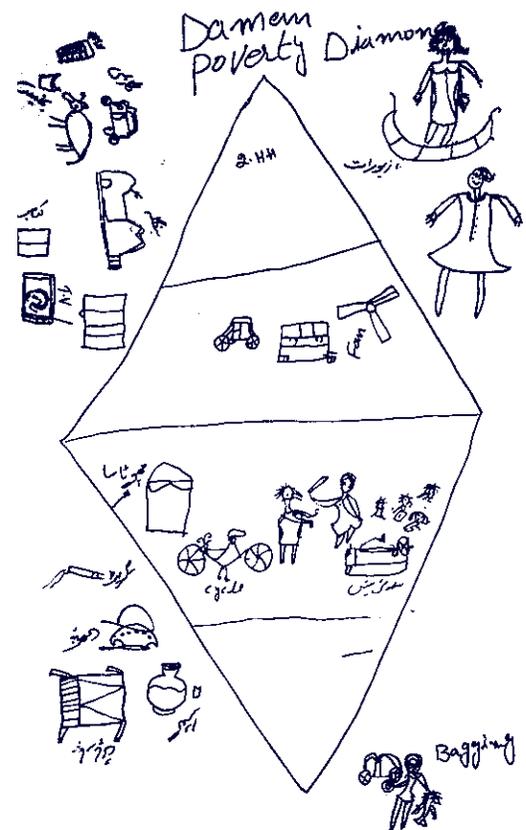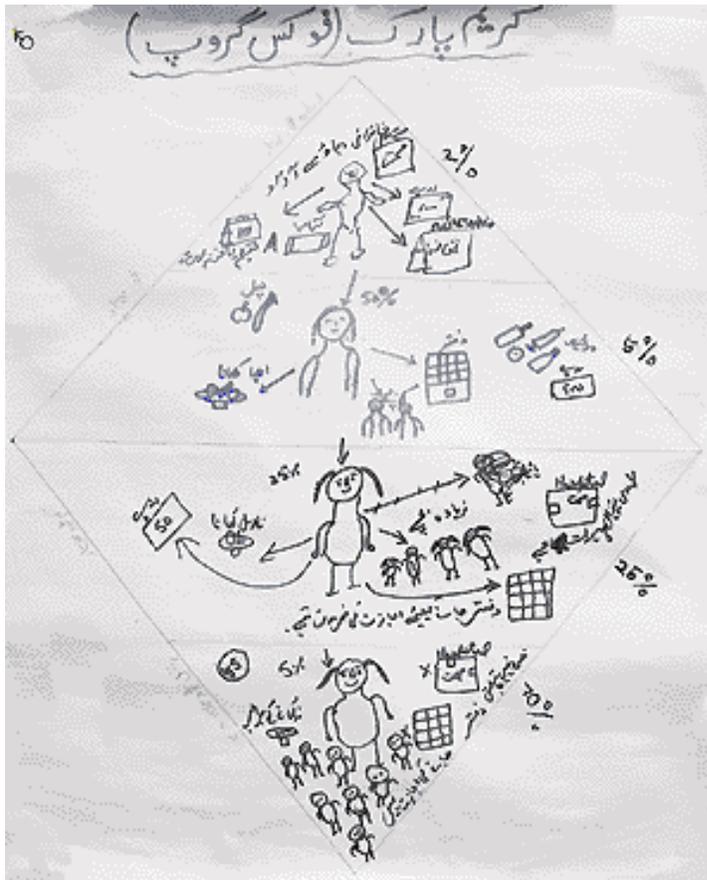
Diamonds are used to investigate extent and criteria of social differentiation within communities and/or groups.

They start by identifying the best and worst extremes, then progressively move towards the middle or average. This average can then be compared with some national or standard average to assess how comparatively rich or poor the community is.

People can rank themselves according to the criteria identified to get a quantitative assessment.This can be done retrospectively also to assess impact and change over time. The exercise could also be used to develop a baseline, and a projected future change and then progress can be assessed and tracked at a future date.

Diamonds are good for rapidly getting an overview of criteria and extent of differentiation within a group or community and are a more rapid alternative to tools like participatory wealth ranking.

These criteria, and the discussions around them, can be used to derive locally relevant indicators which can then be used in monitoring systems.

Their reliability for rigorous impact assessment depends very much on the institutional context, and the degree to which the facilitator is sensitive to people's fears of public discussion of the personal circumstances, and their understanding of the likely consequences of their discussions. This is however true of most impact assessment processes, including surveys. There are also ways of altering the methodology to make the ranking confidential or crosschecking it. They can also provide a preliminary overview brainstorming which can then be investigated in more detail through standard quantitative or qualitative methods, informing the design of these methods to make them more locally relevant and introduce people to the investigation.

Diamonds have proved particularly effective in increasing social inclusion through agreeing criteria to assess extreme poverty or extreme vulnerability, highlighting the need for inclusion of these people and discussing strategies as to how this can be done.They are very good at raising awareness of inclusion issues, and reaching a transparent community consensus about criteria for targeting. Diamonds have proved useful to highlight social and economic differences, even in situations where people are reluctant to talk about differences in poverty levels or personal circumstances. They have also been very useful in discussions of sensitive issues like domestic violence in situations where at the beginning of the exercise people deny any violence takes place.

Types of Diamonds

The types of diamonds are endless. Diamonds can be used to examine criteria and rankings for any issue:poverty, empowerment, Intrahousehold relations, food security, violence etc.

'Mother' diamonds can be used to identify broad dimensions of for example poverty, or intra-household equality. Further diamonds can then be drawn to investigate in more detail specific dimensions for example housing, property ownership and so on.

It is also often useful to use different diamonds with different groups in the same meeting to examine differences between for example concepts of women's empowerment, and concepts of women's role in a happy family.

Gender and Poverty diamond

Poverty diamonds help people discuss differences in poverty level - even in situations where people say - 'everyone is poor here, there are no difference'. The criteria for differentiation are ranked, then it is possible to discuss and plot how many people are at each level. And particularly how very poor people are progressing in the group, how many very poor people in the same community are not members of a group. And how the group can be more inclusive.

It can also be used to discuss impacts and changes over time, and as baseline for future tracking of changes.

A gender and poverty diamond has an added level of analysis in putting female- and male-specific poverty criteria down each side of the diamond, and common criteria in the middle to get a gender differentiated view. This can then be discussed and analysed as above, but identifying gender differences.

Empowerment diamond

Empowerment diamonds look at criteria for assessing power. They are useful in situations where people say ' women's empowerment' is an external concept. It very rapidly becomes apparent that this is not the case.Most societies have a concept of powerful and power less, and also the challenges which very powerless women face.

Empowerment diamonds can also be used separately with groups of women and groups of men, either to assess differences between men and women in perceptions of women's empowerment, or to assess differences between men's empowerment and women's empowerment and hence gender differences in concepts of power.

Happy families diamond

Happy families diamonds look at concepts of household equality. They compare what men and women are doing in happy or unhappy families. It has been found that men are often very interested in discussing this, even where they may be less interested in discussing concepts of women's empowerment. It is important in this exercise to separate women and men, and probably also women of different marital status. It is also important to separate people from the same family, in case of intra-household tensions.

BOX 21:   EMPOWERMENT DIAMONDS: GOALS ACTIVITIES, TIMING AND MATERIALS

Goals

Participant empowerment and gender
- clarifying individual targets
- setting collective targets
- social inclusion

Organisational action learning
- retrospective impact assessment
- future measurable targets for monitoring individuals
- basis for aggregation

Activities and timing
This takes roughly 2 hours, and there should be about 1 facilitator (group member or staff) per group of 5 people to record information and explain in case of difficulty.

- explaining the diamonds: Gender equity/happy families; empowerment/gender equity; economic empowerment (20 minutes)

- sorting energizer (10 minutes)

- small group brainstorming and ranking measurable indicators (40 minutes)

- plenary discussion of measurable indicators (30 minutes)

- individual mapping past present and future trajectories on diamonds (20 minutes)

- explanation of homework: refining the final drafts of the first individual journeys (10 minutes)

Diamonds work well with 10-20 people. If there are more than this then it is best to split into groups. It is also best to separate women and men, and people from different ethnic groups of other lines of difference so the responses can be compared.

BOX 22:   EXPLAINING THE DIAMOND
The facilitator explains the purpose of the exercise - to now develop a collective means of seeing different peoples' journeys - where different people in the group are aiming to get in their target in terms of poverty, empowerment, happy families etc, and also see how far they have already come. This is to be able to celebrate all the achievements, particularly for those who were the poorest at the beginning. Also to see who is still facing difficulties, for whom the system is not working to see as a group what can be done. The facilitator draws a diamond shape on a piece of paper with a line across the middle. They explain that they are going to start by discussing the most ideal of visions, and then the very worst situations to try and see what people think are the most important things to consider. They explain this will help to develop ways for people and the group to assess their own progress more clearly, and also take care of those who are in the worst position.

BOX 23:   DIAMONDS: BASIC STEPS

Step 1: Brainstorming the criteria

Participants are each given 6 small cards or post-its - 3 of one colour and 3 of another.

On 3 cards of the same colour they are asked to draw characteristics of the 'best case' – the most important vision - starting with the positive as in appreciative enquiry. That is the richest people, most powerful women, very happy families.This also enables some laughing and joking - rich people being fat etc

On 3 cards of the other colour they are asked to draw the absolute worst cases - the very poorest, the least powerful, the most unhappy family etc.

They should not consult their neighbour while they do this to get the broadest range of criteria. But this exercise could be a pairwise discussion if there are enough people.

Step 2: Ranking the criteria

Explaining the criteria

Each participant then stands up in turn, comes to the front, puts up their cards and explains their drawings - starting with the 'best cases' from the back of the room (on the assumption that this is where the least confident people are likely to be sitting, as a means of including them). As the feedback progresses, only new criteria are explained - similar criteria are placed over the similar cards.

When the best case criteria have been discussed, then the same procedure is followed with the 'worst case' criteria. Starting from a different place in the room, but still with people who might otherwise not come forward to speak.

Voting and prioritisation

Once all the cards have been explained participants are given two votes each for the best and worst case scenarios (take care people are voting for the criterion and not just the quality of the drawing). They all come up and as quickly as possible (like an energiser) and put their mark on the cards they want to vote for.

Ranking on the diamond

When the voting is complete, one of the participants or the facilitator adds up the votes on each criterion. Those with the most votes are put at their relative extreme on the diamond i.e. the best criteria are placed at the very tip of the diamond, the worst criteria at the very bottom. Then those with fewer votes are then placed progressively towards the centre: best criteria above the centre line and worst criteria below it.

Step 3: People put in their own journeys

Once all the criteria are clearly ranked on the diamond and explained (ask the participants to do this - be facilitator should only add), then people place themselves at their respective levels – plotting where they started, where they are now and where they want to be. Joining each with a line. The type of line says how much due to the programme/group – very thick means all due to the group/programme, dotted means weak cause of the programme.

This is the part of the exercise which has to be done very sensitively, because people may understandably still not wish to openly revealed their personal circumstances. Ideally people by this stage would feel free to be open with each other, and plot their roads using their individual symbols. But if this is not possible:

- The board can be turned round so no one can see, or put in another room, and people can come up and place themselves on the diagram in turn without using their symbol. To make these even more reliable, the facilitator can already have put up a number of prearranged marks so that no one can tell where those who come up first ranked themselves.
- People can mark their level confidentially on a piece of paper e.g. using smiley faces and sad faces). These are then collected and the facilitator puts the relevant number at each level of the diagram.

Step 4: Conclusions about change from the past
This then leads into a discussion of the reasons the change:
how many people have passed out from which level to which level?
- is there are a lot of mobility upwards or downwards?
- are people who were not so badly off before, those most likely to have benefited most?
- are those who were right at the bottom is still there?
- why is this the case?
- what can be done?
In all the above, what are the differences between women and men? For different social groups?

Step 5: Promoting inclusion

For those already in the group

The main aim of the diamond is to identify action steps for improvement, particularly for those who are poorest and most vulnerable according to the criteria identified.

Once people have plotted themselves, there should then be a discussion of the situation of those at the bottom of the diamond. How many people are there, and what are the challenges they face. It

is still important at this stage not to cause anyone any embarrassment, or refer to anyone by name unless they themselves come forward.

Discussion can be in general terms without personal references, and still come up with very useful suggestions as to how the people in the worst situations can be supported.

A second, and also important area for discussion, is what those at the top of the diamond can offer to the group, how their skills and experience of success can help others to develop successful strategies.

For those in the community

It is also often useful to have a discussion about roughly how many people in the local community at each level. Including if possible how many and who are the very rich/powerful/happy etc and how many and who are in the very worst situation. This will obviously only be approximate, but can give some idea as to the relative status of people in the group compared to the community at large. This can also be used as the basis for discussion of inclusion.

Based on the estimates for the community at large, a particularly important area of discussion is how the most vulnerable people in the community can be brought into and supported by the group. What strategies are needed?

Similarly for the richest people, are there any ways in which their resources and skills can be of use to the group and community? How might this come about?

Step 5: Strategising for the future

Setting targets for mobility

Based on all the previous discussion, and using the same previous placing strategy, people can be asked to plot on the diagram where they would like to be in future - for example the same time next year. Again they can be asked to plot this with the different mark on the same diagram, drawing a further line. This can be used as the basis for a discussion of strategies which could be employed for people at different levels.

Tracking and monitoring

These targets can then be used as the basis for monitoring change, seeing whether people reach their targets by the time agreed.

Then discussing strategies which were used, reasons for success or not reaching the target.Why is it difficult to move from one level to another?

Thence to further discussions of how strategies can be improved.

HOMEWORK: FINALISING MY FIRST EMPOWERMENT ROAD AND GROUP ACTION POINTS

Put in trackable indicators and do a fine draft now of the Road Journey.

Identify key action points for the group

STAGE 6: MAPPING THE ROCKY 'MOTHER ROAD'

BOX 24:   'THE MOTHER ROAD': GOALS ACTIVITIES, TIMING AND MATERIALS

Goals

Participant empowerment and gender

consensus on group strategies and group action plan

social inclusion

Organisational action learning

Group road journey for monitoring activities and factors affecting progress as explanation on indvidual progress.

Activities and timing

- sharing individual Road Journeys and Action Plans (30 minutes)

- mapping indicators from the Diamond to vision and baseline and opportunities and challenges from previous exercises as participatory plenary (30 minutes)

- discussion of fruits and bees as action steps (1 hour)

- explanation of homework: ongoing monitoring and tracking (10 minutes)

!!Need to work out the group process for this to move from the individual to meaningful groups through either self sorting in a similar process to the first visioning exercise, or some sort of pyramid or fishbowl process.

!!TO BE DONE

SECTIONS ON PEER LEARNING

AREA NETWORKING EVENTS

MONITORING AND EVALUATION

PART 3: SYSTEMS AND SUSTAINABILITY