FORESTRY AND VALUE
CHAINS DEVELOPMENT
PROGRAMME

GENDER ACTIONS LEARNING SYSTEM (GALS)
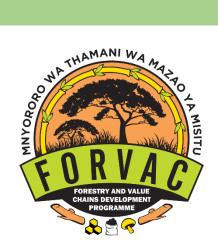
Training manual and implementation toolkit

November 2023

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Gender Actions Learning System (GALS)

TRAINING MANUAL & IMPLEMENTATION TOOLKIT

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I would like in a special way the District Council, Ward Council and Village Councils.

I recommend SEDIT takes up the upscaling of the GALS among the Champions as part of their enterprise and VSLA mentorship program.

I have no doubt that the remaining days of conducting the last 2 tools and monitoring will be a success too.

Be blessed!

GALS Consultant Grace Murungi

Voices of Leaders

After attending Gender Action Learning System (GALS) training, I came to realize that if the methodology used properly it can transform/change community's perspective on division of responsibilities among community members based on gender.

Previously, before this training, there were responsibilities that seemed to target a certain group of gender especially women. But after the training I came to realize that every job can be done by anybody regardless of his/her gender and this was obvious demonstrated when doing Gender balance tree exercise. During this exercise their tasks that used to be done by females but it was seen that the same task can be done by males also.

Therefore through GALS training, the community will be able to do family responsibilities by helping each other within the household and thus providing equal opportunity for each individual to participate in development activities equally unlike before.

Marcel Mutunda
FORVAC National Forest Management Expert, Tanzania.

I have participated in several other gender analysis methodologies, but GALS has come out to be more than a gender analysis methodology but a powerful communication and reflection methodology which help husbands and wives at the family level, men and women at society level initiate serious communication amongst themselves and undertake critical reflection on their society and cultural ascribed/assigned roles and responsibilities.

It was interesting to note a group man at the GALS workshop in Liuli village in Nyasa district asking themselves, if there was something wrong for a man to weed a cassava or maize farm and doing household chores while the wife was fetching water for the family from the Lake. GALS is going to significantly change the ways families and society assign/ascribe roles and responsibilities to both men and women. This is going to strengthen family and society relationship because of equity roles and responsibilities.

Petro Masolwa
Coordinator – Ruvuma Cluster, Tanzania.

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Abbreviations and Acronyms

ANANDI	Area Networking for Development Initiatives
CAL	Community Action Learning
CAT	Challenge Action Tree
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
FORVAC	Forestry and Value Chain Development Programme
GALS	Gender Action Learning System
GBT	Gender Balance Tool
GENVAD	Gender in Value Chain Development
HIVOS	Humanist Institute for Development Cooperation
ILO	International Labour Organisation
MLH	Multilane Highway
SMART	Specific, Measurable, Attainable, Realistic, Time-bound
UN	United Nations
US	United States
VSLA	Village Savings and Loans Associations
WEMAN	Women's Empowerment, Mainstreaming and Networking

GALS Overview

What is GALS?

Gender Action Learning System (GALS) is a community-led empowerment methodology using specific participatory processes and diagram tools which aims to give women as well as men more control over their lives as the basis for individual, household, community and organisational development. GALS is not only a 'methodology for women', but a mainstreaming methodology for women and men to address gender issues important to the effectiveness of any development, in communities.

GALS Methodology

Gender inequalities are now generally accepted not only as key causes of female and household poverty and constraints on women moving up the chain, but also poor quality, low production and inefficiencies throughout the forestry, agricultural and other value chain for all stakeholders. Gender inequalities are also in contravention of the UN's Convention on Elimination of Discrimination Against Women (CEDAW) signed since 1979 by most national governments, the gender mandates of most development institutions and the spirit of Corporate Social Responsibility. But addressing gender inequalities continues to be seen as both conflictual at community level, and costly to implement. Gender strategies have therefore been seen as something that required significant ongoing funding, rather than part of longer-term commercial investment in business expansion. GALS, if implemented in an empowering way - provides a proven methodology that can be adapted to most business, cultural and organisational contexts to address gender issues in a way that benefits not only women, but also men and other stakeholders and can be fully self-sustaining as part of longer-term investment in a socially responsible business model.

Empowerment and Gender balance for communities and their households:

- GALS promotes participatory and analytical skills at all levels as a means of visioning, planning and implementing change as individuals, households, communities and organisations.
- GALS strengthens individual life and livelihood planning skills for women and men as a basis for mutual empowerment, joint decision-making and joint land agreements. This has reduced gender conflicts, increased incomes and efficiency of division of labour and reduced unproductive expenditure. This has made men as well as women happier, and inspires youth and children to aim for a better future.
- GALS has led to significant changes in gender inequalities leading to empowerment of women (including equality in decision-making and freedom from gender-based violence) and also empowerment of men through enabling them to change the many destructive dimensions of 'normal masculine behaviour' enforced through peer pressure and frustrations of life (including alcoholism, adultery that is a key cause of HIV, and violence that poisons relationships). Changes have come about for a significant number of people (40-60% in strong processes) in a relatively short time (1-6 months) as the basis for longer term widespread change in other areas like property relations and political rights. Some changes are immediate as an 'enlightenment' on issues and 'wrangles' people had already been struggling with immediately after they have learned a tool. Other changes require changes at wider community and institutional levels and collective efforts over a longer period.
- GALS is based on value principles of inclusion, respect and equity that underlie and are continually reinforced by distinctive participatory facilitation techniques and adaptations of four core diagram tools (road journeys/calendars, concept trees, circle maps and diamonds). These same techniques and tools are used and adapted for different purposes, reinforcing the underlying values, at different levels with different stakeholders.

Gender Justice

- 'Gender' is simple - it means women and men treating each other as equal human beings with equal human rights.
- Breaking through gender constraints is liberating and fun for men as well as women.
- Women are intelligent actors in development, not helpless victims, with human rights established in international agreements like CEDAW signed by most governments.
- Men are allies in change – sharing resources and decision-making means they benefit from a more happy and healthy family and society
- Women and men develop achievable individual targets for change and road maps to move towards their visions, based on analysis of their current situation, past achievements and strengths/opportunities and weaknesses/challenges. Starting with the individual rather than households or groups enables true consensus to be negotiated on the basis of mutual respect for the visions of others, rather than imposing artificial consensus just for a 'peaceful life'. It also enables participation of youth and single people as part of the process.

- Men as well as women identify gender-based barriers at individual, household and community levels which prevent everyone from achieving their vision, analyse the benefits of mutually beneficial cooperation and develop win-win strategies for changing unhealthy relationships – including changes in property ownership, decision-making, and work/leisure balance.

Action leadership

- Inspire with visions and focus on opportunities. Focus first on win-win as the basis for building consensus on more sensitive issues. Action from Day 1 – some changes can be made immediately and add up to longer significant change.
- Inclusion and respect for all – everyone can be a leader. Everyone has responsibility for change, including sharing what they learn with others through pyramid peer upscaling.
- Progress is systematically tracked first at individual level for individual learning and further progress, shared and quantified at group level for mutual support and exchanging experience. Selected information is then aggregated and analysed by the organisation and supplemented by more qualitative investigation of issues arising.

Sustainable Scale

- Contribution and participation are based on principles of inclusion, equality and respect and negotiation of individual enlightened self-interest, not imposing cooperation or exploitation. People identify other people in their own families and networks they have a self-interest in sharing the gender messages and GALS methodology with - either through love and a wish to help people who help them, or because without changing these people they cannot advance. The methodology thus scales up through a type of voluntary pyramid marketing – aiming for a chain of 1-5-3-3 but experience indicates the first tier of sharing generally exceeds 1-30 over a year. Voluntary performance is the basis for later identification of the most effective community trainers to be certified and paid from the increased profits generated through improved production to upscale in new organisations and communities.
- Ways of reducing or eliminating recurrent costs of materials, meetings and activities are identified and implemented from the start – using locally available notebooks and pens people buy, convenient timing and location of meetings, member subscriptions for group costs etc. In order to save resources for investment where they are really needed.
- The empowerment and gender principles, participatory skills and diagrams are integrated throughout other business or organisational activities as the normal way of conducting more efficient transactions and effective supply chain trainings, as well as disseminating and reinforcing the methodology itself.

Applying the GALS Methodology

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

Champions are generally not existing leaders, but people who really need the methodology to turn their lives around and including people who cannot read and write, people with alcohol and violence issues. In many cases these people have made very dramatic changes in their lives and become the most effective leaders of change in others. Existing leaders are informed and encouraged to join and contribute their skills and resources as equal participants in the process – particularly removing obstacles and blockages at higher institutional levels.

- **Process catalyst and reinforcement team:** The catalyst process is initiated, reinforced, supported and monitored by a small core of 'process catalysts' - senior and core implementing staff. They are guided for about a year by an expert consultant who progressively introduces more advanced facilitation techniques and tools, reviews progress and helps to design the most cost-effective and sustainable way of integrating the methodology into existing activities.

- **Other organisational staff:** Once the initial catalyst process is strong enough in the original communities (usually 3-6 months) upscaling can start through other staff learning from the original champions and process catalyst team, using the tools to change gender relations in their own lives and integration of the tools in their other activities and organisational planning.

GALS implementation

Phase 1: Catalyst Phase – 0-6 months

Champion Catalyst Workshop/s (6 days) with 20-60 champions from one or more communities and organisations facilitated by GALS expert practitioner/s. This introduces at least the first four tools: Soulmate visioning, Vision Journey, Gender Balance Tree and Empowerment Leadership Map together with songs and cultural innovations and basic facilitation and peer sharing skills. Champions then track and share progress in existing or new groups. Aiming to implement their visions and gender changes and for each champion to scale up by a factor of average 1 to 30 over 6 months.

Community peer sharing workshops (1 day each) immediately following the Champion Catalyst Workshops. The champions practice the facilitation skills, start to establish their leadership networks and reinforce their own understandings of the tools.

Inception meetings (1-3 days) for preliminary introductions and planning at organisational level and personal use of the tools by staff for gender mainstreaming in the organisation followed by sustainability planning after the first workshops.

Ongoing tracking of progress at individual level, group sharing of experiences and support from the local core catalyst team.

Livelihood and leadership strengthening workshop (6 days) to:
- Review experience so far looking at the achievements (red ripe fruits) on the original diagrams.
- Introduce more advanced versions of the basic diagram tools adapted for livelihoods (increasing incomes challenge action tree, household business tree, market map, livelihood calendar vision journey) and examine areas for collaboration to increase incomes. This starts to look at how the business case for gender and GALS could be established and how to collect the necessary information. The tools presented in this manual show adaptations of these.
- Introduce tools for leadership development (leadership soulmate visioning, leadership diamond, leadership challenge action tree and leadership vision journey) and reflect on GALS facilitation and peer sharing experience.
- Introduce the core GALS monitoring tool for the whole process (Multilane Vision Journey).

Organisational/stakeholder visioning and planning using soulmate visioning, gender justice diamond, challenge action trees and organisational vision journey facilitated by the champions and core catalyst team to introduce the methodology properly for staff, demonstrate its proven value for the organisation and discuss ways of mainstreaming.

Ongoing implementation and tracking of progress at individual level, group sharing of experiences, organisational quantification and aggregation of information on changes by the local core catalyst team and work on integration into the business model and supporting institutions.

Phase 3: Annual Review and sustainability plan – after 1 year

Annual GALS Review and Sustainability Planning Workshop
- Brings together aggregated information on achievements relating to gender justice and deepens understanding and commitment to gender justice and women's human rights
- Brings together aggregated information on achievements on livelihoods to establish the local business case for GALS
- Brings together aggregated information on leadership, and the most effective strategies for pyramid peer sharing to accelerate voluntary scaling up and strengthen leadership networks
- Identifies and certifies a core set of the best champions who have changed their own lives and taught a significant number of people in their own communities to a good quality standard, and who have participatory facilitation skills. They will qualify to be involved in upscaling, documentation and dissemination on a paid basis in other regions (locally,

nationally or internationally) in recognition of their contribution to increasing profits of the company/cooperative and/or reducing costs for the service organisation.

- Includes and trains field staff who will integrate gender justice and relevant GALS tools and processes into other organisational activities including technical and other training.
- Includes and trains local government and other stakeholders in the sector/region who will be involved in upscaling.
- Identifies of any further resources and support needed at different levels.
- Establishes local and/or commercial funding and/or further donor funding for continued upscaling to new communities and organisations and other gender, livelihood or leadership activities to further deepen the local process.
- Agrees or at least initiates a sustainability plan for further deepening gender and livelihood changes, strengthening leadership and scaling up for the following year.

Multimedia documentation to finalise training materials that can be used at different levels, and covering gender issues arising to feed into gender strategies and advocacy.

GALS Tools introduced at the different stages	
Catalyst workshop 6 days inception workshop	• **Soulmate Visioning:** develops individual visions and shares these as start of developingdrawing and participatory skills and direction to the whole process. • **Vision Journey:** the basic GALS change planning framework where people plan how to achievetheir vision, set SMART 'milestones', analyse opportunities and constraints, commit to actions and track progress over time. • **Gender Balance Tree**: initiates discussion of gender issues and identifies action commitments. • **Empowerment Leadership Map:** looks at relationship networks and opportunities for pyramidpeer upscaling as the basis for subsequent collective action. • may introduce the **Challenge Action Tree** for at least one of the gender issues arising egalcohol with at least some of the more advanced participants. • establishes local **cultural innovations** in songs, dance and theatre as the 'fun' part and supportpeer sharing.

Livelihood and leadership reinforcement workshop 6-day workshop after 3-6 months	• Review and share achievements from tracking on the catalyst diagrams, and the songs andcultural innovations.
	 • **Livelihood and business development**
	  ○ **Challenge Action Tree** for increasing incomes,
	  ○ **household and/or individual business tree**
	  ○ **market diversification map**,
	  ○ **business calendar vision journey**.
	 • **Leadership**
	  ○ **leadership soulmate visioning**
	  ○ **leadership diamond**
	  ○ **leadership challenge action tree**

	o **leadership vision journey** o reinforcement of facilitation skills and cultural innovations. • **Multilane Vision Journey** as the main 'parent' monitoring tool going forward – plots achievements in relationship to the original vision and establishing targets for achievement ofthe remaining desired changes, and new targets from the livelihood and leadership tools towards the business vision, gender balance and empowerment leadership.
Organisational planning workshop within 6 months	• **Organisational soulmate visioning** to develop a collective vision for the whole organisation orprocess • **Gender Justice Diamond** for gender awareness throughout the organisation • **Organisational challenge action trees** to look at likely challenges in achieving the vision • **Organisational vision journey**
Annual review and sustainability planning workshop 6 days after 1 year	• review and share gender, livelihood and leadership achievements from aggregated tracking onthe individual and organisational Multilane Highways, and the songs and cultural innovations. • examines gender issues in relation to CEDAW or other relevant women's human rightsframework using **gender diamonds and challenge action trees** • examines livelihood, market and value chain issues using **market maps and challenge action trees** to establish the business case for gender and GALS • examines peer sharing and leadership experience using **leadership and challenge action trees** to establish optimal strategies for sustainability • reviews the vision using the soulmate process and develops a new **organisational vision journey and individual multilane vision journeys** for the next year.

GALS Phase 1: Facilitation Methodology

What is distinctive about GALS facilitation?

In GALS the aim is not just to teach diagram tools, but to catalyse a Gender Justice Movement. Gender change is rarely simple. Men as well as women often have justifiable reasons for acting the way they do because of contextual pressures, and these need to be expressed and understood before they can be changed. Just teaching 'gender concepts' or developing gender mainstreaming indicators does not necessarily lead to real change in attitudes and behaviours in communities or organisations.

In GALS Common human rights and clarification on concepts are progressively internalised as 'natural' through fun processes rather than 'teaching gender awareness'. All workshops and meetings aim to develop the capacity of all participants to make changes in their own lives and also become champions of change in their households and communities through spreading the gender justice messages and GALS methodology. This means:

- Inspiring new visions for how things could be
- Building creativity in diagramming and visual communication skills
- Internalising participatory, listening and leadership skills of women and men
- Creating new cultural forms with songs, art and theatre
- Forming new friendships and networks between women and men as equal human beings.

Inclusive facilitation from the back

This requires a different facilitation style from what many people may be used to. GALS follows established good practice in adult education and participatory facilitation. But GALS moves even further away from 'teaching mode' because the goal is not 'awareness-raising' in the sense of conscientisation by outsiders, but to catalyse discussion, awareness and motivation 'from within' the participants themselves. Research has shown that people remember only a small proportion of what they are told, even if they write things down. Even the best designed training kits or beautifully copied notes are often put aside and not consulted again once participants get back to their normal busy lives. What participants remember much more are messages they see in pictures and activities they have a chance to practice themselves hands-on during training.

In GALS, the best facilitation is 'from the back' where the facilitator empowers participants to express themselves. Through encouraging participants to speak and asking a few pointed questions, good facilitation manages to arrive at a point where most of the important issues come from participants themselves. This requires very close observation of the process – who is and who is not talking and why, and encouraging people who lack confidence. The facilitator barely speaks and does not express their own opinion during the discussion. The facilitator's main task is to ensure that all voices are fairly heard and the discussion is not dominated by particular people, and to make space for most of the main points to be made by participants themselves. Facilitation should be through asking questions, e.g. on contradictions between different responses, to provoke discussion. The facilitator should not be frightened by silence, but give

people time and space to reflect. Only in case of great difficulty when issues cannot be raised through other means can the facilitator relate experience in other GALS processes from their own experience as this develops. This requires practice - and often a leap of faith to let things take their course - and is hard even for those trained in more conventional participatory awareness-raising techniques.

As far as possible every session and meeting should include a range of different elements to make the meeting lively and participatory, and also promote change and peer sharing. These elements are summarised in Box 2.

BOX 1: GALS FACILITATION: UNDERLYING PRINCIPLES

Gender empowerment is fun
Having fun together gives spaces for men and women to relax, feel free and happy together as human beings as a necessary part of building the movement - removing the need for any imposition of 'political correctness'. Having fun is also a key element in sustainability. People will only continue to use and share GALS with others if they enjoy it as well as finding it useful!!!

Everyone can be a leader of change
Everyone must take responsibility for their own process. Everyone must draw and anaylse their own diagrams. The first responsibility for action and change lies with the individual. But once individuals can change themselves, then anyone can also develop the capacity to help others also to change and become a leader of change.

Action focus
Make the action purpose of every session and every tool clear at the beginning and make sure immediate actions are identified and discussed so people can start to move forward as soon as they get back home.

Inclusion
Everyone is listened to and everyone is encouraged to become can be a leader of change

Build new friendships, networks and leadership
People should be continually mixing with new people or those they do not know so well – or even those they do not currently get on with so well, so they understand each other better.

Sustainability
The focus throughout is on promoting ownership, pyramid peer upscaling and integration and linkages with other activities and trainings.

From cultural sensitivity to cultural change

GALS uses songs, art and theatre to promote change. These often build on existing forms, but also question underlying gendered assumptions and subvert these into new ways of thinking and acting.

Social justice, including gender justice, is non-negotiable

On a practical level there are a few basic guidelines to support the above aims. The facilitator should be seated on the same level as the participants, and whenever possible at the back. The facilitator should not touch the marker but ask others to draw. The main space that can be used by the facilitator to express their own views is when they have 10-20 minutes for final wrap-up: they summarise the conclusions on ways forward based on consensus reached on gender justice, and point to some issues which may not yet have been resolved or raised - particularly contradictions in. If some participants become very emotional because of their experience they should be asked if they wish to stay or need to go to see someone outside the group who can help them and come back when they are ready.

BOX 2 FACILITATION PROCESS

Every session will ideally have the following elements:

Pairwise and/or pyramid discussion
The GALS pair discussions are extremely important and replace the normal individual introductions, and will also recapitulate on previous experience in GALS and cover expectations. They enable any session to start exactly on time with a fun activity, where those who are late miss out on the interesting discussion, but not on the substance of the training. It is also important for people in training, and in groups, to listen and learn from each other and to speak up for each other.

As people arrive, they are asked to sit in pairs with people they do not know so well and discuss something relevant to the session – often a recapitulation of the previous session and/or experience with homework and/or expectations of the coming session. People are told that each person will feedback what their partner said – not their own views, so they have to listen carefully.

Depending on numbers of participants, pairs may be joined into larger groups after 5-10 minutes to identify and feedback 3-5 key points to the plenary before proceeding to the main content of the session.

Formal start of the session
- GALS song as energiser and to reinforce what was learned in previous sessions
- Explanation and clarifying the purpose of the tool or exercise

Main Tool and Discussion

- Individual and/or group work

- Plenary feedback and discussion
- Discussion of issues in pyramid peer sharing

Brief facilitator wrap-up
This should be very brief and limited only to the main points – in good facilitation nearly everything should already have been said by participants. A main purpose of the wrap up is to explain the next session and homework.

Homework
All sessions have homework in the form of implementing immediate change actions, reviewing and refining diagrams and pictorial manual for sharing with others, sharing with neighbours and friends. Sometimes working with others to develop logos, songs or theatre.

BOX 3 PRACTICAL GUIDELINES

Inclusive 'facilitation from the back'
- Make space for most of the main points to be made by participants themselves.
- Be seated on the same level as participants.
- Don't be afraid of silence.
- Don't hold the marker.
- Save main points for a succinct 5–10-minute wrap up referring to points made by participants.

Think strategically about group composition
Group exercises should aim to extend peoples' networks and develop leadership capacity as well as providing a space for free and open discussion.
- In some cases, it will be best to put people together with people with same ideas, skills, background and interests eg women with women/men with men, people in the same economic activity. This will enable open discussion and build confidence.
- In other cases, putting very different people together – women with men, very poor with very rich – will open minds to new ideas, build understanding across social barriers, develop new networks and be a valuable learning process for all.

Make sure seating arrangements are conducive to participation
People should not be sitting in rows like school. There should be space for people to easily come up to the front to draw on plenary diagrams. There should be enough spaces at the sides and corners of the room for group work and for people to move around freely.

All participants and all responses should be applauded and respected
After each presentation or contribution there should be a culturally appropriate form of acknowledgement and applause. This not only reinforces respect, but also acts as a break for thought and energiser.

No one should ever be sitting with nothing to do
Participants are very busy people with many other things to do with their time. They should never be left sitting not knowing what to do. The facilitator needs to be constantly aware which people finish early and which people need more time. Those who finish early can either be given some ideas of how to develop their diagrams further. Or they can be asked to help others as part of the consolidation of their own skills and training experience.

Everyone's voice is heard and listened to
Make it clear to everyone that everyone's word is to be valued, particularly the views of those who may be more disadvantaged than others in the group. This includes women, illiterate people and also men if they are in a minority and not in leadership positions. Feedback should always start from the back or with
minority participants so that those who are normally less articulate and outspoken are listened to first – and given the necessary support to give them confidence to speak.

Passing the stick
Introduce some sort of tool to represent a microphone - like an actual microphone, a stick, or some groups prefer a banana or other object to represent a microphone. It is only the person holding this tool who is allowed to talk. It is then possible to ensure that everyone has a turn to hold the stick and limits on the numbers of time or length of time anyone can hold it can also be introduced.

Make sure everyone has contributed
At the end of group discussions, and where appropriate at the end of plenaries, anyone who has not spoken must be given the microphone and asked if they would like to say something.

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CHALLENGING CULTURE: THEATRE AND SONGS

Part of the fun element in GALS is the development of visual creativity through drawing and diagrams as a liberating experience. What is required in GALS are not fine art paintings, but simple symbolic representations. Individual drawing can be both liberating and confidence-building. Collective drawing can be great fun and very useful in team-building. Within about 10 minutes, left alone with friends to gain confidence, most people will be happily drawing, even if they have never held a pen before or say they cannot draw. The facilitator should not touch the marker – participants should do all drawings themselves in order to develop skills and increase confidence and ownership.

In addition to drawing, most sessions should start and/or end with some culturally appropriate event such as a song or a dance which reinforces the basic philosophy and gender justice principles of the process. As with drawing, the aim is not a polished theatre to raise awareness, but to directly engage participants in identifying and rehearsing changes. Songs and drama are

used to subvert existing cultural stereotypes, explore changes and experiment with different, new ways of doing things in future. In GALS there are no professional actors or singers, no one leads and everyone participates:

Everyone needs to be an artist, actor and songwriter and have fun with change.

Drawing

Diagrams are becoming increasingly important in a fast-moving world. Diagrams provide a sophisticated and entertaining way of presenting very complex information which might take several pages to describe in words. Information graphics, concept mapping and graphic design are used in many organisations from the boardrooms of multinational companies and international aid agencies to lecture theatres of academic institutions. Diagramming is a key element in creative and lateral thinking required for innovation. Systems and information graphics are much better at showing and analysing interrelations and complexity than words. Students in tertiary as well as secondary education learn to use concept maps and 'sketch noting' as essential skills to clarify and speed up the process of learning, analysing and remembering information. Communication through diagrams has become an essential presentational skill with the advent of PowerPoint and developments in computer diagramming techniques.

Although diagramming does not necessarily use drawing, drawing increases both the visual impact and also conceptual clarity on diagrams. Drawing has often been dismissed as 'something for children', to be forgotten for 'grown-ups'. However scientific research shows that drawing uses a different side of the brain to verbal language, and is linked to development of spatial intelligence. Drawing has also long been part of counselling practice to open up unconscious and hidden thoughts and judgements – an essential part of examining and changing our own attitudes and behaviours. It is also an established part of teambuilding processes to develop spontaneity and encourage free and open discussion of ideas – including sensitive issues which may be hidden or avoided through using words.

Importantly drawing and diagrams are also the most accessible form of communication for people who have not had the opportunity of formal education. People who cannot read and write are often better at expressing themselves through drawing than people who have less patience to learn because they have other more familiar options. People with little or no literacy and children can confidently explain their diagrams to policymakers. Even first drawings often have a visual simplicity and impact which is very powerful in communicating their thoughts. These drawings often incorporate cultural styles and techniques which they can then develop into artistic forms of communication, important to dissemination of development messages within communities as well as on the international arena. Experience with methodologies like PLA and Action Aid's REFLECT methodology have shown that learning first to draw analytical diagrams speeds up the process of literacy and numeracy, giving confidence and motivation as well as fine motor skills necessary for writing. This means very poor people, normally excluded or marginalised even in

'participatory' processes, are able to participate on an equal level with other stakeholders, and have a respected voice.

Drawing and diagrams should not therefore be dismissed as 'tools for illiterates' but recognised as powerful analytical tools that help people at all levels to think clearly and creatively about complex issues, and to communicate this analysis clearly to other people. Providing the diagrams are based on reliable and systematic information, they provide a very convincing means of rapidly communicating research findings which can interest very busy policymakers in reading a longer report.

The principle is that everyone must draw their own drawings. No one should ever hold the pen or marker for anyone else. Initially people may not want to draw - both people who cannot read and write and people with high levels of formal education. However, experience shows that everyone – children, old people who have never held a pen can all learn to draw very quickly if left to find their own way of doing things. Particularly if they find support and can laugh at their first attempts with others who are also starting out. It is generally advisable to put beginners all in a group together with occasional facilitator support, not put beginners with people who can write and are then tempted to help them too much. No one, however well-intentioned, must ever hold the pen for anyone else or that person will never learn or be able to develop their own plans. The only exceptions are people with particular disabilities who should be helped to adapt the methodology to their own needs.

BOX 3:   ENCOURAGING DRAWING

Why drawing?
- Clarification of thoughts and concepts
- Clearer communication and visual impact of ideas and concepts
- Possibility of fitting in more information in a smaller space to examine the relation between different elements
- Inclusion of people who cannot read and write - they are often better at symbol drawing than people with higher levels of formal education

Drawing the first Road Journey
Where people are not even used to holding the pen, it is a good idea to start with the road journey tool discussed in the following section.

The first circle will be quite large and their hand may shake. Reassure them that this is quite normal and reassure them that this always happens. Many other people have gone through this stage, but if they persevere with drawing it will become much easier, and then it is even a short step to doing numbers and eventually learning to write.

The second circle should be easier. Then the straight lines come more quickly. By this stage the participant should be reasonably confident drawing.

Developing the first symbols
The real next test comes with the symbols to put in the circles. Explain that now they have drawn circles and lines. All drawings are just combinations of circles and lines – long ones short ones, squishy ones, bent ones etc. So how would they start to draw a symbol for their activity.

Continually probe to ask them how you know that what they have drawn is what they mean. For example, initially a pig may just be a circle, but it needs four legs, it also needs a curly tail so we know it's a pig and not a goat, it also needs something to show whether it is a local or exotic pig, male or female, fat or thin etc. By this time people are generally laughing and having fun. Then continue this probing for all subsequent drawings till they are confident and making these sorts of distinctions on their own.

Drawing charades
Ask everyone to think of a concept and draw this on a piece of paper. One person is then selected to present their drawing. They hold it up and other participants are given one question each to guess what the drawing means. At the end participants then give some suggestions on how the drawing could be made clearer.

A key factor is whether the facilitators are themselves comfortable with drawing and convinced of its various advantages even for people who can write - that is absolutely essential for any GALS facilitator and may require practice.

It is important to make the process fun, encourage people to have 'serious play' and explain that drawing is a fun means of expression which anyone can do - we are not wanting artistic drawings just symbols which others can understand. Some tips are given in Box 3.

Songs and drama

In addition to drawing, GALS participants develop new participatory songs and drama. As well as being enjoyable energisers, songs and drama reinforce gender messages and are a fun way of disseminating the methodology. Most sessions start and/or end with some culturally appropriate event such as a song or a dance which reinforces the basic philosophy and gender justice principles of the particular tool or issue that is the subject of that particular meeting. As with drawing, there are no professional actors or singers, no one leads and everyone participates. The aim is not a polished performance to raise awareness, but to directly engage participants in identifying and rehearsing changes. Songs and drama are used to subvert existing cultural stereotypes, explore changes and experiment with different, new ways of doing things in future.

BOX 4: SUGGESTIONS FOR GALS SONGS

GALS songs are intended as teaching tools as well as fun energisers. They should go well beyond 'GALS is good, long live GALS, listen to GALS'. It is suggested that they should consist of:

1. Chorus that is short and summarises the main lesson or purpose of the tool. The tune should be lively and recognisable enough for everyone present to join in.
2. Verses for each step that are sung by different people in turn.
3. The song itself can be illustrated with people holding up flipcharts of drawings for each step and/or dance actions representing the meaning.

BOX 5:   PARTICIPATORY DRAMA

Role Plays: Possible Steps

Step 1: Issues are identified through use of GALS Tools eg from the Gender Justice Diamond or from Visioning or examples of action fruits from the Challenge Action Tree. Possible examples would be relating to land, violence and other dimensions of CEDAW and to facilitation and peer training processes – what will participants do when they get home?

Step 2: Roles are then decided and allocated through voluntary or random methods – in some cases all participants will be actors, in others they will intervene as 'spectators. In some cases, there will be a gender swap with men playing women and women playing men, or swapping of other statuses e.g. rich/poor.

Step 3: At certain key points in the narrative there will be possibilities for audience intervention to pose questions, change the direction of the plot or explore possible solutions or endings. At other points the actors may be asked to change or swap roles.

Step 4: At the end there should be a process for strengthening the friendships and networks formed and deciding on concrete actions which will be taken. This could be for example through forming small groups to do a Challenge Action Tree or a Road Journey.

Multi-Stakeholder Negotiation

- Activities that encourage stakeholders to put themselves in the place of others and experience that position 'from the inside' eg in swapping roles of women and men

- Activities that encourage stakeholders to envisage and change how they behave towards others and to practice these new behaviours

- In some cases, these activities could be done by stakeholder groups separately at first and then brought together as a collaborative drama involving all stakeholders

Designing Participatory Drama: Key Questions

- Who participates – communities of people who know each other? Unsuspecting passers-by? People brought together because they have come to the theatre? Professional actors and writers?

- What are the issues and how are they chosen – by people themselves or by facilitators/actors/writers

- When does participation take place – what are the critical action points where participation will be most useful?

- What form does participation take – how far do participants control the action and decide the outcomes?

- How far does the participation transform behaviours and enact actual change and build communication and networks rather than just raise awareness? Are participants encouraged only to imagine change or to actually practice that change, reflect collectively on the suggestion, and thereby become empowered to generate social action.

GALS Tool 1: Soul mate Visioning

GALS Tool 1: Soul mate Visioning

The Soul mate visioning tool is a participatory visioning tool either for the GALS Catalyst process as a whole, or stand-alone process. It should be the very first exercise that people start with as they arrive, with very little or no introduction. It serves as both a participant introduction and a preparatory for an organisational overview that can focus on these issues arising. If time permits than the soul-mate visioning can be done after a pairwise/pyramid process for participant expectations (see Facilitation Notes) or it can incorporate this into the process.

Many workshops start with people introducing themselves around a table. But this takes quite some time. People rarely remember other peoples' names and the information is very superficial. Sometimes people arrive late with good reason, so it is important to have something for everyone who arrives early to do - or they also will come late next time. Particularly in large workshops where there is little time, by the time introductions are over it is already time for tea break and everyone is already tired and a bit bored.

The visioning tool establishes a collective consensus on vision and direction for the whole process of engagement between community members. But a consensus vision within which everyone has a voice that is heard and reflected. It is a very energizing activity that immediately establishes participant (rather than facilitator) responsibility and ownership of the workshop process.

This first introductory session aims to be fun and inspire people. It helps people get to know each other, gain confidence in drawing. They begin to see change in gender relations as something which will benefit everyone. But things must be light and fun.

- It helps everyone introduce themselves to everyone else in a meaningful way people will remember, and help develop friendships and networks between like-minded people. This

includes mixing between women and men from different backgrounds, and between company managers and staff and farmers

- introduce and reinforce a faith in the possibility of change and clarify people's life vision for livelihoods, families and personal development
- introduce basic drawing as a fun and useful activity to bring people together
- introduce participatory discussion skills
- introduce gender issues through discussing ownership of assets in visions eg houses and cars, and contribution of women and men to achieving these and starts to show gender inequalities as senseless constraints on peoples' empowerment to achieve their full potential in life.

This tool can be used, adapted or introduced in many different ways. Including, or any in- between variant of:

- **Individuals on their own:** The individual visions from Step 1 are normally put on the first page of participants' notebooks as the motivating starting point for any other diagrams they draw. They are then shared with their households and groups. If participants are already experienced in the GALS catalyst tools, they will have a vision they drew at the start of the process. In that case the activity here will serve as a reflection on how their vision has now changed, as the basis for their next year's plan. Once learned, the basic visioning becomes part of the peer sharing process.
- **Other organisations:** Can use the soulmate visioning to develop a strategic vision with management and staff. This will establish products within a broader sustainability framework, and also introduce and clarify some of the gender issues.
- **Large multi-stakeholder workshops:** With professional facilitation can use the tool as a start for a bringing together all the stakeholders.

As soon as everyone has arrived the facilitator starts the session by formally explaining the visioning process – that in GALS this is done before anything else so that the formal introduction can really focus on what people want to hear, and instead of just going round the table so that people can really get to know each other.

Step 1 Individual Drawing (15 minutes)

Participants are asked first to close their eyes, and think of how things might be in a happy future for themselves, their families and/or cooperative. Depending on the purpose of the particular workshop, the focus can be on the individual (it is good for managers to know how their visions differ from those of farmers) or a successful community (On the first page of their GALS notebook participants draw the images they see –not just houses/buildings, but also families (women, children, men) and communities. This will be their starting vision for the future. Though then starting vision may well change as they share with others and in future as they progress.

Step 2 Finding soulmates (15-30 minutes depending on numbers of people)

Participants then mingle with each other, shaking hands (or locally suitable greeting), introducing themselves saying name and organisation and sharing their vision drawings. It is VERY important here to keep people moving – they should not just sit with their friends or they will miss an opportunity to find 'the soul-mate' who may be the person they least expect on the other side of the room. Everyone must see everyone else's drawings.

As people mingle, they decide which participants they think have vision drawings most similar to their own and form a group with them. Normally this produces 3-5 groups of different views, with any 'special people' who do not feel they can join the other groups then forming one group together. It is explained that these special people are very important as they often have very creative and important ideas to contribute. No one should be a sheep following the crowd. From a facilitation perspective, it is very important for any dissenting voices to have a place to go and feel they are listened to.

Step 3 Collective drawing (4-5 groups 20 minutes)

Each group does a collective drawing on a large flipchart, bringing together all the elements from the different individual drawings. They should put a group identifier, and numbers of women and men involved at the top. On a separate flipchart they also list the expectations.

It should be explained that for this part it is not only the drawing output that is important, but the participatory process. Everyone must have done some drawing, not a task given to the most 'artistic' participant and everyone else sitting back. It will be the person who talks least who will have to present to the plenary.

Step 4 Plenary sharing (30-45 minutes, 5-10 minutes per group)

Each group appoints two presenters – those who talked least in Step 3. One briefly introduces their group participants, then presents the collective drawing. The other presenter lists the elements of gender justice on a flipchart (1 column for each group) and presents the flipchart with expectations.

Each vision drawing and list of expectations is posted next to the others on the wall for future reference.

Then after the soul mate visioning participants are asked to draw their individual **VISIONS** on the sun – the sun symbolizes light, time and positivity – a priority vision is set

GALS Tool 2: Vision Journey

Tool 2: Vision Journey

Time Spent: 6 Hours	It may take less or more time depending on the pace of work.
Welcome: 15 Minutes	Facilitator welcomes all participants and introduces newcomers, if any, to the rest of the group. After the welcome/introduction part is over, the participants move on to working in pairs.
Working in pairs:	Working in pairs, participants review what was done during the previous session, show what they have done at home, and share personal GALS experiences and achievements. While sharing, participants can catch up on any information that they may have missed
Facilitator: 20 minutes	Pairs up the participants and gives the following assignments: • Please tell each other about what you have learnt and achieved while implementing the "Visioning" tool.

- If anyone has missed the previous "Visioning" session, tell them about the tool, show drawings and homework.

Steps to implement the "Vision Journey" Tool

Purpose

To reach the vision, it is important to analyze the present situation, think about challenges and opportunities, set goals and plan steps for achieving the goals set

Introduction to the tool and discussion: 10 minutes

- What do you think journey to the vision is?
- What challenges or opportunities can be encountered on this journey?
- Can we achieve everything we dream about at once?

Based on the answers received, the following information should be provided:

The advantage of the "Vision Journey" tool as compared to the "Visioning" method is that participants come together with their families to think about what they want in life and to set goals and then each family works together to create a specific targeted plan to reach those goals.

When this is the Vision of one person, the individual approach should be used based on the "Journey to the Vision" tool.

When it is about the Vision of a whole group or a family, it is important that each member has its own individual plan for achieving group/ family vision. Then they share and negotiate.

The tool requires taking immediate steps to implement the plan, with adjustments made as necessary during the process.

The first step is to choose one of the dreams envisioned during the "Visioning" session, i.e. to choose one specific element of the drawing (something well-known).

After choosing one specific element of the vision, the participants should **analyze their present situation, set targets, and develop an action plan.**

Step 1: Dream

Step 1 10 minutes	Drawing Step 1 on paper according to the tool:
Facilitator	Invites one participant (volunteer) to come to the front of the class and draw what is asked on a piece of paper pinned to the wall, providing guidance as necessary.
Guiding comments for volunteer: 5 minutes	• Position the paper correctly. • Draw the **sun in the right top corner of the paper (a red circle).**
Facilitator	Helps the volunteer to draw the sun using "interactive facilitation" method. When the assignment is complete, leads the volunteer back to her or his place with applause and thanks from other participants.
Guiding comments for all participants:	Draw the sun in your copybooks with a red pencil as shown by the volunteer.

The Facilitator checks on participants to ensure they draw correctly, providing guidance as necessary and gives the following information:

We have drawn the sun as we did before in the "Visioning" tool. The sun symbolizes our vision the sun, it is **high above us and we should strive to achieve it**. it gives us **warmth, strength and happiness** and Positivity

| *While participants are choosing one specific dream, the Facilitator reminds the following:* | While participants are choosing one specific dream, the Facilitator reminds the following: You need to think which VISION ELEMENT or SET OF RELATED ELEMENTS that is realizable in about a year to make one plan to learn the tool.

Then at home you can do more journeys for other dreams. Or you can put new lanes on the drawing for different dream elements as a multilane highway. Think |

about dreams you want to implement first or as soon as possible; which dream will take less time to achieve.

Step 2: Present Situation

15 minutes	**Drawing Step 2 on paper according to the tool.**
Facilitator	Invites one participant (volunteer) to come to the front of the class and draw what is asked on a piece of paper pinned to the wall, providing guidance as necessary.
Guiding comments for the volunteer:	• Draw a black circle in the bottom left corner of the paper. This circle is smaller than the red one and represent your present situation. • Connect your present situation (the black circle) with your dream (the red circle) using two lines. These two lines represent our road to the vision. The road should be wide as we will draw many other things within it.
Facilitator	Helps the volunteer draw two lines representing the journey road. When the assignment is complete, leads the invited person back to her or his place with applause and thanks from other participants.
Guiding comments the volunteer	Draw a circle and two lines in your copybooks with a black pencil as shown by the volunteer.
The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.	
Information to be delivered:	To achieve our dreams, we need to analyze our present situation and understand what we have and what we do not have (experience, money, livestock, house, land, etc.). Careful analysis will help us build a road to our future dreams faster.

Activity: 15 minutes

Having analyzed your present situation, draw it on the paper to reach your vision

Guiding Questions:	• **What is your present situation in terms of achieving the chosen dream?** • **What are your strengths?** • **What are your weaknesses?** • **Does the present situation have any connection to the drawing that you have done?**
Note for the Facilitator:	While participants are drawing, check on their progress, ask guiding questions, help them understand their present situation as clearly and completely as possible. Only bring examples in when absolutely necessary, but try to get participants to think for themselves. Some participants may ask not to show or discuss their drawings with the others because they want to do everything on their own. In these situations, show sensitivity and care.
Facilitator asks the following questions: *5 minutes*	• Is it possible to reach your dream in the present situation? • Why reaching the dream is not possible now? • Do you think there will be opportunities and challenges on the road to your dream? • If yes, what are these opportunities and challenges? • Are these opportunities and challenges internal or external? • If these opportunities and challenges are external, where do you think they should be situated?

Step 3: 3A – Opportunities and 3B – Challenges

5 minutes	**Drawing Step 3 on paper according to the method:**
Facilitator	Invites one participant (volunteer) to come to the front of the class and draw what is asked on a piece of paper pinned to the wall, providing guidance as necessary.
Guiding comments for the volunteer:	• To the upper left side of the road draw a smiling emoticon. This emoticon represents opportunities. On that upper side of the road, draw at least 10 symbols representing opportunities.

- To the lower right side of the road, draw a sad emoticon, which represents challenges. Draw at least 10 symbols representing challenges.

Facilitator	Helps the invited person draw and place the emoticons correctly.
	When the assignment is complete, leads the invited person back to her or his place with applause and thanks from other participants.

Guiding comments for all participants	Draw the emoticons in your copybooks with colored pencils as shown by the volunteer.

The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.

Information to be delivered:	The more opportunities are identified, the stronger your working plan will be, and the more likely your "Journey to the Vision" will be successful.
	On that upper side of the road, draw at least 10 opportunities. The more opportunities you have, the easier it will be to achieve your dream.
	Situations that you can control should be depicted closer to the road, while situations that you cannot control should be farther from the road.
	Most people need to think very hard to identify 10 opportunities, because they think first of challenges without appreciating things they have. Some people also do have a more difficult situation than others. But thinking seriously and positively about opportunities is very important to developing strategies to move forward. And not just sitting back depressed waiting for someone else – God helps those who help themselves!

Activity: 15 minutes

After identifying OPPORTUNITIES on your road to the vision, draw them on paper. At least 10 opportunities have to be identified.

Guiding questions:

- **What opportunities do you have to reach your dream and change your present situation?**
- **Do you need any expert help?**
- **How can your family members and visioning partners help you?**
- **How can your relatives help you?**
- **What additional training and experience will you need?**
- **Where and whom can you get more information from?**
- **What else can help you reach your vision?**

Information to be delivered:

The more opportunities you have, the more successful your journey will be.

The more thoroughly the challenge/obstacle/risk analysis is done, the stronger your action plan will be, and the more likely your "Journey to the Vision" will be successful. If you leave things out, then you will not have strategies to avoid/ cope with them and your whole plan can fail.

To the lower right side of the road, draw at least 10 obstacles. The more challenges you are able to foresee, the more successful your action plan will be.

The challenges that you can handle on your own and can develop strategies to avoid or reduce should be depicted closer to the road, while challenges you need to accommodate and plan for but cannot control should be farther from the road.

For different reasons, participants sometimes cannot identify 10 challenges at once. In these situations, remind them that the **key rule of the method is to draw at least 10 challenges** and make sure that all participants complete the task. If they are not serious in this task, they do not have a serious plan, just a pretty drawing on paper.

Activity: 15 minutes

After identifying CHALLENGES in your journey to the vision, draw them on paper. At least 10 challenges have to be identified.

Facilitator asks the following question: *5 minutes*	• In order to achieve our dreams, we have analyzed our present situation, and then identified opportunities and challenges. What do you think we should do next? Having discussed the answers, sum up the work done and move to Step 4A to **set a target and goals**.

Step 4A: Target

5 minutes	**Drawing Step 4A on paper according to the method:**
Facilitator	Invites one participant (volunteer)to come to the front of the class and draw what is asked on a piece of paper pinned to the wall, providing guidance as necessary.
Guiding comments for the volunteers:	• In order to move on from the present situation to the vision (the red circle), we need to set a target, taking into account all our opportunities and challenges we have. • On the road to the vision draw a green circle next to the red one. It should be situated close to the red circle.
Facilitator	Helps the volunteer to place the green circle correctly. When the green circle is complete, leads the volunteer back to her or his place with applause and thanks from other participants.
Guiding comments for all participants	Draw a circle on the road to the vision with a green pencil as shown by the volunteer.

The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.

Information to be delivered:	We all have different dreams and it will take time for each dream to come true. Some dreams can be achieved in 5 years or more. But we need to set a goal that can be achieved within a year. That is, if your vision is to be implemented in 5 years, the journey to the vision should be planned 5 times, with a 1-year action plan prepared each time.

All targets should be in line with SMART indicators. More specifically, targets should be:
- Specific,
- Measurable,
- Attainable,
- Realistic, and
- Time-Bound.

You should also be able to show how much money will be spent.

For example, if the dream is building a house, then the target for the first year could be building the walls of that house:
- Specific – location of the building.
- Measurable – size of the walls, money to be spent on building materials, budget.
- Attainable – is this really possible to build?
- Timely – to indicate the exact period of twelve months,

e.g., from February 2020 to February 2021.

In short, you should be able to answer the question: "Is it possible to implement the target and meet all these indicators?"

Activity: 15 minutes

Draw your target in the green circle on the road to the vision in accordance with SMART indicators.

Facilitator asks transition questions, and goes to the next step: 5 minutes	• You have established your target based on the SMART indicators. So, how will you achieve your target? • What should be done?

Step 4B: Milestone Goals

10 minutes	**Drawing Step 4B on paper according to the tool:**
Facilitator	Invites one participant (volunteer) to come to the front of the class and draw what is asked on a piece of paper pinned to the wall, providing guidance as necessary.
Guiding comments for the volunteers:	• Draw 3 black circles on the road to the vision between the circle illustrating your present situation and the circle representing your target. The new circles should be empty inside. • The circles should be large in size, because you will draw inside these circles during next steps.
Facilitator	Helps the volunteer place the three black circles correctly. When the assignment is complete, leads the volunteer back to her or his place with applause and thanks from other participants.
Guiding comments for other participants	- Draw circles on the road to the vision with a black pencil as shown by the volunteer.

The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.

Information to be delivered:	**Vision** sun which is the sum of long-term inspiring **dream**. One element is chosen to practice the tool. **Time bound SMART target:** green circle after eg one year, or could be by the time of a review workshop, harvest etc. It could be only 3 months, depending on the project. **Milestone goals in the plan:** 3-3 circles along the road to the target to mark the degree of progress at specific times, not necessarily equal distance eg number of bricks for a house, amount of money earned at festival time. These are drawn in the circle. This first circle is ideally no kore than one month time so that people start acting immediately, not waiting for 3 months.

Action Steps actions needed to progress from one milestone to another.

Activity: 20 minutes

Think of milestone goals required to achieve your target by drawing black circles on the road to the vision.

Facilitator asks transition questions, and goes to the next step: 5 minutes	• Dear participants, you have identified milestone goals necessary for achieving your target. Do you think these milestone goals will be enough to achieve your target? • Is it possible to achieve your future vision based just on your drawing of the milestone goals and main target? • What action steps do we need to implement our milestone goals?

Step 5: Action Steps

10 minutes	**Drawing Step 5 on paper according to the method:**
Facilitator	Invites one participant (volunteer) to come to the front of the class and draw what is asked on a piece of paper pinned to the wall, providing guidance as necessary.
Guiding comments for the volunteers:	Using different colors, please draw the following in empty spaces between the black circles: • **Action steps to complete milestone goal 1:** between the circle illustrating the present situation and the circle representing the first milestone goal. • **Action steps to complete milestone goal 2:** between the circle illustrating the first action and the circle representing the second milestone goal. • **Action steps to complete milestone goal 3:** between the circle illustrating the second action and the circle representing the third milestone goal.

Creating symbols together with participants:	• What symbols can we use to illustrate our action steps?
Facilitator together with the volunteer:	• Select one symbol based on the answers received.
Guiding comments for the volunteer:	• Place the selected symbol below the circles representing milestone goals.
Facilitator	Helps the volunteer to draw and place the symbol correctly. When the assignment is complete, leads the volunteer back to her or his place with applause and thanks from other participants.
Guiding comments for other participants	- Draw this tool step using any color you like as shown by the volunteer.

The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.

Activity: 30 minutes

Think about the action steps needed to complete each milestone goal and draw them near each respective goal.

Conclusion for the "Journey to the Vision" tool

Facilitator: 10 minutes	Sums up questions and opinions that have arisen during the implementation of the method, makes an assessment of the activities proposed and provides a conclusion.
Information to be delivered:	Each of you **travelled towards your own dream, and in the process, you analyzed your present situation** in order to know what your strengths and weaknesses are. After analyzing your current situation, you identified **opportunities and challenges**, because you need to know what you can rely on during your journey and what obstacles you may encounter.

Having analyzed your present situation, opportunities and challenges, you **set a target** that you need to achieve to reach your vision.

To achieve this target, you created **milestone goals** and action steps required to implement each milestone goal.

To sum up:
  ➢ While traveling to your dream, you should keep in mind your present situation, opportunities and challenges, set a target, identify key milestone goals to achieve this target and action steps to complete each milestone goal, and set timeframes. **IMPLEMENTATION** is the underlying principle.
  ➢ **Every action step should be necessarily based on a logical algorithm, otherwise the method will not work.**
  ➢ During your travel to the dream, you should evaluate your achievements from time to time and make adjustments as necessary.
  ➢ **Use the red color to highlight your achievements** as the red color is a symbol of a **ripe fruit, i.e., symbol of a fulfilled idea.**

Purpose: 3 minutes

  • For participants to remember the steps of this GALS tool and use it in upscaling the method.

  • Song singing is a good opportunity for participants that also creates a joyful and happy atmosphere.

Activity: 10 minutes

Participants, together or individually, compose a bright and joyful song that describes all steps of the "Journey to the Vision" tool.
When time given for the assignment is over, the Facilitator goes to the next activity:

Activity: 10 minutes

Each group member suggests his or her lyrics to the rest of the group. The others listen to the lyrics and add their own lines, meanwhile composing music for the song.

Facilitator: 10 minutes	Each group presents their song about the "Journey to the Vision" tool to other participants.
Note for the Facilitator	When a group presents their song, other participants evaluate it, i.e., consider if the song reflects the steps correctly, think about its meaning and suggest modifications.
Facilitator: 5 minutes	After all groups have presented their songs, the participants choose the best song (all steps are described correctly, the song is bright and catchy).
Notes for the Facilitator	Group dynamics may be different at each meeting. If it is hard for participants to come up with the song during this exercise, the Facilitator can give this task as a homework and encourage people to come early to the next session. Participants will sing this song in all future meetings (at the beginning or end of the session or both).

Homework

Facilitator: 5 minutes	The participants should continue to work on their "Journey to the Vision" at home, edit and finalize their drawings. The participants should immediately start taking steps to implement their vision. Remind them that if they do not finish each action in their plan on time, they may not realize that vision. Tracking progress: THINGS ACHIEVED RING IN RED. THINGS THAT DID NOT WORK RING IN BLUE. THINGS NOT ACHIEVED BUT STILL IN PLAN MOVE FORWARD IN GREEN. WITHOUT TRACKING NO PROGRESS WILL BE MADE. THE DRAWING WILL JUST STAY IN YOUR HEAD.

GALS Tool 3: Gender Balance Tree

Underlying Narrative

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

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

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

The gender balance tree aims to address these imbalances so everyone contributes equally and everyone benefits. Then the household tree can grow straight and strong with strong roots and big fruits, and is sustainable.

The gender balance tree is a powerful way of getting information often collected by other gender tools like access/control profile and time schedules into one tool. Everyone goes away with their own individual analysis of their own reality, not a stereotyped view. In terms of challenging 'culture', it is often the progressive exceptions rather than assumed averages that can show the most constructive ways forward. The tool produces credible quantification of the serious imbalances by participants themselves, rather than vague estimates of what people already know that can convince community leaders to act.

Importantly the tool does not stop at analysis but also focuses on identifying immediate and longer-term action commitments participants can make to improve the gender balance and increase household wellbeing through more efficient division of labour, more productive expenditure, more equal distribution of ownership and decision-making.

At this catalyst stage the aim is awareness-raising and identification of 5 change strategies that can be monitored. The tool is designed for households with one or more members of both sexes (spouses, parents, children - eg even where sons and daughters are not working for an income they are often unequally involved in housework). For this purpose and for the majority of participants, it has to be kept simple and focused on change in relations between women and men. For suggestions on how to adapt it for polygamous households and single-headed households see the Facilitation Notes below.

Aims for Participants:

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

Aims for Organisations:

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

Facilitation Overview

Participant preparation	Bring your notebook diary with your final Vision Journey on pages 2 and 3. And a pencil, and black and green coloured pen if this is not provided by the facilitators. Come early and work on the Vision Journey song from the previous day. Bring your pens
Facilitator preparation	Familiarise yourself with the tool and draw your own Gender Balance Tree Download one of the Gender Balance songs from the website and play this as participants arrive. Prepare an introductory explanation Put up a blank flipchart at the front of the room for interactive presentation of the tool Make sure the seating arrangements are appropriate for people to sit comfortably in groups while doing individual drawings. And that there are passageways for people to come up and contribute from the front. Seat yourself to the side, not at the front. You do not hold the pen at any time.
Materials/ prepared inputs	Per participant: notebook diary and a pencil and black and green coloured pens. With some sharpeners and rubbers. Per group: 1 flipchart put in different corners of the venue and different coloured markers
Timing *3 hours with health break*	Pairwise recap on achievements from homework from the previous session and facilitator introduction (20 minutes) Interactive presentation of the steps - facilitator does not hold the pen - and drawing individual trees (40 minutes) Group discussion in 2-4 single sex groups to produce quantified trees (30 minutes) Design and presentations of GBT songs to be presented at the end (40 minutes) Plenary sharing filling in and quantification of the action commitments, current situation, opportunities and challenges on the collective GBT (30 minutes) Facilitator recap and homework (10 minutes)
Outputs	Individual gender balance tree in notebook diary with 5 clear action commitments as green fruits. Quantified group GBT showing the action fruits. Gender Balance Tree song.
Homework for participants	Refinement of your own individual gender balance tree based on the plenary discussion. Act on the immediate change strategies identified and reflect on what works, what does not work, what advice can you share

with others, what advice do they need? Share the methodology and what you have learned with at least two people in your household, community or group.
Practice the GBT song.
Bring your diary and pens (maybe buy a couple more colours?) to the next meeting.

Homework for facilitator	Analyse the information from the collective GBT and put onto excel sheet for sharing with your colleagues. Add to your notes in the margin for future adaptation Consider any issues and changes you want to make in the next exercise: Empowerment Leadership Map.

Gender Balance Tree Participant Diaries: Basic Steps

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

Step 1: Trunk: who is in the household?

Draw two lines in the middle of the paper for the trunk. Then put symbols for each household member on either side inside the trunk. Working women (including co-wives living in the same family) should go on the left side of the trunk in one colour (e.g., green), working men on the other in another colour (e.g., blue), with dependents in the middle to the side of their respective sex in the respective colour.

Step 2: Roots: who contributes what work?

a) Draw two roots for women and two roots for men on the respective side of the trunk in their respective colour. The central root is for joint activities but the line is in the colour for women/men.

b) On the outside root on each side put the activities which people of that sex performs alone for themselves. Ring those which take most time in black as something you may want to change. Ring those which earn most income with a blue ring, thickness indicating relative amount of income and something which you probably want to keep.

c) On the inside roots put the activities which people of that sex perform alone for the family i.e. housework following the same size and ring convention.

d) In the central root put those activities which both women and men do, putting the symbol on the side of the sex who does most. Again, using the same size and ring convention.

Step 3: Branches who gets what fruit?

a) Draw four branches corresponding to each root, women, men and central trunk for joint household expenses.

b) On the outside branch on each side, draw symbols for personal expenditure that each sex makes for themselves alone. Ring the largest personal expenditures in black with thickest line for largest expenses as probably things you want to change.

c) Household expenditure which only one person pays for should be on the inside branch on each side. Ring the largest expenditures in black, with thickest line for largest expenses as possibly things you want to change.

d) Put similarly ringed symbols for joint expenditures in the middle top branch - putting the symbol to the side of the sex who contributes the most. Ring the largest expenditures in blue as probably things you want to keep.

Step 4: What is pushing the tree?

On their respective side of the trunk put symbols for:

a) the property which women and men own - eg who owns the land? who owns the livestock? who owns the house?

b) the types of decisions which women and men make - which decisions are made by women only, which by men only, which are made jointly? Or is one person overall decision-maker or do they always sit down together?

Step 5: Action: what do we want to change?

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

Ring in blue the things you like that help the tree to balance. These do not need to change.

How do you think you can make the tree balance better? e.g. which tasks should be done jointly, which expenditures could be cut, what property should be shared? Of the income earning activities can you increase income or decrease time? Identify 5 action commitments - things you want more of or less of to make the tree balance - tuber fruits on the roots, mango fruits on the branches or cocoa fruits on the stem. Mark these in green or cross the original symbol with a black cross and draw a new green symbol in the appropriate place - as unripe fruits which you want to change and turn red.

At this Catalyst stage it is simpler to recap on the tool itself and have an interactive drawing and feedback of the women's and men's fruits onto a collective GBT of quantified action commitments.

The quantification is extremely important here and is done by simple hands up. But it can focus only on key changes like land ownership. (See example right) It is more important to quantify some key commitments for women and for men and leave enough time for discussion.

More detailed quantification from the GBT can be done on a Multilane Highway and it is suggested that information from the tracked GBTs are transferred in this way at the Review stage when the MLH becomes the key tool for monitoring.

Gender Balance Tree: Facilitation Details

Pairwise Discussion
20 minutes.
Vision Journey song 10 minutes

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

Individual GBTs
See Participants Diaries Steps 1-5
30 - 40 minutes.

- Did they work with others on a vision journey song? can they share this and practice?
- What future opportunities did they add to their vision journey?

- Who did they share the tool and journey with, and what was the response?

When everyone has arrived or the start time is reached, the facilitator asks for feedback from the pairwise discussion, focusing on the actions and peer sharing and/or the song. The facilitator then explains the purpose of the Gender Balance Tree using the narrative above.

Ask (or give an energiser for) people to form single sex groups according to marital status: Married in nuclear family;
Married in polygamous family; Single (divorced, never married, widowed)
Then following the Participant Diary Steps above go through the instructions above step by step interactively, inviting people to give examples on the flipchart at the front as people draw in individual notebook diaries. Go slowly. Make sure everyone is engaged all the time - either through taking their own analysis further or helping others. But stress they can keep things confidential if they like. You should never hold the pen.

Bringing It Together: Plenary sharing and quantification of action commitments 30 - 40 minutes

The plenary quantification is done on the collective GBT
- changes are marked as symbols on the appropriate root or branch giving gender disaggregation by positioning
- By each symbols put a colour coded ring fruit for numbers of people who already have a particular fruit (blue) people who don't want it (black) and people who want it (green).ie each symbol may have more than one ring.
- Inside each ring put the numbers of women and numbers of men either colour coding the marks, or as symbol or writing for M/F.

Gender Balance song 1 hour
30 minutes preparation
5 min per group performance
5-10 minutes discussion on best song

Still in their groups, participants are asked to design a song which summarises the tree and its steps and the things on their group tree. Putting the steps on flipcharts and acting them out. Use as an example one of the videos on the website.

Facilitator Wrap Up and homework
10 minutes

These songs are then performed as a fun activity linking to the plenary feedback on the collective GBT. And people decide which ones they want to like, or how they would adapt it.

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

Gender Balance Tree: Some issues from experience

The Gender Balance Tree has proved very effective in highlighting the high frequency of gender imbalance whereby in many households, women do most of the work but men control and spend most of the income.

For women, the burden of unpaid household work and lack of control over income from their income-earning activities prevents them from increasing their economic efficiency and/or using income for productive investment and/or their own or household wellbeing. For both men and women gendered norms of behaviour and peer pressure (e.g., male alcoholism) may often prevent them from using income productively. It has been a surprise for many men to realise just how much work their wives do, and how much money they themselves waste which could be used productively and/or to help their family. This is disastrous for the women and children left behind with very little income. It leads to a lot of discord and unhappiness and also violence in families, mainly but not only perpetrated by men on women and children.

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

The tree also serves to look at incidence of different household structures: polygamous households, female-headed households and division of labour and expenditure here. The GBT in the CCW does not look in detail at issues like differences between women in polygamous households or household members of the same sex. But for this group it can be adapted as a work/expenditure tree with roots and branches for each adult. Just if there are more women, then the tree will always fall over on that side - and crush them??? Intrahousehold relations are discussed in more detail in the empowerment leadership map and more detailed intrahousehold analysis of livelihoods is done in Phase 2. Where there are only members of one sex, the GBT can be replaced by a business or livelihoods tree (see Phase 2 to see which work can be made more efficient and which expenditures can be cut. And also, in the plenary to compare the situation of

people in these households to that in mixed-sex households - women are not necessarily worse off without a man, and men may do 'women's work'.

Gender Balance Tree: Facilitation Checklist

By this Session it should be possible to start to be a bit more directive in introducing/ highlighting gender issues than during Sessions, But this should still be with a light and sensitive touch - building on what is coming up from the process. Acknowledging also some of the peer pressures on men and the fact that some women also discriminate against men (e.g. excluding men from the kitchen even if they offer to help) and may waste money on beauty and clothes. If the aim is real change then men and women must feel inspired and encouraged to bring about progressive changes in their lives for the future, not feel defensive about behaviour in the past.

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

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

Gender Balance Tree: Documentation Checklist

The gender balance tree is a key tool where fruits can be tracked and aggregated on group trees, and/or progress on fruits transferred to the middle lane of a group MLH as part of the CAL and GJR. Once skills are developed, or in the hands of an experienced researcher, the tool can be used as part of rigorous quantitative and qualitative research on gender dimensions of livelihoods as part of business planning and/or gender advocacy in GALS Phases 2 or 3.

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

- **Trunk:** household structure, including incidence of polygamy and female headed households. How many households are monogamous/polygamous/single person? What does this imply for gender strategies eg possibilities to bring co-wives together? need for widows groups? youth groups?
- **Roots:** Which activities are normally done by women? Which activities are normally done by men? Are there any things/exceptions to stereotypes which may be surprising? What are the conclusions on gender balance of work contribution on the roots?
- **Branches:** Which expenditures are normally done by women? Which expenditures are normally done by men? Are there any things/exceptions to stereotypes which may be surprising? What are the conclusions on gender balance of share of expenditure income on the branches?
- **Forces on the trunk:** Do any women own land or other important assets? In which circumstances eg only widows? In how many households do women hand all the money to men? In how many households do women or men keep all their own money? In how many households is at least some income shared with joint decision- making?
- **Change commitments:** What are the main types of strategies which women and men see as ways forward to balance the tree? What are the main areas of disagreement between women and men, between people from different backgrounds etc. which need to be taken into account in subsequent sessions?
- Specific lessons/challenges from youth/single sex and polygamous households

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

GALS Tool 4: Empowerment Leadership Map

Underlying narrative: Empowerment Leadership through a Pyramid Peer Sharing System

Building the strength to move towards our vision begins with ourselves and those close to us. Families, friendships and communities are very important opportunities for support and also sometimes challenges in moving forward. The personal suffering, isolation and lack of unity within the family and community are causes of unhappiness and poverty which most women and men can start to change themselves. Building better friendships, working together with co-wives, stopping hurtful gossip, curbing our own anger, helping our friends stop drinking and ruining their lives will make our own lives happier. Together with actions from the gender balance tree, these changes will help increase incomes and resources available to us. The more we can do ourselves through individual and collective effort, the stronger will be the voice when we ask for outside help and changes in the wider environment.

But changing these things means we need to share what we have learned about gender and GALS tools with those around us. We need to share what we have learned to help those we love also move forward - as they also help us in return. We also need to share what we have learned with people who may hinder us, or with people who can influence them to change. Focusing first where we can easily make a difference will then build strength to later help those in our family and community who because of violence or poverty have more difficulties to change than others. And the more we share, the more we will remember what we have learned. Explaining to others deepens our own understanding - as well as increasing the respect people have for us. And those

with whom we share will in turn reinforce their learning and progress more easily through sharing with others - through a pyramid peer sharing system.

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

Aims of the Empowerment Leadership Map

The empowerment leadership map is the link between the individual and collective change process. The analysis forms the basis for voluntary pyramid peer upscaling motivated by 'enlightened self-interest' leadership development. The aim is not only that the champions should share with others. But that those with whom they share will in turn share with yet other people so that the messages and methodology are disseminated exponentially to form a movement.

Unlike the Gender Balance Tree which is an awareness tool that can be shared with others and quantified, the empowerment leadership map is a very detailed analysis of very sensitive personal issues. At a later stage, once trust and appropriate support services are in place, the individual maps can be the basis for detailed analysis of emotional, economic and power relationships within families and communities, including analysis of patterns of violence.

BUT AT THIS STAGE THE INDIVIDUAL MAPS MUST BE CONFIDENTIAL. ENSURE THAT SHARING SENSITIVE INFORMATION DOES NOT MAKE PEOPLE VULNERABLE.

If participants feel safe, many important issues will emerge of themselves in ways which help participants. But participants must decide for themselves what they want to share with their group or in plenaries - or their analyses will not be deep enough to be useful. Only the peer sharing commitments are quantified at this stage.

Aims for participants
- Analyse personal and institutional relationships that present opportunities for change including relations between co-wives, within joint families, relations with natal families and power relations between men within families and sources of peer pressure.
- Identify challenges in personal and institutional relationships that need to be addressed in order to achieve their vision.
- Highlight the importance of pyramid peer sharing of the GALS learnings and methodology in helping people to move forward

- Establish a culture and strategies for leadership, peer sharing and upscaling of the gender messages and methodologies
- Develop more advanced analytical and diagramming skills using distance, colour, different types of lines and directions.

Aims for organisations

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

Participant Diary Basic Steps

Step 1: Who am I?

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

Step 2: Who is important in my life?

Then draw around you the different people and institutions who are 'important' in your life; working outwards from the centre, putting those who are most important closest to you.

'Important people' are not necessarily only your immediate household or even the wider family. It could include eg banks, or even the president.

Put men in one colour, women in another. Make sure you draw them in different colours, shapes, sizes etc. so you can recognise them later.

Step 3 Why are they important?

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

a) **Social/emotional relationships (red):** Who do I feel closest to? Who do I love most, and who loves me?

b) **Economic relationships (green):** Who has money and resources - and do they give them to me? Or do I give to them?

c) **Power relationships (blue or black):** Who has most power? Am I frightened of them?

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

Step 4 What can I change?

a) What do I like and want more of?
What are the 5 things you really like about their situation? What do you want to increase? Mark these with 1-3 smiley faces.

b) What do I want to change?
What are the 5 things you really don't like about your situation? What do you want to change? Mark these with 1-3 sad faces.

Step 5 How can I change it?

a) Who do I want to help?
b) Who do I need to change?

Put a sign for teaching/or a particular tool next to 3-5 people you want to help and 3-5 people you want to change in the next 3 months, and select at least 2 of these to share with immediately on your return home from this workshop, or at least within 1 week.

Remember: When you share, you should also ask them to share with others.

Facilitation Notes

Participant preparation   Bring your notebook diary and your four coloured pens

Facilitator preparation	• Familiarise yourself with the tool and draw your own Empowerment Leadership Map • Prepare an introductory explanation • Put up a blank flipchart at the front of the room for interactive presentation of the Map • Make sure the seating arrangements are appropriate for people to sit comfortably in groups while doing individual confidential drawings. And that there are passageways for people to come up and contribute from the front. • Think about the best composition of groups based on what you already know of the relationships between participants and the confidential nature of the exercise. • Seat yourself to the side, not at the front. You do not hold the pen at any time.
Materials/ prepared inputs	• Per participant: A4 diary or 1 flipchart and at least 3 differently coloured markers or pens per participant. They could have brought these. • Per group: 1 flipchart put in different corners of the venue and different coloured markers • For the plenary: 4 large flipcharts pasted at the front with the basic empowerment map and key for explanation and the plenary. Different coloured markers.
Outputs	• 1 individual social empowerment map in notebook diary or flipchart for each participant with 3-5 people to help and 3-5 people to change through peer sharing, including 2 people to share with immediately or within 1 week of the workshop. • Steps of the map to share with others • Quantified collective empowerment leadership maps • Empowerment leadership song with flipcharts
Homework for participants	• Review and revise your empowerment leadership maps based on the discussion and contributions from other participants. • Share what you have learned with the first two people you identified and reflect on what was easy and what was difficult and share this experience with your group. • Track your own peer sharing with others and how they in turn share on your spider map. • Meet to write a song for the empowerment leadership map with flipcharts for each step. • Review what you have learned so far and identify any questions you want to ask at the next session.

| *Homework for facilitator* | • Ensure the information on the collective Empowerment Leadership Map is annotated and photographed. If required, put key information on an Excel sheet. Add to your notes in the margin for future adaptation
• Share the information and methodology with your colleagues. |

Facilitation Process

| *Pairwise Discussion*
20 minutes. | As soon as people start to arrive the facilitator asks them to pair up with other participants - preferably people they do not know well so they make new friends - to recap on the homework from the Gender Balance Tree in the previous session.

• Recapitulate on the basic steps of the Gender Balance Tree and what they can remember of the GBT song;
• Discuss what new action they took, and what happened?
• Who they shared the learnings and tool with, and what was the response?
When everyone has arrived or the start time is reached, the pairs feedback from the pairwise discussion, starting from the back and focusing on the action commitments.

Participants sing the Gender Balance Tree song as an energiser. The facilitator then explains the purpose of the Empowerment Leadership Map, adapting the narrative above to the participant context. |
| *Individual analysis*
Participants Diaries Steps 1-5
40 minutes. | Women and men draw individually but again it is good for them to sit in single sex groups according to marital status. Groups might be:
• Married in nuclear family;
• Married in polygamous family;
• Single divorced;
• Single never married;
• Widowed
But make sure/observe whether it is OK if people from the same household are in the same group eg co-wives, and adjust if necessary. |

Then go through the participant instructions for the Social Empowerment Map interactively step by step, inviting people to give examples on the flipchart at the front as the others draw in individual notebook diaries. But it is particularly important in this activity that all stages are completely confidential, and people do not look at each other's drawings. What people wish to discuss in the group is up to them.

(Optional) ***Group sharing and quantification in single sex groups 30 minutes.***	Use an energiser to re-organise the groups if necessary. Each group then discusses their maps and draws a collective group 'Empowerment Leadership Map' showing the different types of people the participants want to help or change through sharing the methodology and institutions they can work with. With quantification of how many people they think they can reach. Participants can also add to their own maps if they get new ideas from others.
Bringing It Together: ***Quantification of action commitments 1 hour***	Each group presents their Empowerment Leadership map. The facilitator should ask the groups to present starting with the group which has identified the least and ending with the group which has shown most initiative. As they are doing this one person from each group draws on a large collective map at the front of the hall As this is going on people can also add to what they have put on their own social empowerment maps.
Facilitator Wrap Up and spider leadership tracking diagram 20 minutes	The facilitator gives a brief wrap up; • Make sure everyone has the steps in the Manual Section at the back of their Diaries • Introduce the 'spider map' to track leadership and pyramid peer sharing - ie as people share with others, those others should share with yet others and so on (see next page). • If appropriate introduce whatever plan has been decided by the organisation on incentive and certification plan for community trainers. • Explain the Homework as above - and that the next session will revisit all the tools, so they should have any questions ready.

Pyramid peer sharing and Leadership Tracking Spider Map

Each champion is a catalyst for an exponential process - they are not expected to reach everyone directly and burn themselves out. But to develop the leadership capacity in turn of those they share with.

In terms of selection of people for initial peer sharing, it is generally better for participants to start with identifying the 'easy people' - people they think will change quickly. The more people they can get to change quickly the more self-confidence they will gain, and the stronger the collective voice will be to have greater impact without overburdening themselves.

A key concept to reinforce in this session is the 'pyramid' peer sharing whereby each champion becomes the centre of a process of 'pyramid marketing' or 'going viral' for exponential growth. Even on a conservative estimate of 1 champion to 5 people reached in their immediate family, if each of these people also reaches 3 people, those 3 people another 3 and so on, then from the same amount of champion effort one can have for example:

> Month 1: 1 to 5 to 15
> Month 2:15 to 45
> Month 3: 45 to 135

If reach more people in the first round through for example sharing in savings and credit groups, church groups or schools, then with the same process of on-sharing, the numbers directly and indirectly reached by each champion can be even greater. In order for this to happen:

- Champions must each have the steps of each tool clear in the back of their notebook diaries. It is important they they understand that it is these generic tools they share with others, not their own personal diagrams. It is important that everyone they share with thinks through their own analysis, and does not simply copy what the champions have put. These people in turn need to have the generic steps at the back of their notebooks and so on. So that the tools remain constant as the methodology spreads. Only once people have their own diagrams should champions share their own.

- Champions should understand clearly the pyramid peer sharing concept and pass it on as they share the methodology. This pyramid peer sharing should be an integral part of the Empowerment Leadership song and maybe also have a song to itself.

- People should have this spider diagram at the back of their notebooks (see diagram on next page) on the page opposite the steps for the Empowerment Leadership Map. They should also track their own process in their diaries - maybe being given a flipchart as their webs grow too large for A4.

- These spider maps should be shared at group meetings to brainstorm on further ways of upscaling the methodology withing champion networks, and also on ways of persuading the 'black withered fruits.'

Facilitation Checklist

The main outcomes for participants should be:

- Do participants have their Empowerment Leadership Map with action steps in the notebook diaries?
- Do participants feel less isolated? Have they been able to identify people or institutions who can help them opportunities, as well as people who they may need to change in order to advance? If not can any other participants help them to see a way forward?
- Do participants have the steps for the Leadership Empowerment Map in at the back manual section of their notebooks?
- Have participants identified at least 5 people with whom they can realistically share what they have learned on gender and tools as part of moving towards their vision?
- Do they understand the pyramid peer sharing concept? Do they have the spider diagram in their notebooks for sharing and tracking on the page opposite the tool steps at the back of their diaries?

Documentation Checklist

The empowerment leadership map is an individual exercise for personal and confidential reflection. The aim is in-depth reflection on their reality, then brainstorming with the group about ways of reinforcing or sharing the good things and addressing common challenges as individuals and groups. Ultimately the aim is leadership development and a sustainable and dynamic social movement for change. This will also inform any external support from the institution by making staff more aware of what people are doing already, and exactly where support is needed. In order for the tools to have maximum effectiveness is important that:

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

Many important issues often come out spontaneously as a basis for change: for example men's feelings towards their children, and the fact that children love their mothers more because

mothers spend more time with them Other issue like violence and resentment over property rights etc generally also emerge of themselves, and can also be discussed without referring to individual cases and making people vulnerable.

This tool can later be used quite rigorously as a qualitative research tool on emotional, economic and power relationships within families and communities to get a more accurate picture than the simplistic husband/one wife - centred model underpinning most development interventions. Having this wider picture is necessary to removing gender from the woman versus man stereotype - and also highlight the diversity of ways of addressing not only gender but other development issues. But as with the other tools this detailed analysis can be done retrospectively once the organisation has peoples' trust to explain their maps and the services to follow up on issues like violence which are likely to come out. At this stage documentation as such should focus mainly on:

- Qualitative understanding of gender issues within families and communities which people themselves choose to share spontaneously as a basis then for further discussion in the Gender Justice Review.
- Quantification of the peer sharing plans on the collective Leadership Empowerment Map

GALS Tool 5: Gender Justice Diamond

GALS Tool 5: Justice Diamond

Time Spent: 5-6 Hours
 	
Training Method:
	May take more or less time depending on the pace of work
	  o Working in pairs
	  o Brainstorming
	  o Drawing
	  o Analyzing
	  o Composing and then singing a song
	  o Applauding each other for encouragement

Welcome: 5 Minutes	The Facilitator welcomes everyone. After the welcome part is over, the participants move on to working in pairs.

Working in pairs:	Working in pairs, participants **review what was done during the previous session, show what they have done at home, and share personal GALS experiences and achievements.** This should be with the person they have so far talked to least. Probably here should be with the person of the opposite sex to promote listening and understanding – as the violence issues are done in gender-specific groups. Also good for women and men to share economic information. While sharing, participants can catch up on any information that they may have missed.

Facilitator: 10 minutes	Pairs up the participants and gives the following assignments: • Tell each other about what you have learnt while implementing the "Increasing Income Tree" tool. • If anyone has missed the "Increasing Income Tree" session, tell them about this tool in general, show drawings and homework.

Notes for Facilitator:	

Facilitator asks transition questions to go the next tool: 5 minutes

➢ In our last session, you worked with the "Increasing Income Tree" tool, updated your drawings and received homework to do together with your families.

➢ Do you have any questions about the "Increasing Income Tree" tool? (Facilitator answers the questions)

➢ Dear participants, you learned how to use the "Increasing Income Tree" tool to reach your vision and gain family support and now are working on changes in your lives. While reflecting on income growth, you identified existing challenges and potential solutions for boosting your income and showed them on your Increasing Income Trees.

➢ Now, in order to reach your vision, you should go to next step of the GALS process, which is called "Happy Family Diamond" and is aimed at promoting happy family relationships.

Steps to implement the "Justice Diamond" tool:

Purpose of the "Justice Diamond" tool:

Identify different dimensions of happy relationships and also types of violence and abuse that can prevent happiness.

Information to be delivered:
5 minutes

The "Justice Diamond" tool will help you identify, different dimensions of happy relationships and also types of violence that can prevent happiness.

• Why diamond?
Diamond is a clear, transparent and shiny gemstone with many facets. Many people want to have diamonds. Like many people dreaming about diamonds, we dream about our goals. Diamonds shine bright like the sun. We all wish to live happily in families that are loving, based on fairness and equality, free of violence and reach out for our dream like for diamonds.

• What does a diamond look like?
As you may have noticed, diamonds have the shape of a multi-sided rhombus. So we will draw our diamond as a rhombus.

Preparations for the "Justice Diamond" tool:
20 minutes

The Facilitator divides the participants into 4 teams:
• Husbands
• Wives
• Mothers-in-law (husbands' mothers)
• Daughters-in-law (wives)

If some participants do not fit any of these groups, they should be joined with the group that will reflect their family status most.

Facilitator:

Invites one participant (volunteer) to come to the front of the class and draw what is asked on a piece of paper pinned to the wall, providing guidance as necessary.

Guiding comments for the volunteer:
10 minutes

Please draw a large (diamond) to implement the tool.

Divide your diamond in four equal parts:
1. First draw a horizontal line through the diamond to divide it in two equal parts, upper and lower.

2. Then <u>draw horizontal dash lines through the upper and lower parts of the diamond to divide each in 2 equal halves</u>.

When the diamond is divided into four parts, label them as follows:
1. Write "Very good" and draw <u>three smiling emotions</u> in the uppermost part of the diamond;
2. Write "Good" and draw <u>one smiling emotion</u> in the second part;
3. Write "Bad" and draw <u>one sad emotion</u> in the third part; and
4. Write "Very bad" and draw <u>three sad emotions</u> in the lowermost part.

Like trees in previous GALS tools, the diamond has two sides. After dividing the diamond horizontally into four parts, now <u>divide it vertically in two equal halves.</u>

Facilitator:	You were divided into four teams: "husbands", "wives", "mothers-in-law" and "daughters-in-law". Use two diamonds, one to describe relationships between husbands and wives, and another one to describe relationships between mothers-in-law and daughters-in-law. Now that you have two diamonds, label each diamond accordingly to show which part of the diamond represents husbands/mothers- in-law and which represents wives/daughters-in-law. • What symbols will you use to show "husbands" and "wives"? • What symbols will you use to show "mothers-in-law" and "daughters-in-law"?
Guiding comments for the volunteer:	Please draw the suggested symbols on both sides of each diamond.

After the diamonds are completed and labeled, the Facilitator leads the volunteer back to his or her place with applause and thanks from other participants.

Step 1: What kind of relationship do you like?

Information to be delivered: ***5 minutes***	<u>What kinds of family relationships do you LIKE:</u>

Dear participants, as you know, relationships in families can be very different, from good to bad.

Answering the question "What kinds of family relationships do you like?", focus on relationships between husbands and wives and between mothers-in-law and daughters-in-law as these relationships are perceived by society as most common and important.

At the same time, do not forget about other family members. All relationships within a family matter. The table below shows examples of relationships for you to consider:

• Wife and husband	• Husband and wife
• Mother and daughters	• Father and daughters
• Mother and sons	• Father and sons
• Between children	• Between children
• Mother-in-law (husband's mother) and daughter-in-law (wife)	• Father-in-law (wife's father) and son-in-law (husband)
• Mother-in-law (wife's mother) and son-in-law (husband)	• Father-in-law (husband's father) and daughter-in-law (wife)

Facilitator: Gives 4 paper cards to each participant and asks to draw examples of relationships they like:

Activity: 30 Minutes
- "Husbands" draw relationships with wives.
- "Wives" draw relationships with husbands.
- "Mothers-in-law" draw relationships with daughters-in-law. and
- "Daughters-in-law" draw relationships with mothers-in-law.

Each participant should give one example of positive relationships per card, i.e., each participant will make 4 drawings showing 4 examples of relationships that he or she likes.

Facilitator The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary. Each participant should draw for him or herself, copying from each other is not allowed.

Guiding question:	• Why do you like this kind of relationships? You should show it clearly and specifically on your drawing.

1.1 Team members show their drawings to each other and group cards into sets

The Facilitator asks the participants to do the following:

Activity: 30 minutes

Team members show their drawings of positive relationships to each other:
1. The author of the drawing should not explain it. Other team members will try to understand and interpret the drawing.
2. Then they tell what they think the drawing is about.
3. The author says if they guessed right or not. If no correct answer is given, the author explains the drawing.

The drawings are then grouped into sets by meaning.

Cards with similar drawings are grouped into sets and pinned to the wall as guided by the Facilitator.

1.2 Card rating by each team member

Facilitator explains the rating process: 30 minutes	The teams rate the card sets.
	1. The cards are rated on a scale from 1 to 5. Each participant should rate all sets of cards based on their meaning. If there are more than 5 sets of cards, some will not be rated, as one person can rate 5 sets of cards only.
	The relationships the participant likes the most should be given the highest score, with other relationships rated in the descending order:
	• Liked a lot – 5,
	• Liked – 4,
	• Moderately liked – 3,
	• Liked somewhat – 2,
	• Liked a little – 1.
	1.2.2. When each team finishes rating the cards, one of the team members will calculate the total score for each set of cards.

1.2.3.   When the total score is calculated, "husbands" and "wives" pin the cards to their respective sides of the diamond (Diamond 1) and "mothers-in-law" and "daughters-in-law" do the same with their diamond (Diamond 2).

The cards should be pinned at different levels depending on the total score. To do this, the participants should answer the following questions:

➢ What range of scores will represent the "Very good" level?
➢ What range of scores will represent the "Good" level?

The participants place the cards in the "Very good" and "Good" sections based on the score.

1.3 Presentation

Groups present their sets of cards: 20 minutes

"Husbands", "wives", "mothers-in-law" and "daughters-in-law" present their drawings and answer the following questions:

• What relationships did you place in the uppermost part of the diamond?
• Why did you place these relationships in the uppermost part of the diamond?
• Are such (very good) relationships common?
• What relationships did you place in the "Good" section?
• Are such (good) relationships common?

Transition from Step 1 to Step 2 in the "Justice Diamond" tool

Facilitator asks transition questions and goes to the next step: 10 minutes

Dear participants, you have analyzed positive relationships, i.e. relationships you like, between husbands and wives and between mothers-in-law and daughters-in-law. Please now think about relationships that you do not like.
In the next step we will talk about family relationships that you do not like.

Step 2: What kind of Family Relationships you do not like

Facilitator:	<u>*What kinds of family relationships do you NOT LIKE:*</u> The Facilitator gives 4 paper cards to each participant and asks to do the following:
Facilitator:	Dear participants, as teams of "husbands", "wives", "mothers-in-law" and "daughters-in-law" *please draw examples of relationships that you do not like:*

Activity: 20 minutes
- "Husbands" draw relationships with wives;
- "Wives" draw relationships with husbands;
- "Mothers-in-law" draw relationships with daughters-in-law; and
- "Daughters-in-law" draw relationships with mothers-in-law.

Each participant should give one example of negative relationships per card, i.e., each participant will make 4 drawings showing 4 examples of relationships that he or she does not like.

Facilitator:	The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary. Each participant should draw for him or herself, copying from each other is not allowed.
Guiding question:	• Why do you not like this kind of relationships? You should show it clearly and specifically on your drawing.

2.1 Team members show their drawings to each other and group cards into sets

The Facilitator asks the participants to do the following:

Activity: 30 minutes

Team members show their drawings of negative relationships to each other:
1. The author of the drawing should not explain it. Other team members will try to understand and interpret the drawing.
2. Then they tell what they think the drawing is about.
3. The author says if they guessed right or not. If no correct answer is given, the author explains the drawing.

The cards with drawings are then grouped into sets by value.

Cards with similar drawings are grouped into sets and pinned to the wall as guided by the Facilitator.

2.2 Card rating within teams

Facilitator explains the rating process: 20 minutes

The teams rate the card sets.

2. The cards are rated on a scale from 1 to 5. Each participant should rate all sets of cards based on their meaning. If there are more than 5 sets of cards, some will not be rated, as one person can rate 5 sets of cards only.

The relationships the participant likes the most should be given the highest score, with other relationships rated in the descending order:

- Disliked a lot – 5,
- Disliked – 4,
- Moderately disliked – 3,
- Disliked somewhat – 2,
- Disliked a little – 1.

2.2.1 When each team finishes rating the cards, one of the team members will calculate the total score for each set of cards.

2.2.2 When the total score is calculated, "husbands" and "wives" should place the cards on their respective sides of the diamond (Diamond 1) and "mothers-in-law" and "daughters-in-law" should do the same with their diamond (Diamond 2).

The cards should be pinned at different levels depending on the total score. To do this, the participants should answer the following questions:

➢ What range of scores will represent the "Very bad" level?
➢ What range of scores will represent the "Bad" level?

The participants place the cards in the "Very bad" and "Bad" sections based on the score.

2.3 Presentation

Groups present their sets of cards: *20 minutes*	*"Husbands", "wives", "mothers-in-law" and "daughters-in-law" present their drawings and answer the following questions:*

- Which relationships did you place in the lowermost part of the diamond?
- Why did you place these relationships in the lowermost part?
- Are such (very bad) relationships common?
- Which relationships did you place in the "Bad" section?
- Are such (bad) relationships common?
- Is it a right thing that bad relationships exist in families and society?
- What relationships are harmful?
- What are the potential consequences of persisting harmful relationships?
- Do the relationships you do not like show any signs of violence?

Note for the Facilitator:

Summing up the relationships the participants do not like, provide information about warning signs of domestic violence.

You should not give this information until this moment, because otherwise the participants may feel embarrassed or afraid and refuse to work openly.

Information to be delivered:
20 minutes

Physical violence is the use of physical force or power against another person that causes body injuries or pain, including beating, hitting in the head, impeding or blocking movement, battering with hard objects, tying up and restricting freedom, along with causing damage to personal belongings.

Emotional (psychological) violence does not involve physical force, but aims at humiliation and intimidation of a person, including through verbal aggression, unfair and improper treatment, mockery, threats and other similar actions.

Economic violence includes the intentional neglect of obligations by one family member (or a person of equal

status) in respect of another family member (or a person of equal status), deliberate restriction of another person's ownership or property rights, malicious use of another person's property or earnings, etc.

Gender-based violence may be psychological, physical or sexual, but is fundamentally based on the imbalance of power between genders and gender stereotypes. This type of violence stems from gender gaps and goes with rejection of non-traditional sexual orientation and discriminatory action. Gender and sexual violence is often committed against girls and women, especially in traditional societies where women are regarded as subordinate to men. The higher social status of men as compared to women, aggression and abusive behaviour are other factors contributing to gender-based violence. Men and boys may demand obedience and submission from young women and use force and coercion.

- "When we say violence, we usually mean physical beating or body injuries. But we all need to know that verbal assaults, mockery, humiliation, threats and violation of human dignity are also violence."

Family (domestic) violence is any willful act of one family member against another that violates legitimate rights and freedoms of the victim, causing physical or mental suffering and moral damage, or threatens physical or personal development of an underage family member.

Domestic physical violence includes willful torture, physical assault or bodily injury of one family member by another, deliberate deprivation of freedom of movement, shelter, food, clothing and other basic living conditions of one family member by another, forcing into hard physical labour, and intentional failure to provide care and protection for a minor by his or her parents, care providers, trustees or adoptive parents that may cause harm to physical or mental health, affect honour and dignity, damage mental, physical or personal development of that minor or lead to his or her death.

Psychological domestic violence is the willful humiliation of honor and dignity of one family member by another or

forcing (coercing) a family member through threats, verbal abuse or blackmail into offences or actions endangering his or her life or health or causing harm to mental, physical or personal development of an underage family member.

And other types of Violence can be mentioned

Transition from Step 2 to Step 3 in the "Gender Justice Diamond" tool

Facilitator asks transition questions and goes to the next step:
5 minutes

- Dear participants, you have analyzed relationships that you do not like between husbands and wives and between mothers-in-law and daughters-in-law. Now please think about consequences that may follow if such relationships persist.

- How to avoid such harmful relationships?

In the next step we will analyze the consequences and implications of harmful relationships

Step 3: What consequences may have the relationships that you do not like?

Discussion: 5 minutes

Brief discussion of family relationships that the participants do not like:

We should make every effort to address negative and harmful practices in our family relationships or other areas of life, right?

We should also try to avoid negative consequences of existing situations.

To prevent harmful relationships in the family, which is our small unit of society, we should understand what consequences and implications such relationships may have. If we fail to identify such consequences, harmful relationships will persist with violence growing and becoming a common thing. This is why first of all we need to understand and identify implications of negative relationships.

Facilitator:

Gives each participant 4 paper cards and asks to do the following:

Activity: 20 minutes

Each of you, as part of your respective team, should answer the question "What consequences may have the relationships that I DO NOT LIKE?" and draw your answers on the cards.

Please draw one example of such consequences per card, so that you have 4 cards showing 4 different examples of consequences

Note for the Facilitator:	Ask guiding questions to participants while they are drawing. For example, if a participant is drawing a situation where his wife would not give him money, you may ask "What will happen if she does not give you the money?" Most importantly, you should ask what he needs money for. If he needs money to buy alcohol, he should know about possible consequences. For example, he may borrow money from someone to buy alcohol and thus increase family debt (as they will have to pay it back anyway) or his health may deteriorate due to excessive use of alcohol and he will have to go to a doctor (and spend money on healthcare).

3.1 Team members show their drawings to each other and group the cards into sets.

The Facilitator gives the following assignment:

Activity: 20 minutes

Team members show their drawings of negative consequences to each other:

1. The author of the drawing should not explain it. Other team members will try to understand and interpret the drawing.
2. Then they tell what they think the drawing is about.
3. The author says if they guessed right or not. If no correct answer is given, the author explains the drawing.

The cards with drawings are then grouped into sets by meaning.

Cards with similar drawings are grouped into sets and pinned to the wall as guided by the Facilitator.

3.2 Presentation

Groups present their sets of cards: ***20 minutes***	*"Husbands", "wives", "mothers-in-law" and "daughters-in-law" present their cards and answer the following questions:* • What relationships that you do not like may have negative consequences? • Have you met any such consequences in your life? • Why are these consequences bad for you? • How can they affect you and members of your family? • Should you try to prevent harmful relationships in your family to avoid negative consequences? So, what should you do to avoid such negative consequences?
Discussion and summing up the session:	Dear participants, we have identified and analyzed family relationships that we like and do not like and thought about the consequences of harmful relationships. What do you think we can do to prevent negative consequences? What our next step should be like?

Conclusion for the "Gender Justice Diamond" tool

Information to be delivered: ***15 minutes***	We have learned that relationships we do not like may have signs of violence. We need to make every effort to prevent negative consequences of harmful relationships. To transform bad relationships into good ones and prevent negative consequences, you may use the "Journey to the Vision" tool.

Composing a song about the "Gender Justice Diamond" tool

Purpose: ***3 minutes***	To better remember the steps of this GALS tool and use it to spread the method. Song singing is a good bonding opportunity for participants that also creates a more joyful and happy atmosphere.

Activity: 10 minutes

Participants, together or individually, write a song that describes all steps of the "Happy Family Diamond" method.

When the time given for the assignment expires, the Facilitator goes to the next activity:

Facilitator:	*10 minutes*	Each group presents their song about the "Happy Family Diamond" tool to the other participants.
Note for Facilitator:		When a group presents their song, other participants evaluate it, i.e. consider if the song reflects the steps correctly, think about its meaning and suggest modifications.
Facilitator:	*5 minutes*	After all groups have presented their songs, the participants choose the best song (all steps are described correctly, the song is bright and catchy).
Note for Facilitator:		Group dynamics may be different at each meeting. If it is hard for participants to come up with the song during this exercise, the Facilitator can give this task as a homework and encourage people to come early to the next session. Participants will sing this song in all future meetings (at the beginning or end of the session or both.

Activity: 10 minutes
Each group member suggests his or her lyrics to the rest of the group. The others listen to the lyrics and add their own lines, meanwhile composing music for the song.
This activity will take 10 minutes.

Homework

At home, the participants should analyze their family relationships together with other family members using the "Happy Family Diamond" tool following each step as during the session.

The participants should try to teach the GALS tool to as many people as they worked with during previous GALS sessions.

GALS Tool 6: Multilane Highway

The Multilane Highway: basic narrative

During the catalyst workshop and following community meetings participants will have worked on their individual tools and started to track their progress on MAINLY these tools:

Tool 1: Vision Journey tracking progress towards the first milestones
Tool 2: Gender Balance Tree tracking the fruits as they ripen to red
Tool 3: Empowerment Leadership map tracking who they have managed to reach.

About 1-2 months after the CW members should be ready for the organisation staff to introduce the Multilane Highway as a means of reinforcing and evaluating progress so far. This would ideally be a 3–4-hour meeting with songs in order to draw individual multilane highways in the notebooks and also to show the group quantification process on a mother MLH.

The **individual Multilane Highway** combines the three tools onto one diagram so that:

- Participants can see the linkage between the three tools. It clarifies that in order for participants to achieve their personal visions they are likely to need to make changes in gender relations in the household and also to share what they have learned with others: friends who can help them and also to change those who can hinder them. It therefore links both work on gender and peer sharing to enlightened self-interest.

- They have one overall framework to track their own progress in relation to their initial baseline starting point to reinforce these interlinkages at the three levels.

The **'mother Multilane Highway'** aggregates progress of individuals onto one large diagram of 6-8 flipcharts to show overall progress for groups that can then be further aggregated for organisations as a whole. This is a 'mother Multilane Highway' because good mothers (and also fathers) understand their children as individuals.

As part of the Participatory Review at the end of year 1 the champions and those they have brought into the process will develop a **collective Multilane Highway** which will join these individual visions into a collective action plan.

Individual Multilane Highway in Participant Diaries: Basic Steps

Step 1 Drafting the Multilane Road

The Multilane Highway follows the same steps as the Vision Journey. The only difference is that there are 3 lanes instead of one. So, you need to put two more lines through each circle and along

the road between the first lines. Begin by drawing the basic framework on the next double page spread in your notebook diaries. Every drawing should have a date and you will need to identify which milestone you have now reached ie is it 3 months, 6 months or 9 months since you started GALS.

Step 2 Filling in the top Vision Journey Lane

In the top lane put your vision from the Vision Journey in the top right, then your starting point when you drew the first Vision Journey in the bottom left circle, then where you are now in the appropriate milestone circle. Then fill in the opportunities and challenges and the most important information from the rest of the information on your Vision Journey.

Step 3 Filling in the middle Gender Balance Lane

In the middle lane put your vision (the green fruits) from the Gender Balance Tree in the top right, then your starting point when you drew the first GBT in the bottom left circle. Then where you are now (the red fruits) in the appropriate milestone circle. Then fill in any further opportunities and challenges for the gender balance to the top and bottom of the road. Then plan how you will achieve the rest of your green fruits in the following target circles, making sure youy also put in the actions needed to move from one to the other.

Step 4 Filling in the bottom Empowerment Leadership Lane

In the bottom lane put your vision (the peer sharing vision) from the Social Empowerment and Leadership Map in the top right, then your starting point when you drew the first Map (ie zero) in the bottom left circle. Then where you are now (the people with whom you have shared) in the appropriate milestone circle. Then fill in any further opportunities and challenges for the social empowerment and leadership to the top and bottom of the road. Then plan how you will achieve the rest of your leadership targets in the following target circles, making sure you also put in the actions needed to move from one to the other.

Step 5 Ongoing Tracking

You now have one summary diagram on which you can have an overview to continue to track your process, and also on which you can assess your progress compared with others in your group.

The first Multilane Highway (MLH): Facilitation Overview

Participant preparation
- Review progress on each of the diagrams: Vision Journey, Gender Balance Tree and Empowerment Leadership Map

Facilitator preparation
- Establish the timeframe between the initial baseline circle, the current circle and the date of the Gender Justice Review workshop - this will probably be one year from the start.

- Familiarise yourself with the MLH instructions and do your own individual MLH to make sure you understand the process.
- Prepare a large MLH framework using 6 - 8 flipcharts joined together (see example below - just do the framework) and put this on a wall at the front of the hall to use for your interactive explanation.
- Prepare an introduction based on the narrative and discussion above.

Materials/ inputs	• Notebook diaries and pens. • Multilane Highway framework on 6-8 flipcharts and markers.
Outputs	• Individual multilane highway in notebook diaries with all three lanes filled in. diaries to be progressively filled in with the other tools • Mother Multilane Highway quantified for participants present • Multilane Highway song
Homework for participants	• Track their progress on an ongoing basis • Share the MLH and MLH song with their leadership group • Quantify the MLH for their group to feed back to the organisation.
Homework for facilitator	• To do their own MLH share with their colleagues and draw their own Mother Multilane Highway for the organisation • To transfer the information to an Excel Monitoring Sheet for those indicators which the organisation decides to track e.g. increases in incomes, changes in gender division of labour and property ownership and peer upscaling - among many other possibilities. • To document the songs and share these with the wider WEMAN network

The first Multilane Highway (MLH): Facilitation Process

Individual MLH 1 hour	Simultaneous and interactive:

- Participant pairwise/pyramid recap of Road Journey idea from the Vision Journey session.

- The facilitator clarifies the MLH framework on the flipcharts - and asks people to repeat and clarify. Make this as interactive as possible.
- The others draft the MLH framework (no symbols anywhere at this stage - just the framework) in their notebook diaries.
- Then step by step they fill in the three levels of their own MLH from the appropriate tool.

Mother MLH 2 - 3 hours

- Ask a volunteer to come up and put one of the elements in their vision in the vision circle on the MLH at the front. Then put in where they started and where they are now. Aks for a show of hands how many women and how many men have the same.
- Then ask a second volunteer and repeat the procedure. Then a third from the back, or a woman or man depending on the sex of the previous two presenters. Performance of the first song for the multilane highway (15 minutes with everyone joining in)
- Interactive recap of the vision circle, current circle, opportunities and challenges which have already been filled in (30 minutes)
- Performance of the second song for the vision journey (15 minutes with everyone joining in)
- Filling in the target and milestones on the first level of the multilane highway in an interactive manner with discussion and voting for quantification of the target and milestones (20 minutes)
- Performance of the third song for the Gender Balance Tree (15 minutes with everyone joining in)
- Filling in the indicators and middle level of the multilane highway in an interactive manner with discussion and voting for quantification of the target and milestones (20 minutes)
- Performance of the fourth song for the Social Empowerment Map (15 minutes with everyone joining in)
- Filling in the indicators and final level of the multilane highway in an interactive manner with discussion and voting for quantification of the target and milestones (20 minutes)
- Discussion of Community Action Learning proposed process until the Gender Justice Review (see Part s 2 and 3) and immediate next steps to the first meeting
- Closing song of participants' choice

If time is short focus on the middle gender balance lane and the empowerment leadership lane.

Community Action Learning: Participatory Group Quantification on MLH

Following the introductory session on the MLH, the groups continue to use the Tool to track progress at their group meetings. By this time, they should only need periodic support from the organisation. As numbers of participants grow it will be important to develop some sort of representational structure where group representatives bring the quantified diagrams for discussion and aggregation at meetings facilitated by the core GALS team.

The main focus of tracking is:
- The degree to which people have been able to achieve their visions
- The gender changes which have taken place in division of labour, incomes, assets and decision-making
- Leadership development and outreach through the pyramid peer sharing process and assess quality of the peer capacity-building and scaling up
- Issues arising and challenges to be analysed using challenge action trees.
- Any necessary changes to the tools and pyramid peer sharing

If the CCW has been conducted as envisaged, then staff or group leaders can aggregate the information from the individual diaries during the group sharing process.

Making the aggregation fun requires development of facilitation skills and integration with fun activities and energisers. If the aggregation starts to detract from empowerment, then the quantification is best left until a bit later in the process eg after the Review meeting itself and facilitators have more skill.

Community Action Learning

Community Action Learning

The Community Action Learning process consists of 3 levels:

- **Individual level** progress and tracking on the diagrams and Multilane Highway in their Notebook Diaries as a personal learning process to achieve their vision

- **Group** meetings for sharing and comparing progress and experience in order to brainstorm and give support on strategies to accelerate progress. This includes some quantification of individual achievements and challenges on group diagrams as the basis for collective support and action

- **Organisational** reflection and learning based on quantitative and qualitative analysis and follow-up on the outcomes from the group meetings

Advising on design of the Community Action Learning is a key task of the lead GALS expert, based on outcomes from the meetings and the existing activities and skills of the rest of the team - all in the context of the longer-term sustainability plan.

All this can be done just through using the 3 tools presented in the initial workshops with particular focus also on the fun dimensions of developing songs and theatre. The schedule for group meetings should be adapted and agreed at the end of Session 6 of the CCW, based on expressed needs of the participants. A suggested schedule for 2 weekly 2 hour meetings over 3 months for consolidation of the tools and changes is explained below, But this can be adapted to the time availability and priorities of participants. It is THEIR process (champions and those they bring in), owned by THEM to support THEIR progress. If the process is to be sustainable and dynamic in the longer term, it is crucial at this stage that participant needs are at the centre of the design and not organisational or donor needs.

As part of the first the gender review it is suggested that the participants are introduced to the Multilane Highway for their own individual tracking. And that this is then adopted from then onwards as an easier way of quantifying and tracking progress at all levels.

Group meetings

The 'cement' of the Community Action Learning process are the series of group meetings. These meetings are ideally integrated into existing activities e.g., savings and credit meetings. Or new GALS groups may need to be formed from the peer sharing networks of the original GALS champions. Champions and those they bring into the process through the pyramid peer sharing

meet regularly to exchange experiences and ideas on progress on the Multilane Highway. They share:

- Progress towards the vision on the top lane of the MLH
- Changes in gender relations in the middle lane
- Progress and benefits of pyramid peer sharing on the bottom lane of the MLH

The CAL process must move as quickly as possible towards a structure which can be ultimately self- sustaining in the longer term as the basis for subsequent GALs Phases. The basis of sustainability is the enthusiasm and commitment of participants. All meetings must clearly and constantly demonstrate the self-interest benefits of planning and sharing in terms of helping people progress towards their visions. ALL meetings must be fun - people are giving up their spare time. People attend social events because they want to go, as part of the social fabric and to meet friends. GALS meetings should be events which people want to attend and invest time and energy in. So it is important to discuss with participants what they want to do, rather than imposing too rigid a structure as long as the basic objectives of learning and sharing for change are met.

At the same time, it is important from the first to minimize costs and reinforce the culture of 'participation means responsibility' and 'no free lunch'. As far as possible the process should be self-financing. Subsidies for inputs like diaries, pens, and even food and transport should be kept to an absolute minimum - if people can afford a bottle of beer, they can afford to pay for participation in a process which is helping them and bring their own food.

Where possible meetings should be integrated into existing activities e.g., savings and credit meetings or new support groups may need to be formed by champions together with those they are training

Location of meetings should be convenient in terms of the type of other activities in which people are already involved and should minimize travel costs.

Timing and length of meetings should be convenient in terms of the type of other activities in which people are already involved and people should provide their own refreshments.

If subsidy continues at this stage, then the process will not be sustainable in the longer term. Resources will be wasted which could be put to much more productive use. Any subsidies should be reserved for those few people who are too poor, encounter too much resistance in the family and/or live very far away - as a special case for ongoing organizational support agreed with other participants.

In order to continually involve the new people coming into the process and maintain continuity and depth of discussion it is likely that there will need to be a combination of:

- **Frequent small local meetings** where all those involved locally can attend. These meetings should be small enough (maximum 20 people) to be facilitated by the champions and enable full participation, free discussion and make sure new people get the support they need. But people coming to the meetings should already have learned the tools and have the tools already in their notebooks through the pyramid peer sharing. Otherwise, these meetings will become boring for people who have already learned the tools, and the necessary sharing and discussion for progress will not take place.

linked by:

- **Periodic larger meetings** where group representatives attend and then feedback. These are facilitated by one of the core team members with co-facilitation from participants to develop their facilitation skills. It is advisable that these representatives are rotated between participants in the smaller groups so that leadership and knowledge is continually shared rather than becoming concentrated in a few people. One way of rotating representation while maintaining the depth of discussion and advanced skills learning at the representative meetings would be require representatives to have trained a minimum of 5 other people. Representation at this level then becomes the basis for consideration later as a certified GALS community trainer.

It is important that documentation does not dominate over the fun empowerment objectives. These are essential parts of longer-term sustainability of the changes and process.

The main priorities at this stage are that:

- Changes are tracked in the individual notebook diaries for participants' own learning
- Information on what works and what does not work is shared as a learning process
- Pyramid peer sharing is continually expanding as part of participant leadership development

SUGGESTED MEETINGS UNTIL THE FIRST GENDER REVIEW MEETING	
Meeting 1 *Vision Journey 1*	• Sharing visions in pairwise discussion • Quantification of visions on the top lane of the vision circle of the MLH and current situation • Making sure everyone has understood the Vision Journey tool and review of steps and how this relates to the multilane highway • Group discussion of progress on the Vision Journey sharing opportunities and challenges and ideas on ways forward • Filling in the milestones and activities on the Vision Journey • Sharing experience of pyramid peer sharing of Vision Journey

	• Register of participants with key background information, whether they are happy with progress and numbers of women and men with whom they have shared the information • Reviewing and refining the song for the Vision Journey • Homework to make sure their diaries are clear. And to follow up on progress of those they have trained and extend the network.
Meeting 2 **Gender Balance Tree 1**	• Sharing the changes they put on the Gender Balance Tree in pairwise discussion • Quantification of gender change visions on the middle road of the vision circle of the MLH and current situation • Making sure everyone has understood the Gender Balance Tree Tool and review of steps and how this relates to the multilane highway • Individual work to fill in changes on Gender Balance Tree • Group discussion of progress on the Gender Balance Tree sharing opportunities and challenges and ideas on ways forward • Filling in the milestones and activities on the GBT centre road Sharing experience of of Gender Balance Tree • Register of changes on GBT or aggregated group GBT Reviewing and refining the song for the Gender Balance Tree • Homework to make sure their diaries are clear. And to follow up on progress of those they have trained and extend the network.
Meeting 3 **Social Empowerment to Social Leadership Map**	• Sharing the changes, they put on the Social Empowerment Map in pairwise discussion • Quantification of visions on the bottom lane of the vision circle of the MLH and current situation • Making sure everyone has understood the Social Empowerment Map Tool and review of steps and how this relates to the multilane highway • Individual work to fill in changes on Social Empowerment Map • Group discussion of progress on the Social Empowerment Map sharing opportunities and challenges and ideas on ways forward • Filling in the milestones and activities on the SEM bottom experience of pyramid peer sharing of Social Empowerment Map • Register of changes on SEM • Reviewing and refining the song for the SEM

	• Homework to make sure their diaries are clear. And to follow up on progress of those they have trained and extend the network.
Meeting 4 *Vision Journey 2:*	• Review of changes since meeting 1 with focus on reinforcing champion's tracking of own progress, opportunities and strategies to overcome challenges. • Quantified aggregation of progress on the MLH for participants Discussion of progress for those learning through pyramid peer sharing • Vision Journey song
Meeting 5 *Gender Balance Tree 2*	• Review of changes since meeting 1 with focus on reinforcing champion's tracking of own progress, opportunities and strategies to overcome challenges. • Quantified aggregation of progress on the MLH for participants Discussion of progress for those learning through pyramid peer sharing • Vision Journey song
Meeting 6 *Social Leadership Map*	• Review of changes since meeting 1 with focus on reinforcing champion's tracking of own progress, opportunities and strategies to overcome challenges. • Quantified aggregation of progress on the MLH for participants Discussion of progress for those learning through pyramid peer sharing • Vision Journey song

Group Monitoring

Simple monitoring through quantification of key achievements on collective diagrams should over time be possible at the more frequent local meetings, with the outcomes then fed back to the larger representation meetings. The way in which quantification can be progressively improved as numbers of participants grow will need to be decided as things develop - based on the recommendations and capacities of participants.

Quantification should not dominate meetings, but serve as the basis for reinforcing individual progress and tracking and discussion on strategies to accelerate progress.

The tools are essentially the same but participants will be different. As they are now members of the same group who meet regularly this can form a group for more systematic monitoring of change - bearing in mind that new members will join, so later diagrams should have more participants.

The important point is to make sure to put the group symbol, date and total number of women and men at the top of each group diagram.

The facilitation process for each tool is essentially the same so that people get used to certain participatory norms.

Organizational Support for the Community Action Learning

During the Community Action Learning process meetings are led by the champions but supported by the core team who monitor and document the progress, and give advice on how challenges may be overcome based on experience of other champions or other processes elsewhere.

As far as possible this staff support should be integrated into existing meetings and activities. It is important that costs are minimized as far as possible from the start eg by location and timing of meetings to minimize food and travel costs for participants. After the first champions participants should buy their own local diary notebooks and pens.

Any monitoring and documentation in the Community Action Leraning should be very light and should not be pushed if it starts to discourage or overload people. At the same time quantification of individual and group diagrams helps to maintain momentum and a sense of progress.

The key is to strike a balance based on the information needs of the champions.

The main aim is empowerment and enabling the champions and those with whom they share the methodology to reflect on and document what they need for their own empowerment. Then share this with other group members as part of collective learning - including some quantification on the group diagrams. This information can then be aggregated at organizational level for more rigorous analysis as part of the Gender Justice Review stage.

If time permits staff and/or the GALS consultant may conduct some more qualitative and/or multimedia documentation on issues arising.

A key aim in this stage is video and photo documentation of the process for use in dissemination and scaling up.

A key role of staff is to respond to and support collective action needs arising from the process through e.g., making links with other stakeholders around land and property issues.

Anticipated outcomes

If the process has been fun and dynamic, on the basis of experience and subsequent adjustments in the methodology, it is estimated that by the end of 3 months the following achievements are possible:

- Most of those reached (target 90%) should have Notebook Diaries containing their visions, vision road journey, gender balance tree, social empowerment map and multilane highway, together with a pictorial version of the steps of each tool for peer sharing

- Most of those reached (target 80%) should have tracked their progress towards their visions, gender changes and peer sharing on the individual diagrams and/or multilane highway

- Most of those reached (target 80%) should be inspired by the possibilities of moving forward to achieve a vision, analysed for themselves the negative consequences of gender inequality for their ability to achieve this vision and realise that they can also help other people to change through sharing what they have learned and that this will also help them to achieve their vision

- Many of those reached (target 80%) should have achieved their first SMART target on the top of their Vision Journey

- Many of those reached (target 60%) should have made some changes in gender relations - for example changes in division of labour, more equal participation in decision-making and decreased violence, alcoholism and adultery

- Many of those reached (target 60%) should have achieved the target ratio for pyramid peer sharing of 1:50 in 3 tiers.

- Many (target 30%) should have concrete plans for longer term changes in more sensitive areas like land agreements

- Many should have confidence in their ability to become leaders of change and a plan for developing their leadership capacities

- Discussion of gender issues and comparing experiences of progress should be fully integrated into group meetings

- GALS songs and theatre on gender issues should be well established participatory parts of group activities.

- Local government and any other stakeholders should be aware of and supportive of the process as the basis for wider institutional support in Phase 2 issues from experience

Tracking in this way is not a policing monitoring process, but a reflexive learning process essential to inspiring continued progress and learning from experience in order to continue to move forward. This is however often a big culture shift - for the catalyst team as well as people in the community. It is often difficult to fit in time to reflect and plan when life is so busy.