

GENDER JUSTICE FOR WEALTH CREATION

GALS LIVELIHOOD STRENGTHENING AND REVIEW WORKSHOP



Manual for field-testing November 2013





This Manual has been written for the TWIN Great Lakes Project funded by Comic Relief.

It is based on experience with GALS in TWIN partners:

Bukonzo Joint Microfinance in Western Uganda

Gumutindo Coffee Cooperative, Mt Elgon Eastern Uganda a partner in the TWIN Great Lakes Project.

The tools include further development of some of the tools from earlier work for the Oxfam Novib/IFAD GENVAD process and Hivos/KRC and Trickle Up tools for Participatory Action Learning System. The author is grateful for members and staff in all these organisations who helped develop earlier versions of GALS.

The current Manual should follow rather than provide a shortcut substitute for GALS Phase 1 'Steering Life's Rocky Road' that establishes the necessary basis of cooperation within households and the pyramid peer sharing structure for upscaling. The tools can be integrated with the value chain framework in 'Growing the Diamond Forest: Gender Justice for Wealth Creation' produced for GENVAD.

For copies of these and other manuals, further details and updates on GALS and WEMAN, including links to video clips see

<http://www.wemanresources.info>

Livelihood Strengthening Workshop:

Process Overview

The livelihood strengthening workshop is intended as a follow-on to GALS Phase 1 that catalyses changes in relations between women and men. These tools should not be used until those participating have:

- fully developed skills in drawing so that they are able to put many symbols and detailed information on one page.
- have a good understanding of gender justice and made significant changes in relations in their households. Men in particular should be expected to have been involving women equally in decision-making, making significant contribution to unpaid work for the household and at least started the process of equalising property ownership. For some women they may have found these changes more difficult and be looking to set up their own businesses in order to achieve greater equality or independence.
- have proven their effectiveness in pyramid peer sharing and have well established networks for scaling up dissemination of the tools to others.

The workshop takes stock of changes taking place and give people some new tools to strengthen the gender change process. It introduces or strengthens:

- Vision Journey through looking back over achievements so far, what worked and what did not work and particularly opportunities and challenges relevant to future planning.
- Livelihood Efficiency Tree as a more advanced form of the Gender Balance Tree to look at how the contributions and benefits to the household economy can be balanced even further to accelerate growth in incomes.
- Market Map which looks at roles of women and men in marketing the products they produce, control over incomes and possibilities for entering new markets. It can be combined with a role play on customer care if time permits.
- Increasing incomes challenge action tree that summarises the challenges and ways forward in production, marketing and gender relations as the basis for group discussion on where different forms of collaboration might be useful.
- Business Planning Road for each activity for the next year to plan work inputs, expected profits and reinvestment.
- Livelihood Planning Multilane Highway bringing together business plans for the main activities, expected expenditures/consumption needs and possible equitable cooperation between household members incorporating the commitments on the LET.

The workshop can combine or lay the foundation for strengthening of groups through savings and credit and/or different types of technical and/or livelihood projects and/or value chain and local economic development.

Box 1: Livelihood strengthening workshop schedule

Preparation	Community Action Learning (adapt relevant parts of Rocky Road to Diamond Dreams Manual Part 2)
Workshop Schedule	
Day 1 Morning	Achievement Journey to New Business Vision
Day 1 afternoon	Business Investment Tree (to be done from Trickle Up)
Day 2 morning	Gender Balance Tree revisited
Day 2 afternoon	Livelihood Efficiency Tree
Day 3 morning	Market Map
Day 3 afternoon	Market role play (to be done)
Day 4 morning	Increasing Incomes Challenge Action Trees
Day 4 afternoon	Gender Challenge Action Trees (from RRDD)
Day 5 morning	Business Vision Plan
Day 5 afternoon	Livelihood Multilane Vision Plan
Day 6 morning	Empowerment Leadership Maps Review
Day 6 afternoon	Empowerment Leadership Plan

The workshop would ideally be preceded and followed by work with the organisation, including looking at ways of mainstreaming gender into existing trainings.

It could also be followed by/integrated with work on group and leadership strengthening, possibly as a further follow-on 3 day workshop. This would strengthen the structures for collaboration and dissemination of the tools. As well as strengthening the GALS gender justice movement as a whole.

NOTE: The tools here can be adapted for integrating gender justice in other livelihoods methodology (with appropriate accreditation in observation of Copyright). But if the full power of the tools for wealth creation, gender transformation and upscaling is to be realised, it is important that this training is given by someone who has been trained in the GALS facilitation principles and has substantial experience of GALS processes. The Manual assumes the facilitator is already skilled in GALS facilitation and can adapt tools to specific participant contexts. Although facilitator skill is crucial to delivery of the tools, detailed description of possible facilitation scenarios is not given here.

SESSION 1

ACHIEVEMENT

JOURNEY TO NEW

BUSINESS VISION

Achievement Journey to new business vision: basic narrative

The aim of this workshop is to give participants some planning tools with which they can use to identify ways of strengthening existing activities and/or starting a new business.

The first step is careful reflection on our past experiences - how did we progress on our earlier vision journeys, did we achieve our targets. what opportunities helped us, what challenges did we face and what adjustments did we need to make to our initial plan? The session starts with an achievement journey to assess these things on our original plan. This experience will then be used during the workshop to inform our plan for the future. The achievement journey can either be plotted on the original diagram, or if that was not sufficiently clear or detailed we can draw a new one to show all the past experience.

Based on this past experience, and any new ideas we have, the next step is then to think of a business idea to work with during the rest of the workshop. We will then form groups with other people who have a similar business vision so that we can share ideas and strategies.

Aims of Session 1 Achievement Journey to new Business Vision

The achievement journey follows the same basic steps as the Vision Journey, and thus reinforces the same concepts. The only difference is that we are now looking back from the present to the past. Achievement Journeys can be done for any issue once the principles have been learned. It can be done through marking off activities and achievements of milestones on the original Vision Journey. Ideally this will have been tracked as people go along. In many cases it is likely that tracking will not have been so systematic because it takes time to build a culture of reflexive learning and planning. So this Session brings everyone up to the same level and highlights the usefulness of tracking on subsequent Vision Journeys.

The different visions on the achievement journey then form the input to a soulmate exercise to form activity-based groups for the rest of the workshop where people will share ideas on the same activity. These activity-based groups can form the basis for subsequent groups in the community that might meet during and/or outside regular GALS meetings eg at the market, to exchange business experience and ideas.

Aims for participants

- to assess and appreciate actions and achievements
- to identify targets which were not achieved, and whether this was due to overambitious plans, activities not done, opportunities not sufficiently identified and reached and/or unanticipated challenges
- to reassess opportunities and challenges that may be relevant for the next road journey
- to form activity-based groups for their new business vision
- to assess the business vision in relation to how many others have plans to enter the same market and maybe change their idea.

Aims for organisations

- quantification of VJ achievements since starting GALS
- better understanding of other opportunities and constraints outside the programmes
- potential use of these journeys later for sampled follow-up as detailed case studies and retrospective impact assessment
- an understanding of peoples' views on activities they want to strengthen and/or new business possibilities
- understanding of whether and how all the above differ between women and men and why
- a basis to start an identify the organisation's role in relation to these activities.

Facilitation Overview

Participant preparation	<ul style="list-style-type: none"> Participants need to bring their notebook diaries with as much tracking as they can on their Vision Journey/s By now they should have their own coloured pens to make their drawings look as attractive and clear as possible through colour-coding.
Facilitator preparation	<ul style="list-style-type: none"> The facilitator should put up a blank flipchart at the front of the room for interactive review of the VJ tool and show the principle of the Achievement Journey. The main symbols and quantification will be for visions, opportunities and challenges.
Timing 3 hours	<p>The main activities are:</p> <p>Opening of the workshop with welcome and songs (30 minutes)</p> <p>Activity 1.1 Pairwise sharing of experience of GALS, opportunities and challenges they encountered on their vision journey and expectations from the workshop (15 minutes)</p> <p>Activity 1.2 Feedback of pairwise experience and expectations and facilitator explanation of workshop aims and content (30 minutes)</p> <p>Activity 1.3 Individual Achievement Journey - a personal and confidential reflection exercise with interactive facilitations (30 minutes)</p> <p>Activity 1.3 Identification and drawing of the business idea on which they want to focus in the workshop - either strengthening an existing activity or a new activity (15 minutes).</p> <p>Activity 1.4 Soulmate sharing and group formation of activity-based groups (30 minutes)</p> <p>Activity 1.5 Plenary feedback from the activity-based groups and finalisation of activity groups for the workshop with good diversity of market-relevant activities (30 minutes)</p>
Materials/ prepared inputs	<ul style="list-style-type: none"> Notebook diaries and pens for participants Blank flipchart on the wall with coloured markers
Outputs	<ul style="list-style-type: none"> Individual Achievement Journeys and skills in tracking Individual Business Vision to work with during the workshop Participants in activity-based groups for subsequent sessions.
Homework for participants	<ul style="list-style-type: none"> Sharing the Achievement Journey and their business idea with their families and friends after the workshop
Homework for facilitator	<ul style="list-style-type: none"> Consider the implications of the activity ideas for how the rest of the workshop may go, and possible formation and support for activity-based groups following the workshop so you know whether and for what you should promote discussion at this level without raising unrealistic expectations.

Participant Diaries: Achievement Journey: Basic Steps

The achievement journey is tracked on your original Vision Journey as a reflection of experience so far. Or if substantial amendments are needed, it is redrawn as a new diagram.

Step 1 Did I achieve my original Vision Journey? How accurate was my original plan?

What was my vision? What was my starting point? What was my target? Which milestone target/s have I reached?

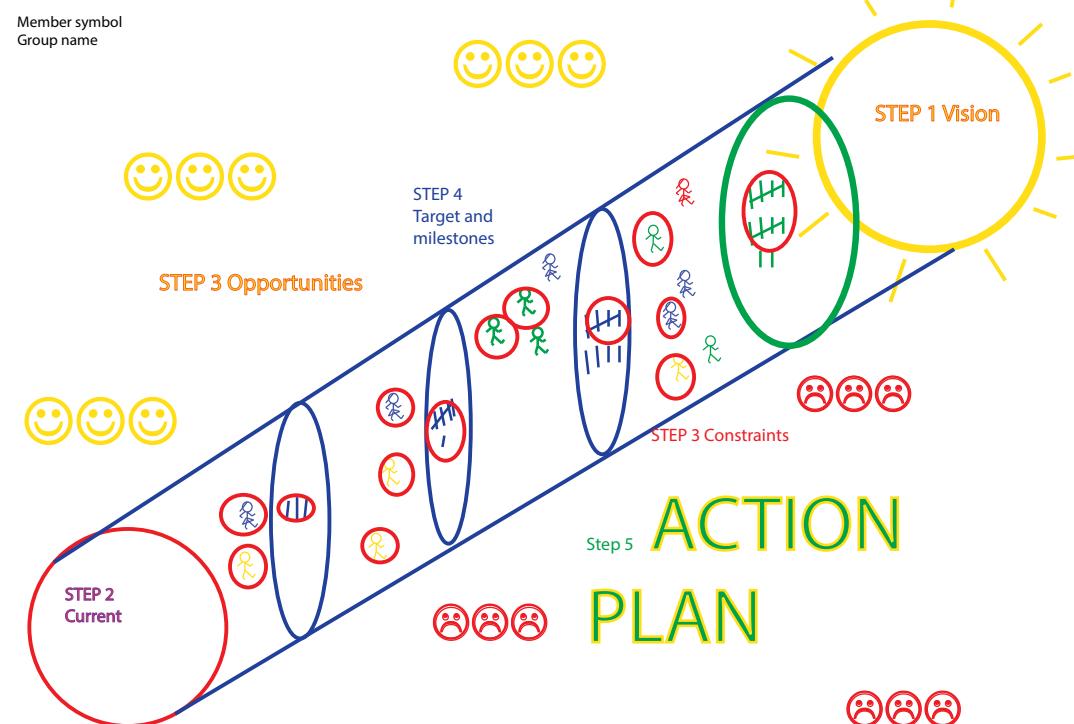
Step 2 What were the reasons? key opportunities and challenges?

How accurate was my analysis of opportunities and challenges? Ring the opportunities obtained and challenges encountered with red. Put on any other unforeseen opportunities and challenges you experienced. opportunities and strengths above the road. Remember bigger ones are more important. Those nearer the road are more controllable than those further from the road. Bigger ones are more important.

Step 3 What are the implications for the future?

In view of your experience and probable future opportunities and challenges, this of what business you want to focus on during the workshop.

Is this strengthening of the business on your Vision Journey? A different element of your original vision? Or something new altogether?





Business Soulmate Visioning: Basic Steps

This follows the same basic steps as the original GALS Catalyst soulmate exercise and aims also to reinforce participant facilitation skills in that.

Step 1 Individual Drawing (15 minutes)

On the first page of your new Livelihood Notebook for the workshop, draw the vision you have for your business: what is the activity? what scale of operation do you foresee? what sort of technology and/or markets are you aiming for? what skills will you need? is it your own individual activity, or are you expecting to do it jointly with other family members? Draw as much detail as you can. But remember the activity must be realistic in relation to your past experience, opportunities and challenges, and also the market. Do not just copy your neighbour.



Step 2 Finding activity soulmates (15-20 minutes)

Participants then mingle with each other, introducing themselves saying name and organisation and sharing their business vision drawings.

People form a group with participants wanting to do business in the same activity. If groups are too large for one activity, ask people if they think the market can cope with so many entrants. If the market exists, divide participants by anticipated scale of operation and/or technology. Any 'special people' who are the only ones with their particular activity, as if they think it would be useful for them to join with others who are also on their own. Or if they want to just work independently. They should not be asked to change their vision as part of the aim is diversity and innovation in ideas.



Step 3 Collective drawing (4-5 groups 15 minutes)

Each group does a collective drawing on a large flipchart, bringing together their initial ideas on scale, markets, technology and who else might help.

As before this collective drawing is an exercise also in participation, with everyone drawing in turn, and applause, not a task given to the most 'artistic' or knowledgeable participant.



Step 4 Plenary sharing (10-25 minutes, 2-5 minutes per group)

Each vision drawing is posted next to the others on the wall and presented.

Ask participants to consider and discuss:

- How diverse and innovative are the business ideas?
- Are too many people trying to crowd into the same activity and market?
- Encourage people to start to think of product diversification even in the same activities and markets.
- Are there differences between women and men? If so why is this? Maybe women could be more ambitious and encouraged to try 'male' activities.



Step 5 Do you want to revise your vision?

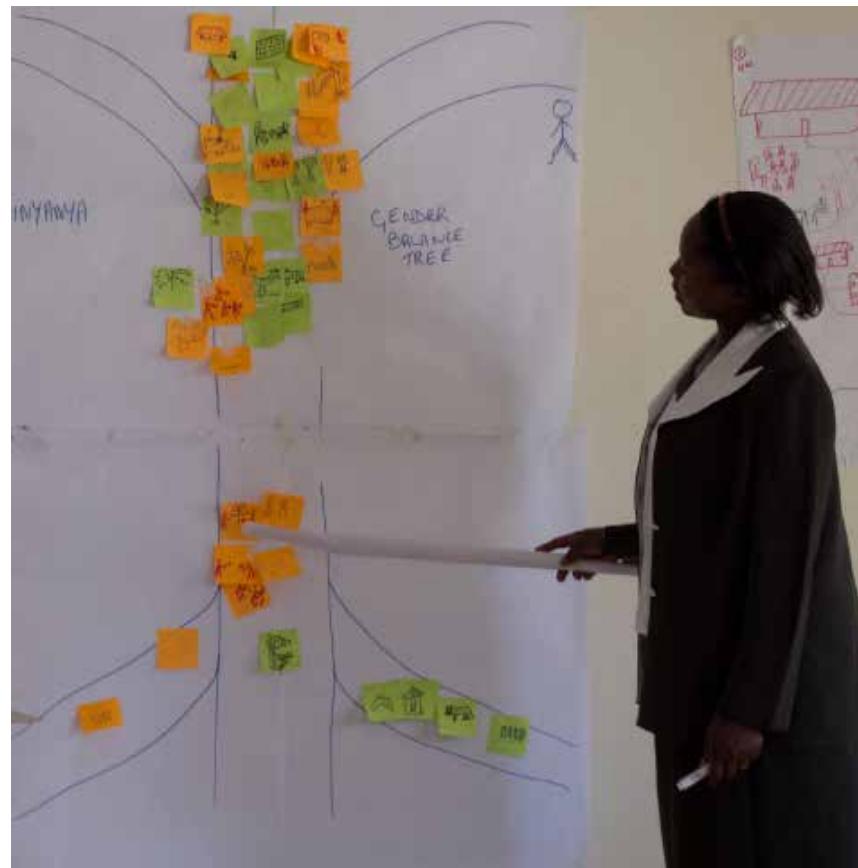
At this point participants are asked if they want to change their vision now they have heard from others

- do they want to add any details on scale, markets, technology or cooperation?
- do they want to change their activity entirely to something else or join some of those working on their own.

SESSION 2

LIVELIHOOD

EFFICIENCY TREE



Underlying narrative

The gender balance tree examined some of the inequalities between women and men in households that are a key cause of imbalances and inefficiencies in the household 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.

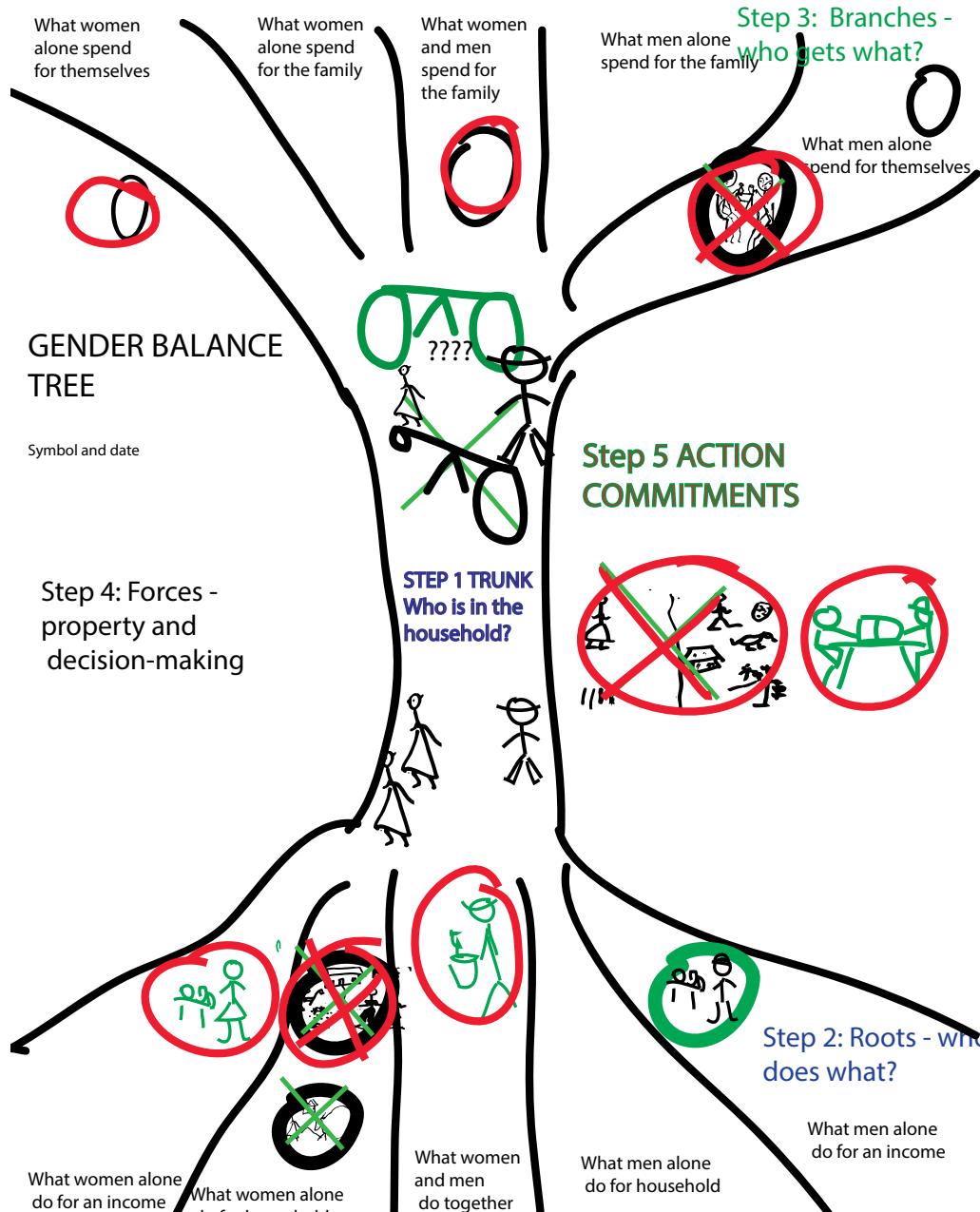
The first step of the livelihood efficiency tree is to examine the changes that have taken place ie the fruits that have ripened and those that remain green. People can only advance to the LET once they have at least 5 red fruits on their GBT. Unless the tree is already growing straight, then growing one or more roots may simply make the tree grow more unbalanced and be even more difficult to straighten. It may mean the household splits completely.

The livelihood efficiency tree then takes this analysis and change process further. It deepens analysis of:

- the division of labour and time allocation to specific tasks in relation to the incomes they generate
- starts to identify those sources of income that could be further developed by individuals or the household
- quantifies and assesses the efficiency of expenditure patterns and where money could be saved for investment in the activities identified
- looks at contributions to food security from the work input to complete the analysis of women and men's contribution to the household
- looks in more detail at ownership of assets and decision-making that can remove inefficiencies in income-earning and/or expenditure

In the process it significantly deepens the gender analysis to promote greater gender balance - it should only be done once people have fruits on their GBT.

The green and red fruits are quantified in order to promote collective sharing of experience and commitment to change. The outcomes then serve as input to the Livelihood Vision Plan and Gender Challenge Action Trees.



What the initial individual gender balance tree in the diary notebooks should look like as input to the Review. It should have:

Black rings of different thickness on the roots to show the main income earning sources, ideally with quantification of amounts of money for a specified period.
Main expenditures on the branches ringed in black, ideally with some quantification of money for a specified period.

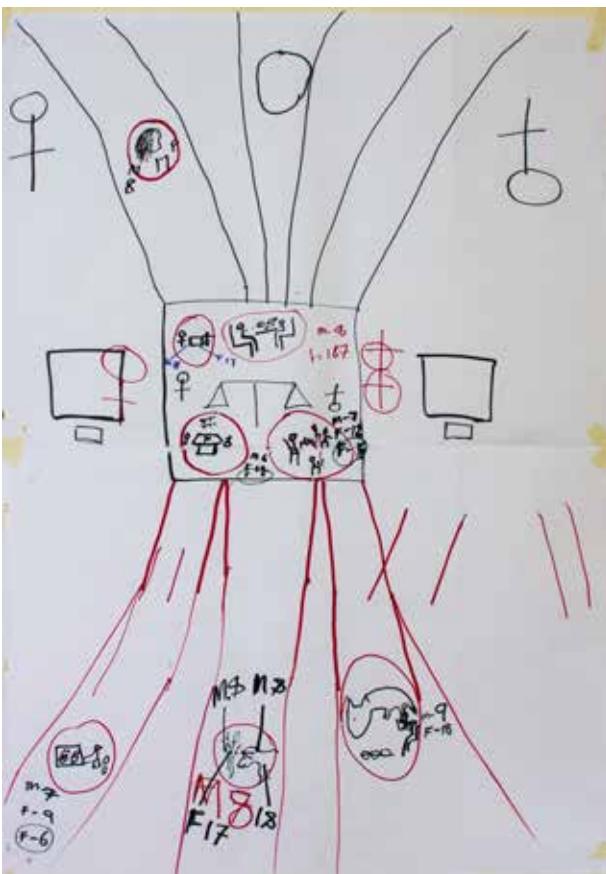
Symbols and green change fruits on the roots

Symbols and green change fruits on the branches

Symbols and green change fruits on the assets and decision-making on either side of the trunk.

It may already have some red fruits.

Gender Balance Tree Review: Facilitation Overview

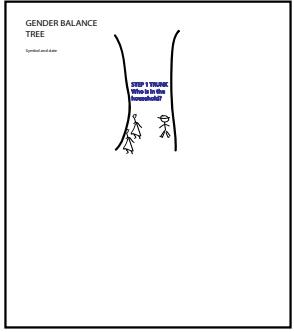


.Partly quantified GBT from Mbale workshop 2013

Participant preparation	<ul style="list-style-type: none"> Bring your notebook diary with the red fruits on your initial GBT. Bring your four coloured pens
Facilitator preparation	<ul style="list-style-type: none"> Familiarise yourself with the tool and draw your own Gender Balance Tree Prepare an introductory explanation Put up a blank flipchart at the front of the room for interactive presentation of the tool Put the MLH framework on a wall in the hall for use in the plenary. 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	<ul style="list-style-type: none"> Per participant: notebook diary and 2 differently coloured pens. 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 tree shape for explanation and the plenary. Different coloured markers
Timing 2-3 hours with health break	<ul style="list-style-type: none"> Pairwise recap on red fruits on GBT from the previous session and facilitator introduction (10 minutes) Interactive personal LET - facilitator does not hold the pen and participants facilitate themselves - putting more details on individual trees (see notes in red on the initial step sheet and marking red fruits and further green fruits for the next plan (40 minutes - 1 hour) Group discussion of the red and green fruits in 2-4 single sex groups to produce quantified trees (1 hour) Plenary sharing filling in and quantification of the achievements and new action commitments on a collective GBT and participatory discussion (1 hour) Reviewing the GBT/LET song with action steps on flipcharts (optional 30 minutes) Facilitator recap and homework (10 minutes)
Outputs	<ul style="list-style-type: none"> Individual LET in notebook diary with marked fruits and 5 new action commitments on their GBT. Quantified LET for participants. Facilitation skills to replicate the process in their groups. Revised Gender Balance/ Livelihood EfficiencyTree song with steps of the Tool.
Homework for participants	<ul style="list-style-type: none"> Act on the green fruits identified and reflect on what works, what does not work, what advice can you share with others, what advice do they need? Tracking further progress on the LET Share the methodology and what you have learned with at least two people in your household, community. Facilitate the quantification in your group.
Homework for facilitator	<ul style="list-style-type: none"> Analyse the information from the group trees and put onto excel sheet for monitoring Add to your notes in the margin for future adaptation Consider any issues and changes you want to make in the next exercise: Social Empowerment Map.

Livelihood Efficiency Tree

Participant Diaries: Basic Steps



This should be a new tree on a double page in the diary. But refer to your Gebder Balance Tree and where relevant transfer information from there.

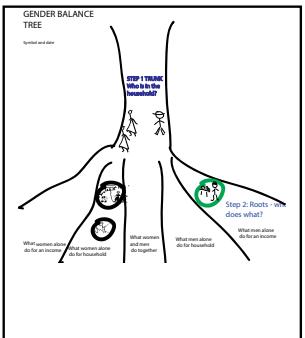
Step 1: Trunk: who else is in the household?

Do you want to add any more people in the trunk?

Step 2: Roots: how can division of work be made more efficient to enable more income earning activities?

Look at the roots of your GBT:

- 1) What is the main household source of income? (eg coffee) have you put the different activities of women and men?
- 2) Have you put all the household activities?
- 3) Have you put all the income earning activities of women and men and the activities they do, including those they do to help each other?



Make sure that you have put as many of the different activities performed by women and men - this means you will have to draw small. But also:

- Differentiate the different time involved through drawing the tasks that take more time larger.
- Differentiate amounts of income by ringing with a black circle. Thickness shows the relative amounts of income.

Ring with red those fruits you already have on your GBT.

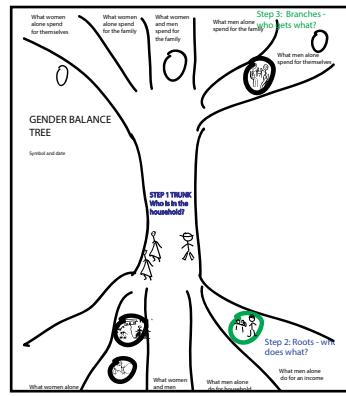
Then consider:

- Which are the activities that take most time? Can these be cut? Ring as green fruits
- Which are the activities that can generate most income? Put amounts next to the symbol. Can these be increased? Ring as green fruits.
- What changes in essential activities in the household in order to enable women and men to equally earn an income? Ring as green fruits.

Step 3: Branches: how can expenditure be made more efficient

- 1) Review the expenditures you put on the GBT and transfer these from the GBT. Put the largest expenditures with a larger symbol and put amounts of money next to each symbol for eg one month.

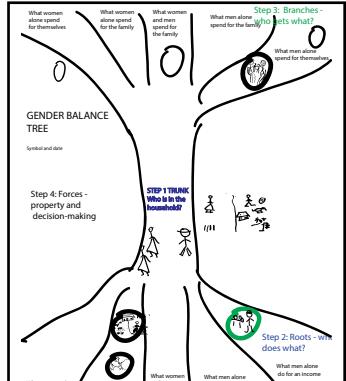
- 2) Include in the branches for women and men's and joint contributions to the household the contribution of food-based crops.
- 3) Are there more expenditures you have noticed in the meantime? Add these on the appropriate branch, again using different sizes and marking the amounts of money.
- 4) Ring in red the fruits you have already achieved.
- 5) Ring in green any further changes that could be made.



Step 4: Does the trunk now balance?

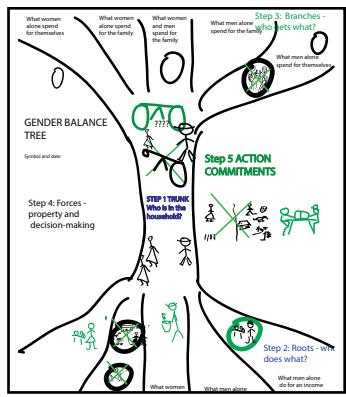
Look at the symbols on either side or middle of the trunk of your GBT:

- a) the property which women and men own - eg who now owns the land? who now owns the livestock? add any other major assets. Ring the changes in red, and further changes needed in green.
- b) the types of decisions which women and men make - which decisions are now made by women only, which by men only, which are made jointly? Ring the changes in red, and further changes needed in green.
- c) who controls the income: do men keep all their money? do women keep theirs? or hand it to men? Ring the changes in red, and further changes needed in green.



Step 5: Action: can our tree grow even stronger?

- 1) Are women and men now both equally earning? Contributing to household work and production? Ring any further changes in green.
- 2) Are women and men now contributing their share to the household? Ring any further changes in green.
- 3) What income is left that could be reinvested into income earning activities to increase equality of earnings? Equality of assets? Equality of savings? Draw green lines - like the roots of a banyan tree to join where income can come from to nourish the roots. Put on estimated amounts of money.



Gender Balance/Livelihood Efficiency Review

This tool now quantifies the red and green fruits that people have identified on their Gender Balance and Livelihood Efficiency Tree. This is first introduced to a set of champions who will then replicate the process in their groups for ongoing monitoring of changes.

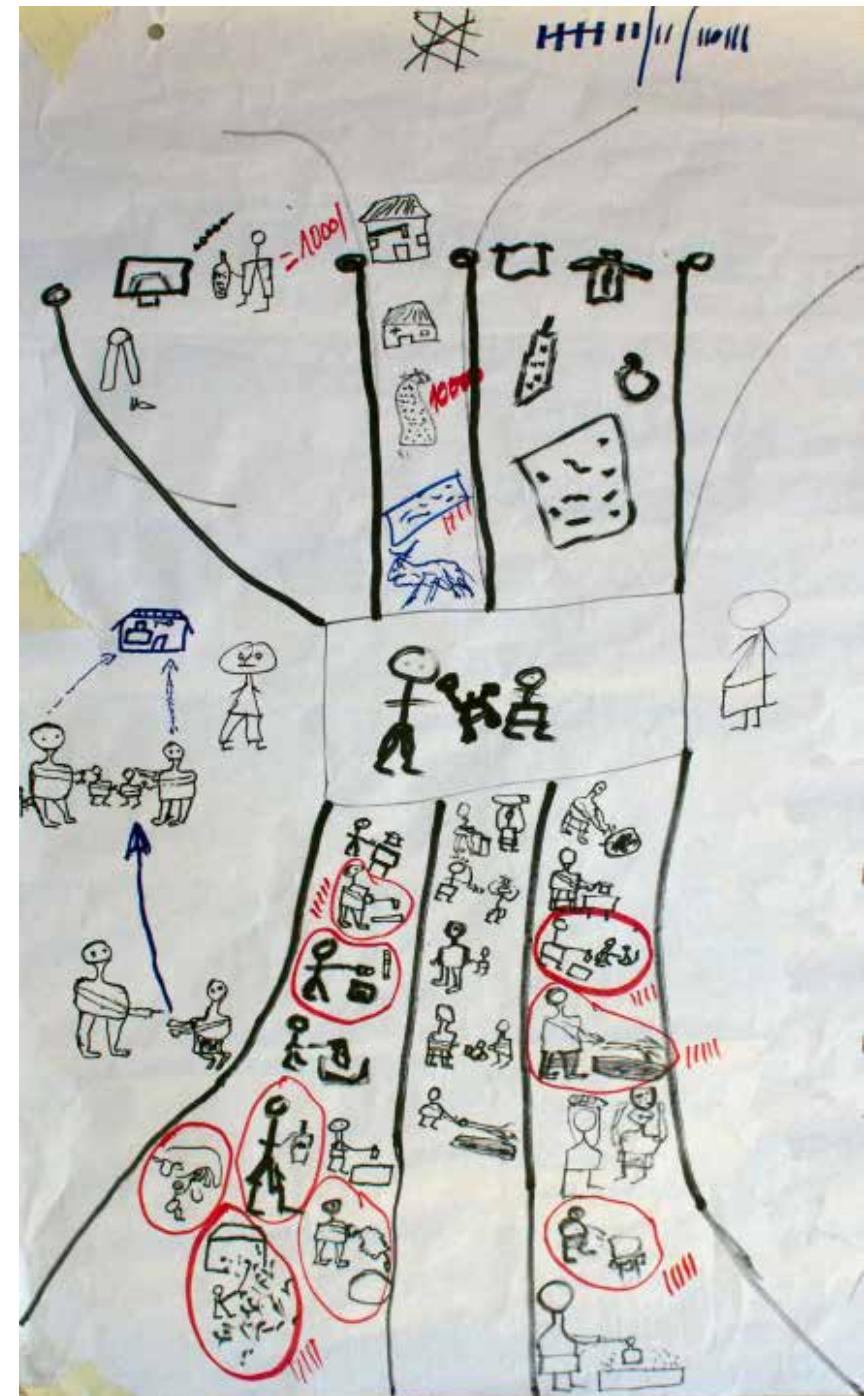
A suggested process for a group of 20- 30 people:

Step 1: Individual transferring of fruits to green and red cards, colour-coded by gender using different coloured marker pens. Each participant is given 5 red cards on which they put the most important red fruits they have achieved and they draw the symbol using the pen of the colour of their sex. They are also given 5 green cards on which they mark the 5 most important future changes they are planning, again using the pen of the colour of their sex.

Step 2: Group discussion and quantification. Participants are then divided into about 4 single-sex groups, differentiating also single and married. Each person, starting from the back comes up and puts one red fruit on the appropriate part of the tree. The numbers of other people with the same fruit, or who agree, are then counted and the number placed on the card in the colour for that sex. People who agree but do not already have that fruit, add it to their own tree. Then another person comes up and puts another card. And so on until all the red and green fruits have been exhausted. These group trees should then be photographed before being combined.

Step 3: Plenary mother tree feedback. Then representatives from each group come up (the ones who do not normally speak, not 'leaders'). The first group transfers the card with the most votes from their group on the roots to the mother tree. As each card is placed, the other groups are asked if they have the same card. If so then that is placed next to it, and the number of votes added. People from groups that do not have that card ie have not so far been counted, are also asked if they agree through hands up, and those votes are also added and they put the new fruit on their individual tree. This process is then continued, with discussion, until all the green and red fruits have been placed and quantified.

This then gives an accurate record for the participants present of the changes that have occurred and changes planned. This process should then be repeated in all the groups involved in the process to give a reliable indicator of changes taking place.



SESSION 4:

MARKET MAP



Underlying narrative: marketed production

All livelihood development needs to be market-led. Marketing is often (or is often perceived as) a key constraint particularly for poor producers, and particularly for women. Control of marketing is also a key element in controlling income within households. Marketing skills and knowledge are important in ability to negotiate good prices.

Participants have an idea of a business they want to strengthen or start from the discussions in Session 1. They also have an overview of the household livelihood from Session 2. Session 3 now starts the detailed analysis of the current situation in the context of the local or other markets in which participants are involved. They may be able to market or market test their new product in markets where they are going already. Or they may need to look for completely new markets. Or they may be able to share the time and other costs of marketing with others.

There are several different types of market map, depending on the types of information most needed for any particular activity. But in GALS, they are all based on some variant of the circle map - further developing skills from the empowerment leadership map.

- 1) Looking at market maps for individual products.
- 2) Doing physical maps of individual markets to brainstorm on other possible products that can be sold in those same markets and/or levels of saturation for particular products.
- 3) Market to value chain maps which take the immediate markets through to other levels to see where products go and prices at different levels to see whether incomes can be increased through taking more control of higher levels of the chain.

It is also often useful to share individual maps with others to bring together experience of different markets from a range of individuals. Aggregation can also be done for a whole organisation to find out how many members are selling what in which markets to look at possibilities for informal or more formal collaboration on collecting information and/or marketing itself.

In GALS market maps introduce gender issues within households and markets themselves as an integral part of the analysis of marketing. Through sharing market ideas and information between women and men participants from different stakeholder perspectives it is possible to identify and start to question gender differences and identify new markets and/or new products which can then be further researched by women and men themselves, using their own networks with friends, relatives or other workshop participants and contacts.

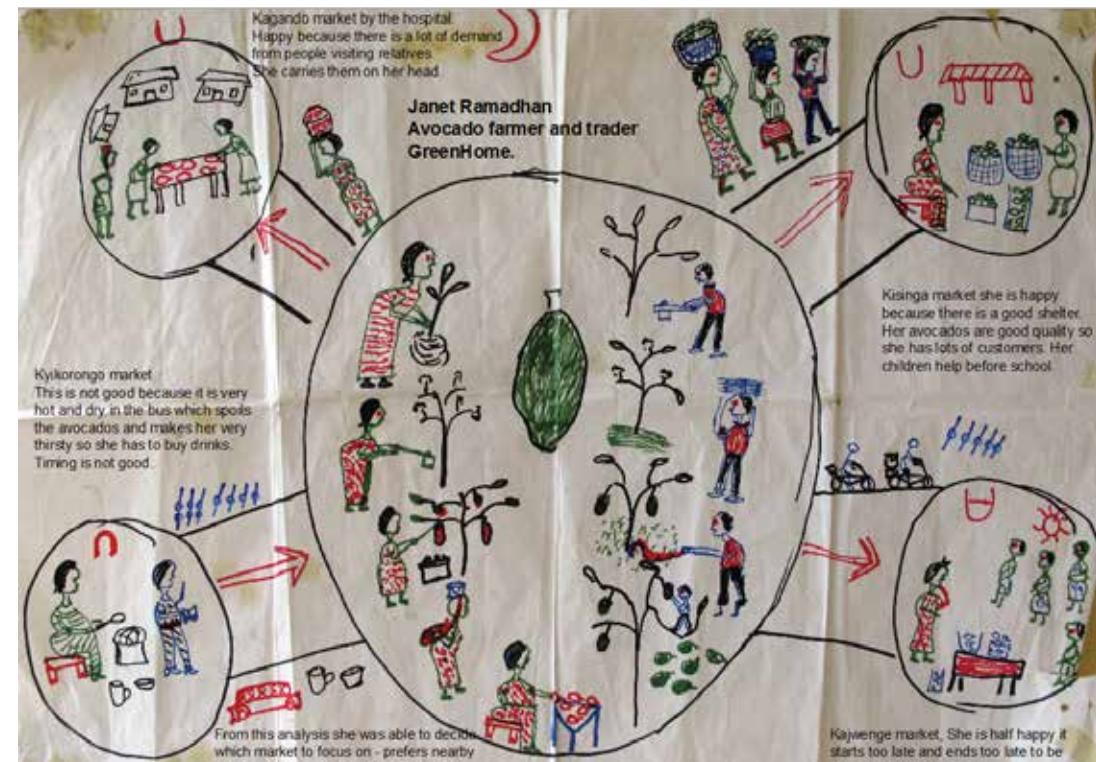
Aims of the Market Map

Participant empowerment:

- Identify the range of products marketed by members of the household.
- Identify the gender division of labour and levels of intra-household collaboration in production and marketing as a basis for further discussion.
- Identify any gender inequalities in control of income from production and marketing of different products.
- Brainstorm the best individual or household marketing strategies to increase incomes, including specialisation or possible diversification of markets and products.
- Introduce discussion of how to get greater gender equality in control of income.
- Identify key challenges for the challenge/action trees.
- Identify potential for collective strategies in marketing while avoiding market saturation.

Organisational action learning

- Better understanding of participant diversified livelihoods.
- Better understanding of the gender inequalities in division of labour, control over income and market access.
- Better understanding of potential strategies for market development.



Annotated version of Lozare Annette's market map

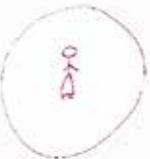
Market Map Facilitation Overview



Participant preparation	<ul style="list-style-type: none"> Bring your notebook diary and your pens. You will need your business vision and the livelihood efficiency tree.
Facilitator preparation	<ul style="list-style-type: none"> List of economic activities of participants from Day 1. Blank flipchart for interactive introduction of the tool.
Materials/ inputs	<ul style="list-style-type: none"> Individual diaries 1 flipchart and 4 differently coloured markers per activity group. A large mural for the aggregated market map made of 4 flipcharts joined together.
Timing 3 hours	<ul style="list-style-type: none"> Pairwise feedback of homework from previous session: 20 minutes. <p>Part 1: Individual livelihood and market maps</p> <ul style="list-style-type: none"> Introducing the activity, including overview of outputs and expected homework after the session: 10 minutes. Interactive presentation of the tool and drawing individual livelihood and market maps: 45 minutes <p>Part 2: Activity group sharing of individual maps</p> <ul style="list-style-type: none"> Sharing individual market maps in activity groups to share and validate the individual information and consider possibilities for collaboration: 45 minutes. Revision of individual maps to incorporate any new information from the group discussion and identify 5 new ideas for increasing incomes (15 minutes) <p>Part 3: Local market economy maps</p> <ul style="list-style-type: none"> Plenary feedback of the activity market maps and plotting the range of markets and gender issues on a large local economy mural (15 minutes per activity). Facilitator summary and wrap up of the local market economy maps. 15 minutes.
Outputs	<ul style="list-style-type: none"> 1 individual market map on A4 or flipchart per participant with proposed marketing strategies for increasing income. Group activity maps for different activities Large collective market map with quantification per economic activity and proposed strategies.
Homework for participants	<ul style="list-style-type: none"> Refine personal livelihood and market maps and identify 5 new ideas for increasing income and the information needed to do this. Research these new markets and products through getting information from friends, relatives or other workshop participants they have got to know, and if their research indicates that success is likely then try these new products and markets. Share what they have learned with at least one other person in their household or community.
Homework for facilitator	<ul style="list-style-type: none"> Identification of issues where information is needed from the organisation to supplement the local knowledge, especially on higher links in the value chains. Photographs of the annotated maps for follow up and dissemination. A written list of the main areas of disagreement to help the facilitators and organisation in the final session. Quantified markets, products and gender commitments on excel sheet

Market Map

Participant Diaries: Basic Steps



STEP 1. What are the main products which are marketed by members of your household?

Draw a large circle in the middle of the paper with symbols for the main products sold by household members. Put products where the income is owned/controlled by men on one side, and income owned/controlled by women on the other side, indicating relative income amounts by the size of the symbol.

STEP 2. Which markets do you go to?

Draw circles for the markets where you go for supplies and/or marketing distinguishing these as follows:

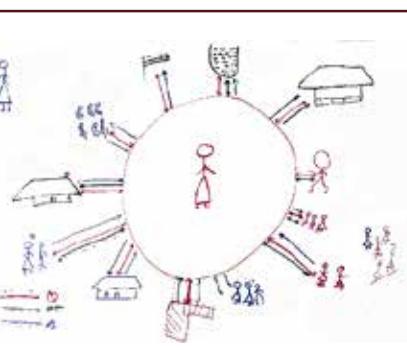
- Placing them according to approximate geographical location, i.e. closer markets closer to the central circle or markets close to each other.
- The largest markets for that product should be marked in larger circles, the least significant in smaller circles.



STEP 3. What are the advantages and disadvantages of each market?

In each market circle:

- A central circle within each market should contain general information on the market e.g. day(s) of operation, which days they go, whether there is a shelter, etc.
- A separate section should be made in the outer circle for each product traded, together with relative prices and quantities for each.
- Different symbols should be shown for different types of buyer – those who consume directly, local traders, traders from the city etc., indicating gender
- Markets where the highest incomes can be obtained should be marked in thicker lines.
- Markets which are female dominated should be in one colour (e.g. red), those which are mainly men in another colour (e.g. blue).

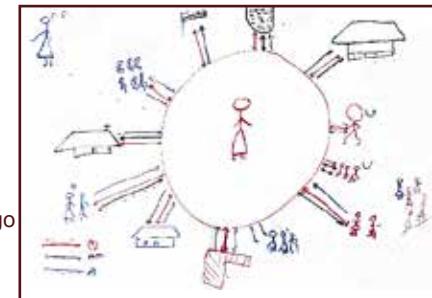


Draw this on the next page of the notebook diary. Remember to put a date.

STEP 4. How do I get there and how much does it cost?

Draw roads between the markets:.

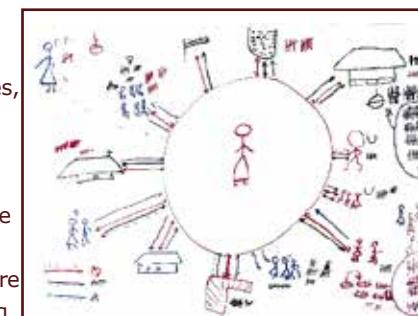
- The direction of marketing should be shown by arrows in each direction with the products traded. Where entrepreneurs go from one market to another without coming home, the lines should be drawn between the markets.
- Transport means and costs should be put between the lines of the roads together with which family members go and who controls the income.
- The direction of marketing should be shown by arrows in each direction with the products traded. For barter trade the direction of marketing should be shown by arrows in each direction with the products traded. Where entrepreneurs go from one market to another without coming home, the lines should be drawn between the markets.
- Transport means and costs should be put between the lines of the roads together.
- Arrows coming back to the household should indicate who controls the income.



STEP 5. What things can/should I change?

Sad and smiley faces should rank degrees of satisfaction with the different products in each market.

- Which markets are most profitable? Bearing in mind prices, amounts sold and transport costs and who controls the income.
- What are the main challenges in each market? Are there any specific challenges which women or men face because of gender?
- What new products or markets can be profitable? Are there any gender issues which need to be addressed in enabling women/men to access these?



Part 2: Collective value chain maps: Steps in detail

STEP 1. Group activity market mapping for each economic activity

Participants form activity groups according to their business vision. Whether or not women and men should be put in the same group at this point will depend on the degree to which women as well as men would benefit from sharing information at this stage, and the level of conflict/sensitivity of gender issues. This will vary by context, economic activity and also the particular individuals participating.

Each activity group makes a collective market showing:

- A circle is drawn for each of the markets where people are buying and selling the product. All the markets currently used by participants and ideas for any new ones.
- Relative demand and prices, and common challenges (e.g. transport costs will vary between people depending on individual location, but other challenges may not).
- The number of people already selling there and happy with those markets should put a mark in one colour pen (e.g. black). People not currently selling in those markets but who feel it would be worth trying should put a mark in a different colour (e.g. red). Women and men mark themselves with different symbols.
- For each market, what are the main challenges which could be addressed through sharing/collective action to be discussed in more detail on the collective road journey? Again identify through different colours or symbols any issues specifically for women or specifically for men. These will be taken up in more detail in Tool 5, Increasing Income Challenge Action Trees.
- Ideas for new products in each market.
- Main gender issues in marketing and also controlling the income.



STEP 2. Market economy mural map

- A large mural with multiple flipcharts, or a large cloth is put at the front of the hall. Each activity group then feeds back the maps for each activity.
- The facilitator or participants map out each market as it is presented on the mural as a total overview of all the markets where participants go – deciding which market should be at the centre, other markets then marked in geographic location in relation to this central market, and marking differences in size of each market by size of circle. Symbols for products from each activity map are placed in each. This progressively builds up a full picture of the range of products in local markets and beyond where participants are operating and have knowledge.
- Numbers of participants selling which products in which market is quantified. People not currently selling in those markets but who feel it would be worth trying should put a symbol for the product in a different colour, but again colourcoding by sex (e.g. red and blue). The numbers of women and men who actually try these new markets will then be tracked as impact assessment in the full collective market map leading to Stage 4.
- For each market, participants identify the main challenges for increasing incomes which could be addressed through sharing/collective action. Again identify through different colours or symbols any issues specifically for women or specifically for men. These will be discussed in more detail in Increasing Incomes Challenge Action Tree.

Facilitator checklist and issues to take forward

- How many new markets have been identified? How many new products? Which?
- Are there any gender differences in ability to access markets and/or use the incomes productively which need to be taken forward to inform the more detailed analysis in Tool 4, Gender Balance Tree?
- What has the quantification and analysis on the value chain maps contributed to the preliminary maps from Stage 1?
- What are the main emerging and/or new issues in addressing gender discrimination and increasing incomes and ability to use the incomes productively? Which are the main issues to take forward and inform the analysis for Tools 5 and 6 – Increasing Incomes and CEDAW Challenge Action Trees?
- What are the main activities where informal collaboration could increase incomes and/or overcome gender-based constraints?
- What activities might need more formal cooperatives and/or other services?

Actions production

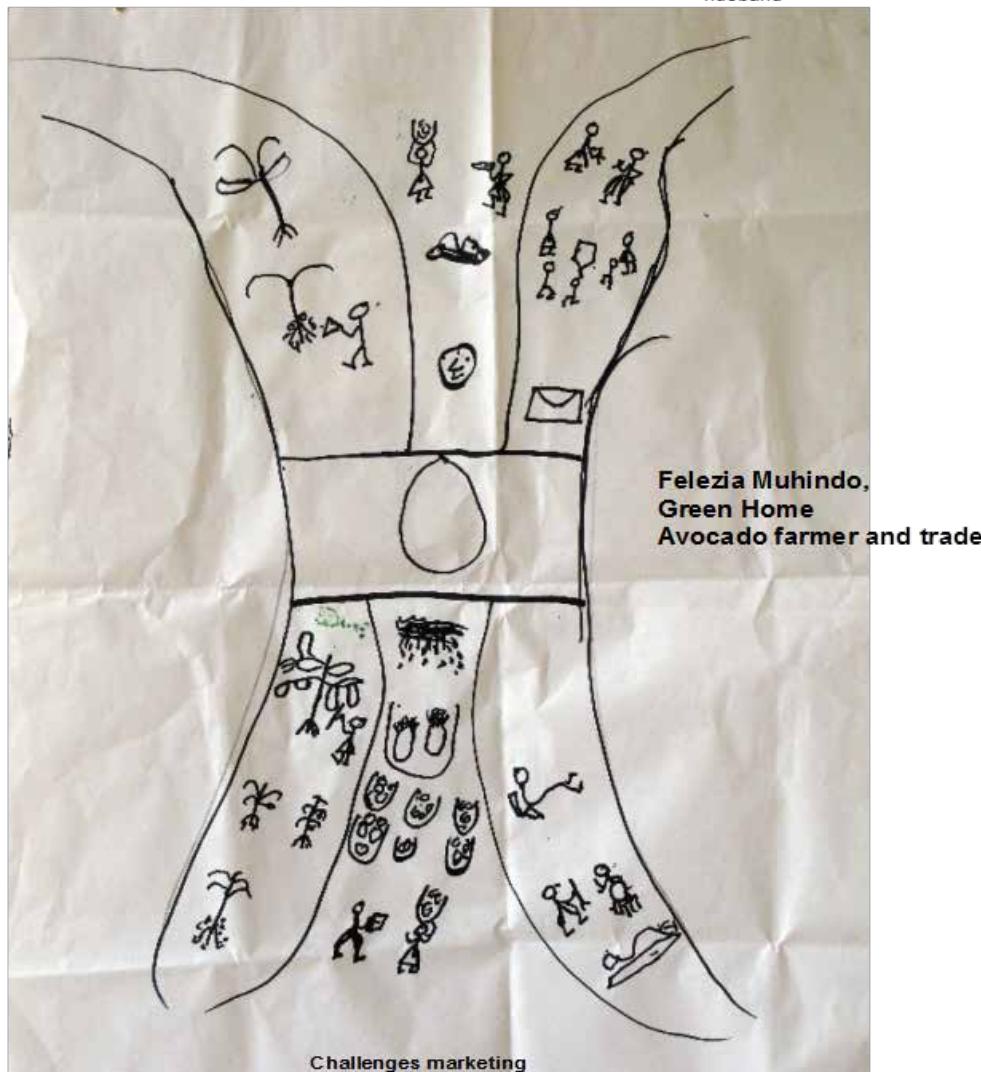
Better spacing
Got advice on pests from other Green Home members - put woodash

Actions market

Pay market dues
Get a vehicle to Kisinga
Keep time to sell better

Actions household

Savings
Go to Green Home village group
Discuss and work with husband



Session 3

Increasing Incomes Challenge Action Tree Tree

Underlying narrative

'Problems' often seem so entrenched and amorphous that it is difficult to work out where to start. Challenge action trees are a more action-oriented and positive-oriented version of the 'problem solution tree' with which many readers may be familiar. They enable people to think through the different dimensions of a challenge – in this case increasing incomes – to devise solutions and identify concrete action steps. The causes, solutions and action steps can all be quantified, gender disaggregated and analysed along other dimensions by organisations for use in advocacy and/or designing more effective technical capacity-building and other services.

Challenge action trees are a key tool at all stages of the GALS process (See GALS Manuals 1 and 2). All challenge action trees follow the same basic steps:

- Drawing the trunk, or issue.
- Identifying the causes, or roots.
- Identifying possible solutions, or branches.
- Committing to SMART action steps to change, or fruits.

They generally start with pair brainstorming and drawing of 3-5 causes and solutions as an input to group discussion. Individuals then draw their own tree in their diaries. These are monitored by individuals over time and fruits achieved aggregated through the group process and organisational information system.

The difference between the different trees lies in the specific categorisation of roots and branches which need to be done at the outset to avoid proliferation of many apparently unconnected roots and branches. This categorisation is also the place where gender issues can be specifically highlighted.

CAT for increasing incomes should be done in activity-based groups and with men and women separately before sharing in order to enable in-depth discussion of gender issues.

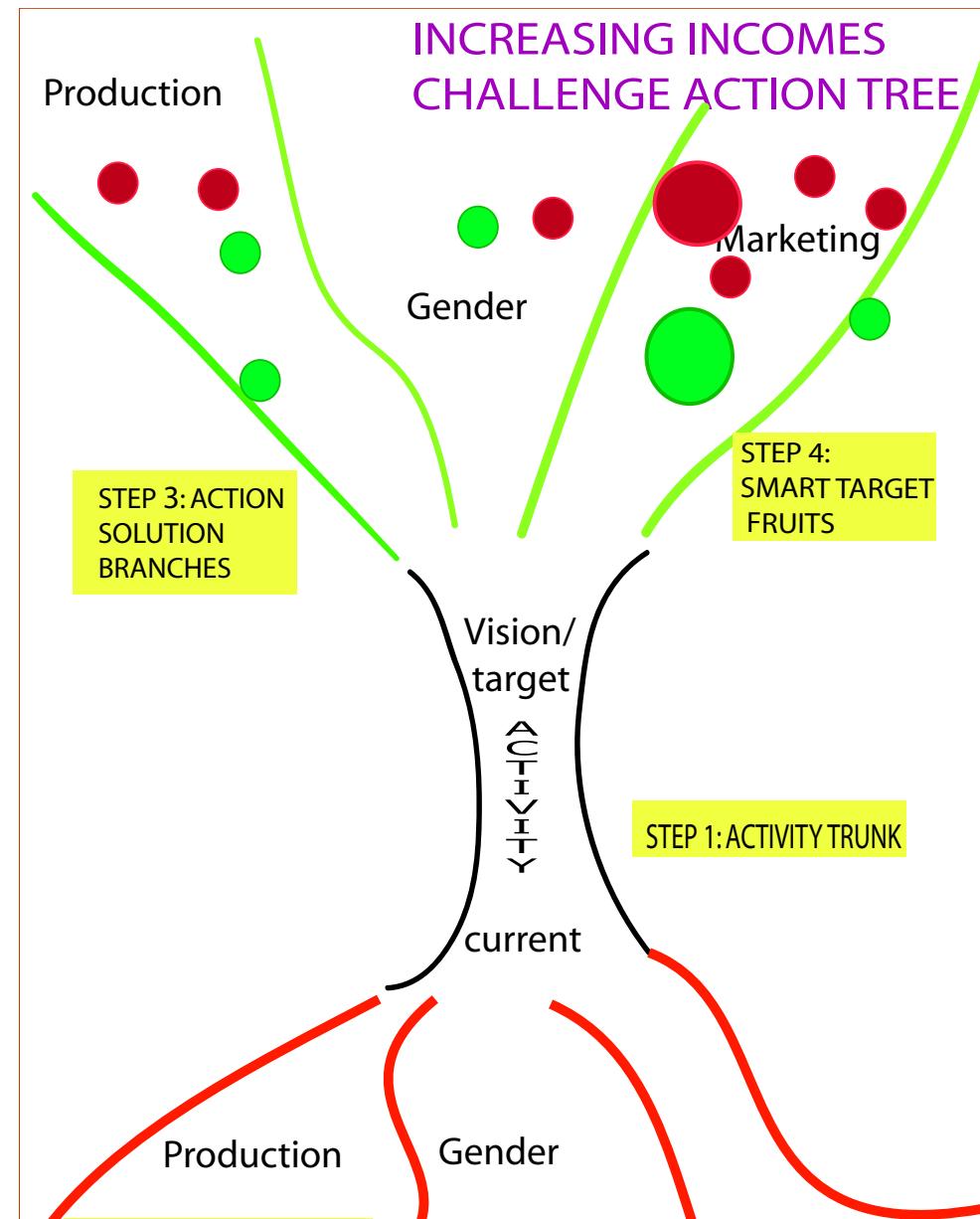
Aims of the Increasing Incomes Challenge Action Tree

For participants

- To analyse the different causes of low incomes: production, marketing and household.
- To help people to analyse the interlinkages between gender issues in the household, production and marketing and increasing incomes for men as well as women – drawing on the gender balance tree.
- To share and exchange ideas for solutions to different dimensions of the challenges.
- To generate 3-5 individual 'SMART action fruits' for each participant as their commitment to starting the road to change immediately after the event.
- To develop participatory skills in starting to deal with more sensitive issues, as well as reinforcing drawing skills.

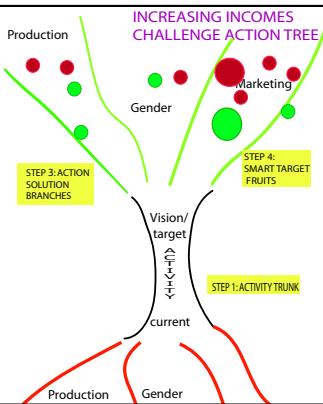
For organisations

- To get a quantified overview of the various challenges in each activity at the different levels.
- To get a quantified overview of potential solutions and action priorities.
- To identify those challenges which cannot be resolved through individual actions and group sharing, as an input to tailored capacity building and other services for increasing incomes.



Increasing Incomes Tree: Facilitation Overview

Participant preparation	<ul style="list-style-type: none"> • Bring your notebook diary with your other diagrams and your 4 different coloured pens • Bring your pens
Facilitator preparation	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Cards in 4 colours (challenges men, challenges women, solutions men, solutions women) 12 cards in 2 colours per participant in their sex colour for pair brainstorming. • 1 flipchart and 2 differently coloured markers per group. • Individual diaries. • Digital camera to record diagrams and postits for translation. • Video camera to record plenary (optional).
Timing 3 hours with health break	<ul style="list-style-type: none"> • Pairwise discussion of 2 key challenges in each root (6 cards per pair) and potential solutions (6 cards per pair): 30 minutes. • Drawing a collective tree in economic activity groups (women and men separately? or differently colour-coded) including identification and quantification of the action fruits and areas for cooperation: 1 hour. • Plenary feedback and listing of gender challenges (plenary feedback and discussion): 1 hour. • Drawing the individual tree in the diary: 30 minutes.
Outputs	<ul style="list-style-type: none"> • Quantified activity group trees • 1 individual increasing incomes CAT on a large flipchart per participant with 3-5 action fruits per participant. • List of common gender challenges • Photographs of each annotated tree. • A list of the main issues for capacity-building.
Homework for participants	<ul style="list-style-type: none"> • Refinement of their own individual challenge action tree. • Acting on the change strategies identified and sharing this experience in their groups – what works, what does not work, what advice can they share with others, what advice do they need? • Sharing the methodology and what they have learned with at least one other person in their household or community or group.
Homework for facilitator	<ul style="list-style-type: none"> • Analyse the information from the group trees and put actions onto excel sheet for monitoring? • Add to your notes in the margin for future adaptation • Consider any issues and changes you want to make in the next exercise: Social Empowerment Map.



Increasing Incomes Tree Participant Diaries: Basic Steps

Draw this on the next page of the notebook diary.
Remember to put a date.

Step 1: Draw the trunk or challenge - in this case increasing incomes

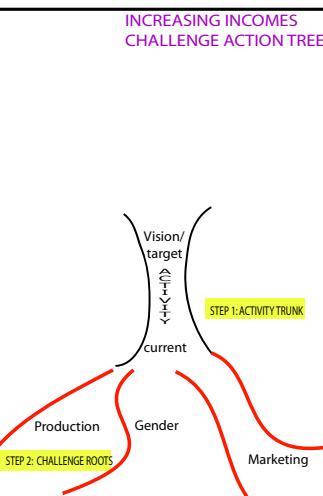
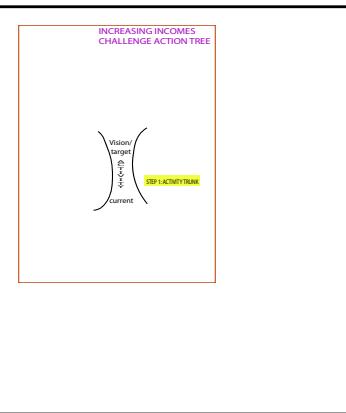
Draw two lines in the middle of the paper for the trunk. Then put a symbol for the activity you are wanting to examine, indicating current production/income towards the roots and aimed for production/income towards the branches.

Step 2: What are the roots: different dimensions of the challenge?

In this tree the roots are divided into three basic categories – production to the left, market to the right and gender relations in the family in the middle – in order to make sure all three are adequately discussed.

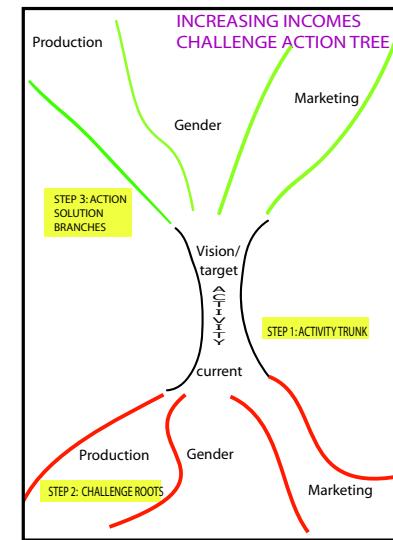
Each pair is given 6 cards on which to put their challenges - at least 1 per root. One pair comes up and places on their most important challenge, asking how many other people have that challenge and putting the number of women/men on the card. Then another pair comes up and repeats the exercise. And so on until all the cards have been placed. As people put up their cards they should group them with the previous ones which they think are similar.

Important Note: Clarify that this middle root is about gender relations, i.e. differences and inequalities between women and men in the household, not just 'household'. Anything else about the house or household, e.g. leaking roof on the storage bins or lack of working space, should go under production or marketing unless it is directly related to gender inequality.



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

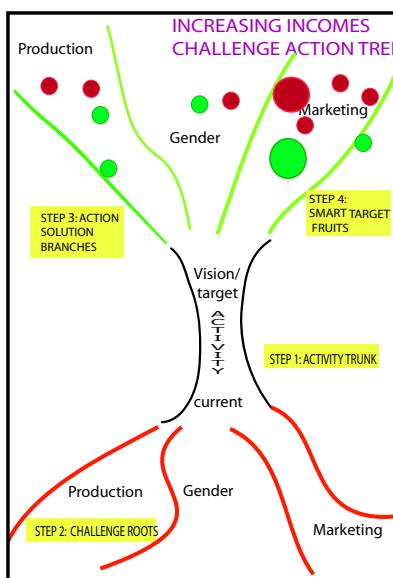
In this tree the branches are also divided into three basic categories – production, household and market – in order to make sure all three are adequately discussed. And a solution must be suggested systematically for each challenge, following the same process as for the roots. Clarify again that the middle branch is about gender relations and differences and inequalities between women and men. Each pair is given 6 cards (maybe get a new partner?) and must identify 6 solutions corresponding to a specific challenge, at least 1 for each branch. The pairs come up and place and quantify their solutions in the same process as for the roots. It is extremely important here that the solutions correspond to the challenges and are systematically placed in the same order up the branch. No general solutions can be accepted.



STEP 4. What are the fruits: Individual SMART action commitments

Hypothetical solutions are not enough – that gives only leafy branches. The fruits are the most important part of the tree – that is what we grow the tree for. Fruits represent the individual actions which each person can take to start to bring about the solutions. For each branch there should be many individual fruits. **IMPORTANT:** Each fruit must be SMART, i.e. specific, monitorable, achievable, relevant and timebound.

Participants first now draw their own individual challenge action tree, based on the discussion. They decide 3-5 solutions which are most relevant for them and decide on 1-3 SMART action fruits for each which they can start to implement (total 10 fruits). These fruits are then fed back to the plenary and quantified. People then finalise their own commitments – they may have got some further ideas from others.



Put your 5 action commitments in a positive form in the middle lane of your MLH. And the current situation in the present circle. What opportunities and challenges do you expect?



SESSION 5: BUSINESS VISION PLAN

Business Vision Plan

The Business Vision Plan is based on the same principles as the Vision Journey you learned at the beginning of GALS. But the Vision Plan is a much more detailed analysis of what is needed to build a business. It builds on:

- *the analysis of opportunities and challenges in the Achievement Journey in Session 1.*
- *the analysis of work and expenditures in the Livelihood Efficiency Tree in Session 2, particularly the analysis of gender balance: who does what, who gets what and who owns what.*
- *your assessment of markets from Session 3.*
- *your assessment of challenges and actions you can take from Session 4.*

The Business Vision Plan produces a monthwise breakdown of the work and other inputs, expected outputs and reinvestment that can then be tracked in order to truly understand how your business will work. It is like a standard cash flow analysis, but is more useful because it keeps your vision clear before you, includes thinking on how to make the best of opportunities and avoid risks and considers relationships within your family that can help or hinder you.,

Business Vision Plans should be done for all activities you and/or other household members are involved in. The main outputs are then combined in an overview Livelihood Multilane Highway that shows the total plan for a person or household. The Business Vision Plans can also form the basis for discussions on business strategy between people involved in the same activities to identify where collaboration of various types would be useful.

Aims of the Business Vision Plan

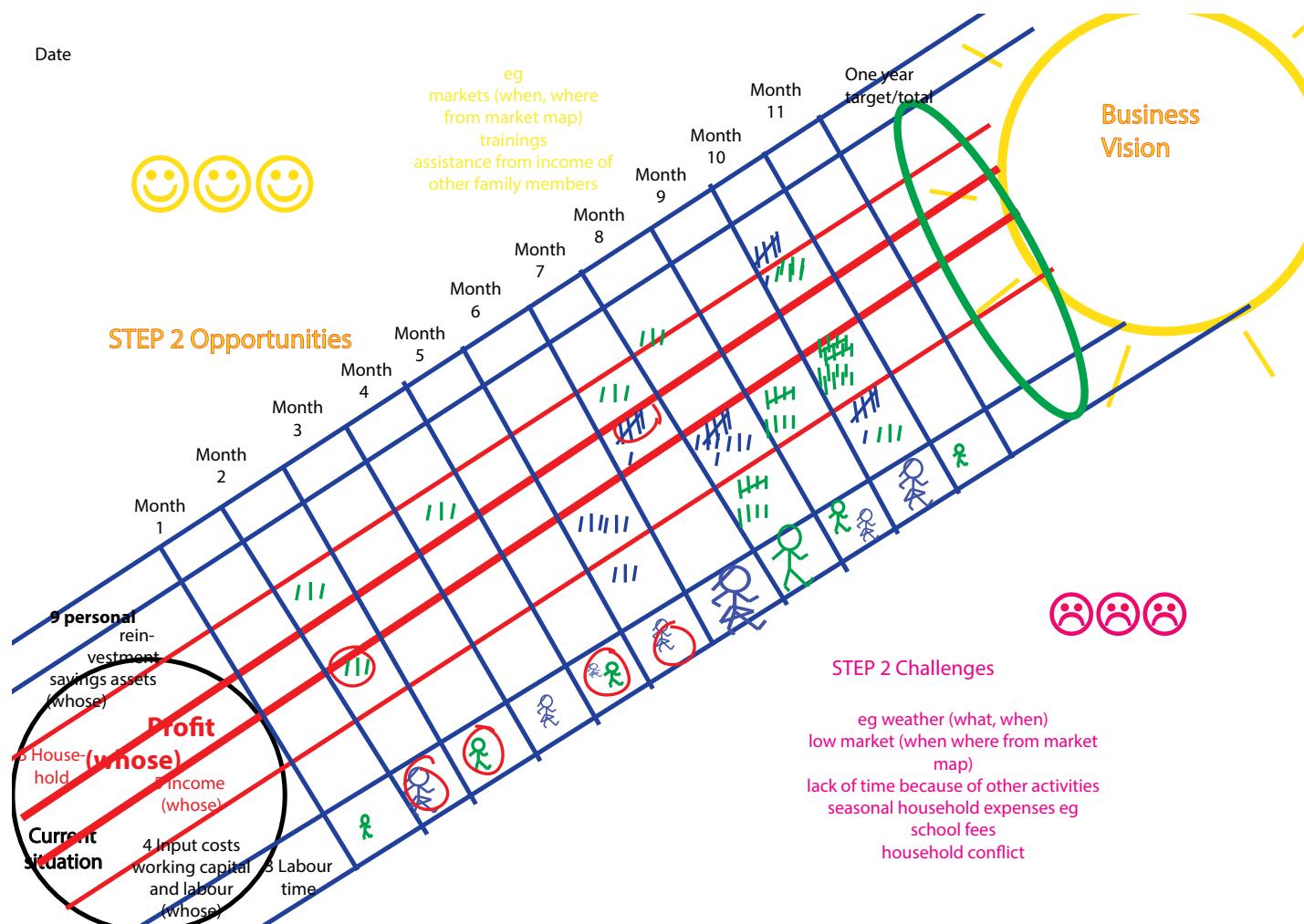
The Business Vision Plan is a more advanced and detailed version of the Basic Vision Journey from GALS Phase 1. Plans should be drawn for all income earning activities of individuals and members of their households for input to the subsequent Livelihood Multilane Vision Plan.

Aims for participants

- identify ways of generating surplus incomes for reinvestment and/or savings and/or asset acquisition
- reinforce gender analysis of ownership, relationship between contributions and benefits, and where cooperation or readjustment is needed within households
- brainstorm and share as many opportunities and challenges as possible and identify points where collaboration with others (women and men) may be beneficial
- develop advanced planning, analytical and drawing skills that can be applied to other issues

Aims for organisations

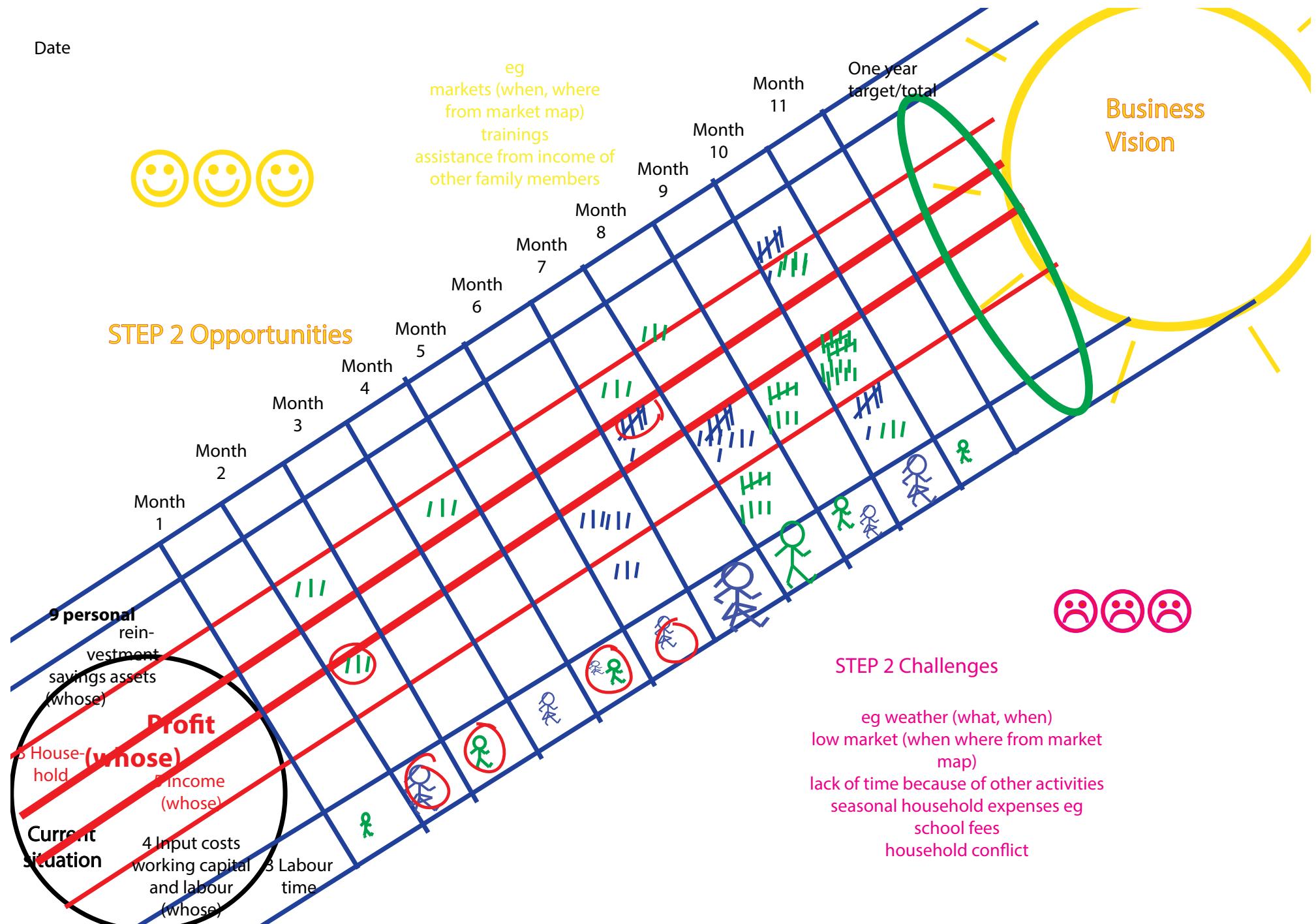
- increase understanding of and respect for people's business planning skills and
- increase understanding of business opportunities and challenges for women and men and possible roles for the organisation.
- increase understanding of the similarities and differences between women and men involved in different activities from different backgrounds and as individual people.
- identify whether advanced business training might be appropriate and of what type and for what activities.
- form the basis for possible further work on specific value chains and/or local economic development and/or gender mainstreaming and advocacy.



Business Vision Plan: Facilitation Overview



Participant preparation	Participants should have identified a business opportunity in Session 1 new Vision Journey, analysed relationships in the household in the Livelihood Efficiency Tree, identified possible markets in Session 3 Market Map and opportunities and challenges in Session 4 Increasing incomes CAT.
Facilitator preparation	<ul style="list-style-type: none"> • Familiarise yourself with the tool • Prepare an introductory explanation • Put a blank flipchart on the front wall for interactive presentation. • Make sure the seating arrangements are appropriate for people to sit comfortably in activity 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.
Materials/ prepared inputs	<ul style="list-style-type: none"> • Notebook diaries with coloured pens. • A blank flipchart for the front of the room and coloured markers placed for people to come up and draw.
Timing 3 hours with healthbreak	<ul style="list-style-type: none"> • Group formation into activity groups (5 minutes). • Interactive presentation and drawing of the Business Vision Plan in notebook diaries. The facilitator goes slowly through the steps with participants drawing on the blank flipchart while everyone else draws in their notebook diaries (1 hour - 1 hour 30 minutes). • Group sharing and further refinement of individual plans in activity groups, identification of opportunities and challenges and possible areas for collaboration (30 minutes - 1 hour) • Facilitator wrap up particularly on gender issues emerging, areas for collaboration and possible organisational follow up (15 minutes) • Clarification recap of tool for peer sharing (30 minutes)
Outputs	<ul style="list-style-type: none"> • Individual Business Vision Plans for the next 12 months in notebook diaries. These are then tracked over time. • Group listing of opportunities and challenges as basis for identification of further training needs/collaboration
Homework for participants	<ul style="list-style-type: none"> • To complete their business vision plan, building on the inputs from others • To share what they have learned with at least 2 people before the next meeting • To track progress over the coming year
Homework for facilitator	<ul style="list-style-type: none"> • document the information on gender issues, opportunities, challenges, areas for collaboration and possible organisational follow up.





SESSION 6: LIVELIHOOD MULTI-LANE VISION PLAN

Livelihood Multilane Vision Plan

The Business Vision Plan is based on the same principles as the Vision Journey you learned at the beginning of GALS. But the Vision Plan is a much more detailed analysis of what is needed to build a business. It builds on:

- the analysis of opportunities and challenges in the Achievement Journey in Session 1.*
- the analysis of work and expenditures in the Livelihood Efficiency Tree in Session 2, particularly the analysis of gender balance: who does what, who gets what and who owns what.*
- your assessment of markets from Session 3.*
- your assessment of challenges and actions you can take from Session 4.*

The Business Vision Plan produces a monthwise breakdown of the work and other inputs, expected outputs and reinvestment that can then be tracked in order to truly understand how your business will work. It is like a standard cash flow analysis, but is more useful because it keeps your vision clear before you, includes consideration of relationships within your family that can help or hinder you, and thinking on how to make the best of opportunities and avoid risks.

Business Vision Plans should be done for all activities you and/or other household members are involved in. The main outputs are then combined in an overview Livelihood Multilane Highway that shows the total plan for a person or household. The Business Vision Plans can also form the basis for discussions on business strategy between people involved in the same activities to identify where collaboration of various types would be useful.

Aims of the Livelihood Multi-lane Vision Plan

The Livelihood Multilane Vision Plan brings together the total profits, labour, expenditure and investment from the different Business Vision Plans from GALS Session 5.

Aims for participants

- identify remaining months where there is less work and where other activities could be taken on
- assess whether total profits can cover contributions to household expenditure and whether monthly adjustments might be needed for eg school fees and look at balance between food security and cash cropping
- identify months where there is more total profit for investment to maximise savings and productive investment.
- look at the possibilities of saving for productive assets like land purchase
- continue the analysis of gender balance of contributions and benefits , particularly in terms of control of incomes and responsibility for household food security and expenditures
- develop advanced planning, analytical and drawing skills that can be applied to other issues

Aims for organisations

- increase understanding of household livelihood systems and relative roles of women and men and interrelations between food security and income earning activities
- increase understanding of possibilities for changes in gender balance and ownership
- identify whether advanced business training might be appropriate and of what type and for what activities.
- form the basis for possible further work on specific value chains and/or local economic development and/or gender mainstreaming and advocacy.



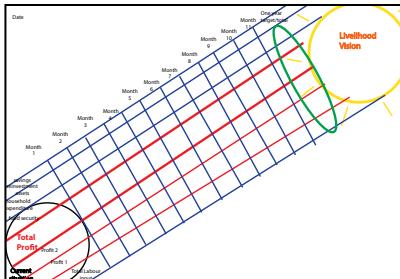
Livelihood Multilane Highway:

Facilitation Overview



Participant preparation	Participants need Business Vision Journeys for the different activities in which they and/or other household members are involved. They need to have decided on which businesses to include and whether or not to do a journey for themselves as individuals (if they are not dependent on the labour of others) or the household.
Facilitator preparation	<ul style="list-style-type: none"> • Familiarise yourself with the tool • Prepare an introductory explanation • Put a blank flipchart on the front wall for interactive presentation. • Make sure the seating arrangements are appropriate for people to sit comfortably in single sex 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.
Materials/ prepared inputs	<ul style="list-style-type: none"> • Notebook diaries with coloured pens. • A blank flipchart for the front of the room and coloured markers placed for people to come up and draw.
Timing 3 hours with healthbreak	<ul style="list-style-type: none"> • Group formation into single sex groups separating by marital status (5 minutes). • Interactive presentation and drawing of the Livelihood Multilane Vision Plan Journey in notebook diaries. The facilitator goes slowly through the steps with participants drawing on the blank flipchart while everyone else draws in their notebook diaries (1 hour - 1 hour 30 minutes). • Group sharing and further refinement of individual plans in activity groups, identification of opportunities and challenges and possible areas for collaboration (30 minutes - 1 hour) • Facilitator wrap up particularly on gender issues emerging, areas for collaboration and possible organisational follow up (15 minutes) • Clarification recap of tool for peer sharing (30 minutes)
Outputs	<ul style="list-style-type: none"> • Individual Livelihood Multilane Vision Plans for the next 12 months in notebook diaries. These are then tracked over time. • Group listing of opportunities and challenges as basis for identification of further training needs/collaboration
Homework for participants	<ul style="list-style-type: none"> • To complete their business vision plan, building on the inputs from others • To share what they have learned with at least 2 people before the next meeting • To track progress over the coming year
Homework for facilitator	<ul style="list-style-type: none"> • document the information on gender issues, opportunities, challenges, areas for collaboration and possible organisational follow up.

Participant Diary: Business Vision Plan Basic Steps



Step 1 Draw the Framework

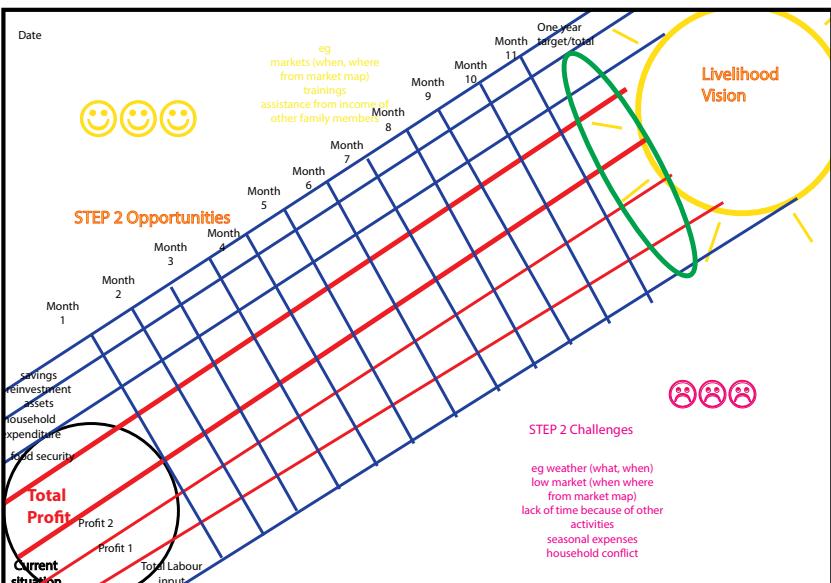
Draw the vision and current circle and put a symbol for your chosen activity and vision of anticipated production.

Join these with 8 lines colour coded as indicated. Label these lanes as indicated.

Draw 12 vertical lines across the road and number these by month. The last space should be the green target circle.

Step 2 Opportunities and Challenges

Put on opportunities and challenges from the previous exercises



Step 3 Fill in the plan

Bottom lane put the total labour input of women and men. When are the very busy periods? When are the slacker periods?

Next lanes put in the profits from each activity.

Add the total profit from these in the next lane. How much belongs to women, how much to men.

In the lane above indicate the months where there is food security and when there if food scarcity

In the lane above that indicate the essential household expenditures

In the top lane add total expected investments, savings and asset purchase colour-coding for ownership.



Step 4 Track and adjust

When you get to each month, you need to compare what was planned and what actually happens, adjusting the following months accordingly. Things achieved should be ringed as red fruits. Things that are not possible at all are ringed in black as withered fruits. Things postponed as green fruits.

Note: Particularly if time is short, or if participants need things to be simple to begin with, the framework for this could just be drafted. Then people fill in the cells as they go along and discuss in their group meetings. Some of the lanes could also be done separately in group meetings before being joined together.

Aggregation could focus simply on for whom are certain periods peak periods for activity or income or food security.

