



GALS CATALYST PHASE 1

**TOOL 4 EMPOWERMENT
LEADERSHIP MAP**

GALS@Scale
Facilitator Resources
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GENDER
ACTION
LEARNING
SYSTEM

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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.

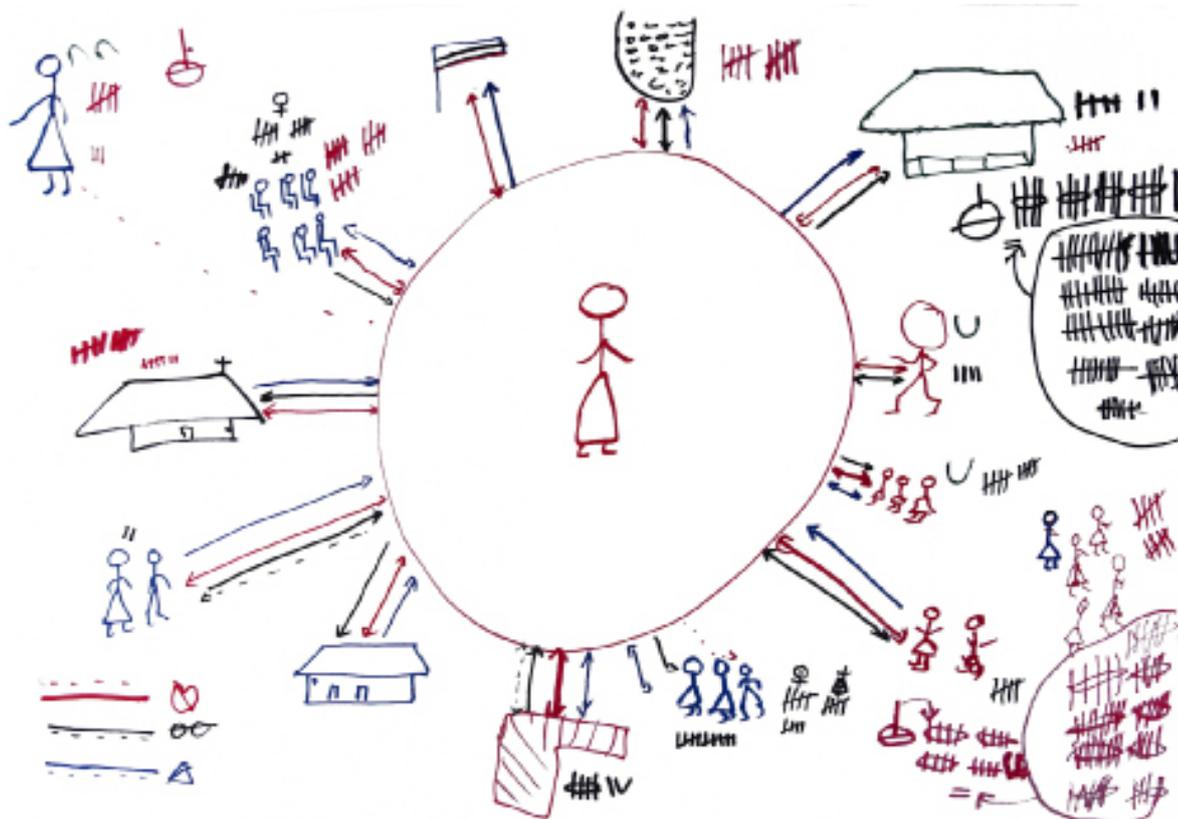
Aims for participants

- 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 thre 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.

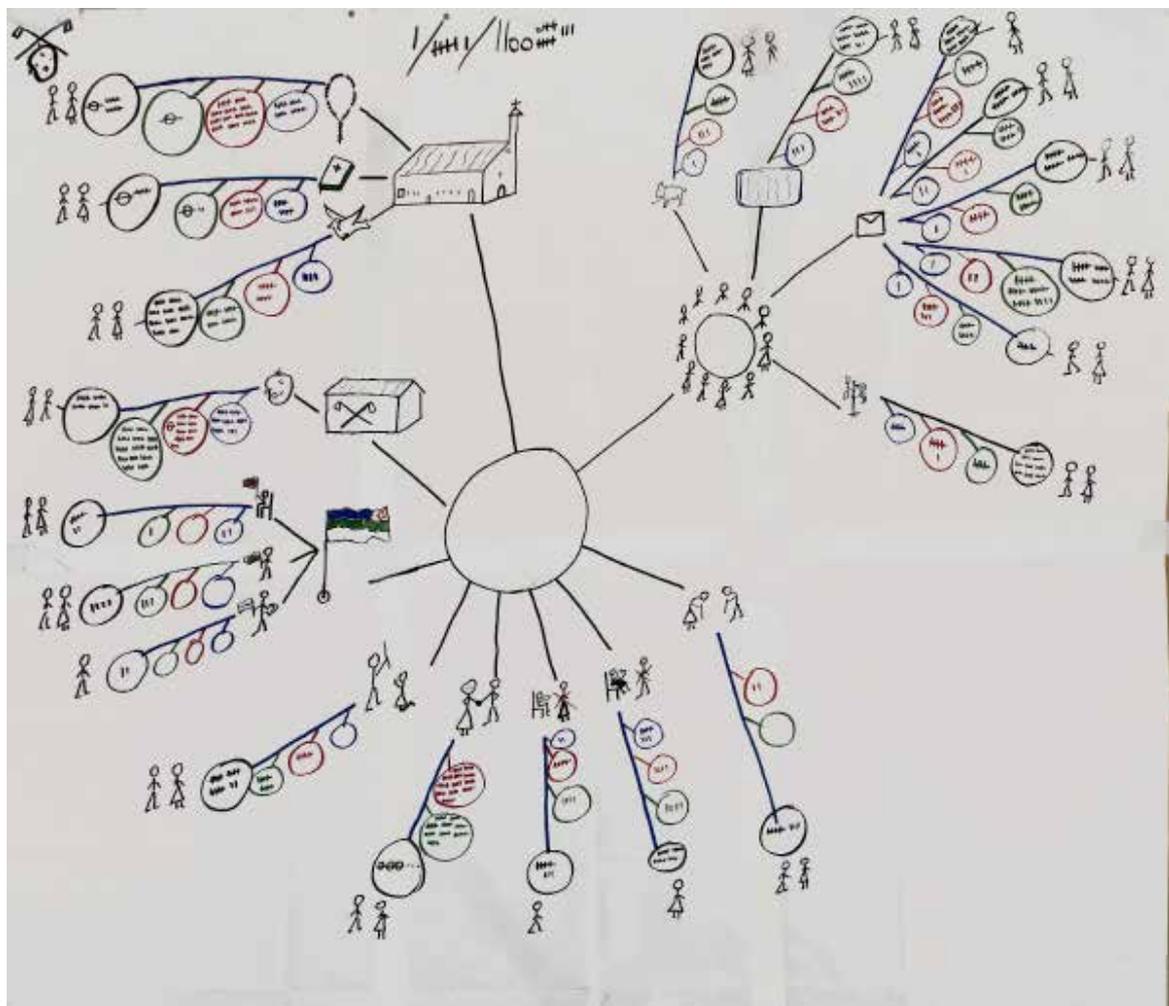
Videos on the empowerment leadership map and peer sharing can be found on the [wemanresources website video link page](#).



Top: collective empowerment leadership map from Bukonzo Joint Uganda

Bottom: collective empowerment leadership map from BAIR, Rwanda.

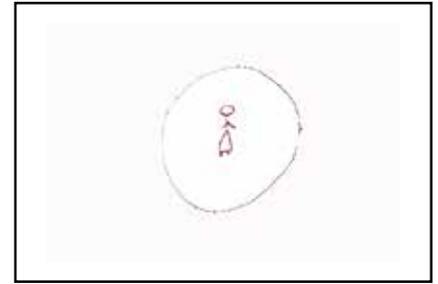
The pictorial quantification shows voluntary peer upscaling in many hundreds from participants in the family, friendship networks, schools and groups over about 1 year.



Participant Diary Basic Steps

Step 1: Who am I?

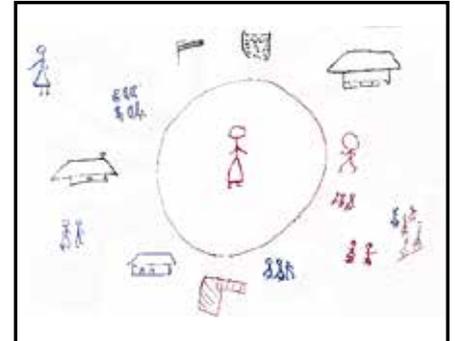
First draw yourself in the centre of the sheet of paper. Are you happy or sad, confident or frightened, healthy or sick, educated or not, never had the opportunity to attend school, what work do you do?



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.

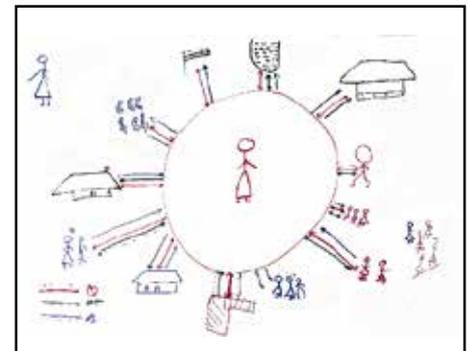


Step 3 Why are they important?

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.



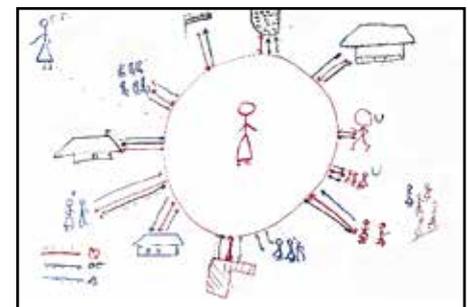
Step 4 What can I change?

- 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.

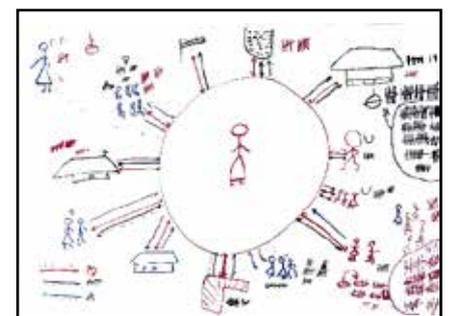


Step 5 How can I change it?

- 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 Overview

Participant preparation	Bring your notebook diary and your four coloured pens
Facilitator preparation	<p>Familiarise yourself with the tool and draw your own Empowerment Leadership Map</p> <p>Prepare an introductory explanation</p> <p>Put up a blank flipchart at the front of the room for interactive presentation of the Map</p> <p>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.</p> <p>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.</p> <p>Seat yourself to the side, not at the front. You do not hold the pen at any time.</p>
Materials/ prepared inputs	<p>Per participant: A4 diary or 1 flipchart and at least 3 differently coloured markers or pens per participant. They could have brought these.</p> <p>Per group: 1 flipchart put in different corners of the venue and different coloured markers</p> <p>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.</p>
Outputs	<p>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.</p> <p>Steps of the map to share with others</p> <p>Quantified collective empowerment leadership maps</p> <p>Empowerment leadership song with flipcharts</p>
Homework for participants	<p>review and revise your empowerment leadership maps based on the discussion and contributions from other participants.</p> <p>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.</p> <p>track your own peer sharing with others and how they in turn share on your spider map.</p> <p>meet to write a song for the Empowerment Leadership Map with flipcharts for each step.</p> <p>review what you have learned so far and identify any questions you want to ask at the next session.</p>
Homework for facilitator	<p>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</p> <p>Share the information and methodology with your colleagues.</p>



Facilitation Details

<p>Pairwise Discussion</p> <p>20 minutes.</p>	<p>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;</p> <p>discuss what new action they took, and what happened?;</p> <p>who they shared the learnings and tool with, and what was the response?</p> <p>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.</p> <p>The facilitator then explains the purpose of the Empowerment Leadership Map, adapting the narrative above to the participant context.</p>
<p>Individual analysis Participants Diaries Steps 1-5</p> <p>40 minutes.</p>	<p>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:</p> <ul style="list-style-type: none"> • Married in nuclear family; • Married in polygamous family; • Single divorced; • Single never married; • Widowed <p>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.</p> <p>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.</p>
<p>(Optional) Group sharing and quantification in single sex groups</p> <p>30 minutes.</p>	<p>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.</p>
<p>Bringing It Together: Quantification of action commitments</p> <p>1 hour</p>	<p>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 (see the examples from Bukonzo Joint and Rwanda above and process in the video)</p> <p>As this is going on people can also add to what they have put on their own social empowerment maps.</p>
<p>Facilitator Wrap Up and spider leadership tracking diagram</p> <p>20 minutes</p>	<p>The facilitator gives a brief wrap up</p> <p>make sure everyone has the steps in the Manual Section at the back of their Diaries</p> <p>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).</p> <p>If appropriate introduce whatever plan has been decided by the organisation on incentive and certification plans for community trainers.</p> <p>Explain the Homework as above - and that the next session will revisit all the tools, so they should have any questions ready.</p>



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. At the same time, actively encouraging collaboration in place of conflict is also a key role for the facilitator. For example, women often put co-wives very far from themselves (if they are on the map at all) and it is important that the facilitator invite participants to question this, and ask women who have good relations with co-wives to speak. Some people have also noted a problem of theft by neighbours and made commitments to sharing the tools with them so they do not need to steal. In New Home, one 16 year old girl even decided she needed to go to the LC3 to get support in stopping men drinking and taking her father to drink (See video on Masika Elizabeth's Road Journey). Many people make commitments to sharing with more disadvantaged members of the community, but it is important here that they share information without patronising, and realise this maybe a long and at time discouraging process.

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:

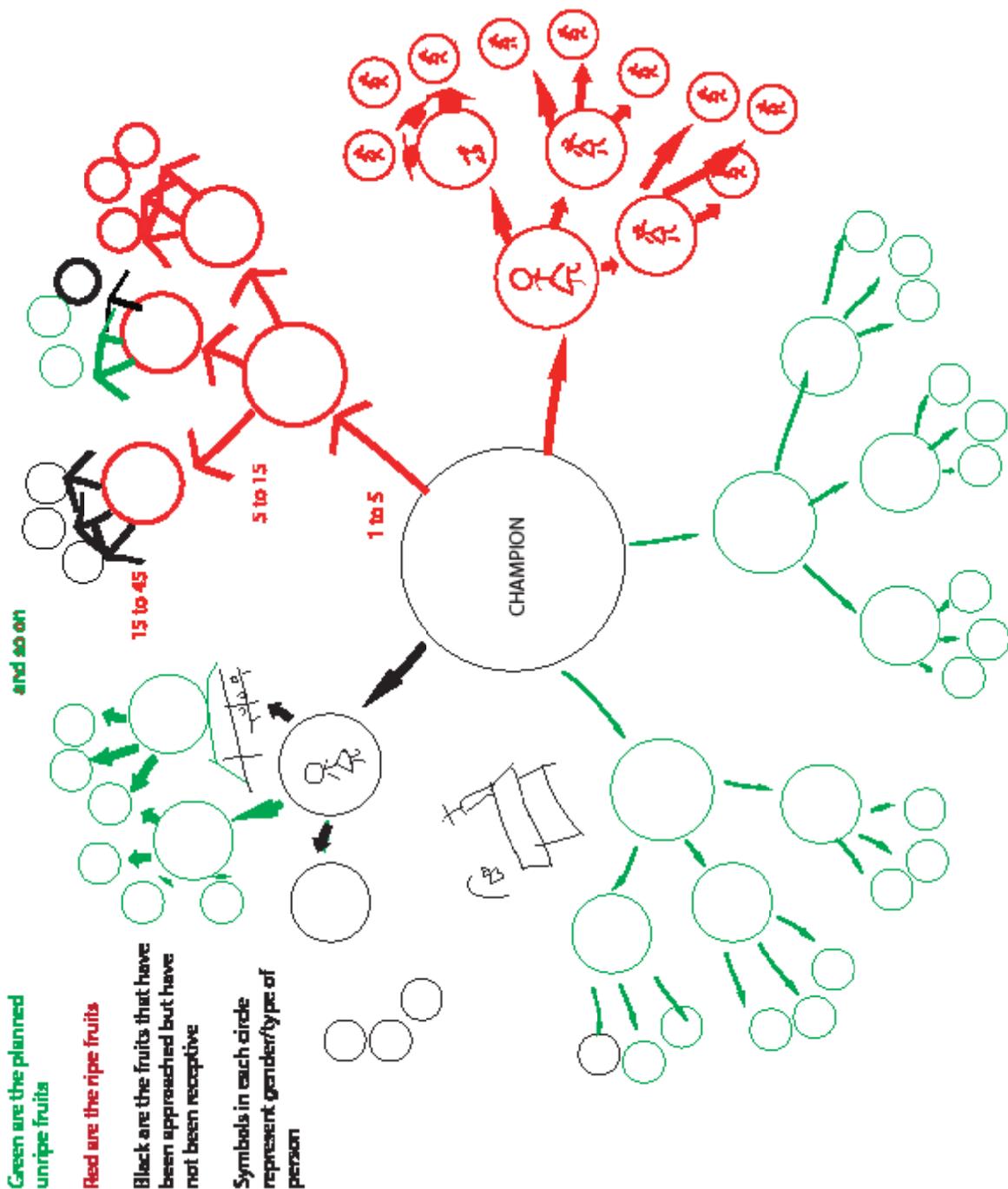
- Month 1: 1 to 5 to 15
- Month 2: 15 to 45
- Month 3: 45 to 135

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.

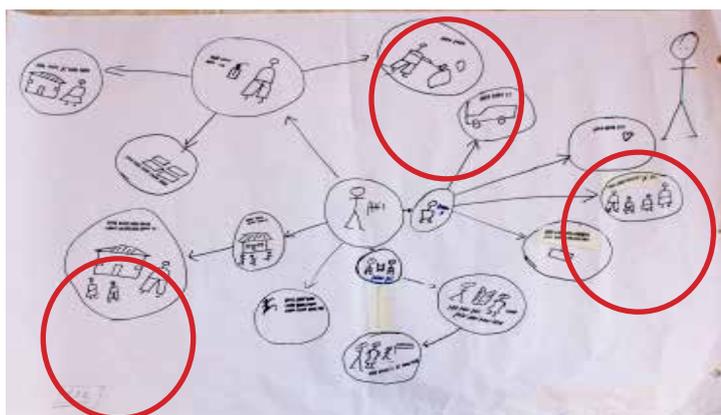
In order for this to happen:

- Champions must each have the steps of each tool clear in the back of their notebook diaries. It is important that 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'.



Leadership Tracking Spider Map



Individual leadership tracking third tier on social leadership map - ringing achievements in red



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 (see GALS DVD). 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