# GROWING THE DIAMOND FOREST

## Mainstreaming Gender Justice and Social Inclusion in Value Chain Development

**JUNE 2015**

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**Brief organisation / project information. [Arial, 10 pt, black]**
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**This Manual was written by Linda Mayoux. The author is grateful for contributions from Katja Koegler and Thies Reemer, reports from GENVAD partners organisations and insights from champions in Hivos GALSatScale and TWIN Great Lakes projects. Thanks are also due to IFAD staff - Clare Bishop Sandbrooke, Maria Hartl and Ambra Gallina.**

**Front cover photo details, photographer, country, organisation, explain situation**

**Back cover [Arial, 10 pt, black]: provide photo details, photographer, country, organisation, explain situation**

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## Organisations Involved in GENVAD

**Resource partners**

Bukonzo Joint Cooperative Microfinance Ltd, Kasese District, Western Uganda

New Home Network, Kasese District, Western Uganda

**Oxfam Novib and IFAD partners**

### Nigeria

Farmers Development Union (FADU)

National Association of Nigerian Traders (NANTS)

Community-Based Agricultural and Rural Development Programme (CBARDP)

Community-Based Natural Resource Management Programme – Niger Delta (CBNRMP)

Agency in the Nigerian Federal Ministry of Agriculture and Rural Development (RUFIN)

### Rwanda

Association for Integrated Rural Development, Rwanda (Duhamic Adri)

Bureau d'Appui aux Initiatives Rurales (BAIR)

Agency for Cooperation and Research in Development (ACORD)

Kirehe Community-based Watershed Management Project (KWAMP)

### Uganda

Community Empowerment for Rural Development (CEFORD)

Consultancy for Rural Enterprise Activity Management (CREAM)

Eastern and Southern Africa small scale Farmers' Forum (ESAFF)

Participatory Ecological Land Use Management (PELUM),
Volunteer Efforts for Development Concerns (VEDCO)

District Livelihoods Support Programme (DLSP), Uganda

Support Project for the Strategic Plan for the Transformation of Agriculture (PAPSTA), Uganda

Value Chain Development Programme (VCDP), Uganda

### Sierra Leone

Rural Finance and Community Improvement Programme (RFCIP)

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

## About this Manual

'Growing the Diamond Forest' (GDF) is one of a series of implementation manuals for Gender Action Learning for Sustainability (GALS) methodology developed by the author. It is based particularly on experience from the co-funded Gender and Value Chain Development (GENVAD) co-funded by IFAD implemented by Oxfam Novib as part of its Women's Empowerment Mainstreaming and Networking (WEMAN) programme. It also draws significantly on the experience of the author in other GALS gender and value chain processes with Hivos, TWIN-UK, ILO and IFAD.

The process as described here uses value chain development as an entry point to, or parallel process with a deeper GALS gender transformation process.

GALS is best learned through practice and experience with women and men in communities and organisations already implementing the methodology, not from written texts. The manual is designed as a reference resource to complement community-based training by an experienced GALS practitioner and/or in a GALS resource organisation. Its target users are core members of GALS support team. It assumes that members of the team combined have a high level of experience in value chain, gender mainstreaming and GALS. As part of the GALS process people at other levels (community and staff) design their own pictorial and local language manuals in their own locally available notebooks as part of the capacity development.

'Growing the Diamond Forest' should be used in combination with the other GALS resources listed at the end of this Manual. The most up-to-date versions of all GALS tools and resources can be accessed from:

**http://www.galsatscale.net**

The WEMAN manuals and reports and other information on Oxfam Novib's WEMAN programme can be found on:

**http://www.wemanglobal.org.**

If you cannot get practical training make sure to read also the overview manual, watch the videos and join the discussion on the GALSatScale Facebook Discussion Group:

**https://www.facebook.com/galsatscalenetwork**

And listen very carefully to those you are working with in communities on the ground - including women!

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# Growing the Diamond Forest: Overview

# Introduction

Gender inequalities affect value chain activities and relationships at all levels - individual men and as well as women, households, businesses and national economies. Gender inequalities are also in contravention of international human rights agreements and gender policies of national governments and support/donor agencies aiming to develop those chains.

Despite official commitments to gender mainstreaming from most institutions involved in value chain development, gender analysis is the weakest point in most livelihood, market and value chain analyses, and largely ignored in most 'mainstream' manuals and capacity building. This is the case even in interventions which claim to be 'ethical' like cooperative development, Fair Trade and organic farming.   'Gender' continues to be seen as a 'women's issue' - an additional 'problem' on top of all the other competing objectives and priorities in economic development interventions (environment, HIV/AIDS etc etc etc .....). Changing gender inequalities is seen as a very long term and conflictual process, inevitably setting men against women.

 'Growing The Diamond Forest' (GDF) is part of a joint Oxfam Novib and IFAD Gender and Value Chain (GENVAD) project November 2011 - December 2014. WEMAN adapted the Gender Action Learning for Sustainability (GALS) methodology to mainstream gender justice and social inclusion in value chain development. GENVAD involved Oxfam Novib and WEMAN partners in Uganda, Rwanda and Nigeria. It built on earlier work on GALS by the author with resource organisations in Uganda: Bukonzo Joint Cooperative Union Ltd and New Home Women's Development Association November between 2009 - 2011.

GALS is a community-led empowerment methodology aiming at 'constructive economic, social and political transformation'. It is used by women and men at all levels to bring stakeholders together - the powerful and highly educated as well the poorest and those with no formal education. As part of GENVAD GALS reached 56,927 GALS trainees, 36,356 women and 20,571 men. At least twice this were indirect beneficiaries through peer sharing and/or  significant changes in their households. Oxfam's ten GENVAD partners in Uganda, Rwanda and Nigeria have adopted GALS and shared the method with government, civil society and private sector actors. GALS has become part of the household methodologies toolkit promoted by IFAD throughout its projects.

Experience in GENVAD and other GALS processes has clearly shown that significant changes in gender relations are possible even over a short period of time, bringing women and men together around a common vision and agenda for progress. Many changes in gender relations which empower women (including equality in land ownership and decision-making and freedom from gender-based violence) can come about for a significant number of people in a relatively short time (1-6 months) as the basis for longer term widespread change.

- It is possible, and also beneficial, for men to consider gender inequalities in their personal lives, households and market relationships as an integral part of their own economic strategies to increase their wealth and that of their households.

- This leads to greater happiness at household level leading to more efficient livelihoods and greater well-being for children, men and women.

- The benefits of change in gender relations are enjoyed not only by poor households, but also households of the better off entrepreneurs and traders.

GENVAD end of project review found that the following changes had occurred for those involved in the review:

- Significantly increased income: 70 % women/ 68% men

- Savings and/or income savings: 65% women/ 58% men

- Resources for productive investment: 56% women/ 60% men

- Improvements in production and marketing: 64 % women/61% men

- 60% of the women feel more supported by men

- Equal sharing of labour: 68% women/ 54% men

- Decision-making and control over assets: 50% women/ 52% men

- Leading to improved and more sustainable livelihoods:43% women/ 61 % men

- 20% women reached by the project have more secure access to land

GALS is not ultimately a separate 'project' or additional cost, but the methodology and gender messages are progressively integrated into existing activities, rather than being a one-off exercise or extra activity. GALS provides a participatory methodology which can be implemented by enterprises as well as development agencies, to negotiate win-win strategies which incorporate gender justice concerns . Using the  same tools at different levels of  an organisation,  where people who  cannot  read and write are often  better at  drawing and analysis, serves to increase communication, understanding and  respect and facilitates greater acceptance of the need to challenge power relations between  different  stakeholders and bring about those necessary changes which are not so obviously consensus 'win-win'.

Changes have benefited private sector traders and staff in development organisations as well as poor farmers in terms of wealth creation and happiness. They have also led to improved quality and quantity of supply to cooperatives and companies, and improved value chain relationships. For example in GENVAD:

- 76 associations or informal networks in the three countries now have a respected voice - that was a

particular focus of the Nigeria process. In particular in Nigeria this has been a focus area.

- improved communication and collaboration, including removal of gender discrimination for more equitable supply chain management, was reported in at least 6 value chains.

Once established, the GALS methodology can be sustainably implemented by the private sector and/or cooperatives and other organisations as part of a long term business investment in profitable business expansion, supply chain strengthening. In GENVAD 8 Oxfam Novib partners and at least 4 IFAD projects (RUFIN, VOPD, PROFIRA, KWAMP) have demonstrated the capacity to provide services that are gender sensitive and respond to the needs and priorities of the most vulnerable chain actors in the following ways. Other 2 ON and IFAD partners (IST, Ministry of local government) have the capacity to do so.

The skills developed through GALS, although they are introduced to focus on gender, once learned can be used for any issue. GALS tools and participatory processes can be adapted to promote gender transformation and gender mainstreaming in any issue including general life planning, livelihood and value chain development, financial services, environmental management, health, reproductive rights, literacy, civil society development, counselling and conflict resolution. The methodology can be used on its own or integrated into existing activities and programmes. They therefore provide a solid basis for civil society development to increase effectiveness and inclusion in government economic development programmes (see examples of Rwanda below). In that way it has potential to help many thousands of people bring about change.

'Growing the diamond forest' as presented here builds on, but significantly adapts, the methodology to incorporate insights and address challlenges in GENVAD and other GALS value chain processes in which the author has involved - particularly Hivos GALSatScale and TWIN Great Lakes Projects where variants of the tools presented here were used.

GDF can be implemented as a one year process to establish a GALS process for value chain development, building on and integrating with other Phases of GALS (see details below):

**Phase 1: Planting the Diamond Seeds** starts with 'Diamond Visioning' to identify women and men's priorities for change in gender and chain relationships at different levels and shares ideas on sustainable strategies they can themselves implement to achieve these visions.

**Phase 2: Growing the Win-win Trees** is a multistakeholder process that brings stakeholders together on a regular basis to share perspectives and information on common opportunities, challenges and implement individual and/or collective strategies - still without external assistance.

**Phase 3: Expanding the Sustainable Forest** reviews what has been achieved through individual and collective stakeholder initiative. It then identifies priorities for external support from government, private sector philanthropic initiatives and donor agencies to supplement what chain actors themselves are doing and upscale to new areas, chains and organisations for significant contribution to gender justice, social inclusion and ethical growth of national and global chains.

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## Box 1: Growing the Diamond Forest vision, objectives and principles

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

### GDF Objectives
- To establish a common vision for gender justice and social inclusion as an integral part of ethical business and value chain development - the 'way of doing business for the twenty-first century'
- To empower poor and very poor women and men through capacity-building in GALS skills to change gender inequalities and significantly increase incomes, resources, economic choices and negotiating power.
- To engage and build skills, resources and energies of more powerful private sector actors to co-develop and implement win-win strategies that also promote gender justice and social inclusion.
- To establish sustainable participatory structures for ongoing learning, communication and collaboration between vulnerable and powerful stakeholders for efficient, ethical and transparent value chain governance.
- To integrate the underlying gender justice principles, strategies and GALS methodology into 'maintream' training, extension, financing and monitoring activities throughout the chain to increase the effectiveness of these services
- To establish sustainable participatory skills, processes and structures for mainstreaming gender justice and social inclusion in economic decision-making, political change and policy advocacy at local and national levels.

### Underlying GALS principles
- Mutual respect for all participants at all times as equal human beings with equal rights and responsibilities
- Inclusion and prioritisation of the needs of the poorest and most disadvantaged to create a 'level playing field' for all
- Gender justice and rights-based principles, particularly those established in CEDAW, are non-negotiable

# Why *Gender* Justice in Value Chain Development?

Gender inequalities in power and resources have implications for economic efficiency at all levels. Women continue to score much lower than men on all Human Development Indicators. Gender inequality and discrimination at all levels prevent women from realising their full potential as economic, political and social actors. This is not only an issue for women themselves, but for children and men in their families, other actors in the value chain and the national economy.

## Human Rights

In 1979 the Convention on Elimination of All Forms of Discrimination Against Women (CEDAW) was adopted by the UN General Assembly. CEDAW states that, like men, women have a human right to freedom from violence and freedom of movement, equal rights in decision-making, equal rights to own property, freedom of thought and association, right to work, rest and leisure and right to an adequate standard of living for health and education. Most national governments have gender policies, strategies and legislation based on some variant of CEDAW. Most development agencies have an official commitment to gender equality as part of their mandate. Many have position papers on gender and the key importance of women's empowerment in economic growth and/or poverty reduction. Many have manuals for gender mainstreaming.

## Household Wealth Creation

Increasing women's incomes and participation in decision-making over household income is a crucial element in poverty reduction for the whole household and may have a greater contribution to household wellbeing than increasing men's incomes.

## Box 2: Convention on Elimination of Discrimination Against Women (CEDAW)

Adopted by the UN General Assembly in 1979 CEDAW clarifies the fact that the 1948 Declaration of Human Rights also includes women. Women's rights include:

- Right 1: rights to life, liberty, security of person and freedom from violence and degrading treatment and freedom of movement
- Right 2: legal equality and protection by the law including women's equal rights to make decisions in their family regarding marriage and children, property and resources.
- Right 3: right to own property and freedom from deprivation of property
- Right 4: freedom of thought, opinion and association
- Right 5: right to work, freedom from exploitation and right to rest and leisure
- Right 6: right to a standard of living adequate for health and right to education.

By 2015 CEDAW had been ratified by 189 out of 194 countries. The exceptions are: The Holy See, Iran, Somalia and Sudan. United States and Palau have signed but not yet ratified.

Gender inequalities are key causes of household poverty. In many contexts women are seen as the main people responsible for household food security and reproductive work, as well as providing much of the labour on men's cash crops and businesses. However women's lack of resources and power and lack of support from men for reproductive tasks mean that women's activities are often performed with very labour intensive and inefficient technology and they are not able to implement best production or commercial practices.

Gender norms also put pressures on (or fail to prevent) men to act in ways which are harmful to themselves and their families. This is particularly the case in regions and households with high levels of polygamy and/or marital



*Boys and men go to the bar at the trading centre - strategically located by their owners to capture any money men get in their hands. In Uganda, Kenya and Tanzania men estimate that 70% men have a serious alcohol problem and spend much of their money on alcohol and prostitution. Apart from the effects on men's health and ability to work effectively, helping men to stop this waste can double a family income available for productive investment and family well-being.*

instability and/or male alcoholism and/or drug addiction. Participatory GALS research with 495 men from coffee-producing families in Uganda found that 70% openly admitted to taking all the money from coffee, and even stealing their wife's money, wasting much of this on drink and other women. In some households men's expenditure on alcohol in one month is equal to the costs of the school fees for a term. In Ethiopian weaving households it was calculated that merely reducing men's expenditure on alcohol for two months would have been sufficient to buy a smokeless stove to improve the health of the whole family, as well as the quality of the cloth and increase incomes.

Low incomes earned by women are an important factor in the perpetuation of child labour. Girls in particular have to take over many of women's household responsibilities in care of siblings and housework. Both boys and girls may be sent out to work to supplement their parents' income. But this income is often controlled by fathers who may use it for their own purposes. Lack of transparent and equitable decision-making at household level is not only inefficient but also perpetuates poverty to the next generation.

## Business Efficiency

Gender inequalities are key causes of inefficiency in household livelihoods and business operations for entrepreneurs at different levels of many value chains. Gender inequalities do not necessarily decrease with wealth creation.  In better-off households of entrepreneurs and traders women may be even more constrained by social norms of 'respectability' and gendered power hierarchy. This affects the efficiency at governing ends of the chain and hence the effectiveness of the whole chain. In the case of coffee trader households in Uganda for example men's luxury expenditure and lack of consultation with their wives seriously undermined the ability of households to save and hence for the traders to get out of debt relations with larger traders move up to higher levels of investment and income. This also led them to adulterate and bulk up coffee, further reducing quality and hence prices for coffee in the whole area.

Many activities where women are concentrated are critical to understanding and addressing market inefficiencies and the 'weakest links' within value chains, and the most critical areas for upgrading quality and growth . Women's activities:  home-working, 'putting out' and temporary work and food production as well as caring roles are often less visible and are often overlooked in both economic analysis and development.  Although in some value chains exploitation of gender inequalities to give low wages to women may appear to have short-term benefits, it also

has significant costs in terms of high levels of labour turnover and uncertainty necessitating high levels of expenditure on training and recruitment.

Conversely, the benefits of a gender justice focus to enterprises throughout the chain are also considerable. Where women as well as men are empowered and organised, they are more able to produce quality goods on demand and manage their livelihoods to increase flexibility to market demand. Although there will always be some conflict of interest between traders and producers, employers and employees, ethical behaviour and developing good relationships and trust is now an established part of 'win-win' supply chain development. Removing gender discrimination improves the diversity of skills and knowledge in the enterprise. Women flower and textile exporters in Kenya report that they want their women and men workers to be happy and better trained so there is less absenteeism and they have fewer problems in recruitment.

## National Wealth Creation

These gender inequalities within households and private sector businesses in value chains magnify to have significant implications for wealth creation at national level. When over half the population is not able to work efficiently through cultural and ideological/political constraints, this inevitable undermines economic growth. Extensive research by World Bank, IFPRI and others, shows that gender inequalities are a key constraint on economic growth and a key cause of poverty not only for women themselves, but also their families and communities. A World Bank study estimated that providing women producers and entrepreneurs in agricultural and manufacturing value chains with the same inputs and education as men in Burkina Faso, Kenya and Tanzania could increase their output and incomes by an estimated 10-20 per cent. (Quisumbing and Pandolfelli 2009).

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## Box 3: Why gender justice?

### Human Rights Case
- Women currently score much lower than men on all Human Development Indicators
- Women have an equal human right to equal opportunities, treatment and freedom from discrimination guaranteed under the UN Convention CEDAW
- Most governments and most development agencies have a gender policy or gender action plan. Many have anti-discrimination legislation.

### Individual empowerment
- Gender inequalities and discrimination at all levels prevent women from realising their full potential as economic, political and social actors
- Gender stereotypes and norms of masculine behaviour prevent men from achieving their full human potential., damaging men's physical and emotional well-being
- Women, and also many men, want change

### Poverty Reduction for households
- Gender inequality in property rights, division of labour and decision-making leads to inefficient use of resources in the household
- Excessive luxury expenditure by men on eg alcohol and 'other women' limits resources for investment and wellbeing
- The result is lack of resources for investment and time for women's economic activities, in  turn reducing resources to the household

### Business Efficiency for enterprises
- Poor quality and uncertain supply due to gender inequalities in supplier households wastes time and incomes of traders and businesses
- Gender inequality in labour households leads to female and male absenteeism
- Gender inequality undermines motivation throughout the enterprise and labour turnover
- Diversity of management team leads to better decision-making

### National wealth creation case
- Women are half the population and significant contributors to the national economy and tax payment
- Gender inequality is a proven constraint on economic growth
- Female poverty is also a cause of child and household poverty and hence a significant burden on welfare budgets

# GDF Value Chain Framework

The GDF framework brings together perspectives from poverty-targeted livelihoods and business development and market-led growth into an integrated framework for gender equitable and pro-poor wealth creation that addresses at least some of the gender and other limitations of value chain development in isolation.

Since the 1970s many development agencies have developed participatory methodologies for sustainable livelihood and small enterprise development as part of poverty reduction programmes. There are now many manuals and toolkits specifically designed for women entrepreneurs and farmers. Many focus on developing opportunities through product or market diversification for the local market. It is thought that this is more manageable for women alongside their reproductive role. Others take a more business-oriented approach to 'growth-oriented entrepreneurs'. These have often focused on cooperative development and marketing support to replace intermediaries, and since 1990s micro-finance and more recently financial education.

From the 1990s many development agencies moved away from poverty targeting of development interventions to a focus on catalysing economic growth and markets through engagement with the private sector. There are often a range of possibilities for increasing incomes of medium and large scale businesses. Benefits were then assumed to 'trickle down to' or 'pull-up' the poorest through increasing employment, developing markets for products and providing affordable products. Business techniques for market and competition analysis and strategic planning in multinational, large and medium enterprises were adopted and further elaborated by development agencies.

Since the end of the 1990s Value Chain Analysis (VCA) and Value Chain Development (VCD) have been increasingly used as a macro-level framework for enterprise and agricultural development combing the poverty-targeted

and private sector strategies. VCA tools have also become important in supply chain management in large and multinational businesses, and particularly those concerned with the ethical dimensions of their business either in itself, or because of market pressures. Some global companies are part of voluntary ethical Codes of Conduct even where businesses are outside the Fair Trade framework.

Value chain analysis (VCA) and development (VCD) focuses at sector level and conceptualises enterprises and economic activities, not as separate discrete units or functions, but as part of chains, holistic networks and systems of different linked production and exchange activities operating in different geographical areas: local, national and international. There is however no agreed definition of 'value chain'.[1] In most of the business literature the term is used interchangeably with supply chain.

In the development literature however there is much more focus on power relations governing where 'value' (linked to profits and incomes) is generated, and why and the implications for wealth creation for poorer and more vulnerable people at different points in the chain.

Most VCD involves a combination of interventions.. Some VCD interventions focus at the top end of value chains as a 'pull-up' and 'trickle-down' strategy working with large entrepreneurs and governments, following the logic of the market approach. This often involves largescale investment in technology and infrastructure, assuming benefits will 'trickle down' through increased demand for products and labour. Other 'push up' or "trickle-up" approaches building on the earlier livelihood and small business approaches focus on empowerment of smallholder producers, often focusing on cooperative development.

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1        For an overview of the evolution of definitions see http://www.cisl.cam.ac.uk/graduate-study/postgraduate-certificate-in-sustainable-value-chains/value-chain-definitions

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## Box 4: What are Value Chains?

### Definitions

**supply chain**: the activities required to bring a product from its conception to the final consumer. The chain includes all of a product's stages of development, from its design, to its sourced raw materials and intermediate inputs, its marketing, its distribution, and its support to the final consumer. The activities can be contained within a single firm or divided among different firms, as well as within a single geographical location or spread over wider areas.

**value chain:** the flows of information and power relationships that affect the 'value' that becomes added at each step of the supply chain. This includes looking at chain governance and other factors affecting the profits made by stakeholders at different levels and mobility within the chain. It also includes looking at opportunities and constraints outside the chain - including household as well as institutional and policy levels - that affect the ability of different stakeholders to create value and/or move up the chain.

### Approaches to VCD:

**'pull-up/trickle-down processes'** focusing on economic analysis of upgrading strategies for lead businesses - large and medium entrepreneurs and policy change in order to 'pull-up' and create efficient markets for other stakeholders down the chain. Benefits are then assumed to benefit other stakeholders in the chain, including the poor, through increased competition for produce and workers leading to higher prices and wages.

**'push-up/trickle-up processes'** focusing on participatory action research and mobilisation of poor producers and workers disadvantaged in the value chain. In addition to improving the incomes and wellbeing of producers and workers, this is seen as leading to improvements further up the chain through capacity-building, improving quality and supply of products and (if done by companies) loyalty of producers and workers to that company.

In all these approaches however, 'gender' often continues to be seen as needing a 'women's project' - often linked also to something on youth and other minorities. Gender analysis is the weakest point in value chain analysis, and largely ignored in most 'mainstream' VCD manuals and capacity building. This is the case even in interventions which claim to be 'ethical' like cooperative development, Fair Trade and organic farming.

Most gender and livelihoods interventions focus on technical or business training or micro-finance for women. 'Gender-sensitive' value chain development generally focuses mainly on technical upgrading of 'women's' crops. Although these interventions aim to empower women, definitions of 'empowerment' often become reduced to increases in confidence and/or small increases in income. They often result in overburdening women with more work. Women now have to cope not only with 'traditional roles', but also new productive and community roles, continually battling discrimination and disadvantage at all levels. There is often little change in the underlying inequalities in resources and power that cause not only women's poverty but that of children, and also men.

When interventions focus only on women, men often feel excluded and threatened. This increases men's resistance to change and may increase gender-based violence. In many contexts men's sense of alienation from the household leads to reduction in existing economic contributions to the family as they are now unsure of their role – putting yet further burden on women. Where interventions are successful men may often take over - keeping the income while expecting women to put in most of the work.

There are few initiatives that focus on mainstreaming gender issues in services for men to increase their ability to plan with their families on best use of any resources generated and to help them curb unproductive expenditures and improve relationships. This means that where interventions do increase men's incomes, this often leads to increases in gender inequalities in the household. Men have more disposable income for luxuries, including marrying more wives, and at the same time expect greater labour input from their wives. Impact assessments generally fail to look at these gender effects of 'mainstream' interventions.

## Box 5: Wealth creation perspectives: Contributions, Limitations and Gender Issues

| Contribution | Generic Limitations | Gender Issues |
|---|---|---|
| **Household livelihood and small business perspective** | | |
| • focus on livelihood diversification and food security can strengthen negotiating power in employment and markets, enabling people and households to wait until prices are favourable.<br>• gives women and men the skills to identify business opportunities, ways of improving livelihoods and improving gender relations.<br>• can incorporate gender inequalities at individual, household and community levels for women and men as part of increasing the efficiency, sustainability and growth of livelihoods. | • significant increases in incomes may not be achievable through more efficient economic activities at the individual or household level, or livelihood diversification. It often requires changes in markets and other levels of the value chain.<br>• most current methodologies are designed for growth-oriented entrepreneurs and smallholders rather than the very poor. Most require a certain level of literacy and/or business experience and/or resources before they are effective. | • gender relations within households are often regarded as a 'no go black box' and interventions fail to address underlying gender inequalities perpetuating inefficiencies in livelihoods and businesses.<br>• although services are targeted to women, many are technical and do not explicitly address gender inequalities.<br>• gender dimensions of livelihoods are rarely mentioned in livelihoods strategies for men. |
| **Market perspective** | | |
| • analysis of the range of market-led options for diversification of livelihoods and product/trade innovation open to women and men at local level.<br>• includes identification of potential economic and other benefits of different forms of informal collaboration and/or formal cooperatives and associations.<br>• identification and linkages with local service providers and changing conditions in the markets to improve facilities for women and poor men. | • significant increases in incomes may require linkages outside the local area, particularly in the case of rural areas.<br>• access to profitable markets is often determined by entrenched power relations | • market constraints on women are often related to underlying gender norms and inequalities that limit their resources, mobility, networks and voice in development of markets.<br>• accessing more distant markets may require women and also men to be away from their families at the expense of children and family wellbeing. |
| **Value chain perspective** | | |
| • looks at growth opportunities and constraints within a whole sector from local to (where relevant) international levels to address the key leverage and/or blockage points at each level.<br>• private sector is a resource and not a 'problem':<br>• helps understand why particular stakeholders and/or types of enterprise find it difficult to enter certain sectors and develop multistakeholder VCD strategies to promote the interests of the most vulnerable.<br>• Identify entry points for addressing other more sensitive and potentially conflictual issues | • value chains are generally very complex and different stakeholders have different interests<br>• the most effective strategy for increasing incomes for those who are poorest and most vulnerable may be through strengthening their ability to negotuate and exit the chain if they are not offered acceptable conditions<br>• power inequalities may be extreme and relationships very conflictual with threat of violence by powerful stakeholders<br>• chain activities and relationships are constantly changing in response to changing market and political contexts<br>• Ethical Codes are often more for promotional purposes and are rarely integrated into core business planning. | • women are often concentrated in the lower profit and often invisible 'support' activities and ignored in most 'mainstream' value chain analysis and/or dismissed as unimportant to overall functioning of the chain.<br>• the best strategies for increasing income of both women and men may be at household level or through diversification of activities, not within any one value chain itself. |

# 'Growing the Diamond Forest': Methodology Overview

*Growing the Diamond Forest: underlying narrative*

*The starting point for GDF is to establish a common vision for gender justice between women and men on common human life goals and rights and consensus between stakeholders along the chain on how this can be achieved.*

*The Diamond is a key GALS visioning tool to build stakeholder consensus (See GDF Tool 2). Diamond visions are shining, very valuable. They are also unique with many faces, all of which reflect light and form the whole. They are also difficult to achieve - much work is needed to mine the rough diamonds from the depths of the earth and make them shine. But once they shine, they last forever and are very hard to break.*

*All these unique visions become like shining fruits on a tree – the Challenge Action and Win-win trees are the core tool for developing strategies to address the challenges faced. Although potentially a source of wealth, methods of diamond extraction are often extremely exploitative and dangerous, with little benefit going to the poor. The idea of 'Growing the Diamond Forest' highlights the need for changes in power relations between women and men, and between stakeholders to make the forest sustainable. This requires actions at individual, household, collective and also macro levels.*

*The final element in the idea of the 'Diamond Forest' is to strengthen, deepen and upscale this process through enabling many 'Trees of Diamond Dreams' to flourish and grow as a sustainable forest.*

The key objectives of the GDF process are not only to raise awareness and bring about significant short and longer term improvements in livelihoods and gender relations as a 'project' but to establish sustainable change processes that will continue to upscale and deepen through a combination of community-led peer training and focused assistance by private and public sector actors based on mutual 'win-win'.

The priority focus are the needs and interests of very poor women and men. GDF works directly on improving livelihoods, market strategies and gender relations with extremely poor women and men as the starting point and motivation for the whole process. The aim from the very first meeting is to bring about immediate and tangible positive improvements in lives and livelihoods of women and men participants, particularly the poorest and most vulnerable. There are often a range of types of informal as well as formal collaboration which can increase profits, reduce time in marketing and increase access to information and resources and ultimately increase negotiating power at all levels.

At the same time, GDF also works with other better-off and more powerful private sector and institutional stakeholders to engage their energies, skills and resources for a sustainable pro-poor wealth creation process. It does not seek to displace traders and intermediaries, but to promote consensus and understanding of basic non-negotiable principles of equity as the basis for 'win-win' efficient strategies and transparent economic relationships that ultimately benefit everyone.

Other stakeholders in markets and value chains are encouraged to examine gender inequalities in their households as part of increasing the effectiveness of their business strategies. Taking a holistic view of livelihoods, combining reproductive as well as productive roles and multiple value chains, can increase incomes and profits, control costs and expenditures and promote more efficient division or labour and decision making.

GDF does not assume, but explicitly develops strategies for 'trickle-down' based on identification of self-interest at different levels, widening economic options and increasing bargaining power particularly those of the poorest and most vulnerable. The entry point is identification of mutual win-win. Use the consensus-building process as a means of establishing a broad base of allies. Using the same tools at different levels of an organisation, where people who cannot read and write are often better at drawing and analysis, serves to increase communication, understanding and respect and facilitates greater acceptance of the need to challenge power relations between different stakeholders and bring about those necessary changes changes which are not so obviously consensus 'win-win'.

Development of mutual understanding and communication between stakeholders, and the increased bargaining power of the most vulnerable stakeholders, often enables inevitable conflicts of interest to be addressed in a more constructive and equitable manner without undermining the sustainability of the economic activities themselves.

GDF is different from many other VCD approaches in that it focuses firstly on actions that stakeholders themselves can take immediately and in the short and medium term, to see how much can achieved in that way. This avoids stakeholder wish lists of demands to donors and government that often lead nowhere or get long delayed by bureaucracy. It aims to build stakeholder self-reliance and mutual respect and communication as a sustainable basis for ongoing negotiation in response to changing opportunities and challenges.

That then forms a solid basis for identifying where any external support is really needed. It aims to lay the foundation of skills and networks necessary for developing truly gender equitable, pro-poor ownership and transparency of chain upgrading policies as an outcome of Stage 3.

# GDF Gender Lens

In GDF, as in other GALS processes, the focus is on promoting women's as well as men's human rights and working with men as well as women to achieve this.

**GENDER IS SIMPLE: it means
women and men treating each other as
equal human beings with
equal rights and responsibilities**

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

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

Gendered power relations are not confined to relations between women and men. Women often have a very limited vision of women's potential and try to control and constrain other women. Many cases of violence against women are by women themselves - co-wives husband's girlfriends or mothers and mothers-in-law. Men also have gendered expectations and often pressurise other men to conform to destructive patterns of behaviour. So gender transformation requires both women and men to have greater awareness of their own

## Box 6: GDF Gender Lens

### Gender Justice assumptions
- Women are intelligent actors not 'victims of subordination in need of consciousness-raising'.
- Men are potential partners in a process of change and pursuit of social justice not stereotypical monsters and problems.
- Gender justice and rights-based principles are non-negotiable and underlie the way in which process is facilitated, and the types of actions which are supported by development agencies.

### Elements of the Gender Lens
- the gender lens is applied to interventions targeting men as well as those for women or 'gender neutral'
- language is gender-inclusive from the start and implicit understandings of terms like 'entrepreneur', 'farmer' are examined.
- gender disaggregation of ALL economic and other data
- boundaries of 'economic analysis' include non-market and reproductive activities
- analysis of household-level inequalities in power relations, voice, and vulnerability
- analysis of effects of external gender inequalities and discrimination at the meso- and macro-levels
- gender balance and pro-active inclusion of female stakeholders to achieve this

### Gender Lens Checklist
- What gendered assumptions are made in language and terminology? For example: in definitions of 'enterprise', 'worker', 'head of household'?
- Is all information gender-disaggregated and gender difference included as a dimension of analysis and monitoring throughout?
- Are women's 'invisible' and/or non-market activities part of the analysis and recommendations throughout?
- Are gendered power relations within households (including single-headed and polygamous households) part of the analysis and recommendations throughout?
- Are gender implications of macro- and meso-level policies included in the analysis and recommendations? within and between enterprises? Within markets? Within communities? Within development institutions?
- Are the full range of female stakeholders not only been included throughout the process but have they been given a voice?
- Have the gender dimensions of men's attitudes, behaviour and experience also been included in the analysis and recommendations?
- What are the implications for the gender skills and gender composition of the Management Team and/or Steering Committee/s?

conditioning and how they relate to other members of the same sex.

Principles of equity, inclusion and gender justice and women's human rights are integral and non-negotiable in analysis and strategies at all levels – and over time becomes the 'natural' way of thinking and acting at all levels without any 'gender police'. These principles and concepts underlie the way in which process is facilitated, and the types of actions which are supported by development agencies. Although the main focus is on promoting constructive communication between women and men, the ultimate aim is removal of all forms of gender discrimination and empowerment of women and men to realise their full human potential. In some cases this requires strategic negotiation of conflicts of interest in favour of women's rights.

## Box 7: Gender Definitions

### Gender Concepts

**Gender Difference:** those differences between women and men that are freely chosen. However, most 'differences' between men and women, even where they may involve an element of choice (e.g. what to wear) are nevertheless embedded in structures of gender inequality which generally ascribe lower value to women's choices and perpetuate unequal access to power and resources.

**Gender Equality of Opportunity:** removal of all forms of gender discrimination and provision of an enabling environment whereby gender is no longer a basis for privileging access to resources, power or services.

**Women's Empowerment:** the process through which women (currently most disadvantaged by gender inequality) enable themselves, or are enabled, to take advantage of equality of opportunity. This includes affirmative action for women, and support for men to change those aspects of their behaviour, roles and privileges that currently discriminate against women.

**Gender Empowerment/transformation:** the process through which women and men are empowered to challenge and change gender differences and inequalities. Women and men develop 'power within' 'power to' and 'power with' to articulate and ultimately achieve their own visions.

**Gender Equity of Outcomes:** the situation where gender equality of opportunity and women's empowerment have combined to mean that gender inequality and discrimination are no longer causes of gender difference. It is only when women have equality of opportunity backed by supportive policies to enable them to realise those opportunities that different outcomes between women and men can be judged to be equitable. For example women choosing to stay at home rather than work, or to do certain types of job is only equitable if there is equal pay and opportunities in work, good quality childcare and paternal leave and possibilities to take on caring roles by men.

**Gender Justice:** where all gendered 'power over' is eliminated in relationships between people as human beings bringing about more equitable relations between men and women with the implication that women become defined as equal citizens with equal autonomy and rights in the social order.

### Gender Strategies

**Gender sensitive :** where gender differences are taken into account in design of programmes and policy, including gender-sensitive language

**Gender inclusive:** where the interests of women as well as men are equally addressed in order to enable equality of participation and voice.

**Gender accuracy of information:** Gender disaggregation of all data and inclusion of information on issues specific to women, to identify areas of gender difference. Analysing areas of gender difference to identify whether this is due to gender inequalities of opportunity or differences in free choice.

**Gender accountable process** involves women as well as men in implementation, incorporates gender indicators in monitoring and informs women as well as men of learning outcomes.

**Gender transformative/gender empowering strategies** for women and men that explicitly aim to change gender relations. This includes strategies for men to help them to change attitudes and behaviours and/or strategies specifically for women to enable them to enter new areas.

**Gender justice:** strategies for women and men that transform gender relations and remove discrimination at all levels

**Gender Mainstreaming** : Making the concerns and experiences of women (as the currently most disadvantaged by gender inequality) integral to the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and social spheres.

**Gender equitable planning:** which mainstreams gender equality of opportunity and identifies supportive strategies needed to enable women to realise these opportunities, and to promote the support of men for the necessary changes.

### Figure 1.    Gender Empowerment



Current situation on Human Development Indicators for many households

What men are afraid of

BUT ALL POWER OVER IS BAD

Gender Empowerment means both men and women can grow equally

# GDF Implementation Stages

GALS is implemented in a number of cumulative phases that can be combined in different ways sequentially or in parallel, adapted to specific purposes, contexts and organisational structures (See below). The GDF process as presented here forms part of GALS Stage 2: Gender Justice Mainstreaming. This builds on outcomes from an already established GALS process using GALS Catalyst manual 1 'Rocky Road to Diamond Dreams'. But the GDF methodology can itself be the entry point, with tools from the other Manuals integrated at specific points.

GDF itself entails three main stages (see Figure !!). Depending on the objectives and scope of any specific process these may overlap in time and form a continuous cycle as more value chains are added:

## Stage 1: Sowing the Diamond Seeds: Inception Workshop/s (6 sessions)

Stakeholders share visions for the process, pool existing knowledge and secondary source materials of main economic activities and stakeholders and map the value distribution and governance/power relations of the main value chains, and identify gender inequalities. This exact process depends on the starting point and context as explained in chapter 5. It can be done through a 1-3 day inception workshop or a series of meetings and consultation workshops with stakeholders, facilitated by a trained GALS facilitator and the initial members of a coordination team. The process should involve representatives from all the main anticipated stakeholder groups, ensuring gender balance and participation of the most vulnerable from the beginning. On the basis of the stakeholder visioning and mapping, the coordination team decide the initial stages of the process, including where necessary changes in the coordination team itself. These visions and preliminary maps are then progressively developed, and if need be completely changed, as Stages 2 and 3 progress.

## Stage 2: Growing the Win-Win Trees: Stakeholder Action Learning (6 months – 1 year)

with different stakeholder groups, particularly the poorest and most vulnerable, to identify poverty/business and gender issues at each level; identify and implement immediate change strategies; and strengthen collaboration and peer sharing. This starts with field development of the pictorial manuals of the main tools and training of a small number of champions who will use the tools for their own livelihood development and start the community-led peer learning. These champions should be very poor and/or constrained by gender inequalities and have no or low levels of formal education. Others should be private sector champions. The outcomes of this field development are then integrated into staff capacity-building for scaling up.

## Stage 3: The Sustainable Forest: Gender Justice in VC Movement for Identification, planning and negotiation of multi-stakeholder win-win strategies: bringing the stakeholders together for focused discussion and negotiation on potentially more conflictual issues like prices and remain gender inequalities. By focusing on the common interests, stakeholder groups define joint or linked strategies to address business and gender issues in the value chains and in the households. After visualising this in a longer term win-win action plan, stakeholder representatives can start implementing the strategies and seek support among their peers who did not participate. Representatives from the more powerful stakeholder groups are added to the coordination team based on their commitment for the process. The coordination team can be used to identify new ideas to follow up and reinforce on action strategies and commitments until the next multi-stakeholder event.

This forms the basis for GALS Phase 3: ongoing sustainable movement and action learning process for sustainable change. This includes peer upscaling within the different stakeholder groups, integration of gender action learning and multi-stakeholder win-win negotiation in organisational activities (project design, ongoing activities, planning processes, human resources management) and policy advocacy.

This stakeholder implementation needs to take place in parallel with:
- **self-reflection and change by 'experts' and powerful stakeholders supporting the process** using the tools to examine their own lives so that they appreciate the full eventual power of the diagrams for everyone, including people with high levels of education.

- **organisational reflection and change** using GALS alone and/or integrated with another organisational mainstreaming methodology so that the organisation is fully equipped to support the sustainable leadership and movement building in Phase 3.

**Figure 1.    Growing the Diamond Forest: interlinked GDF/GALS stages**

**GDF3:**
**Sustaining the Forest**

Multilane Vision Journey

Value Chain
Advocacy Research

**GALS PHASE 3:**
**GENDER JUSTICE**
**MOVEMENT**
after 1 year
ongoing in parallel

Self-upscaling innovation,
networking and advocacy
linked with global networks.

*Individual and*
*collective*
*Livelihood*
*Strengthening*

**GDF 2:**
**Growing the Trees:**
**Stakeholder**
**Action Learning**

Increasing Incomes
Challenge Action Tree
Win-win Tree

*Organisational*
*Gender*
*Action Learning*

*Community*
*Gender*
*Action Learning*

*Individual*
*Gender*
*Action Learning*

*Participatory*
*institutional leadership*
*and governance*

in government
and policy-making

*Opportunities*

*Individual and collective*
*Livelihood Strengthening*

**GDF1:**
**Sowing the Diamond Seeds**
**Inception Workshops**

Soulmate Visioning
Gender Justice Diamond
Value Chain Theatre
Gender VC Action Map
Sustainability Map
Gender in VC Vision Journey

**GALS PHASE 2:**
**MAINSTREAMING**
**GENDER JUSTICE**
from 3 months
ongoing in parallel

Advanced GALS Tools
GALS integration into
organisations and programmes
Monitoring

*Organisational*
*Leadership*
*and Governance*

*Leadership*
*Strengthening*

*Individual*
*Livelihood*
*Vision Journeys*

*Community*
*Gender*
*Action Learning*

*Individual*
*Gender*
*Action Learning*

Voluntary Pyramid
Peer Sharing

*Constraints*

**GALS PHASE 1:**
**VISIONING AND**
**CATALYSING CHANGE**
1 year
Change Catalyst Workshop
Community Action Learning
Gender Justice Review
Organisarional
Gender Mainstreaming

# Empowering Facilitation

**GALS is a community-led empowerment methodology aiming at 'constructive economic, social and political transformation'**

GALS facilitation aims not only to teach diagram tools and skills, but to catalyse discussion, awareness and motivation 'from within' the participants themselves so that they own the change process and are able to facilitate themselves.

GALS aims to go well beyond gender awareness-raising to an internalised motivation for change in gender inequalities, based on in-depth reflection on life goals. All tools and process are structured in such a way that the gender justice vision and underlying principles of inclusion, respect and equity become part of routine interactions and behaviour at all levels.

The emphasis is first on inspiring new visions for how things could be, having fun subverting cultural forms with songs, art and theatre and forming new friendships as human beings.
The focus is on action, not just reflection. GALS works with women and men to develop their own individual visions for change, with achievable targets and road maps to move towards these visions, based on analysis of their current situation, past achievements and opportunities/ strengths and challenges. A key focus is on tracked commitments to breaking through gender-based barriers at individual level and changing gender inequalities within the family as challenges which prevent both women and men from achieving their vision. Addressing first the things which are most immediately under peoples' own control forms the basis for identifying priorities and strategies for longer term change at wider community, institutional and macro-levels.

In GALS the focus is on 'active learning'. Every session or meeting should include a range of different elements to make the meeting lively and participatory. Common human rights and clarification on concepts are progressively internalised as 'natural' through fun processes rather than 'teaching empowerment'. , and enable principles of gender justice to 'enter through every pore and orifice'. Methods include:

- Visual communication through drawing and diagrams that people themselves own and can show to others.

- Interactive drama to question preconceptions and 'subvert' cultural stereotypes and practice new ways of behaviour.

- Songs and Dances people themselves design and will take back home and sing in the shower to reinforce change.

Gender transformation requires all of us, women and men at all levels, to examine our attitudes and behaviours towards other people and discover new potentials within ourselves, unconstrained by unnecessary gender stereotypes with which we have been indoctrinated since childhood. Having fun together gives spaces for men and women to relax, feel free and happy together as human beings as a necessary part of building the movement - removing the need for any imposition of 'political correctness'.

The aim is also to increase confidence in that 'everyone can be a leader'. This is achieved through the fun activities, and also the ways in which groups are structured and participatory principles reinforced. From being shy to speak, within an hour or so all participants should be confidently drawing and discussing ideas with other participants even across social status barriers. Those used to dominating now learn to listen and invite others to come forward to speak.

Facilitation is 'from the back'. This develops peer sharing and facilitation skills of participants to be able to then share what they have learned at home, in their groups and in workshops with government and other powerful stakeholders. For the facilitator this may mean going outside their normal comfort zone, relinquishing power, listening rather than teaching. It often means allowing for periods of chaos to enable peoples' leadership skills to emerge.

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

- strong personal commitment to women's human rights and gender transformation in their own life as well as for the wider society

- 'deep listening' and interpersonal skills and an interest in learning from those one is trying to facilitate, not just 'preaching'

- in-depth practical training from someone in the GALS network followed by peer-mentored practice over a period of about a year.

At all levels - and particularly those initiating the process - it requires a profound process of reflection, moving outside 'gendered comfort zones', transforming power relations and practice in analysing and planning one's life. It is not possible to teach what one does not practise oneself.

GALS is sometimes most difficult for those already experienced in other gender or participatory methodologies - because they have to unlearn some of the things they have practised in other types of participatory process. It takes a big leap of faith to sit back and accept silences and quite a degree of chaos at times, in order to let leadership of participants emerge. But without that, everyone will continue to wait for an outsider or NGO to come, rather than being able to organise themselves to implement change.

## Box 8: GALS Facilitation principles

### Empowerment
GALS facilitation aims not only to teach diagram tools and skills, but to catalyse discussion, awareness and motivation 'from within' the participants themselves so that they own the change process and are able to facilitate themselves.

### Always start with visions and the positive:
The catalyst and motor for any GALS process are new visions for change - vision drawings inspire people to act and need to be constantly revisited and reconfirmed in a range of cultural forms. All other tools start with the positive - visions, opportunitie sand then used to analyse challenges and identify strategies to overcome them. Always clearly reinforcing the vision. Otherwise people just become discouraged and paralysed by all the 'problems'. There are no 'problems' only challenges that are there to be overcome. And even for challenges, try to identify opportunities that can help you.

### Action from Day 1:
SOME CHANGES MUST BE IMMEDIATE. Do not get bogged down in 'talkshop' analysis - root causes of root causes or root causes. Every tool focuses on tangible actions for change which can be taken by individuals immediately, before waiting for other actions identified at group and institutional levels. The only reason for analysis is to identify actions, and specifically actions that can be taken in the short term by people themselves. All collective events build the individual actions into collective action plans.

### Everyone can be a leader:
The main facilitators and implementors are women and men within communities using the methodology to change their own lives
Ensure participatory process at all times - everyone should be encouraged to draw, present, write songs and act so that they develop confidence. Focus on in-depth personal reflection and organisational changes in order to address hierarchical patterns of interaction and power relations at all levels

### Inclusion:
everyone has a right to be listened to and respected. Also a responsibility to participate. Start plenary feedbacks from the back and presentations with those who have spoken least.

### Facilitation from the back
The task of the facilitator is to hand over ownership to participants so that as soon as possible they are facilitating themselves. This means the facilitator should as much as possible sit at the back, avoid drawing or holding the pen themselves. Their main role is to ensure inclusive participation and manage group dynamics so that the things that need to be said are said and discussed by participants themselves.

### MAKE IT FUN!!
or people will want to be paid to come back



*The picture above is from the first Bukonzo Joint GENVAD multistakeholder meeting in 2010. Note that:*

*Janet Biira - the lady to the far left is the facilitator sitting at the back.*

*Polonia Ithungu - the presenter standing far right is a coffee farmer who facilitates her peers. In 2012 she was elected as chairperson of Bukonzo Joint, learned English and in 2013 presented GALS at international coffee conferences like AFCA. Through GALS she achieved her vision of solar panels on her house, a hair-dressing salon as well as joint land agreement for the family coffee farm.*

*If Janet Biira had been facilitating from the front, then the facilitation skills and confidence of women like Polonia would not have emerged. Everyone would have continued to sit until Janet took the lead.*

# GDF Tools

GDF uses variants of the GALS tools to vision, analyse and develop strategies for value chain development. The core framework is the:

- Road Journey, starting with the Vision Journey to the future, but also looking at the Achievement Journey from the past.

These Vision Journey plans are progressively refined using other diagram tools:

- Trees

- Circles

- Diamonds,

adapted in different ways for different issues, contexts and organisational needs.

These diagram tools and drawing techniques are used at all levels. People draw their diagram plans in locally available notebook diaries which they themselves buy, and continually review and track their own progress as a process of reflexive learning based on their own planning needs. People also identify other people in their own families and support networks who they have a self-interest in sharing the gender messages and GALS methodology with - either through love wish to help people who help them, or because without changing these people they cannot themselves advance. The methodology thus scales up through a type of voluntary pyramid marketing as the basis for identification and certification of the most effective community trainers to be paid to train in new organisations and communities. The tools are also reinforced and shared through songs and theatre and further developing the cultural and fun dimensions of GALS.

Use of diagram tools and participatory principles enables full and equal inclusion of very poor people who have not had the opportunity to learn to read and write as informed and respected partners in participatory planning processes. Using the same diagram tools and drawing provides a universal language for communication between stakeholders and increasing stakeholder participation, as well as cutting through verbose and lengthy definitions and concepts at higher levels. The participatory methodology also develops the analytical, participatory, listening and communication skills of institutions and policy-makers to increase the effectiveness of their pro-poor interventions – as well as staff's own personal reflection planning.

The individual visions, plans, achievements and challenges together with peer sharing achievements are aggregated and analysed collectively within communities, groups, organisations and institutions to improve decision-making at all levels. Use of diagram tools as well as distinctive participatory principles enables inclusion of very poor people as informed and respected partners in participatory planning processes, even if they have not had the opportunity to learn to read and write. The methodology also develops the conceptual, analytical, listening and communication skills of powerful individuals, institutions and policy-makers – as well as enabling their own personal planning.

Once learned for gender, the same tools can be adapted sequenced in many different ways, depending on the nature of the issue and process.

## Box 9: Core GALS Tools
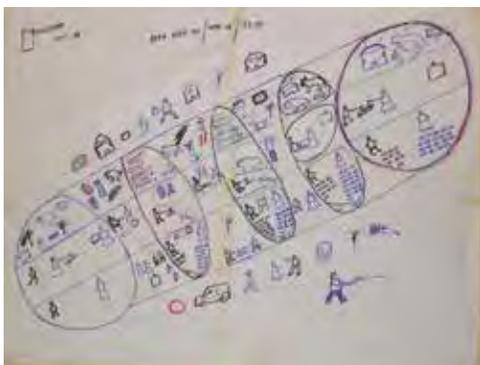


### ROAD JOURNEYS

The underlying framework for all GALS processes is the 'Road Journey' change planning tool. This is of two basic types that can be combined or done separately: Vision Journeys look to the future. Achievement Journeys assess lessons from the past.
The basic Road Journey framework can be adapted to any issue. Each has:

• vision
• current and past situation
• opportunities (top of the road), challenges (bottom of the road)
• time bound targets
• actions to go from target to target.
• This Journey is tracked over time to assess progress, and also reasons for progress or lack of it.

Types of Vision Journey include:
• Business Calendar Journey: A business plan with month by month breakdown of inputs and outputs.
• Leadership Vision Journey: plan to become a leader
• Organisational Multilane Vision Journey:  a core GALS monitoring tool. It combines targets and plans on the core intervention targets (eg livelihoods, coffee production, health), gender balance and leadership on one diagram that is tracked over time.



### TREES

Trees start from a trunk representing an issue or an institution like a household or community. Inputs are then shown as roots and outputs as branches. In GALS trees also have fruits or concrete action commitments. They may also have circular linkages from branches to roots to show cycles of cross-fertilisation.

Types of Tree include:
• Gender Balance Tree: identifies gender inequalities in work contribution and expenditure benefits in the household and the changes needed for gender balance to make the tree grow straight.
• Livelihood Tree: a 'snapshot' planning tool to examine existing costs and income structure for particular economic activities and how incomes can be increased through changing costs and/or expenditures to enable reinvestment and savings.
• Challenge Action Tree: (an action-oriented adaptation of a 'problem solution tree') examines the causes of challenges, potential solutions to reach a vision and action commitments needed by individuals to move forward.
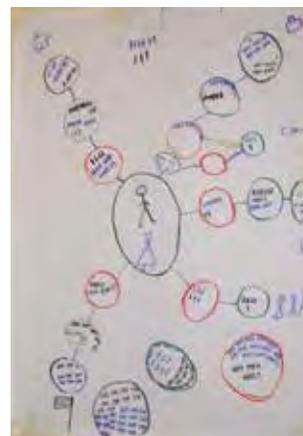


### CIRCLES

Circle maps (also known as Venn or chapati diagrams) show the common and distinct features between different elements represented as overlapping circles. They are used for analysis of interrelationships and power relations.

Types of Circle Map include:

• Empowerment Leadership Map: looks at support networks and power relations to plan and track peer sharing.
• Market Map: to look at possibilities for market diversification and increasing gender balance in markets: To download details of how to use this tool for coffee.
• Institutional governance map: looks at inter-organisational power relations and how they can be changed.



### DIAMONDS

Diamonds are used to deepen visions, establish SMART indicators and specfic targets, and for rapid impact assessment.

Types of Diamond include:
• Gender Justice Diamonds
• Violence Diamonds
• Property Diamonds
• Decision Diamonds
• Decent Work Diamonds
• Leadership Diamonds
• Food Security Diamonds

# GDF Stakeholders

GDF is a multistakeholder process that attempts as far as possible to develop win-win strategies that benefit all stakeholders to develop the value chain.

Priority is given to the needs and interests of those who currently lose most to win most. Helping the most vulnerable value chain stakeholders to identify and implement strategies to change gender inequalities and significantly increase incomes and negotiating power in the chain. Focusing particularly on women but also youth, elderly, minorities and poor men. Building leadership of producers and other poorer and vulnerable stakeholders is the priority focus of GDF Stage 2 linking with other parallel GALS processes.

At the same time, value chain relationships are inevitably complex. The best way of addressing the needs of the poorest and most vulnerable is likely to involve not only strategies directly targeting the poorest, but changing relationships and developing the profitability of the chain as a whole. In some cases it may be economically desirable to form producers cooperatives and reduce intermediaries. Cooperatives are however notoriously open to both corruption and inefficiency, and are by no means easy to set up, nor are they necessarily the best solution.

Other options may be to further develop businesses higher up the chain, but incorporating ethical principles so that vulnerable stakeholders are able to negotiate much better conditions on a win-win basis  The aim is not necessarily to eliminate intermediaries or traders. If it is possible to gain their support for gender justice through establishing the business case, and make the way they do business more ethical and efficient, then they have many skills and resources that can help the process. Saving scarce energy and resources then for other levels of intervention eg on land rights.

## Champion Catalyst and Advisory Team (CCAT)

GDF starts from an initial core of about 30 -50 champions brought together from different stakeholder groups in the Inception Workshop. The ultimate aim is to reach many thousands of people in a self-sustaining, dynamic and self-upscaling development movement.

### Community champions and facilitators

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

Community GALS facilitators do not necessarily require high levels of formal education - or indeed any formal education. Some of the best promoters of change have been women and men champions who could not read and write when they first started - but some are now training at international workshops in English.

### Powerful stakeholders

GDF also works with other better-off and more powerful private sector and institutional stakeholders to engage their energies, skills and resources for a sustainable pro-poor wealth creation process. It aims to To develop the skills and networks and engage resources and energies of more powerful private sector and institutional actors to enable them to co-develop and implement win-win strategies that promote gender justice and social

inclusion.

## GDF Implementation Support Team (IST)

GDF is initiated, supported and monitored by a very small Implementation Support Team - 4-5 senior and core implementing staff, guided by a lead GALS specialist. In some processes one or more new local consultants may also be involved. These consultants may also be community GALS practitioners from other GALS resource organisations.

### Lead GALS specialist

Unless the implementing organisation has already had other GALS processes, a lead GALS specialist will be needed for GDF in the first year to do the design and lead facilitation and capacity building (from the back!) so that the rest of the CCAT and IST become confident with the tools and also the facilitation techniques. They will need to be involved in the Inception workshops and the final Multistakeholder Workshop. The Stage 2 activities can start immediately after the Inceptiuon workshops, but a review visit should be planned after about 3-6 months - ideally combines with some training in other GALS tools that might be used.

The lead GALS specialist needs to be very experienced, with at least 5 years proven experience of GALS in different contexts. They progressively delegate all activities to the champions, staff and any local gender or value chain consultants who together form the GDF support team. In GALS processes where the methodology presented here requires significant adaptation to new circumstances, or rigorous documentation, a GALS senior consultant with postgraduate qualifications and research experience may be needed.

A core task of the lead GALS specialist is capacity building for the support team to enable them also to hand over to the community - key challenge in all GALS

processes is preventing enthusiastic people taking over and not continuing to delegate and bring up everyone as leader. They may also need to advise on support to issues arising for collective action. Together with planning and preparing the long term process and integration with other GALS processes. How long the lead GALS practitioner is needed will depend very much on the aims and scale of the GDF process, existing capacities at community and organisational levels, and the type and scale of other interventions into which GALS can be integrated.

### Other VCD and gender specialists

If GALS is to go beyond awareness-raising to a truly sustainable, community-led process, all those in the IST need in-depth conceptual understanding of the gender justice principles, pro-poor value chain development and the GALS methodology). It is particularly important that any value chain specialists used should be fully briefed and committed to gender justice principles and GALS methodology and the implications for 'conventional' VCD that they are likely to have been involved in. Gender specialists are also likely to need training in GALS facilitation techniques, even if they are used to other participatory methods. GDF IS DIFFERENT.

### Senior management, and staff in the implementing organisation

Unless senior management are fully supportive implementation and upscaling will be much slower even where considerable community level commitment and enthusiasm is generated in the community and staff on the ground.

Other staff who are likely to be important are those involved in other livelihood or gender interventions and monitoring and evaluation. It will be important that they understand GDF and GALS methodology in order to be able to progressively integrate and mainstream gender justice and some of the tools and facilitation principles in other parts of the organisation so that activities are coherent.

## GALS global network

GALS processes should not be isolated projects. But join the global WEMAN movement to learn from and contribute to other processes and increase collective voice for adocacy. In many processes GALS community practitioners from other GALS resources organisations may be very valuable as trainers and consultants.

Details and links to GALS resources can be found at:
**http://www.galsatscale.net**

For news updates on GALS global processes see GALSatScale Facebook page:
**https://www.facebook.com/galsatscalenetwork**

# Planning for Sustainability

GDF aims to provide a way of mainstreaming gender justice strategies as a sustainable longer term business investment in supply chain expansion and strengthening. Sustainability is planned and monitored from the beginning, with short-term targets and activities as well as the longer term vision.

### Based on self-interest - no free lunch or training kits

The GDF process does not assume altruism, but links individual self-interest into a wider process of necessary mutual support. The initial focus on the individual visions promotes ownership and responsibility by everyone and enables collective strategies to be more inclusive and realistic as everyone has an opportunity to think through their own situation and is motivated to act.

All GALS processes require participants to take responsibility wherever possible so that external resources and support can be properly targeted for maximum benefit. This means not only personal responsibility for changing one's own life and sharing with others. It also means minimising costs. Participants are asked to provide their own exercise books, pens and manilla sheets wherever possible - if they can afford a bottle of beer or a hairdo, they can afford to miss out once or twice to get materials for their long term education! Materials should only be provided for people who are really poor and unable to buy for themselves - they also should take responsibility once their livelihoods have improved.

The tools can be used independently by people who cannot read and write as well as organisational staff and academic researchers to analyse issues and strategise change. Participants keep their own individual diaries in ordinary A4 exercise books which they themselves buy, together with coloured pens. Women and men farmers and entrepreneurs design their own pictorial manuals to teach others the tools they themselves have found most useful. The diagram outputs and diaries from the workshops and subsequent discussions are much more powerful than any externally designed printed manual - as well as much cheaper and more likely to be used. The more people are involved in designing the manuals they themselves will use, the greater the sense of ownership and local creativity, and hence likelihood the change process will be dynamic, sustainable and scaled up through community initiative.

### Leadership development for pyramid peer sharing

GALS is distinctive in that the main facilitators and implementers are women and men within communities using and innovating with the methodology to improve their own lives. Champions share their strategies and the methodology with others in their households and communities as well as in group meetings, church and local government meetings.

But the GALS system is different from many training of trainer or promoter farmer models in that:

- initial people trained are those who need and will use the methodology, not existing leaders

- people develop their own training kits and those they train buy their own notebooks and pens

- there is a graduation from voluntary peer trainer to paid community trainer

- people not only train others, but train other to also train and 'go viral'

The core of the training is voluntary peer training of other people within their own support networks – people they have a personal interest in helping. Every learning event contributes to building capacities and systems for ongoing peer action learning and peer training as the basis for a sustainable process of change. GALS challenges the view that only some people, women or men, can be leaders of a gender change process, and the rest can only follow or be dragged kicking and screaming.

## Box 10: GDF Sustainability Framework

### Sustainability is planned and monitored from the beginning

### Mutual self-interest and win-win disproportionately benefiting the poorest

The process does not assume altruism, but links individual self-interest into a wider process of necessary mutual support. The initial focus on the individual visions promotes ownership and responsibility by everyone and enables collective strategies to be more inclusive and realistic as everyone has an opportunity to think through their own situation and is motivated to act.

- Focus on visions and self-interest, not altruism
- The entry point is identification of where people are, where they want to go and how they can get there
- Mutual respect for all participants at all times and promotion of understanding and communication
- The private sector is potentially a resource and not a 'problem'
- Use the consensus-building process as a means of establishing a broad base of allies.
- Use the consensus and relationships as entry points for addressing other more sensitive and potentially conflictual issues.
- Inclusion and prioritisation of the needs of the poorest and most disadvantaged.

### Pyramid peer sharing

Every learning event contributes to building capacities and systems for ongoing peer action learning and peer training as the basis for a sustainable process of change. Once GALS skills and networks are built people can learn and disseminate many different types of information on a wide range of issues.

### Integration and mainstreaming into existing activities:

The methodology and gender justice principles are integrated into existing activities, rather than being a one-off exercise or extra 'project' activity.

### No free lunch

- Participants to take responsibility for minimising costs from the start
- Sustainable self-finance from profits generated, contribution to increased efficiency
- New subsidy only for new activities and initiatives

## Box 11:   Pyramid Peer Sharing

### Voluntary level

As part of the Catalyst GALS workshop, and other subsequent workshops, champions  use a tool called the Empowerment Leadership Map (see RRDD) to identify people in their families, friends and communities with whom they will share -  those they love and who will help them, and those they need to change in order to achieve their visions. They commit to training a number of other members using all available means that will not cost anything ie meetings of savings and credit groups, churches, school meetings, government meetings and going house to house in their neighbourhood. In this way the initial champions are reaching an average of 50 other people each. Those trained also learn the same Pyramid Peer Sharing tool. The aim is to 'go viral' with an endless chain of volunteer sharing within peoples' own networks without cost or excessive burden on each champion.

### Paid

Once they have trained a certain number of people on a voluntary basis to establish their skills, there are a number of sources from which the champions can get a sustainable source of income from training:

• charging people they train a small fee for more advanced trainings. This is possible for example with livelihood training or financial education. Pople  often pay a fee to someone to broker a loan for example. Rather than that they are paying someone to teach them to prepare a business plan. The issue being that people must be convinced that they will benefit - ensuring they get good training.

• the champions discuss and identify sustainable sources for them to earn some training income from sharing and rand more advanced tools as an integral part of company business expansion:

•  a training budget from the company profits (as in eg Bukonzo Joint in Uganda and Vuasu in Tanzania) for replicating to new communities

•   training local government extension workers.

The starting point is a solid basis of skills, commitment and change owned by a small number of 'champions' in strategically identified communities. The networks

and forms which this takes will differ depending on context, but in all contexts people have friendship and kin networks which it is in their own interest to develop. The basis of peer scaling up is people's self interest and voluntary dissemination to other people within their own support networks who they have an interest in assisting – because these people will then assist them. This is also the case within private sector supply chain management – traders have an interest in improving their supply and in Uganda some have incorporated GALS tools in their training of suppliers.

GALS promotes the leadership qualities of everyone in a change process. It helps women and men (in communities and organisations) to identify their strengths, contributions and responsibilities. It also helps them identify their weaknesses and develops participatory listening skills, to work collaboratively with others.

The best promoters and trainers have been found to be (previously) very poor women and men who have benefited from using the methodology because they become credible models of change for others. Building broad-based leadership capacities, ownership and structures amongst the poorest is therefore prioritised from the start.  Demonstration of the possibilities for change at this level is also the most effective way of training organisational staff and other powerful stakeholders.

The methodology is upscaled in existing communities mainly through peer learning with minimal organisational facilitation beyond initial capacity-building in the methodology.  Once the methodology is fully adapted to local needs, these champions then train staff as well as other participants. This enables real reversals of ownership and power - and focus resources and staff energies and expertise where they are really needed.

### Integration and mainstreaming into existing activities

The GALS methodology and gender justice principles are integrated into existing activities, rather than being a

one-off exercise or extra 'project' activity. The community-level process is linked to a parallel process of in-depth personal reflection and organisational changes at other levels in order to address hierarchical patterns of interaction and power relations between development workers, organisations and the communities with whom they work.

### Sustainable self-finance  from profits generated, contribution to increased efficiency

There will however also be organisational needs for scaling up to new groups and new areas which cannot be achieved in this way. The peer trainers with the best track record become community trainers paid from the organisation's increased profits to train in new groups outside their own support networks. But still the best trainers are likely to be very poor women and men in communities who have themselves used the tools to significantly improve their lives. Promoting these people as trainers is also desirable in terms of challenging and reversing stereotypes and power relations which normally exist between vulnerable and powerful stakeholders. By Stage 3 there should be a number of skilled peer trainers who have come up from within communities, and some sort of incentive and pay structure to maximise the skills and outreach of these people will need to be developed. This can take a number of forms, such as the systems developed by Bukonzo Joint where the trainers are now paid from the profits from coffee and the GDF process is fully financially sustainable.

Provided these systems have a very solid basis, within a few years they are capable of exponential scaling up of dissemination of both the gender messages and methodology to very large numbers of people – like pyramid marketing. Catalysing this process then enables the organisation to focus on services and the types of capacity building people cannot do themselves – access to ever higher level capacity-building being one possible incentive for people to prove themselves as volunteer trainers.

# Gender Action Learning System

The Participatory Action Learning System (PALS), on which GALS is based, originated as an empowering methodology for participatory monitoring, evaluation and impact assessment with specific features (See Box 12). These aim to increase both empowerment of participants, reliability of information and interest and usefulness for organisational decision-making. This is discussed in much more detail elsewhere (see detailed discussion in RRDD and other resources on www.galsatscale.net).

All GALS diagrams can be tracked, aggregated and monitored using a symbol system of:

- red fruits are things achieved

- green fruits are things planned but still to do

- black fruits are indigenous fruits ie things that were done already before GALS

- blue fruits are the withered ones - either not applicable (eg if indicators only apply to married people) or people do not want to do them, or they have given up trying.

Quantification using this system is built into every workshop as discussed below.

The information system is then aggregated and used at a number of interlinked levels as indicated in the diagram from Bukonzo Joint:

- The basis is the individual monitoring and tracking in individual diaries.

- This is then shared and aggregated at group level, bearing in mind issues of confidentiality, to produce both quantitative and qualitative information.

- This group level information is then collated by community representative and/or staff and aggregated for the whole organisation.

- The information is used for advocacy at local and also national level.

Complementing this core quantitative monitoring system to follow up on issues arising are:

- participatory investigation on specific issues using for example Challenge Action Trees

- qualitative case studies and interviews, generally using tools like the Achievement Journey or follow up questions on earlier tools

- participatory photography and video

The aim is always to maintain the principle of 'empowering enquiry where those being interviewed also benefit and learn from the time they give - also increasing the reliability of the information. It is also very important that people in communities and/or stakeholder groups are involved in analysis and reflection of the information, and have direct access to its conclusions so that they can take appropriate action.

In GDF Stage 3 linkages between stakeholders and local research institutes is likely to be mutually beneficial - the GDF process can get for free or very low costs the sort of long term and in-depth research support it needs. Students get training in the community and the satisfaction of knowing that their research is directly useful to the people whose time they are taking.

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## Box 12:  Key features of participatory action learning systems

- The Action Learning process aims to **empower and further catalyse change** through the participatory diagram methods used and improvements in relationships, understanding and respect between stakeholders. Participants analyse their own information and keep their own diagram outputs.

- **Improving future action** not policing/measuring past impacts. The focus is not only on measuring, but also analysis of attribution built into the tools themselves. It also uses the principle of 'optimal ignorance' whereby information is gathered only on issues and with to the degree of accuracy required to make decisions, i.e. it does not get bogged down in irrelevant, albeit interesting, detail.

- **Collect reliable and well-considered information** The basis is individual self-interest in the information gathered because individuals, communities and organisations decide on indicators and have direct access to the information as it is collected so they can use it directly to improve their own progress.

- **Ongoing participatory information systems**, motivating people to collect information they need with sufficient depth to be more useful for answering the important questions. Individual information is shared, aggregated and analysed on diagrams at group meetings, then further aggregated and analysed by staff at organisational level, then fed back to participants as input to their continuing learning.

- PALS does **not start by collecting baseline information** – the relevant indicators and best criteria for sampling are rarely known at the start. Extraction of information at the beginning detracts from empowerment and community ownership. Instead the information needed on the current situation is included in the diagrams and analysed later. Recall based on in-depth analysis and consideration of the various contributing factors is likely to be more reliable if combined with adjustments and questioning to correct for known sources of error.

- **Follow up on people who exit** from the process and/or are not benefitting substantially is crucial. This information is used to answer many of the questions normally addressed by baseline and control groups.

- **Qualitative research using random sample and control groups** are used in a purposive manner for in-depth study on specific issues and as a means of bringing new people into the process. Ultimately this becomes part of the peer training process.

*Bukonzo Joint Land Challenge Action Tree collecting information for its 3,500 members on how many members had which challenges in giving land to women, divided by clan land, individual land and single women. The large fruits at the top shows the total aggregated change - red is signed joint land agreement, yellow is in process, green is still pending. These trees are made every year.*
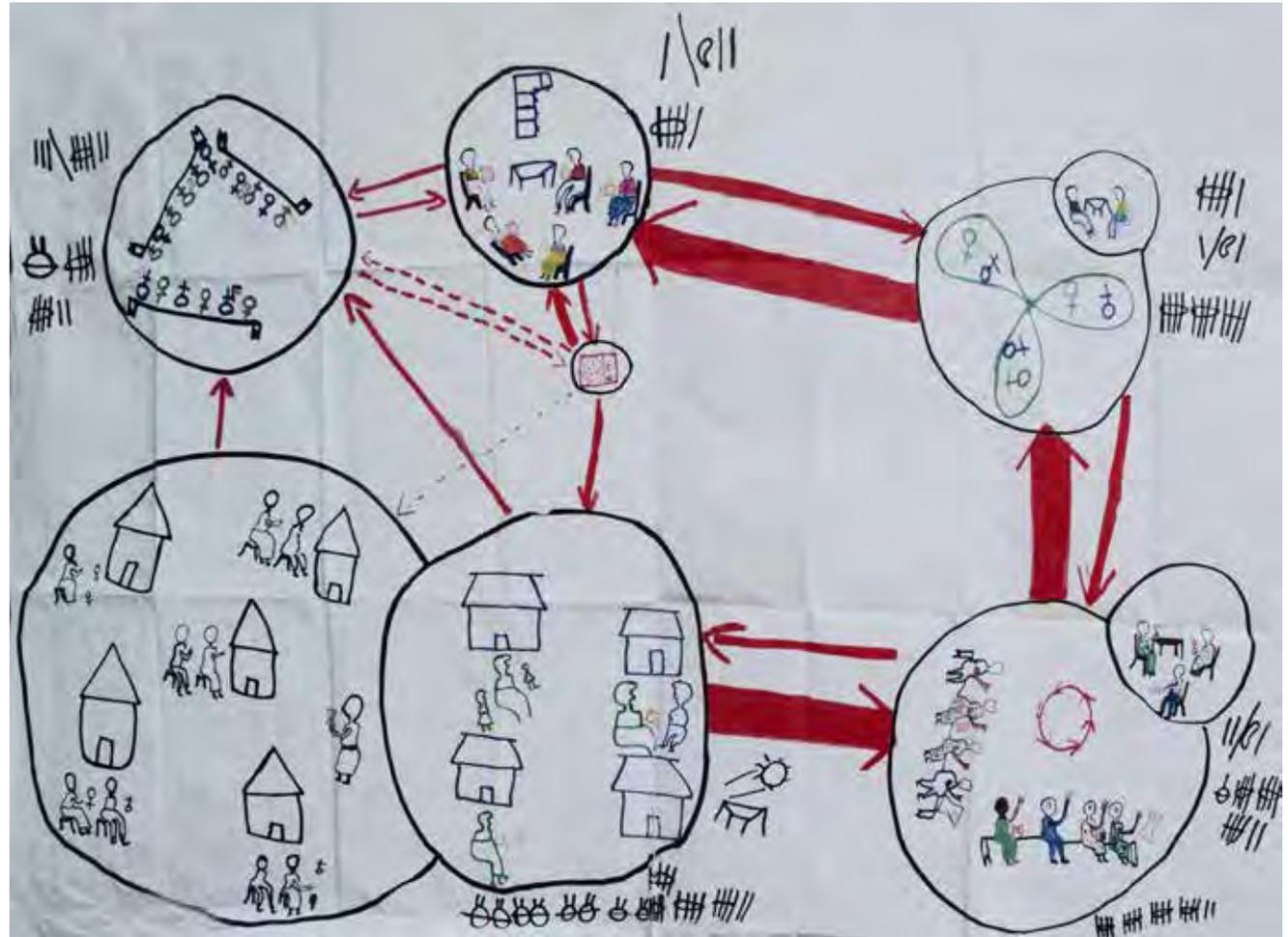


*Bukonzo Joint In formation System collects information on joint land agreements, gender division of labour and coffee quality of all members (around 3,500) through its community-led information system:*

*- Bottom left is the community where BJ is present. Members keep their own records in their diaries*
*- Bottom middle are BJ members who collect information from the community members*
*- Bottom right are BJ members sharing the individual information in their fortnightly savings and credit groups where it is aggregated and analysed for the group*
*- Top right are the parish meetings where group representatives go once a month and take the group informaiton to be aggregated and analysed*
*- Middle right are the BJ board meetings where the parish information is aggregated and analysed*
*- Top left are 4-monthly meetings between BJ and other stakeholders where information is presented and also broacast to the local press.*

# STAGE 1
# PLANTING THE
# DIAMOND
# SEEDS

# Planting the Diamond Seeds: Overview

The aim of 'Growing the Diamond Forest' is mutual win-win for sustainable change and wealth creation involving and benefiting as many stakeholders as possible. But where the poorest and most vulnerable, currently losing most, win most. Identifying areas of win-win is the priority focus of GDF Stage 2 linking with other parallel GALS catalyst and skills strengthening processes.

Value chain relationships are likely to be conflictual with many powerful vested interests, mutual misunderstandings and lack of trust and transparency. Changes in attitude and behaviour of powerful stakeholders in relation to gender, inclusion and ethical ways of relating to stakeholders in the chain are also important outputs. As soon as possible the support of powerful stakeholders should start to be built up – to allay their fears of sabotage and make it less likely they will derail the process, to prevent the vulnerable stakeholders being even more vulnerable if they try to change things, and to start to identify early on the most likely areas of win-win which can be built on.

Inception Stage 1 starts to bring together the different chain actors to develop a strong vision for gender justice and social inclusion in the chain, exchange information on their differing perspectives, start to understand and communicate with each other and develop a plan for the first action steps. The process suggested here may need to be adapted depending on:

- The scope and scale of the VCD intervention that is envisaged. In some cases the focus may be on a particular stakeholder group like poor farmers involved in multiple chains. In other cases the focus may be a particular economic activity or chain. Though even here it may be necessary to look at more than one chain to strengthen the negotiating power of women and poorer stakeholders and to avoid market saturation.

- Existing activities and capacities of the initiating organisation and existing experience with GALS.

- The markets and value chains involved: some market and value chain contexts are much more sensitive, unequal and conflictual than others. The suggested tools below should be adjusted accordingly.

- Existing linkages with and between private sector actors and degree and types of inequality, conflict and vested interests here.

- Existing networks and systems for stakeholder representation. In some cases there may already be networks for women's representation or representation of vulnerable stakeholders – though the GALS process aims to develop a wide distribution of leadership rather than work through existing leaders who are likely to be already overstretched. In some cases existing networks may be too unequal and dominated by vested interests and need to be bypassed initially.

GDF is different from many other VCD processes in that ownership and expertise is firmly with stakeholders themselves. The focus is on actions stakeholders themselves can implement. Detailed value chain mapping and identification of chain upgrading and external intervention takes place in Stage 3 building on the stakeholder skills, knowledge, strategies and relationships built up.

The aim in Stage 1 is for the implementing or initiating organisation to understand the leading institutions, gendered power relations at each level and where win-win changes are likely to be easiest and most likely to benefit those currently poorest and most vulnerable most. The implementing organisation is then in a position to start to develop strategies for Stages 2 and 3 for addressing potentially conflictual areas and develop a sustainability plan from the beginning.

# Implementation

## Process

Inception Stage 1 consists of a multistakeholder Inception Workshop or series of workshops. The process consists of three cumulative parts:

**Part 1: Gender Justice in Value Chain Visioning** brings stakeholders together around an initial common vision. This vision is then examined in greater detail from the perspectives of women and men and different stakeholders in order to consolidate an initial agenda of gender justice aims for moving forward.

**Part 2: Gender and value chain action mapping** starts to apply the vision more concretely to relationships between actors in the value chain and examines possible first steps that each stakeholder group can make. Including sustainable ways of upscaling the methodology and process that can be used in Stage 2.

**Part 3: Planning the First Steps** develops individual and stakeholder action plans for increasing incomes, gender justice changes and sustainable upscaling that form the basis for activities in Stage 2.

A suggested schedule and specific aims of each session and tool are given in Box 14. The six cumulative sessions can be implemented as one 3-day multistakeholder workshop, or divided into 3 one-day 6 half day or workshops. In very conflictual contexts they can be adapted for use with separate sets of stakeholders. In total the process should involve around 50-60 participants from the different stakeholder groups with sufficient knowledge about the local economy and/or priority stakeholder group and/or value chain/s at different levels.

Before and after the Stakeholder Inception Workshop there needs to be one or more meetings of the Catalyst and Support Team with other staff in the implementing organisation/s.

## Box 14: Stakeholder Inception Workshop/s: Suggested 6-session Schedule and Aims

| Activity | Specific Objectives |
|---|---|
| **Prior meetings of the implementing organisation** | • explain the methodology and get consensus among the facilitating staff. |
| **Part 1: Gender Justice in Value Chain Visioning**<br><br>**Session 1: Soulmate Visioning**<br>• Brief introduction<br>• Tool 1: Soulmate Visioning<br>• Videos and examples<br><br>**Session 2: Deepening the Gender Vision**<br>• Tool 2: Gender Justice Diamond<br>• Gender Justice Songs | • inspire stakeholders around a common vision for gender justice in their value chain/s<br>• there is initial consensus on this vision or at least clarification on the main lines of difference, as well as on the main gender justice aims of the VCD process<br>• establishment of mutual respect, communication and understanding between stakeholders<br>• discussion and recognition between stakeholders on the need to work together and protect the interests of the poorest people in the chain, particularly women and the most vulnerable |
| **Part/Day 2: Gender Change mapping**<br><br>**Session 3: Enacting Relationship Change**<br><br>• Tool 3: Gender Justice and Value Chain Interactive Theatre<br><br>**Session 4: Mapping the change**<br><br>Tool 4: Gender Action and Sustainability Mapping | • share stakeholder perspectives on VCD activities, blockages and desired changes<br>• identify potential areas of win-win in changing chain activities and relationships<br>• map activities and relationships where stakeholders can themselves bring about change<br>• develop a plan for sustainable scaling up of the process by stakeholders themselves<br>• consensus of the need to focus first on self-help within the chain as the basis for a solid and realisable set of requests to government and funding agencies in Stage 3.<br>• identify stakeholder knowledge and knowledge gaps about the way the chains function, particularly in relation to gender. |
| **Part/Day 3: Stakeholder Vision Journey: Planning the First Steps**<br><br>**Session 5: Planning the First Individual Steps**<br>Tool 5: Individual Multilane Vision Journeys<br><br>**Session 6: Planning the First Stakeholder Steps**<br>• Tool 6: Stakeholder Multilane Vision Journey<br>• Cultural event, feedback on the logo and sharing of songs/drama related to gender and social justice. | • Participants identify at least 5 immediate gender justice strategies that can be acted upon by the stakeholders themselves, together with production and peer sharing plans<br>• Participants share some initial ideas on strategies to promote the interests of the priority stakeholders and how to involve the powerful stakeholders.<br>• An initial plan is made for involving the different stakeholders, how and when the stakeholder negotiation process is best conducted by and with whom including exchange visits<br>• A draft of the initial plan for Stage 2 community action learning with a time-bound target, key steps, and roles/commitments based on a SWOT analysis |
| **Organisational follow-up to prepare for GDF Stage 2. See below.** | |

## Stakeholders

This Inception Stage builds a team of GDF champions at all levels, including both community-level and in power centres who can assist and advise if conflicts arise. And a network of people who can support ethical chain upgrading and development at the governing levels.

It is likely that the implementing organisation will already have contacts with some stakeholders through their other activities. The GDF catalyst and support team identifies and brings together about 50 - 60 representatives from different stakeholder groups (See Box 15 who will participate in the Inception workshop/s. From this wider group the workshops then appoint a smaller Stakeholder Advisory Team comprised of about 30 representatives of both vulnerable and powerful stakeholders covering the range of sources of knowledge and different private sector, gender and institutional perspectives. Workshop participants also identify how they will disseminate and engage their peers in the Stage 2 on a sustainable basis.

Whether and when the vulnerable/community and powerful stakeholders are brought together or consulted separately will depend on the nature and degree of sensitivity/conflict in relations within the value chain(s) and the particular individuals involved. If a high degree of conflict between stakeholders is expected, it is better to consult powerful stakeholders individually or through separate workshops in order to validate and build on the outputs from the vulnerable stakeholders, allay fears and start to engage their interest. It is best to leave very resistant and hostile stakeholders till later to be contacted by their peers as part of the outreach after the Inception Workshop. The balance between informal contacts, formal meetings and exchange visits will also vary. In some cases it may be possible to insert activities into ongoing business meetings and/or association meetings in the form of simple presentations or more structured activities. Identifying strategies to change the attitudes and behaviours at this level is a key task of the Inception Workshop and followed through in Stages 2 and 3.

It needs to be clear to everyone from the beginning that the process is community-led, based on self-interested win-win and collective action. The main role of external agencies will be to improve skills, communication and collaboration between stakeholders and identify win-win strategies that others can implement sustainably. There should be no expectation of any immediate donor funding – unless they can attract this themselves for projects they elaborate as part of the process.

## Maintaining a focus on gender

Whatever the process, it is important that gender issues are considered at each stage. The generic PALS tools in themselves are very effective for livelihood and strategic planning and improving relationships and communication. Unless the main facilitators are skilled and committed to making sure gender issues remain visible, experience suggests that gender issues become easily swamped by (particularly male) stakeholder enthusiasm to discuss issues of prices, markets and improving production.

This is not because gender issues are not important - even for the men involved. Without addressing gender issues it is unlikely that the effectiveness of any of the existing interventions in these areas can be significantly improved - particularly stakeholder self-help and change. But particularly when time is short, it is easy for people to retreat to comfort zones - and resort to wish lists for external agencies. It is important that all opportunities to examine, collect relevant information on gender issues and reinforce the business case for gender justice are sought out and taken advantage of.

The Inception Workshop Sessions, if facilitated by a committed Implementation Support Team, should in themselves bring about significant change. Facilitator checklists on gender issues and participatory process are given with each tool below, linked to the Gender Lens in the Introduction to this Manual. If these checklists are systematically reflected upon and followed up, the gender justice focus should carry over to Stages 2 and 3 with some continuing reinforcement from the IST.

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### Box 15: Stakeholders in the Inception Phase

**Preparation meetings**
- GALS lead specialist
- relevant staff and senior management from the implementing organisation/s
- value chain researchers and specialists involved in the chain

**Inception Workshop**
around 50 - 60 people
- 6-10 women and men producers from vulnerable groups
- 4-6 women and men more successful producers
- 4-6 women and men labourers
- 6-10 women and men private sector actors in the main value chains to be covered who are knowledgeable about leading ends of the chain and are already committed to ethical strategies
- 3-5 representatives of women's organisations who can input their knowledge of gender issues
- 3-5 government people involved in VCD and/or areas like land rights and from Ministry of Women's Affairs or national equivalent
- 6-10 key implementing staff from both the field and management in the implementing organisation
- value chain researchers and specialists involved in the chain
- GALS champions as co-facilitators from other GDF processes who have detailed knowledge of both gender issues and how they have used and benefitted from the methodology in similar contexts.
- GALS lead specialist

**GDF Champion Catalyst and Advisory Team (CCAT)**
around 20 people with gender balance in each category
4-6 producers from vulnerable groups
2-4 successful producers
2-4 labourers
6 representatives from private sector and women's organisations

**GDF Implem,entation Support team (IST)**
about 3-5 people
- staff from implementing organisation/s including VC specialists and MandE staff as well as lead GDF staff
- GALS specialist
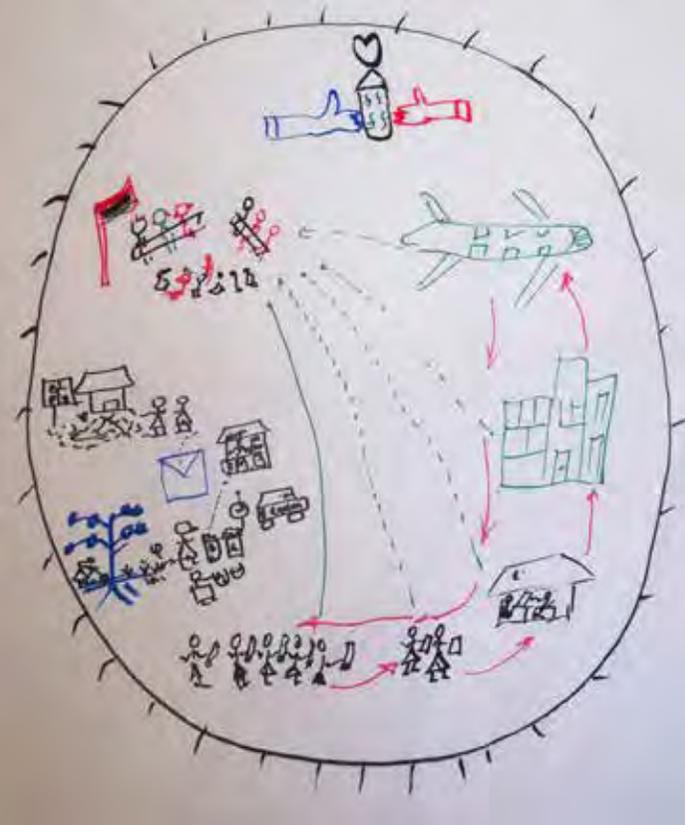
# Tool1: Soulmate Visioning

In GALS the starting point is always for people to think about their own dreams and aspirations for a better life - whatever the topic may be. The aim is inspire people with a vision for change and excitement about new and empowering possibilities. Rather than starting with depressing 'problems' or complexities of 'conceptual clarity'.

In GDF the vision is for gender justice in the value chain. The aim is to establish 'gut' consensus on the vision and ethical principles between participant chain stakeholders - women/men, vulnerable/powerful, farmers/traders etc. Once the vision is reasonably clear, and differences/potential sensitivities identified and respected, then it is possible to develop some sort of plan to move forward. Achieving the easy and consensual things first to build understanding and respect between stakeholders. It is then easier to tackle the more sensitive ethical non-negotiables later with the support of at least some of the currently powerful stakeholders.

The Inception Workshop starts with a participatory visioning and scoping exercise - Soulmate Visioning - to help participants get to know each other better and more quickly, and promote active participation from the start. The starting interlinked questions are:

**When you think of your life in the value chain, what would be your ideal situation? More money? More time for family, good relationship with children and happy life in the bedroom? Less stress and better health? What does this mean for your relationship with other people - in the household, in production, in the market? When you hear the words gender justice, what are the images that come into your head? What does your 'gut' vision look like for a value chain where you are happy and there is gender justice and social inclusion for yourself and others?**

The soulmate visioning replaces the normal process of participant introductions where people go round the table introducing themselves. That takes quite some time and deflates energy if there are more than 10 participants. There is no time for meaningful introductions. People rarely even remember each others' names.

Soulmate Visioning starts any workshop on a very energised and participatory basis. Using drawing starts people thinking about potentially difficult conceptual issues in a direct and intuitive way. It helps to clarify people's internalised gender concepts and 'gut' assumptions free from lengthy theoretical definitions - as well as promoting drawing as a useful and creative skill at all levels as a basis for inter-stakeholder communication in the rest of the GDF process.

## Aims and Objectives

The main aims are:
- to help people to clarify their implicit visions of gender justice in the context of development of the relevant value chain.

- identify the similarities and differences between different visions and perceptions of the chain between and within stakeholder groups.

- bring the differences into some sort of consensus, and/ or agreement to respect differences.

This then lays the basis for more in-depth discussions and goal-setting on gender in Tool 2: Gender justice Diamond.

Other important objectives are to:

- help everyone introduce themselves to everyone else in a meaningful way as equal human beings, even if in the world outside they have very different lives and status.

- help people relax and laugh together with a potentially sensitive issue and set the workshop off on an energised note.

- introduce drawing as a fun and creative activity for clarifying concepts at all levels - the highly educated and those with no formal education.

- to start thinking about a logo for the process which represents the views of stakeholders and can be put on GDF documents.

| Box 16: Tool 1 Soulmate Visioning: Facilitation Overview | |
|---|---|
| **Materials** | One A4 sheet of plain paper with 3 coloured marker pens per participant. 3 flipcharts with coloured markers for each group. 3 flipcharts for the facilitator summary. |
| **Facilitator Introduction** | There should be a brief welcome and very brief overview of what the organisation is already doing on gender and value chain from the organisation followed by an introduction to 'Growing the Diamond Forest' and the programme for the workshop by the GALS expert. Details of any previous GALS process and/or other gender and/or value chain activities are left to the slots for presentations. Keep things brief at the beginning. Identify culturally applicable applause that people will use at relevant points to appreciate each other. This should be brief, but also energetic and it then maintains energy levels without having to break for specific energisers. |
| **Soulmate Exercise** <br><br> 3 hours (See Steps below) | Individual vision drawing (15 minutes). Participatory mingling and sharing drawings (35 minutes). Group discussion and collective drawing, with listing of expectations (30 minutes). Group feedback and discussion (5 minutes per group presentation x 5, 25 minutes discussion) Reaching consensus: Revising the drawings and listing the issues (30 minutes) Plenary feedback and discussion (30 minutes) Facilitator wrap-up on core issues (10 minutes) |
| **Outputs and outcomes** | • Gender issues openly discussed and stereotypes and inequalities questioned based on participants' own analysis <br> • Gender vision drawings to feed into the Gender Justice Diamond and ideas that can later be developed for a logo for the process by champion volunteers. <br> • Participatory skills and respectful communication between stakeholders. <br> • Facilitator/s aware of key areas of consensus/mutual benefit that can be built on and areas of sensitivity and/or conflict that will need to be managed in the rest of the process. <br> • Lists of expectations that facilitators will put together over the break and feedback for further comment at the beginning of the next session. |
| **Homework** | • Two working groups of participants (women and men separately) should be invited to start to develop songs around gender justice. These will be further developed after Session 2 and presented as energisers during Parts 2 and 3 of the process. <br> • Two working groups of participants (stakeholders separately) should be invited to build on the vision drawings to develop a log for the process. This will be refined in Sessions 2, 3 and 4 and brought together by the end of the workshop. |

# Basic Steps

### STEP 1. INDIVIDUAL DRAWING 'GENDER JUSTICE' IN VALUE CHAIN DEVELOPMENT

(15 minutes)

Participants are each given two A4 sheet of paper and some different coloured pens.

They are asked to draw the first images that come into their head in response to the questions in the box on the left? how do they see a happy life for themselves? how does this relate to 'gender justice in value chain development' for their particular chain (or culturally appropriate words with similar meaning to gender justice)? How are things interlinked?

On one sheet draw a large circle with rays coming out like a shining sun. Inside the circle put the different images trying to make one picture. Think about where women are, where men are, where producers are, where traders are, things in the household and community as well as the chain – have a big inspiring vision and have fun!

On the other draw or write expectations of the workshop.



### STEP 2. PARTICIPATORY INTRODUCTIONS AND SHARING DRAWING

(15-20 MINUTES)

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

As they mingle they decide which participants they think have drawings most similar to their own and form a group with them. People are looking for a group of soulmates, not just one person.

It is VERY IMPORTANT that people meet and talk to everyone - if they sit down and stay with just a few people they may miss the 'soulmate of their life' over the other side of the room.

Normally this process produces 3-5 groups of different views, with any 'special people' who do not feel they can join the other groups then forming one group together.

## STEP 3. COLLECTIVE DRAWING
(4-5 groups 15 minutes)

Each group does a collective drawing on a large flipchart bringing together all the different elements and lists the elements they have chosen to draw. This collective drawing should be a participatory process, with everyone having held the pen and done some drawing. Not a task given to the most 'artistic' participant.

On a second flipchart all the essential elements which are included in the drawing should be listed as drawings or written.

On a third flipchart all the expectations should be drawn or written, marking how many people mention each.

People should also observe their participatory process, make sure no one dominates and no one is left out. The process is as important as the product.

## STEP 4. PLENARY SHARING OF VISIONS AND CORE ISSUES
(10-25 minutes, 2-5 minutes per group)

Each group presents. If time permits each person explains their own part of the drawing. If time is short and/or participants many, then two or more presenters can be chosen - those who have so far spoken least to widen participation and also see whether everyone has understood. The others should be invited to add/clarify at the end.

Those listening can ask specific questions for clarification. But the main discussion should come in Step 5.

When all groups have presented, there should be a short 15 minute break. Facilitators invite people to meet in their groups and share what they have learned about the different perspectives on gender justice as a preliminary to the final step. They can add issues to their flipchart that lists the elements of gender justice. Also their list of expectations.
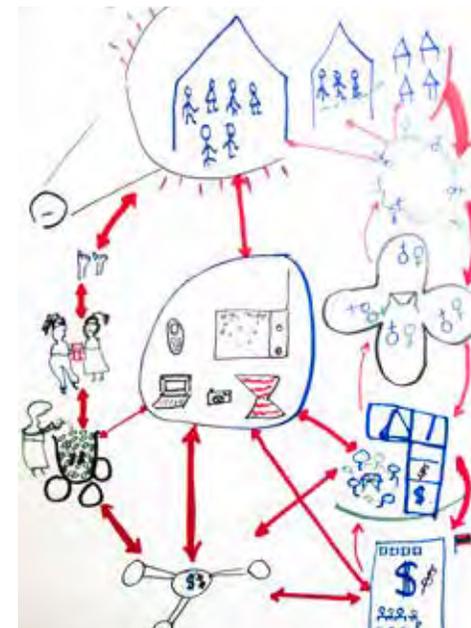
## STEP 5. PLENARY SHARING OF EXPENSTATIONS AND FEEDBACK FROM THE FACILITATORS - TOWARDS CONSENSUS

After the break, each group presents the list of gender justice elements and their expectations.

The facilitator then gives a very short wrap up. This should:

- clarify any differences between the different visions - where women are ,where men are, stakeholders and relationships in the chain. This can refer to the gender lens in the Introduction but should not impose the views of the facilitator - the facilitator should develop a strategy for making sure at least some of the gaps are filled by participants in Sessiion 2.

- clarify what is and what is not covered by the Workshop Agenda.

- introduce the Homework and Working Groups (see Box 16)

# Additional Facilitation Notes



This activity is the starting point for reflection and ideas will be deepened and developed further. The main facilitation points were included in the notes above. If you find difficulty encouraging either people who cannot read and write and/or people with high levels of education to draw please see the tips in Box 17.

It is important to think carefully how to translate and communicate the question. The aim is to start linking the personal happiness of women and men with chain relationships. To question whether it is only money that is important, or whether other 'meaning of life' issues might be relevant at all levels of the chain and for men as well as women. Including relationships in the household, between women and men, with children and parents. Health and reducing stress are important to both a long life, and reducing costs of medical care. Many things can be done to improve peoples' lives apart from just economics. Experience in GALS processes has shown that for men in particular it is necessary to give space for them to think beyond income - drink - work - income - drink and think of their families and other forms of happiness. That will also help to increase household incomes. For women it is

important to give them confidence that these issues are also part of the discussion.

As well as energising participants and enabling to get to know each other on a personal level, the exercise enables the facilitator to get a good sense of the level of participant understanding on gender, their relative levels of mutual respect, participation and sensitive issues. In particular the types of language used and the types of arguments that might be convincing for different groups.

The diagram outputs are the main form of documentation for this first exercise. These are often quite diverse - the four examples given here were all from the same Multistakeholder Workshop in Nigeria.

A basic narrative or video is also useful. The facilitator and/or rapporteur should make some informal notes referring to the checklist on the right.

If time permits it is also good to start to discuss the songs homework that will be progressively developed during the various sessions. For examples and details of different types of songs see the videos and Facilitation Notes on www. galsatscale.net.

## FACILITATION CHECKLIST

- How are women portrayed? How are men portrayed? Are women drawn smaller or large than men? What are women and men doing? What is the relationship between them? Where are children or old people? Are any stereotypes emerging that may need to be questioned?

- How much consensus is there between the group drawings? What are the main differences? Between women and men? Between women? Between men? Between people from different stakeholder groups?

- What are any gaps in relation to CEDAW and the Gender Lens where strategies need to be developed for these to emerge from participant contributions? Who of the men as well as women participants might do this?

- Who are the main chain stakeholders portrayed? Are they women or men? What are they doing? How are relationships between stakeholders portrayed? Are any stereotypes emerging that may need to be questioned?

- What sorts of organisational strategies (if any at this stage) are envisaged eg quality upgrading or increasing quantity? Local market development? Export? Donors? What is participatory? What requires 'expert' input from eg the community or technical experts.

- Has the discussion itself been equitable and participatory? Were the definitions and language used gender inclusive? Did women and men mix happily together, or separate out into single-sex groups? Have women participated equally in the group discussions? Have men felt they could express themselves freely? Have groups been dominated by a few individuals?

- What are the implications for the process in the rest of the workshop? If the participatory process has been very bad, then some discussion on norm-setting may be needed.

### General Issues

- Drawings should be symbolic, not artistic – like designing some sort of logo.

- It is important to have fun - playing with colours and ideas. Drawing is liberating and clarifying even for university professors and CEOs.

- Remember the aim is the understanding and discussion, not just the final drawing.

- Everyone can draw. No one should draw for anyone else - even if they are just trying to help.

### Drawings skills for people with formal education

Many people with formal education think that drawing is only for 'illiterates' - a poor substitute for writing.

BUT:

- Scientific research has shown that language-based thinking for writing uses the left side of the brain whereas drawing uses the right side. This right side is often underused in adults - the reason why many educated people find it hard. But using both sides of the brain and developing linkages within the brain through drawing increases intelligence. Drawing should not therefore be seen as 'an inferior type of writing' but a different skill that is important for everyone.

- Drawing leads to clearer thinking – in writing it is easy to hide behind vague concepts like 'empowerment'. Even for concrete things like a vision of a nice house, it is only if you draw what that house would look like that you can be sure two people really have the same vision for that house. If you can't draw it, you are not really clear what you mean.

- Drawing is part of 'visual communication' and graphic design - even in multinational boardrooms 'a picture is worth a thousand words'. It is needed for Powerpoint Presentations and logos.

### Drawing skills for people who cannot read and write

Where people who have had no formal education and there is no culture of handicrafts and drawing they may not be used to even holding a pen. The Vision Drawing is a good place to start.

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

- Then the straight lines as rays around the circle should come more quickly.

- THEN THEY HAVE DRAWN - THEY CANNOT SAY IT IS NOT POSSIBLE!

- Then for the other symbols in their vision, explain that now they have drawn circles and lines. All drawings are just combinations of circles and lines – long ones short ones, squishy ones, bent ones etc. So how would they start to draw a symbol for their one part of their vision.

- Then leave together a group of people who have started on a similar level to encourage each other.

- At a later stage come back and appreciate the drawings. Then ask a few people how you know that what they have drawn is what they mean. For example initially a pig may just be a circle, but it needs four legs, it also needs a curly tail so we know it's a pig and not a goat, it also needs something to show whether it is a local or exotic pig, male or female etc.

- By this time people are generally laughing and having fun. Encourage them to question each other's drawings - and also those of other stakeholders - until they are confident and making these sorts of distinctions on their own.

- If you are unsure there are some videso on the galsatscale website - see particularly those from India. **http://www.galsatscale.net/Resources.html#videos**
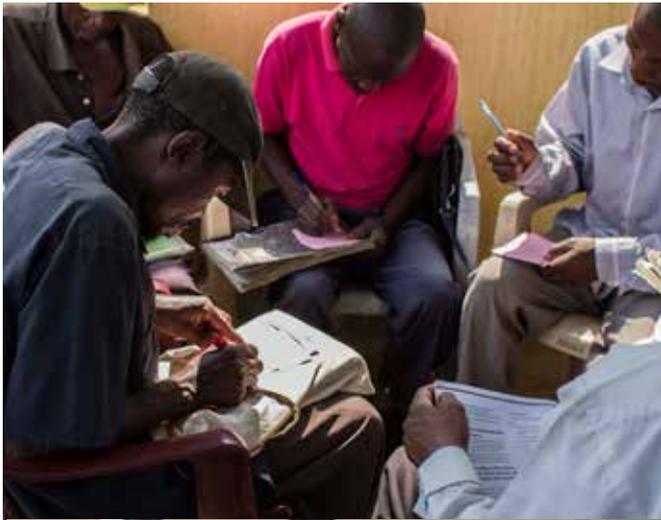
# Tool 2: Gender Justice Diamond



A key aim of the Inception Phase is to get some consensus on ethical issues, particularly gender justice, between women and men within and between the different stakeholder groups. The soulmate exercise started this process - bringing people together across both the gender and stakeholder divides around a general vision for the value chain. At this point, many gender issues will have been raised by participants in relation to a positive vision, but many important issues will remain.

The GDF Gender Justice Diamond starts to look more explicitly at gender justice with the questions:

**What you think are 3 best /worst aspects of being a woman or a man (ie the sex you are) - focusing particularly on issues in the value chain? This could be issues in the household that affect your economic activities, in relationships with other actors and/or institutions in the chain.**

Again the aim is some consensus on common ethical issues, but with greater airing of differences and sensitive issues. The Tool goes into much more depth on what women and also men see as the ways forward on gender, both good things they may want more of and negative things they want to change. It also identifies more clearly potential differences of perspective between the stakeholder groups that will need to be taken into account as the process moves forward.

The exercise is very participatory and keeps energy levels high. Using drawing - but now in a more advanced way - also keeps the sense of fun and defuses many tensions.It aims to:

- enable particularly the more vulnerable groups and women to discuss and articulate clearly their perspectives and enable them to communicate this with others

- develop respect understanding and communication within stakeholder groups.

- reinforce drawing skills.

This then lays the basis for more the Enacting Change Theatre in Session 3.

## Box 18: Gender Justice Diamond: Facilitation Overview

| | |
|---|---|
| **Facilitator Preparation** | • Gender Justice Diamond framework.<br>• Decide on colour coding : two different colour pens/markers for women and men e.g. red and black - the same colour pens for the Notebook Diary as markers for the Diamonds and two different colour cards for likes and dislikes e.g. green (for likes because these will later be unripe fruits) and black. |
| **Materials** | • Small coloured cards or sticky notes in two colours: four cards of each colour per participant pair for likes and dislikes. Two different coloured markers per participant pair for gender-coding (need markers because pens won't show up in plenary)<br>• Five large mother diamond templates over four large flipcharts for use in step 4 prepared beforehand with the horizontal level lines for ranking criteria and vertical gender columns.<br>• Digital camera for recording the diagrams.<br>• Video camera for plenary mother diamonds. |
| **Facilitator Introduction** | There should be a brief welcome and very brief overview of the Gender Justice Diamond. But as quickly as possible get into the exercise. People can already be put into groups and given cards as soon as they arrive and/or asked to discuss the issues in pairs - discussing first what they learned in Session 1. Starting early encourages people to come early next time. As long as people who have good reason for coming late are not penalised. The formal introduction should be given at the allotted time. |
| **Gender Justice Diamond**<br>3 hours (See Steps below)<br>Based on 4-6 groups - smaller groups make the group activities shorter but more groups make the plenary longer. | • Individual vision drawing (20 minutes).<br>• Sharing, grouping and voting (40 minutes).<br>• Ranking and placing on the group diamond (30 minutes).<br>• Plenary parent diamond (1 hour - 10 minutes per group)<br>• Plenary voting and consensus with facilitator wrap-up (40 minutes) |
| **Outputs and outcomes** | • Four group diamonds photographed with sticky labels and written clarification of the symbols.<br>• Mother diamond with quantified and prioritised indicators in the central column photographed with sticky labels, written clarification of the symbols and a video of the process.<br>• A video of the group presentations and mother diamond plenary. |
| **Homework** | • Working groups on songs and logo continued.<br>• A written list by facilitators of key areas of sensitivity and likely conflict which need to be taken into account in the following GALS process. |



*What women dislike in CEFORD, Uganda*
*Top: Men get higher prices for rice than women*
*Bottom: Women traders burden of business and housework*

# Basic Steps

### Gender Justice Diamond



Symbol
Date
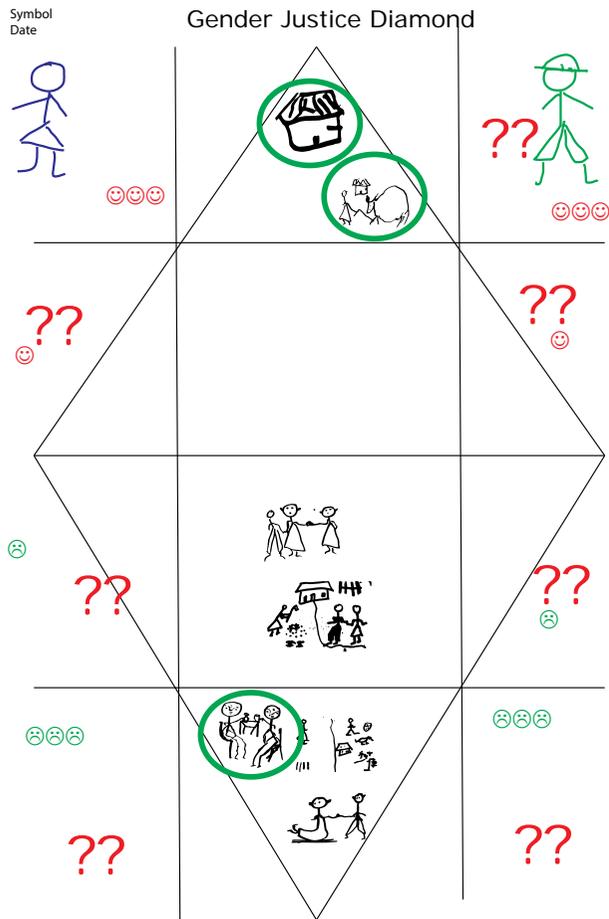
**As people arrive divide them into several single-sex groups, separating also by VC stakeholder group, and possibly age or marital status. To make 4-6 groups of around 10 people. Each stakeholder group should be given cards of a different colour. The main line of difference in this exercise is gender. Colours for women's groups should be similar, and similar for men's groups (See Note on Colour-coding above). Each participant should be given 6 cards 2 different coloured pens: 1 colour for likes and a different colour for dislikes. The pen colours should be the same in all groups.**



### STEP 1: INDIVIDUAL OR PAIRWISE BRAINSTORMING: 'BEST' AND 'WORST' CASES
(20 minutes)

In their groups, participants are first asked to work individually so than they can reflect on what they themselves really think.

Each person is given 6 cards of the colour for their stakeholder group and asked:

- With one colour pen draw what you think are 3 best aspects or types of being a woman or a man (ie the sex you are) - focusing particularly on issues in the value chain but including issues in the household, other economic activities and underlying challenges or discrimination.

- With the other colour pen draw what you think are 3 worst aspects or types of being a woman or man (ie the sex you are)- focusing particularly on issues in the value chain- again focusing particularly on issues in the value chain but including issues in the household, other economic activities and underlying challenges or discrimination.



### STEP 2: SHARING, GROUPING AND VOTING OF CRITERIA
(40 minutes)

After 20 minutes people are asked to join in their group:

- Each person presents what is on their cards, focusing on what has not been said before. This should start from the back to encourage a sense of inclusion, encouraging people who speak least to speak first.

- At the end of each card presentation people place the cards on the wall, grouping together similar criteria. This leads to discussion about which issues are or are not the same.

- When all cards have been placed, people stand up and move around to vote on the criteria. Experience suggests that in order to get a representative view i.e. not asking people to make arbitrary choices, each person should have 5 votes on best and worst to get a reliable ranking. In order to speed up counting, votes are marked with single vertical lines, in groups of 4 with the 5th line then on a diagonal to close each group of 5 votes.

Gender Justice Diamond

## STEP 3: RANKING AND PLACING ON THE GROUP DIAMOND

(20 minutes)

- The facilitator then explains the Diamond Shape at the front of the hall, summarising the narrative above and linking with the earlier soulmate exercise.

- The group participants draw a diamond shape for their group with three horizontal lines to separate 4 levels of 'best, OK, not good, very bad'.

- Each group of cards are ranked and placed on the diamond with the groups of 'best' cards with the most votes to the top of the diamond and groups of 'worst' cards with the most votes to the bottom. People come up in turn to place their own cards - whoever's drawing is on the top of each pile.

- Each group then chooses people who will present in the plenary - these should be the people who have spoken least in the group.

- Each group diamond should be photographed as a record as it will be taken apart in the next step.

## STEP 4: PLENARY PARENT DIAMOND - COMMON HUMAN LIKES/DISLIKES

(1 hour - about 10 minutes per presentation)

The facilitator then draws a 'Parent Diamond' with 3 vertical columns - women one side, men the other and common human in the middle.

Each group comes up to present - men's group first so women hear what the men have already decided to put on the table before responding and adding their ideas.

As people present, they should take each lot of cards from the group diamond and put it in the relevant place in the relevant column of the parent diamond:

- things common for both women and men should go in the middle - the facilitator should see through questioning 'is this only for women or men?' if most things can go as 'human'.

- but placing in the central column to the side of the person who currently has or does it more.
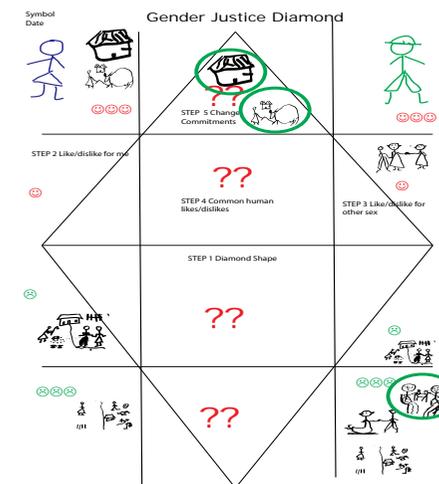
## STEP 5: AGREEING PRIORITY CHALLENGES FOR FURTHER DISCUSSION/ACTION

(40 minutes)

There should then be a final vote on the gender justice priorities that will be carried forward for discussion
- 5 things that women want to achieve for themselves
- 5 things that men want to achieve for themselves
- 5 things that women want to stop for themselves
- 5 things that men want to stop for themselves
Retain the colour coding of pens to show voting from each stakeholder group as well as the total women and men.

It is very important that people identify things they will themselves change for themselves. At no point is it helpful for women or men to blame the opposite sex - even if resentment is justified. This will hold back the process of gaining consensus on things that can immediately be moved on. Difficult things will be noted and not be forgotten, but we think how to address those later.

The priorities for action to take forward include both things people like and want more of as well as things they don't like that they want to change.

The facilitator can give a brief 10 minute wrap up - or save this as introduction to Session 3.

# Example 1: Gender Justice Diamond in NANTS, Nigeria



**Gender Justice Diamond from NANTS multistakeholder workshop 6th – 8th December, 2011.** This was an early version of the Gender Justice Diamond and did not focus specifically on the value chain. There should also not be a firm central line down the middle - the aim is to blur distinctions between women and men and bring them together around a common human rights agenda. The colour-coding of stakeholders suggested above also enables more clarity of differences between stakeholder groups.

Participants were 14 men and 14 women consisting of representatives from vulnerable groups rice small scale farmers (10 women and 6 men), village level rice traders (3 men and 2 women), a representative from the North Central Agro Inputs Dealers Association (NOCAIDA), NANTS Agric and Livelihoods team (3 women and 3 men), and NANTS driver (man). The number of votes per issue sometimes comes to more than the number of participants because each participant can put more than one vote for each issue.

| GROUP DIAMONDS | |
|---|---|
| Women 14 | Men 14 |
| **LIKES** | |
| Being beautiful – 23 | House - 30 |
| Farming – 20 | Money - 18 |
| Box (property) – 14 | Children - 15 |
| Dressing – 17 | Education - 13 |
| Cooking – 13 | Hard work - 7 |
| Table (property) – 11 | Drinking - 20 |
| Money – 19 | |
| **DISLIKES** | |
| Stealing – 32 | Fighting |
| Prostitution – 22 | Poverty - 21 |
| Carrying heavy loads – 23 | Idleness - 16 |
| Farming | Car - 14 |
| Cooking – 8 | Womanizing |
| Heavy work – 7 | Climbing of palm tree - 4 |
| Biologically a woman – 1 | |

| MOTHER DIAMOND | | |
|---|---|---|
| | Men (14) | Women (14) |
| **LIKES** | | |
| Drinking | 20 | 2 |
| Properties | 6 | 7 |
| Farming | | 4 |
| Education | 10 | |
| Womanizing | 5 | 4 |
| Cooking | | 15 |
| Children | | 1 |
| Marriage box (property) | | 5 |
| Marriage | | 9 |
| **DISLIKES** | | |
| Heavy work | 4 | 5 |
| Carrying heavy load | 1 | |
| Farming | 7 | |
| Cooking | | 3 |
| Prostitution | 2 | 4 |

A number of interesting and sensitive issues arise that the facilitator could build on. For example men dislike womanizing in the group diamonds. Women dislike prostituion - is this themselves or disliking other women prostitutes or disliking men going to prostitutes. The very term prostitute itself could be questioned - what is the difference between a girlfriend and a prostitute and a co-wife without legal marriage? Why are women who sleep with more than one man treated differently from men who slepp with more than one woman? Is that just? Do the likes in the mother diamond represent a commitment to stop - how does this relate to disliking prostitution? Violence and land rights have come up in other GALS processes. Are they also an issue here? It is the job of the facilitator to open the debate on these issues through questions, without imposing their own opinion.

## Example 2: Gender Justice Diamond in FACHIG, Zimbabwe

FACHIG used the Gender Justice Diamond in 2013 with groups of women and men in the livestock value chain. Previous gender studies had found that:

- Women, apart from a few elderly widows, have no property rights beyond low-valued items such as pots and pans, chickens and sometimes goats, a wardrobe and a bed and the round hut for the kitchen. Cattle, registered in stock cards, are owned by men. Women are typically not consulted or involved in sales, nor in the use of the profit. Other larger assets such as scotch carts and the house also belong to men.

- Although there are some strong differences in the intensity and type of gender inequalities between different social or religious groups in Muzarabani, male alcoholism and multiple relationships with women (either through polygamous marriages or through relationships outside marriage) are generally a drain on household resources, in many cases leading to marital instability and domestic violence. Men are seen by the community as the principle owners of assets, and decision makers whose authority should not be questioned.

The Diamond exercise aimed to identify women and men's priorities for change as the basis for a common agenda for moving forward. This exercise did not bring these priorities into a common consensus agenda, but identified the following change priorities for women and men separately:

**Best/good/desired for men:** Having money in the pocket; having full authority in the family; freedom of movement; sole right to own property (like cattle, ox-drawn plough, house, scotch cart, cultivator); to be respected by wife and children; doing paid labour; leisure and entertainment; women cooking food for them; women working in the fields; smart home/presentable woman.

**Best/good/desired for women:** Being loved by husbands; planning together; cars; cooking, washing, sweeping and minding children, sharing of responsibilities; working together as a family; bathing; men paying the bridal prize; authority in the kitchen; sewing; buying and selling; joint property or asset ownership and control; and income generating activities.

**Bad/worst/to stop for men:** Not having money in the pocket for leisure; doing women's work (like collecting water and firewood, to cook, wash clothes including nappies, sweeping the house and weeding); a wife doing cross border trading and spending time outside the house; having few children; paying bridal price for their wives; domestic violence, untidy home; being disrespected by wife; gambling by children; girl child wearing trousers; driving; lazy wife; herding cattle; cutting firewood; jealousy by wife; and use of love potions by women.

**Bad/worst/to stop for women:** The heavy workload including heavy tasks such as ploughing, cutting / fetching firewood, herding cattle and growing tobacco and cotton; pregnancy and bearing many children; poverty; domestic violence; laziness; polygamy; husband who drinks beer, uses drugs and smoking cigarettes; unnecessary movement by husband; un-organized husband; not being loved by husband; poor housing structures.

The responses mix peoples' opinions about their own sex with opinions about the opposite sex. In facilitating the Diamond it is often necessary for the facilitator to continually stress that people can only change their own behaviour and set an example, not that of others. Again it is the job of the facilitator to tease out many of the contradictions so that there can emerge a consensus on common human rights of women and men - for example men like having full authority and being respected but both women and men dislike domestic violence. The question then comes how can men and also women gain respect from each other without violence. Men want women to cook, work in the fields and keep the home and their appearance smart - is this humanly possible, at least without men giving them a lot more money. Men do not mention love - why is that? and so on.

## Additional Facilitation Notes

Experience suggests that, however carefully it is phrased, the question is likely to be interpreted in a number of ways, which may lead to different answers. For this activity it does not really matter - the aim is to open free discussion, not to have a rigorous impact assessment. But as far as possible the focus should be on issues affecting the value chain - including all points in the gender lens eg relationships in the household and other reproductive and livelihood activities.

It is important that at no stage does the facilitator look over peoples' shoulder or intervene with their own opinions. It is important for people to be able to 'let off steam' and get all the resentments out of their system in order for things to move forward. The main role of the facilitator is to ensure that voices are heard and opinions aired openly. In steps 1-4 facilitators should manage the participation, carefully observing differing views of the participants, and where possible anticipating responses so that:

- as large a range of issues as possible are presented by the participants themselves;

- all voices are heard giving the possibility for participants to discuss among themselves;

- any questions or direct intervention should focus on asking for clarification, or questioning contradictions in what people say, or between what different participants propose;

- if discussion wanders away from the point conflicts arise, as far as possible participants should be asked to respond or resolve the issue through careful observation.

Experience suggests that, left to themselves, most things will eventually emerge from discussions between participants themselves. Women are generally very experienced in strategising to get what they want. Many men are also wanting change. The main form of intervention should be in questioning possible contradictions between the different things people want - for example men or traders may like power but not like arguments.

# TOOL 3: CHANGE ENACTMENT THEATRE

Participatory Theatre is used in different ways throughout all GALS processes. The aim is not a polished theatre to raise awareness in a passive audience. It is to directly engage all participants in identifying and rehearsing changes, new ways in which women and men can relate to each other, new ways of addressing inequality. Unlike many theatres and role plays, the audience is active - either identifying things they will then add to their own theatre or actually joining in to alter an ending.

The participatory theatre used here asks participants to enact some of the changes they said they wanted in Sessions 1 and 2. The activity starts fairly easily looking at perceptions of the current situation - four single sex and single stakeholder groups but with a bit of role reversal to represent a range of actors in the chain. The second half mixes stakeholder groups up but still in single sex groups to look at how women and men think that competing interests could possibly be addressed. And actually enact that more ideal situation.

Women and men are still kept separate to get their different views on the issue. Also because at this early stage it may still be difficult for women's opinions to be heard in a mixed group.

The aims are:

• to enable stakeholders to think about and communicate how the chain looks from their perspective so that others can start to empathise.

• to continue to look at some of the more sensitive issues in a fun way and diffuse tensions.

• to start to look at possible win-win scenarios in terms of the ways people treat each other and thereby further build understanding and communication between stakeholder groups.

• to develop acting skills that people can use when they get back to the 'real world' and as part of Stage 2.

The issues raised are then carried forward to the Gender Action Mapping exercise in Session 4.

## Box 19: Change enactment theatre: Facilitation Overview

| | |
|---|---|
| **Facilitator Preparation** | • Think about ways in which various objects at hand could be used  as props for activities in the house or market in the theatre eg empty plastic bottles as beer bottles, empty waste paper bins as buckets for produce or water, do women and men have items of clothing like shawls and hats that they might be willing to lend to other people?<br>• Bring some other props if you have them, or flipcharts for folding or drawing to represent objects |
| **Materials** | • Props for women and men in households and markets<br>• Digital camera for recording the diagrams.<br>• Video camera for plenary mother diamonds. |
| **Facilitator Introduction** | • As soon as they arrive, people can start and have a pairwise discussion on what they learned from the Diamond Exercise and/or work further on the songs and logos.<br>• At the allotted time Session 3 should start with the songs from Sessions 1 and 2. The progress on the logo should be reviewed and current drafts put on the wall for suggestion andf comment.<br>• There should then be a brief welcome and very brief overview of the Interactive Theatre by the facilitator. |
| **Change Enactment Theatre**<br>3 hours (See Steps below)<br>Based on 4-6 groups - smaller groups make the group activities shorter but more groups make the plenary longer. | **Part 1 Current situation theatre**<br>Preparation: 30 minutes<br>Presentation: 1 hour - 10 minutes presentation, each followed by 5 minutes reflection<br><br>**Part 2 Desired situation theatre**<br>Preparation: 45 minutes<br>Presentation: 45 minutes - 10 minutes presentation with 5 minutes reflection at the end |
| **Outputs and outcomes** | • List of change issues to take forward to the Gender Action Mapping<br>• Confidence and skills of participants developed to enact change when they go back to the outside world.<br>• A written list by facilitators of key areas of sensitivity and likely conflict which need to be taken into account in the GALS process.<br>• A video of the mother diamond plenaries. |
| **Homework** | • Two women's and two men's groups should join together now and each do a song of how the value chain could be to be more gender equitable and inclusive and build win-win. Those two songs will be further developed following Session 4 and presented at the beginning of Session 5. |



*Role plays from Poroporo and Panyani groups in Uganda*

# Basic Steps



The theatre consists of two parts:

Part 1: Current situation - in four single sex groups representing different levels of the chain

Part 2: Desired situation - mixing women, men and different levels to step outside their actual life role and act out how they would like others to act towards them.



## STEP 1: CURRENT SITUATION: PREPARATION

30 minutes

Use an energiser to form 4 single sex/stakeholder groups:

- Group 1: Women poor producers or labourers

- Group 2: Men poor producers or labourers

- Group 3: Women traders

- Group 4: Men traders

Each will design a short theatre of their experience - starting in the home and (in the case of producers) going to the field  and then (for all) to sell produce/do trade. Each group should allocate different roles to cover the range of actors involved. They should be given props or improvise with what they have.

But this should be fun. People should be encouraged to be as honest as possible about how they see things and how they perceive different members in the household and different actors in the value chain.

Particularly if the group is large some of the things could take place simultaneously.



## STEP 2: CURRENT SITUATION: THEATRE

1 hour - 10 minutes per group and 5 minutes audience reflection between each presentation

Each group has 10 minutes to present.

During the presentation the audience should decide which things they agree with and things with which they disagree. If the group has decided to have simultaneous activities then the audience should be asked to concentrate on the things happening nearest to them.

At the end of each presentation the audience should be given 5 minutes to draw on a sheet the things they agree with and the things with which they disagree. They will then take these issues forward to Part 2 of the Theatre.

## STEP 3: DESIRED SITUATION: PREPARATION

45 minutes to discuss and prepare

The producer and trader groups are then mixed up at random, but retaining the single sex groups. People should then be given the option to change if they feel particularly uncomfortable with their group.

In their groups they should first form pairs with someone from the opposite stakeholder group and share first the things they agreed with from each of the presentations, giving each person time to talk starting with women and producers. They should then go say the things with which they disagree. Each pair comes up with 4 things (2 each) that they agree should and could change that they would like to include in the theatre. (15 minutes)

Then the group sits together and shares what they have and design a theatre that would include in some way all the points raised. Again different activities may take place simultanesouly.

## STEP 4: DESIRED SITUATION: THEATRE

45 minutes - 10 minutes per group and 5 minutes reflection at the end

Each group has 10 minutes to present. If the group has decided to have simultaneous activities then the audience should be asked to concentrate on the things happening nearest to them.

The audience should take notes of things that they think should be included on the Value Chain Action Map in Session 4. They have 5 minutes at the end for final reflections.

Women and men from each group will then join together to do two collective songs for homework.

*Photos:*

*Steps: Role play in New Home and Bukonzo Joint, Uganda*

*Right: Role plays of household and market from BAIR, Rwanda.*
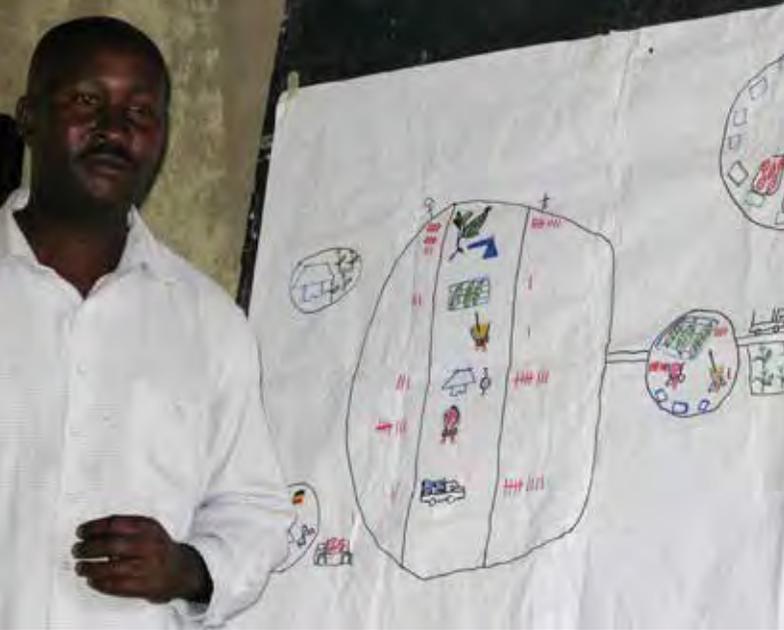
# Tool 4: Value Chain Gender Action Maps

Value chains are extremely complexand never static. Relationships and values along the chain are constantly shifting and changing, even from one day to the next as all the individual actors negotiate their respective positions in response to changing markets and other contextual factors - in global markets an earthquake or flood in one part of the globe can wipe out crops leading to a sudden surge in demand for supply from elsewhere at the same time as reducing demand from customers in the area affected.

It is often possible for stakeholders to significantly increase their own incomes through changing their own behaviours within the household. Many of these issues were raised in the Gender Justice Diamond discussion. Increased incomes and significant other benefits can also come from changes in relationships with other stakeholders that improve the functioning of the chain - drawing on issues raised in the Change Enactment Theatre. All of this is possible without external intervention, but strengthens the ability of stakeholders to make better decisions and ensure greater transparency in the use of external funds if they become available in GDF Stage 3.

The aim of the GDF Gender Action Maps is to enable each stakeholder group to examine the value chain from their own perspective, putting on whatever details are necessary for planing their own first steps - things they can do to move towards their own visions without waiting for external assistance or external research. At this point the aim is to each stakeholder group to develop and express their own perspective to develop their own strategies but working towards a common ethical vision that they can then share with their peers.

The aim at this stage in GDF is explicitly NOT a detailed gender-disaggregated supply chain activity map for the whole chain. At this stage the main stakeholders are unlikely to have the relevant information and answers are likely to be stereotypical and/or too vague. Given the level of inequality and conflict in most chains, trying to consensus between stakeholders on 'one correct version' is likely to encourage stakeholders to look outside the chain for

## Box 20: Value Chain Action Maps: Facilitation Overview

| | |
|---|---|
| **Facilitator Preparation** | • Familiarise yourself with VCGAM principles and steps - this is very different from conventional supply chain activity mapping. Even maps that aim to be gender-sensitive. |
| **Materials** | • Digital camera for recording the diagrams.<br>• Video camera for plenary VCGAM. |
| **Facilitator Introduction** | There should be a brief welcome and very brief overview of what the activitiy, linking to the outcomes from the Theatre in Session 3. People can be put already into groups with someone they do not know from another stakeholder group and recap on what they learned from the previous session before the formal start of the workshop. |
| **Value Chain Gender Action Map (VCGAM)**<br>3 hours (See Steps below) | • Initial individual drawing of individual value chain activity maps (30 minutes)<br>• Group stakeholder mapping (45 minutes)<br>• Value mapping (15 minutes)<br>• Gender action and sustainability mapping (30 minutes)<br>• Plenary feedback and discussion (10- minutes per group x 4 and 20 minutes group revision of their own group map) |
| **Outputs and outcomes** | • Four stakeholder value chain action maps showing possibilities for sustainable outreach<br>• A video of the VCGAM process. |
| **Homework** | • Participants to add issues raised to their songs for performance at the beginning of Sessions 5 and 6<br>• A written list by facilitators of key areas of sensitivity and likely conflict and information gaps which need to be taken into account in the GALS process (See additional Notes) |

solutions rather than negotiating sensitive changes in the ways they relate to each other.

The specific objectives of the Value Chain Gender Action Maps are from the perspective of each stakeholder group to:

• clarify the main economic activities performed by women and men in the value chain and where significant inefficiencies lie

• identify the different stakeholders involved in each activity and where relationships are inefficient, lack transparency and/or are exploitative (from the perspective of that stakeholder group)

• identify where the value created in the chain is concentrated and blockage points to better distribution to women as well as poorer men

• identify where the GALS methodology can be sustainably integrated into chain relationships to upscale the changes

This analysis then lays the basis for individual and stakeholder VC Gender Action Vision Journeys in Sessions 5 and 6.

There may however be sufficient secondary source material, building on the outputs of the GDF stakeholder mapping for the implementing organisation to put together a rough map. Although this is probably not necessary at this stage.
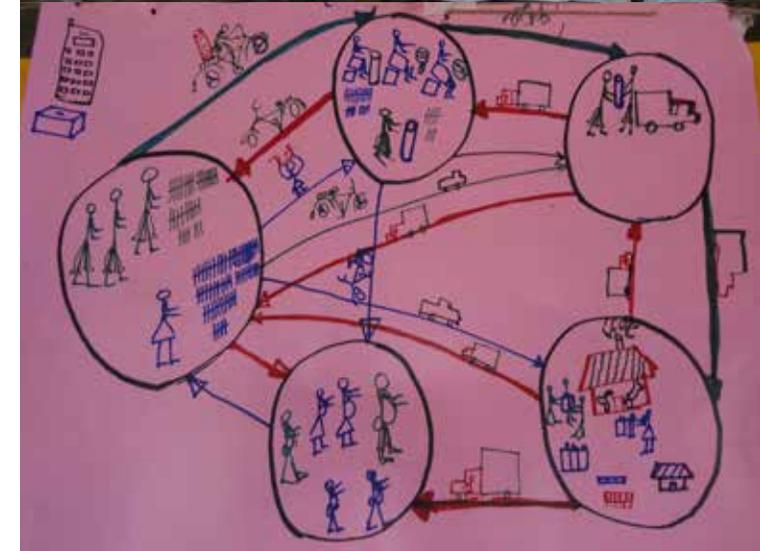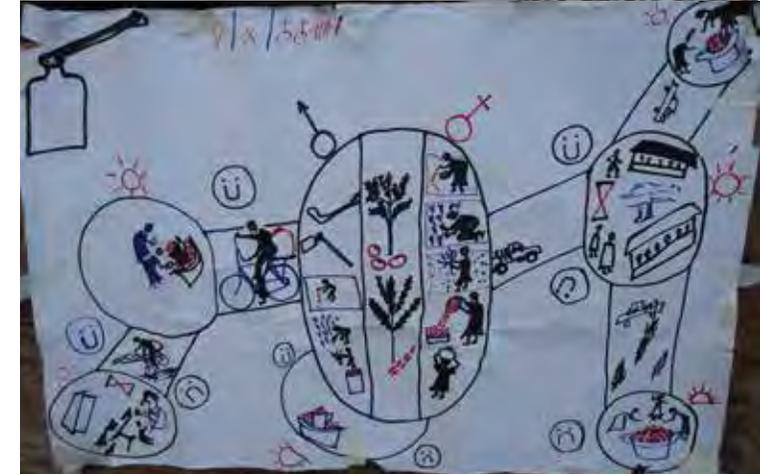
# Basic Steps
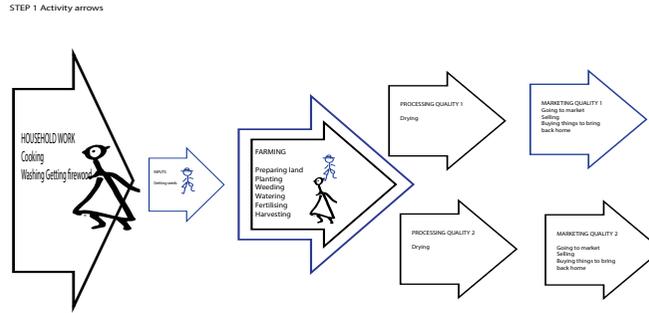
## STEP 1. ACTIVITIES ALONG THE CHAIN : INDIVIDUAL MAPPING

**30 minutes in individual diaries**

Sit with other members of your stakeholder group - women and men separately, but initially work individually.

From your own perspective draw arrows in pencil from right to left along the page to indicate the main stages of the chain in which they are involved. The size of the arrow represents the amount of time. An arrow for household work is put to the far left to show that the basis of all chain activities is the survival of household members and the workers in the chain. It is important to map for example different activities for different qualities of product/by product as these will have different markets and role in improving livelihoods.

Inside each arrow draw the main activities putting symbols for whether it is done by women, man or both. Again the size of the man or woman can indicate the time you spend - but this should be the main activities in terms of time, or the important activities that determine success/income. There is not enough time at this stage to look at all activity details - that can be done later if it is found to be relevant.

If you have input supplies from a supplier, or know where the produce goes at then, you can put an arrow line in the appropriate place.

Once you are happy with your map you can now put different colours for women and different colours for men. Or you can do this later.
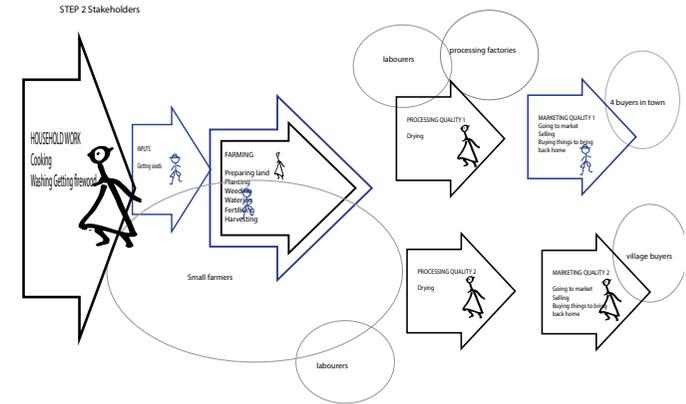
## STEP 2. DIFFERENT STAKEHOLDERS (WOMEN AND MEN): IN STAKEHOLDER GROUPS

**45 minutes on a flipchart**

Sit now in your stakeholder group and share your diagrams.

**Activities**
Share what you have put as the activities on your maps and join together this information to make a map for the group members. Again put an arrow for housework to the left, and distinguish different qualities. Note any differences in your group - for example in the amount of processing done at home compared to selling it, and what is done with different qualities. Do this in pencil first.

**Stakeholders**
Based on your discussion of activities, now draw circles to show the different types of stakeholder involved. For example is there a difference in your group between farms of different size? Are the activities and market for different qualities completely separate? Or are they linked. This may seem a bit complicated - the reality is complicated - the aim is to get a broad idea of who is involved where and the different stakeholders you know of in the chain from the perspective of the members in your group. Details will be filled in later as you share with the other groups and later on as part of action research.

**You should also map only the people with whom members of your group have contact. Not all possible agencies everywhere.**

HOUSEHOLD WORK
Cooking
Washing Getting firewood

FARMING
Preparing land
Planting
Weeding
Watering
Fertilising
Harvesting

Small farmers

labourers

3 large plantations

PROCESSING QUALITY

Drying

village buyers

PROCESSING QUALITY 2
Drying

MARKETING QUALITY 2
Going to local market
Selling
Buying things to bring
back home

MARKETING QUALITY 1
Going to market
Selling
Buying things to bring
back home

buyers in town

To capital city

labourers

1 rich woman owns processing factory

HOUSEHOLD WORK
Cooking
Washing Getting firewood

women's land rights
women and men work together

men help with household work
joint planning

FARMING
Preparing land
Planting
Weeding
Watering
Fertilising
Harvesting

Small farmers

Producers share GALS with labourers from their own communities after change

labourers

3 large plantations

men support higher incomes for women
women can become supervisors

PROCESSING QUALITY

village buyers

PROCESSING QUALITY 2
Drying

MARKETING QUALITY 2
Going to local market
Selling
Buying things to bring
back home

MARKETING QUALITY 1
Going to market
Selling
Buying things to bring
back home

buyers buy direct from women then stop drinking and put money in savings

labourers

1 rich woman owns processing factory

woman factory owner gets own land and vehicle

buyers in town

To capital city

buyers share GALS with companies

women save and get credit
women use income to re-invest in business
women start to do own market research

# STEP 3. WHERE IS THE VALUE AND POWER CONCENTRATED? WHERE ARE WOMEN? WHERE ARE MEN?

**15 minutes in single-sex stakeholder groups**

Looking at the map you have drawn in pencil on the flipchart, now consider where people are earning most money. Are the people there men, or women?

Draw thicker outside lines on arrows and/or circles to represent higher levels of income. Do this in the appropriate colour for each sex to show whether it is women or men who are where the value is.

In Stage 2 you will start to examine why there are these differences, and discuss ways of increasing incomes for different people along the chain.

Now go back to your own diagram and add the information you wish to add for your own reference on stakeholders and income in the chain.
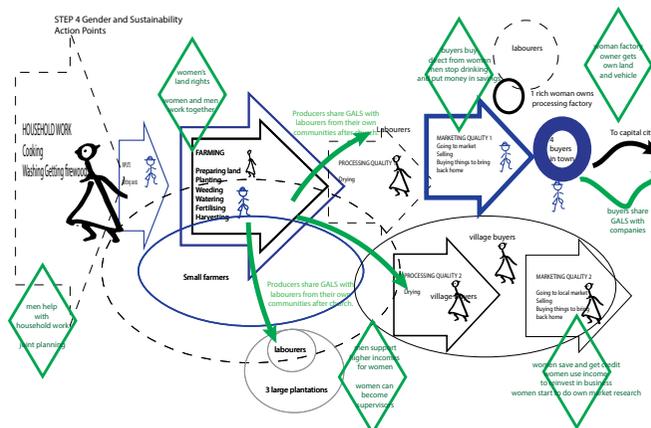
# STEP 4: KEY GENDER AND SUSTAINABILITY ACTION POINTS

**30 minutes in single sex stakeholder groups**

Drawing on the gender discussions and discussions on relationships between people in the chain, mark with 1-3 sad or smiley faces the points of the chain where you think changes are needed - these can either be:

- activities that are inefficient and reduce the value produced at each level

- relationships between stakeholders that are inefficient, lack transparency and/or exploitative and reduce the value that reaches people down the chain.

- mark with a symbol where GALS could be introduced and disseminated by your stakeholder group in a sustainable manner eg as part of supply chain interactions, meetings in the market or of savings and credit groups etc.

All these issues will be examined in more detail in Stage 2.

Now go back to your own diagram and add the information on gender and sharing options you wish to add for your own reference.

# STEP 5: PLENARY PRESENTATION OF STAKEHOLDER MAPS

**1 hour: 10 minutes for each of 4 groups followed by 20 minutes in stakeholder groups to amend their map**

Each group presents their own map. The other participants note:
- any key differences in perspective on relative incomes and stakeholders
- any new gender and sustainability action points.
- new information they can add to their own map and/ or information gaps that need to be filled by the relevant stakeholders.

Participants then regroup in front of their own map and discuss:
- which things they would like to add from what they have heard from other people.
- whether they can fill any of the information gaps relevant to their level. If not, then how will they get this information to share later with the implementing organisation or next workshops?

They then revise their own maps in their own notebooks accordingly. These points are then taken forward to the individual and stakeholder Vision Journeys in Sessions 5 and 6. And examined in much more detail during the stakeholder action learning.

There is no attempt at this point to bring the maps together into a unified map. That is done progressively by the implementing organisation from the outputs from the Stakeholder Learning in Stage 2. In GDF Stage 3 this draft overview is then presented to participants, as the basis for adding the changes that have taken place at different levels.

The focus here continues to reinforce the principle of independent stakeholder action but towards a common goal and improving relationships between stakeholders in the chain. That then enables identification in Stage 3 of where external assistance is now needed to supplement what stakeholders can/have done for themselves.

STEP 4 Gender and Sustainability
Action Points

HOUSEHOLD WORK

Cooking

Washing Getting firewood

INPUTS

Getting seeds

women's
land rights

women and men
work together

FARMING

Preparing land
Planting
Weeding
Watering
Fertilising
Harvesting

Small farmers

Producers share GALS with
labourers from their own
communities after church.

Labourers

PROCESSING QUALITY 1

Drying

Producers share GALS with
labourers from their own
communities after church.

labourers

3 large plantations

men help
with
household work

joint planning

men support
higher incomes
for women

women can
become
supervisors

PROCESSING QUALITY 2

Drying

village buyers

village buyers

MARKETING QUALITY 2

Going to local market
Selling
Buying things to bring
back home

buyers buy
direct from women
men stop drinking
and put money in savings

labourers

1 rich woman owns
processing factory

MARKETING QUALITY 1
Going to market
Selling
Buying things to bring
back home

4
buyers
in town

To capital city

Woman factory
owner gets
own land
and vehicle

buyers share
GALS with
companies

women save and get credit
women use income
to reinvest in business
women start to do own market research

*A possible scenario for diamonds and sharing based on GENVAD outcomes.*

# Additional Facilitation Notes

It must be stressed again that this is a preliminary ACTION mapping exercise by stakeholders who then share their different perspectives to start to build mutual understanding and communication. The aim is to get away from the very rigid chain upgrading maps that have been common in many value chain training courses. There is no one 'correct' map (see many examples in the resources listed at the end) - one actor's technological innovation is often another person's lost job, or increased market competition. If some people are able to get government services (often with bribes), other poorer people may be pushed out. That is the nature of market and chain relationships.

The approach suggested here aims to give different stakeholder groups ownership of the information and analysis of the chains in which they are involved. So that they can between them decide on appropriate actions, and negotiate with other stakeholders from a strength of knowledge. They also do their own market research using GALS Livelihood Tools presented elsewhere. The approach draws more on economic anthropology systems diagramming than the more formal economist supply chain flow charts - though a lot of the information gathered can be mapped later as a standard VC map if that is at all necessary.

It is very important throughout to maintain the focus on the stakeholders within the chain - not at this stage all the possible external support agencies. That is done later on Stage 3 when there have been enough actions by the stakeholders themselves on which to build solid project proposals.

Particularly if participants are used to experts coming and telling them what to do, or have been to more conventional VCD training, it may be necessary to reinforce the main aims of the GDF activity:

- to highlight gender issues, following the elements of the GDF gender lens discussed in the Introduction.

It is important that the discussion reaches conclusions on gender issues (referring to the gender checklist above) before the end of the session – about 5-10 minutes before the end of the session ask the groups to move on to this. Otherwise discussion may become bogged down too much in detailed value chain analysis which is better done in Stage 2 with more reliable information.

- to start discussions in the groups on the relative benefits of different qualities, exchange experience of technologies (this will come from the discussion automatically), disagreements about where and how income is earned and so on as inputs to the more detailed discussions in the challenge action trees in Stage 2. The aim is the discussion and sharing of different perspectives, questions, priorities and information - not one expert 'correct answer'. It is important at all points that stakeholders themselves are confident that they are in charge of the information, and can do any further market research themselves, or through maintaining contacts with other stakeholder participants at the workshop.

The activity needs to go at the pace and with the degree of detail that participants can manage - as long as gender actions and sustainable peer sharing ideas are generated to move forward. The activity should not be made complicated by too much 'expert advice' at this stage. The role of any VCD experts is really to listen and learn what the stakeholders are saying. As in the Gender Justice Diamond, the main input is in the form of questioning competing aims and any potentially contradictory information. But in order to get that outcome:

- It is crucial for this exercise that participants in each group are knowledgeable about that particular chain. People should not be in any group because they are just interested in the chain. Everyone will get copies of the final maps and discussion. But if everyone goes to groups where they cannot make a real contribution to knowledge, then the outputs from the groups will be very superficial and unreliable and of little use to anyone.

- The facilitator needs to constantly observe and reinforce a participatory process – these skills/behaviour changes in key stakeholders are as important as other outputs from the workshop.

## Facilitator Checklist

### Participatory process

- Is there a gender balance in each stakeholder group wherever possible? Are women only included, but actually given a voice which is listened to?

- Are there any gender stereotypical attitudes and behaviours by men and women which need to be (tactfully) addressed in future to ensure equal voice?

### What are the main conclusions and implications for Stage 2?

- Where are most people concentrated? Where are women? Where are men? Have new stakeholders been identified?

- Where is the value/power concentrated? What are the priority blockages and leverage points for action to increase incomes for vulnerable stakeholders in the short and/or longer term?

- Who are the most vulnerable stakeholders? Where are women excluded? Which men are also vulnerable? What is known about the reasons for the inequalities/exclusion?

- Who are the most powerful and important institutional stakeholders? Could any of these be allies from the start? How gender sensitive are they? What gender capacity-building might be needed? By whom and how?

- Are any ideas emerging already about priority gender issues and strategies? Are women's 'invisible' and/or non-market activities part of the analysis? Is there sufficient consideration of those parts of the value chain where women are concentrated, including outworkers and home workers and/or unpaid workers in male-owned enterprises?

- What peer sharing options have been identified?

- What do we actually know – what reports and information exists? Are parts of the analysis based on presumption and stereotype? What are the information gaps which need to be filled? Have stakeholders identified how they can get that information?

# Key gender issues identified in GENVAD mapping
FOR RICE, MAIZE, SESAME (UGANDA), BANANA, RICE AND POTATOES (RWANDA), AND COCOA AND RICE (NIGERIA).

- Unequal access and control of land between women and men (Uganda, Rwanda and Nigeria). In Nigeria the role of traditional leaders in reinforcing inequalities around property ownership was strongly mentioned. In Rwanda the land holdings are generally smaller than in Uganda and Nigeria, which further limits women who depend on their male family members to decide about planting and marketing.

- male absenteeism during labour peaks in maize, sesame and rice (Uganda) and male absenteeism due to longer term imprisonment of many men (Rwanda)

- Men claim that women cannot count money and use that as a pretext "middlemen will cheat them" for controlling the transportation, marketing and income from the harvest (sesame, maize and rice, Uganda). In the pineapple value chain in Rwanda sexual abuse of young women selling pineapple by buyers was identified as an urgent issue to address. Also husbands do not allow their wives to travel to distant markets (with better prices) under the pretext that they cannot be trusted to stay away from home late with other men around.

- Men control decision making about most expenses using the income from work done by women (Uganda, Rwanda, Nigeria). This is a key cause of household poverty and vulnerability.

- Polygamy and adultery leading to large families with many children is affecting livelihoods and lives of both men and women in general and effective planning in particular (Nigeria).

- An unequal division of the domestic workload was found in all value chains (Uganda, Rwanda and Nigeria).

- In most of the selected value chains women are concentrated where labour intensive activities take place
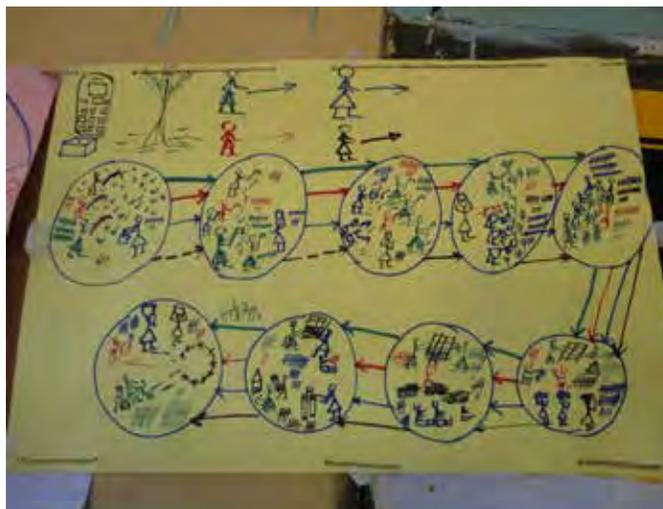


and men generally control the decision making about what to plant, and how to use the income. In Rwanda for example, wheat farmers from a cooperative working with BAIR found that in their area the people involved in income generating activities in wheat are 75% male and only 25% female. In non-income generating activities about 85% of the people involved are women. Potato farmers the picture is similar: 83% of the people involved in income generating activities are men, and the people involved in non-income generating activities are 60% women (BAIR, 2012). Women also have much less access than men to seeds, farm tools and other inputs like fertilizers. The high workload of women is in many cases a direct cause of poor quality produce, such as in the rice value chain in Rwanda where the harvesting, drying and winnowing of rice are seen as tasks for women. Since this comes on top of too many other tasks, the quality of rice is poor and not competitive with imported rice (Duhamic-Adri, 2012).

# Stakeholder Gender Action Examples, CEFORD Uganda

## Sesame value chain

The gender mapping for sesame showed that farming household usually divide their land into 2 sections: the "man garden" and the "family garden". The man garden land belongs to men. It is used for cash crops and considered the main source of income. It is supposed to generate revenues to pay for large expenses such as hiring an ox or labour, paying school fees, but also for "hidden" expenditures such as alcohol, prostitution, luxury goods. Despite the name, approximately 80% of work hours at the man garden are performed by women. The family garden is used for growing food crops for home consumption [80%] and smaller quantities for selling [20%]. These facts helped to understand: i) Why sesame is sold in different forms (raw seeds in cups, kgs, processed as oil, sesame cake and paste), ii) Marketing channels for sesame and why women sell small quantities in local markets, while men sell far away in bulk; ii) How income from the two "gardens" is used differently, and iv) why it is difficult to increase productivity and quality of sesame without addressing gender unequal property rights, decision making about expenditures and division of labour.

## Sesame, rice and maize

In one of the preliminary mapping workshops the stakeholders agreed to focus on the issue of male absenteeism during production of Sesame, Rice and Maize. Their absence was related to gender norms on division of labour, ownership of land and quality of produce. The men would go for petty business during production especially during the clearing of the land, planting and weeding. Women were left behind to do the work and men would only come to participate during harvest and particularly the transportation of produce from home to market. They indicated that it is necessary for them to do this in order to control the income, under the pretext that their wives do not know how to count money and can be cheated by middle men.

# Experience Example: Cattle value chain: FACHIG Zimbabwe



Value chain maps were created by farmers groups with some other key actors indicating the typical situation in their perspective and a VCD specialist. These used an adaptation of more conventional gender-disaggregated value chain activity maps and focused only on commercial activities in the chain. The black arrows in the map top right indicate transactions by men, the red arrows indicate transactions by women. The size of the arrows gives an indication of the volumes, although this reflects partly perceptions and partly ambitions.

**Women and men farmers** Women in Muzarabani District typically perform most of the productive tasks as well as the household chores and care tasks. This includes tasks such as watering cattle using borehole water, gathering crop residues for supplementary feeding and maintaining the Kraal. More recently, triggered by irregular labour migration by men, women are also held responsible for tasks traditionally performed by men like herding cattle and dipping.

Gender norms dictate that women, apart from few elderly widows, have no property rights beyond low-valued items such as pots and pans, chickens and sometimes goats, a wardrobe and a bed and the round hut for the kitchen. Although women are involved in the activities of cattle production, they are only selling small quantities of chickens in the neighbourhood house-to-house (upper red arrow), and few elderly widows sell goats or cows. Men dominate the sales of cattle.

Men are seen by the community as the principle owners of assets, and decision makers whose authority should not be questioned. Cattle, registered in stock cards, are owned by men, and women are typically not consulted or involved in sales, nor in the use of the profit. Other larger assets such as scotch carts and the house also belong to men. Although there are some strong differences in the intensity and type of gender inequalities between different social or religious groups in Muzarabani, male

alcoholism and multiple relationships with women (either through polygamous marriages or through relationships outside marriage) are generally a drain on household resources, in many cases leading to marital instability and domestic violence (See Gender Justice Diamond above).

Rather than an economic driver, livestock is generally seen as a reserve bank to pay for emergencies such as illnesses, school fees and funerals, and used for milk consumption and draft power. Occasionally they are sold in an ad-hoc manner to traders who drive around with trucks, scouting for households that are desperate for cash. This way the cattle are neither graded nor weighed thus limiting potential for fair pricing.

**Traders in larger livestock and cattle** are generally men, working at two levels:
**- middlemen operating at the District Centre.** These subcontract local traders at ward level to scout for cattle from farmers in all wards (radius of 70km) and pay about $10 per mature beast secured. They get cash from the more than 7 regular male traders most of whom are based at the centre and a few operating from Harare. Montana Meats also has a sub collection point at the centre. Traders buy 70% of cattle and sell to Harare abattoirs, 220km away. Selling in Harare normally requires 3-5 days, and normally abattoirs delay payment by 3-4 days to irregular suppliers. Since women are under pressure to be at home this is one of the key reasons why men dominate the cattle trade. Prices are set at national level by the five largest buyers without an independent moderator. Traders are often indebted and under pressure to pay the lowest possible price to farmers who are in immediate need of cash. This trading practice, combined with poor management, lack of improved breeds and collateral for investing in pen fattening by farmers, leads to poor quality animals being supplied to the market.
**- Slaughterhouses, wholesalers and retailers**
In Muzarabani, there is one slaughter house. This supplies

meat to 5 local butcheries. The butcheries supply meat to consumers including farmers at retail price of $4.5 per kg after buying from farmers at $1.20 to $1.40 per kg. At national level where 70% of cattle are marketed, there are four big abattoirs namely Caswell, Koala, Montana and Mutangadura, all situated in Harare. On average these buy cattle from all cattle producing districts like Muzarabani and slaughter an average of 100 beasts a day each. These supply carcasses in bulk to numerous Harare stationed wholesalers including supermarket chains, hotels holdings, and restaurants, from where it goes into the retail market. The slaughterhouses are considered the most powerful actor in the value chain, determining prices, trading practices and earning the highest profits. The abattoirs have the clout to leverage financial resources from banks on behalf of farmers for projects like pen fattening and breeding. However, very little is happening on this front as only one abattoir has a cattle financing scheme where it's supporting farmers with pen fattening inputs.

**Key action points:** A livestock / cattle sales pen is indicated on the map, which as part of the GALS intervention is used to form a gender sensitive business partnership in the form of an auction. Unfortunately this was not successful - highlighting dangers of relying on external interventions at this early stage. Some women on the other hand managed to get stock cards in their name. There have also been significant changes in division of labour in the household.

# Tool 5:
# Individual Multilane Vision Highway

The Vision Journey provides the basic planning framework in any GALS process. In the GALS Catalyst process it is the first tool people use, after the initial vision, to plan how they can achieve one element of that vision. The GDF Multilane Vision Highway (MVH) presented here brings together outputs from the earlier GDF Stage 1 sessions:

- **Top lane production** - incorporates changes in activities and relationships in the value chain from Sessions 3 and 4

- **Middle lane gender** - incorporate from visioning and gender strategies identified in Sessions 1-4

- **Bottom lane market linkages and peer sharing** - from sustainability on gender action map and add from further collective brainstorming in Session 6.

This GDF MLV will then be the main monitoring tool that individuals will use to track their progress over time in GDF Stage 2 - inputting information from the challenge action trees as discussed in the following section of this manual.

If people already have an MLH from a parallel GALS process, then this session can be devoted to recap on those tools and people update their Catalyst MLH with any new information from the previous sessions.

Full details of this tool are given in RRDD and variants presented also in other GALS livelihoods and leadership manuals. If you are not familiar with this tool, please see videos and other resources on www.galsatscale and the longer explanation in RRDD.

Member symbol
Group name
Date

STEP 1 Vision

Top lane: Production

Middle lane: Gender

Bottom lane:
Markets and peer sharing

STEP 4
Lanes, target and milestones

STEP 3 Opportunities

STEP 3 Constraints

Step 5  ACTION

STEP 2
Current

PLAN
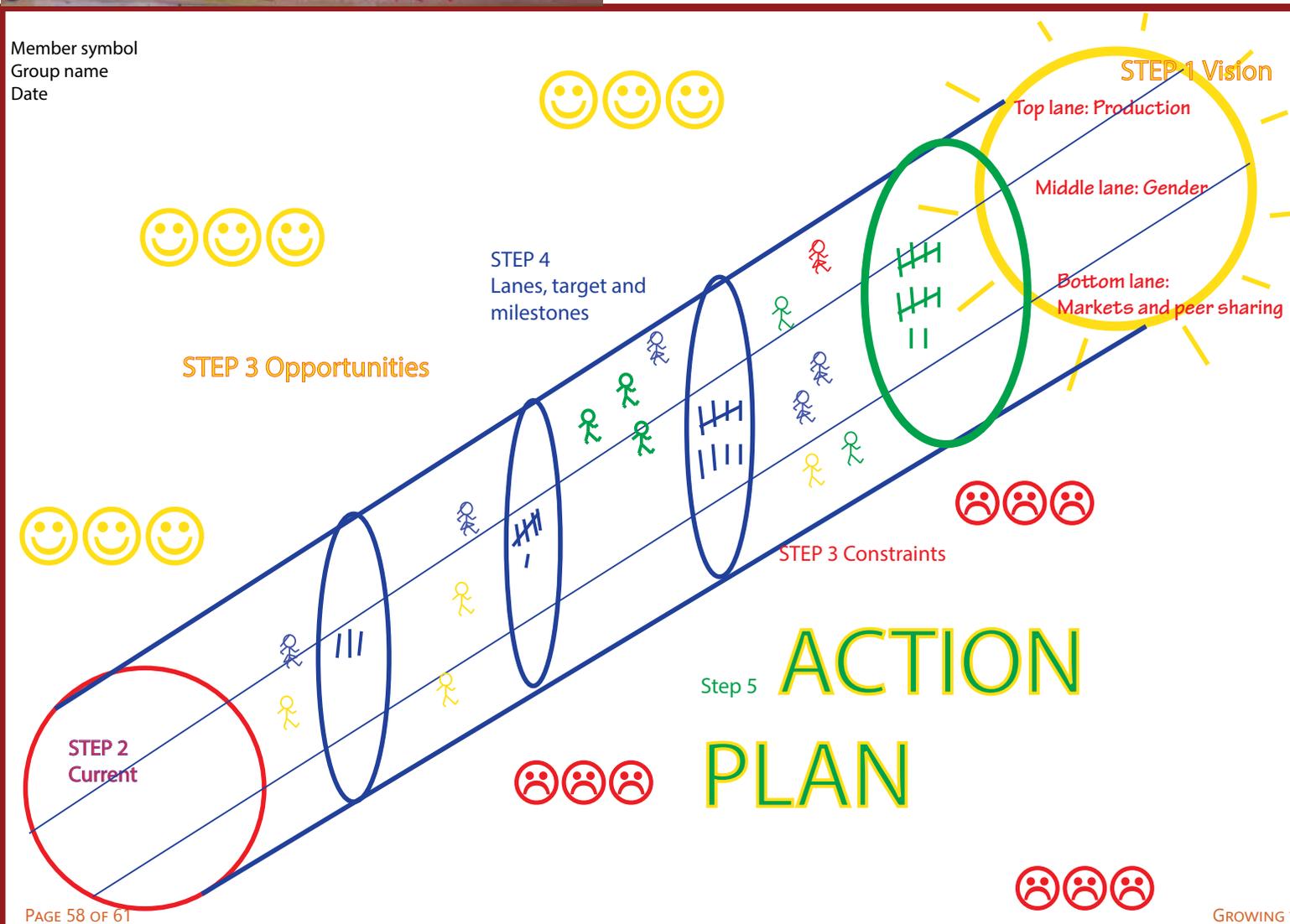
## Basic Steps and Facilitation Notes

In this first session, participants are guided through drawing their own individual MLH that brings together the outputs from earlier exercises. The facilitator with volunteers prepares a very large cloth with 6-8 joined flipcharts and the basic multilane framework that will be used for the following plenary. Ask people to open the next double page spread of their notebooks after the vision drawing. Go slowly through the following steps as they draft the framework in their books.

### STEP 1 FIRST CIRCLE – FUTURE (LEFT)

Every drawing should have your symbol and date. Draw a large circle at the top right hand corner of the flipchart with lines radiating out. This represents the future. It is a large circle at the top because it is like a sun and you are reaching for the sky. It is at the top because it is the vision which will inspire you to pick yourself up, and continue to move forward if you fall down and stumble on the rocks along the road.

### STEP 2 SECOND CIRCLE - PRESENT (ABOVE)

Draw a second large circle at the bottom left hand corner of the flipchart. This represents the present situation. In this circle you will put your current starting situation from the different activities which follow.
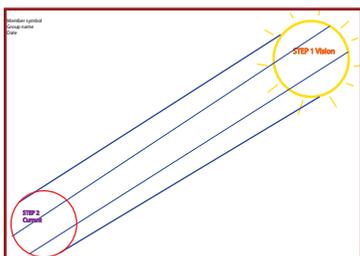
Draw two straight lines to link both circles. This represents your road from the present to the future. It is straight and upwards, because this is how you hope you will reach up to your vision. Things may not work out that way (and you will track your progress), but this is how you hope it will be. Also if the road is not straight you will have less space to include the other information and makes analysis much less clear.

This is a Multilane Vision Highway - in GDF this has 3 lanes: top is production/business, middle is gender and bottom is market linkages and peer sharing through those links and others from the VC Gender Action Map.

### STEP 3 OPPORTUNITIES AND CONSTRAINTS

On either side outside the road you will draw:

- at least 10 **opportunities** at the top of the road - like the vision these are the things which will keep you positive and help you up if you fall down. The more opportunities you can think of, the easier it will be to advance.

- at least 10 **constraints** go under the road - it is important to foresee as many of these as possible in order to avoid them. If you end up with more constraints than opportunities then you have to think hard for more opportunities to address them - or see if your neighbour has any ideas.
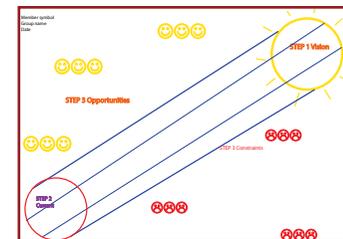
### STEP 4 THE MULTILANE HIGHWAY, TARGET AND MILESTONES

Every journey starts with small steps. Your vision is a long term dream. Now you need to plan how realistically, with the opportunities and challenges, you can start to move.

Draw a circle next to the vision where you will fill in how far you think you can get in 1 year for the different elements in your vision. Then put 3 circles at equal distance along the road as milestones for each 3 months. Leave enough space in between - that is where you will put the actions.
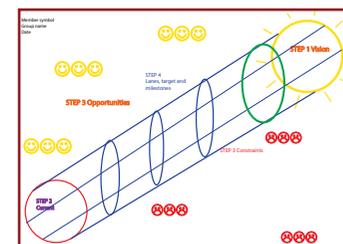
### STEP 5: PLANNING THE JOURNEY: SMART MILESTONES AND ACTIONS TO BE TAKEN

Now you are ready to do your actual Multilane Vision Highway you will fill in the target circle with details of how far you expect to get in 1 year, then you will put symbols in the other circles to show what you expect to achieve after each 3 months, 6 months and 9 months with symbols for the actions you need to take to move from one milestone to the next.
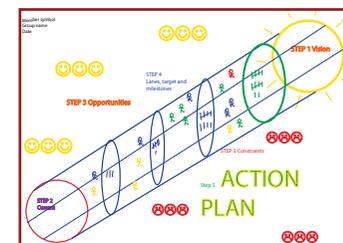
# Tool 6: Collective Multilane Vision Highway
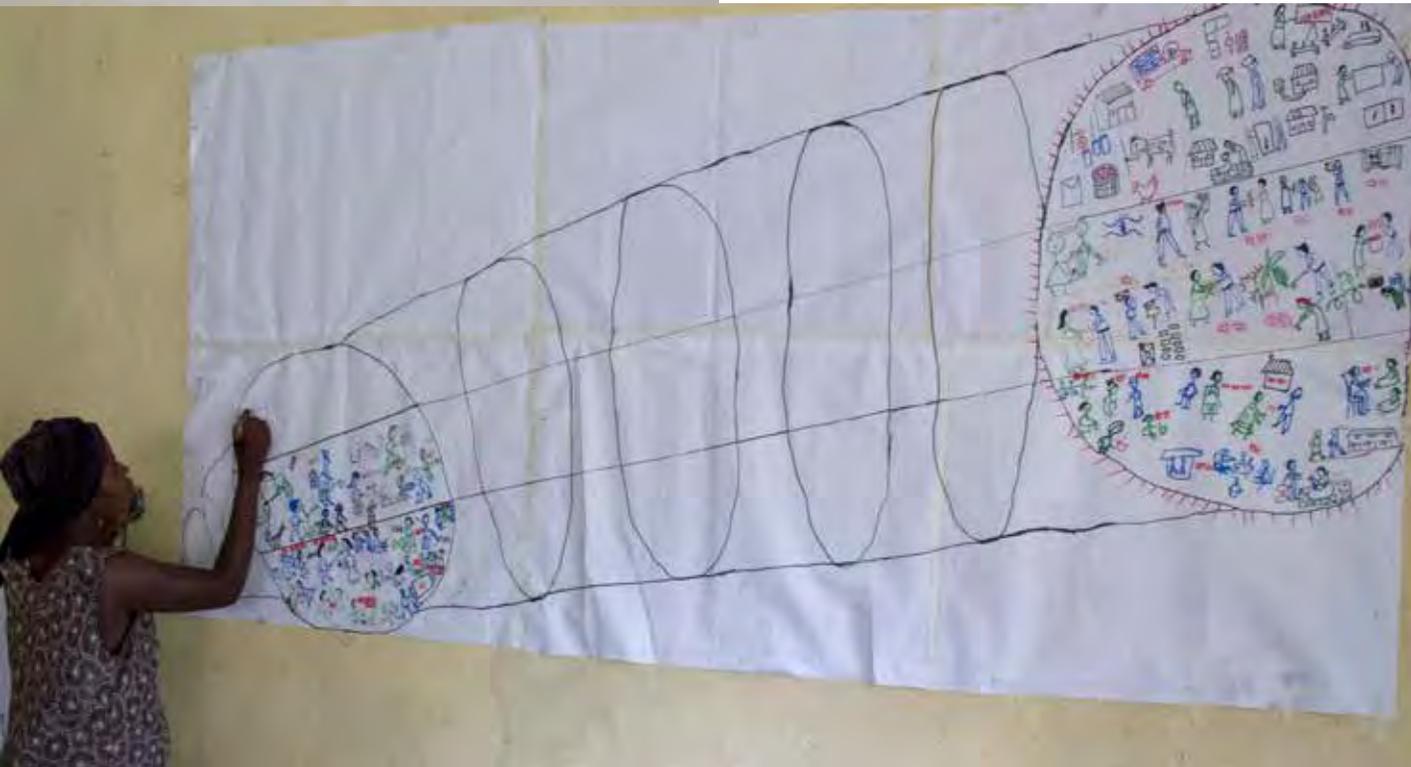
Participants are now ready to feed back and quantify all their visions, opportunities and challenges.

The aim here is not to get a rigorous quantified picture. It is unlikely that exactly these same participants will come together again. So it would not be a valid baseline for impact assessment. The impact assessment baseline is rather the starting points of participants represented in the Gender Justice Event at the end of the year.

There are three main aims here:

1) To get a good overview, quantified, of the types of outputs and commitments from this phase as a basis from which to judge how representative any recommendations at this stage are likely to be.

2) For participants to learn the tool if they do not already know it from a GALS Catalyst process. So that they can share it with their peers and use it in their group meetings

3) Above all to end the workshop/s on a very high note with people feeling they are really part of a change movement that will then be strengthened in Stage.

This MLH involves only 4 steps:

- vision on all three lanes
- current situation on all three lanes
- opportunities and challenges
- 3 month circle - focusing particularly on gender.

The process of quantification needs to be seen in practice - if you do not have opportunity to experience it directly, please refer to the instructive videos on www.galsatscale.net.

After the visions, current situation and 3 month steps have been presented and quantified, participants should be given some time to update their individual journeys, adding any ideas they have now got from hearing from others.

The facilitators need to then clarify on immediate next steps - what has been agreed and who will follow up.

The workshop/s should end with a song and cultural event.

# Organisational Follow Up

After the Inception workshop there needs to be a 2 day organisational debrief and planning meeting to:

- summarise conclusions from the workshop into a Report that can be circulated to stakeholders with video materials etc

- ensure that the core team are completely clear on the methodology and their role

- discuss how buy-in from senior management can be maximised and how they will be involved

- decide whether or not any additional capacity development may be needed eg gender training for senior management

- draft together a report on the process in order to consolidate this

- summarise information gaps and identify as far as possible how these can be filled from different sources.

- design the organisational-level participatory gender action learning system with the gender indicators identified in the Gender Justice Diamonds (See Manual 'Designing a Participatory Action Learning System'

- identify ways of accelerating scaling up, building on the peer sharing process for training staff and spreading to new communities, groups or cooperatives. Including detailed planning and sustainability assessment of an incentive system.

- identify ways of integrating GALS (gender messages, participatory processes and diagram tools) into other organisational activities to reduce costs and increase opportunities for upscaling. And plan for any need to revcise existing training materials.



*Bean traders from Kisinga Women's Group, New Home, Uganda share their Multilane Vision Journeys in their group meeting.*

- discuss ways of addressing the issues identified for collective action

- assess the implications for any further adaptation of the methodology (process or tools) for upscaling through pyramid peer training.

- firm up the sustainability plan

The Stage 1 tools then continue to be used and revisited by the organisation and also the stakeholders whenever they are thought useful and relevant:

- Gender Justice Diamond visions and change priorities

- Gender strategies and sustainable pyramid peer sharing from the Enacting Change Theatre and VC Gender Action Mapping

- Action Steps on the Multilane Vision Highway.

All participants at the Inception workshop should be encouraged to use these, together with tools from any other GALS processes, wherever they may be useful to spread the methodology and plan in their stakeholder groups.

STAGE 2:
GROWING THE
WIN-WIN TREES:
STAKEHOLDER
ACTION LEARNING

# Growing the Win-Win Trees: Learning Overview

GDF Stage 2 Stakeholder Action Learning is a one year process, starting immediately after the Stage 1 Inception workshops and organisational follow-up reflection. It builds on Stage 1 visions, gender action mapping and initial Stakeholder Vision Journeys. It links other parallel GALS processes (eg Catalyst, Livelihood and Leadership Strengthening) into the GDF value chain framework.

The focus continues to be on gender actions that chain stakeholders themselves can take either individually or in groups in order to increase their own incomes, and those of women and poorer stakeholders in the chain. Priority support is given to the poorest and most vulnerable stakeholders. But the aim as far as possible is also to benefit other stakeholders in order to engage them in the change process and accelerate win-win wealth creation.

## Multistakeholder workshop/s

GDF Stage 2 focuses on two additional but closely linked tools.

### Tool 7 Increasing Incomes Challenge Action Trees (Increasing Incomes CAT).

These build on and link outputs of GDF Stage 1 tools and other parallel GALS processes to enable women and men to analyse, plan and track implementation of individual, household and collective stakeholder strategies for wealth creation integrating gender justice. strategies The CATs are:

- started in stakeholder groups

- used and monitored at individual level

- shared and progress quantified at periodic stakeholder group meetings.

They also form the basis for identification of the business case for gender justice strategies and GALS mainstreaming at each level.

### Tool 8 Gender Action Win-Win Trees (GA Win-Win Trees)

The multistakeholder win-win trees bring together the outputs from the stakeholder challenge action trees. They are used at periodic multistakeholder workshops to bring together the stakeholder trees and progressively establish and negotiate win-win solutions and implement multistakeholder actions. They also form the basis for bringing together a multistakeholder win-win case for gender justice strategies and GALS mainstreaming at each level.

These two tools can be introduced as:

- Two 1 day sessions at one 2 day multistakeholder workshop

- A series of 1 day stakeholder workshops for the Increasing Incomes CAT that are then brought together in a win-win tree at a 1 day multistakeholder workshop

- Four half day sessions, omitting lunch

- Only some stakeholders are covered in Stage 2 and others are brought in at the review stage in Stage 3 Gender Justice Fair.

Which combination is the best option in any particular GDF process will depend on geographical spread and costs of bringing everyone together, degree of sensitivity and conflict in the chain and so on.

## Stakeholder exchange visits

Stakeholder exchange visits are arranged as follow-up activities after Tools 7 and 8. GDF follow-up exchange visits and issues derive from discussions on stakeholder win-win collaboration and information at the multistakeholder workshop/s. They aim to reinforce communication and mutual empathy and enable stakeholder market research to identify further options for win-win.

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## Box 21: Aims of Stage 2

### Chain Stakeholders

- empower women and men to identify, plan and implement individual, household and collective strakeholder strategies for wealth creation and gender justice using Increasing Incomes CATs

- gain consensus on potential 'win-win' strategies and the business case for gender justice strategies and GALS mainstreaming that can benefit all stakeholders in the chain, particularly women and those who are poorer and more vulnerable using the win-win trees

- increase mutual respect and understanding between stakeholders and share knowledge and collective strategies through exchange visits

- establish a culture of tracking and sharing action learning on both economic and gender strategies, integrated into stakeholder economic activities.

- continue to establish leadership skills and sustainable structures for scaling up the use of the methodology through peer training and workshop facilitation integrated into existing private sector and community activities.

### Organisations

- understand and build on stakeholder strategies to develop better support services and a community-led gender policy

- progressively build the business case for gender justice and GALS mainstreaming in VCD as a basis for fundraising for project proposals in Stage 3

- establish staff skills and sustainable structures for scaling up through integration into existing organisational activities and existing staff training.

Exchange visits include both:

- **Vulnerable stakeholder** market research visits to businesses and powerful actors higher up the chain to see prices and also issues in sustaining the profitable upstream businesses on which they depend.

- **Powerful stakeholder** 'emersion' visits to experience life for poorer and more vulnerable stakeholders in their supply chain - not only the challenges they face

but also the inventiveness of the strategies people use to address these challenges. Particularly where stakeholders are already involved in other GALS processes.

These visits should have clear specified learning outputs that are then fed into the processes in their stakeholder groups.

Sometimes exchange between stakeholder peers may be a good way to bring more resistant stakeholders in. GALS champions can accompany the organisation as they visit stakeholders to invite them to the Stage 2 workshops. Value chain issues can also be raised as part of a GALS Catalyst process.

**Linkage to other GALS processes**

The GDF Stakeholder Action Learning takes place in parallel to revisiting GDF Inception Tools and tools from any parallel catalyst and livelihood and/or leadership strengthening processes (See Box 22) The different GALS processes and tools should not be seen as separate activities, but building one on the other. The optimal sequencing and interlinking of the different GALS processes and tools will depend very much on the nature and scope of the parallel processes, the value chain context, capacities of different stakeholders and economic, social and political opportunities and challenges identified in GDF Stage 1.

If there are other GALS processes in parallel, then stakeholder champions should have no difficulty facilitating Tool 7 Increasing Incomes CAT with stakeholder group members, integrated into existing meetings, aggregating individual Challenge Action Trees to group and then organisational levels. Self-facilitation and integration should be the norm to encourage self-reliance and sustainability in the longer term. Champions from different stakeholder groups, after facilitation support a couple of times, should also be able to replicate the win-win tree to bring together their respective peers and others in smaller follow-up workshops. For example inviting champions from other stakeholder groups to attend their Association

meetings. The more opportunities that are taken to share between stakeholders independently from the implementing organisation, the stronger and more sustainable the process will be in the longer term.

The main role of the organisation would be to facilitate the first workshop to introduce the Increasing Incomes CAT at the multistakeholder win-win level to ensure continuing representation of women and focus on interests of the poorest stakeholders, promote continual progress on gender issues and progressively bring together the outsputs to produce the business case for mainstreaming gender justice strategies and GALS into value chain activities. Then link into the preparations for the Stage 3 Gender Justice Fair.

**Role of the GALS specialist**

Designing the optimal interlinkage between processes and simplification and streamlining tools for use at community level  and champion-led upscaling is a task for a very experienced GALS specialist with up-to-date knowledge of GALS innovations and experience.  Together with stakeholders and the implementing organisation. If there is no parallel GALS process, then the GALS specialist should identify at least some of the other complementary tools to feed into the value chain process suggested here. Bringing different processes together is highly context and process-specific. Any detailed discussion here would risk being misleading.

At least in the initial workshop/s the support of the GALS specialist will also be needed until participants get familiar and comfortable with the tools. It is likely they will also need to be involved in some of the follow-up multistakeholder events and to help link the win-win to the business case. The aim however would be for the specialist to progressively hand over all these skills and role to stakeholders and staff, with support resources for an adapted process based on ground experience, so that they would continue and upscale after 1 year after Stage 3 VC Gender Justice Fair.

| Box 22: GDF Stage 2 in Context | |
|---|---|
| **GDF Stage 1 tools continue to be used at group and stakeholder meetings** | |
| Tool 1 | Soulmate Visioning |
| Tool 2 | Gender Justice Diamond |
| Tool 3 | Enacting Change Theatre |
| Tool 4 | VC Gender Action Map |
| Tool 5 | Individual Multilane Vision Journey |
| Tool 6 | Stakeholder Multilane Vision Journey |
| **GDF Stage 2 Stakeholder Action Learning** | |
| **Tool 7** | **Individual and Stakeholder Increasing Incomes Challenge Action Trees** |
| **Tool 8** | **Multistakeholder Win-Win Tree** |
| **Stakeholder Exchange Visits** | **Powerful stakeholders and poorer stakeholders, both including women as well as men, visit each other to deepen understanding of the issues they face and strengthen the win-win strategies** |
| **Parallel GALS Processtools (at the time of writing)** | |
| **Catalyst** | Vision Journey, Gender Balance Tree, Empowerment Leadership Map |
| **Livelihoods** | Business Vision Journey, Business Tree, Increasing Incomes Challenge Action Tree, Market Map, Business Vision Calendar |
| **Leadership** | Leadership Vision, Leadership Diamond, Leadership Challenge Action Tree, Leadership Multilane Vision Journey. |
| **GDF Stage 3 Gender Justice and Value Chain Fair.** | |
| **Activity 1** | Win-win trees revisited |
| *The other activities in Stage 3 build on these win-win achievements, linked to revisiting the VC Gender Action Map and doing a new multistakeholder Vision Journey. All these tools continue to be used for upscaling and establishing sustainable sources of external funding for ongoing VC Gender Justice interventions and advocacy research.* | |

# TOOL 7: INCREASING INCOMES CHALLENGE ACTION TREE



'Problems' often seem so entrenched and amorphous that it is difficult to work out where to start to move forward. Challenge Action Trees (CAT) are a key tool at all stages of the GALS process. 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. They are a more action-oriented and positive-oriented version of the 'problem solution tree' used in other participatory methods - in GALS there are challenges to overcome, not problems to depress us and we must identify and implement concrete actions, not just hypothetical talk-shop solutions.

All GALS challenge action trees follow the same basic steps:
• drawing the trunk, or issue including vision and current situation.
• identifying the causes, or roots.
• identifying possible solutions, or branches.
• committing to SMART action steps to change, or fruits.

Challenge Action Trees can be used for any issue. But the issue will affect the specific categorisation of roots and branches to avoid proliferation of many apparently unconnected roots and branches. Also how gender is mainstreamed, and interlinkages made clear. Information on the trunk, 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.

The CAT for increasing incomes should be done in activity-based groups and with men and women and different stakeholder groups separately. The aim is to enable each group to fully discuss and articulate their own relevant issues before sharing. This enables in-depth discussion of gender issues and enable poorer stakeholders to negotiate from a position of confidence. The series of pairwise discussions act as energisers that progressively bring women and men and stakeholders into one-on-one conversations through the two exercises.

Individuals draw their own tree in their diaries, and refine this as homework. They also develop individual and joint versions with other household members. These are monitored by individuals over time and fruits achieved aggregated through the group process and organisational information system.

*Woman farmer from New Home contributes to her group the CAT.*

## Box 23: Aims of the tool

**For participants**

- To analyse the broad division of labour and different causes of low incomes: production, marketing and gender.
- 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 also if they have done that tool.
- 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.
- To give them a useful tool to take back and share with their family and friends to help them also progress.

**For organisations**

- To get a quantified overview of division of labour and who is involved in the chain in different stakeholder groups
- To get a quantified overview of the various challenges in each activity at the different levels, disaggregated by gender and stakeholder group.
- To get a quantified overview of potential solutions and action priorities differentiated by gender and stakeholder group.
- To start to build up the business case for gender justice and GALS mainstreaming at different levels
- 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 and Stage 3.

## Box 24: Increasing Incomes Challenge Action Tree: Facilitation Overview

| | |
|---|---|
| **Preparation** | • Facilitators familiarise themselves with the tool - principles, steps and examples - including gender checklist at the end of this section. |
| **Materials** | • Individual notebook diaries and 4 different coloured pens<br>• Flipcharts, coloured cards with masking tape and 4 different coloured markers for each group. Each group should have cards of a different colour - cut manillas are better than post it notes and have more colours. If there are men and women in the same group, they should have different coloured pens. Different coloured pens could also be used eg if youth responses in the same group need to be distinguished.<br>• Digital camera for recording the diagrams. |
| **Introduction** | • Pairwise sharing with people who don't know each other - single-sex pairs from same stakeholder group - on what they have done in GALS eg since GDF stage 1 or in other GALS processes.<br>• Songs from GDF Stage 1 to start<br>• There should then be a brief welcome and very brief overview of Stage 2 inviting a few participants to share what they discussed in the pairwise discussion.<br>• Applause convention should be established. But beyond that norm-setting is only done as and if required - otherwise it seems like school!! If people are interested and energised they themselves will switch of their mobile phones - or their neighbours will ask them.<br>• People are then asked to sit in single-sex single-stakeholder groups, also separated into different chains if relevant. If there are unmarried youth they could also form a separate group and/or unmarried (single, divorced,widowed) But no more than 10 groups and preferably 6-10 people in a group. |
| **Increasing Incomes CAT**<br>2x3 hour sessions with lunch<br>(See Steps below) | **Morning**<br>• Group drawing of the trunk and drawing personal situation version in individual diaries<br>• Individual card drawing of challenge roots, group discussion, placing on the tree and drawing personal situation version in individual diaries<br>• Quantification of trunk visions and challenges<br>**Afternoon**<br>• Individual card drawing of solution branches, group discussion, placing on the tree and drawing personal commitment fruits in individual diaries, followed by group quantification of these commitments.<br>• Final refinement of individual trees<br>• Quantification of commitment fruits<br>• Final songs |
| **Outputs and outcomes** | • Stakeholder Increasing Incomes Challenge Action Trees quantified for that group and enabling input of gender and stakeholder disaggregated information on challenges and commitment fruits into organisational information system<br>• Individual trees in notebook diaries for people to take home and share in their families as the basis for further individual and household trees<br>• Photographs of the process and trees. |
| **Homework** | • Participants refine and track on their own CAT , share the Increasing Incomes Challenge Action Trees with their family and friends and help them to doi their own individual and household or family CATs.<br>• Facilitators to photograph the trees and transfer quantitative data to Excel database, note the emerging gender issues for the business case to feed into Tool 8 workshop and  areas of sensitivity and likely conflict that need to be taken into account in the following process. |

## INCREASING INCOMES CHALLENGE ACTION TREE

Production

Marketing

Gender

STEP 3: ACTION SOLUTION BRANCHES

STEP 4: SMART TARGET FRUITS

Vision/ target

ACTIVITY

STEP 1: ACTIVITY TRUNK

current

Production          Gender

STEP 2: CHALLENGE ROOTS

Marketing
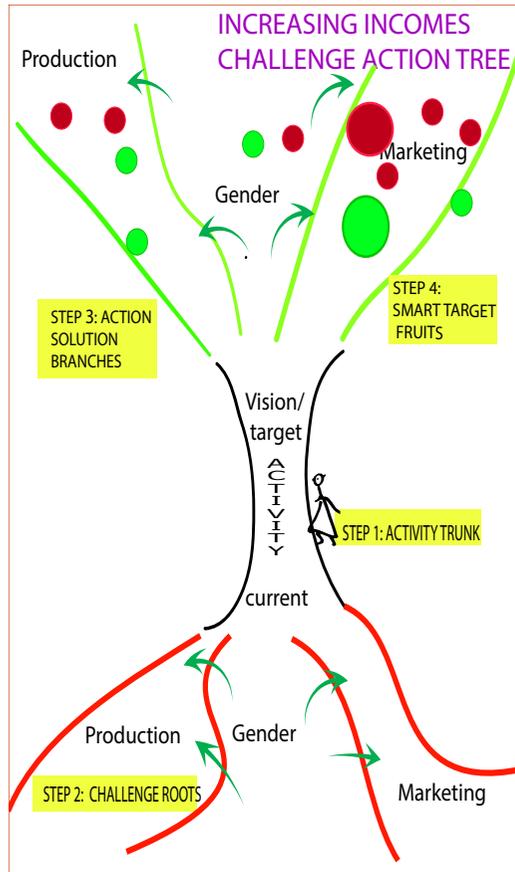
**Process:**

**The facilitator puts a blank flipchart at the front of the hall and asks someone to come up and draw each step of the basic framework at the front of the hall. This is then repeated in each group.**

**Alternatively champions familiar with the tool from other GALS processes would facilitate each group 'from the back' but also add their own inputs last.**

Vision/ target

ACTIVITY

STEP 1: ACTIVITY TRUNK
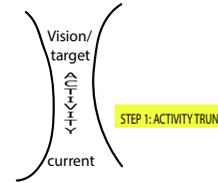
current

### STEP 1   Draw the trunk: the vision for increased income and current situation with family members involved in the activity

Someone in the group comes up and draws the two lines for the trunk.

The group then discusses what is meant by 'increasing incomes' for them - what symbols to put:
 is it just money or production, is it incomes or  profit (incomes minus costs),
is it to do with improved quality or increased quantity, what are the different determinants of that eg healthy or more trees/plants
better market prices, bigger market, bigger store, more savings, eligibility for a loan savings etc
Different people can have different visions and vote.

Down the middle of the trunk (optional) people can also put who in the household is involved - is it individual or household putting symbols for women and men and also drawing their main activity.

The aim here is to open up options so that there is more detailed discussion on the roots and fruits.

People then do their own personal trunk in their notebook diaries.

Vision/ target

ACTIVITY

current

STEP 1: ACTIVITY TRUNK

Production          Gender

STEP 2: CHALLENGE ROOTS
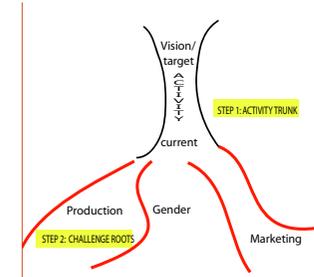
Marketing

### STEP 2   What are the roots: different dimensions of the challenge?

The roots are divided into three basic categories:
left root: production or supply of product
right root: market  relation or marketing (can also be services of purchasing cooperative or NGO)
middle linking root: gender relations in the family
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.

Each person is given 6 cards to draw what they think are their most important challenges - 2 for each root.  Then, starting from the back, each person comes up and shares what they have, placing each card on the respective root on the tree. As people put up their cards they should group them with the previous ones which they think are similar.

When they have finished then participants vote on which they think are the most important - they have 3 votes per root. These numbers are put by each pile of cards. Those cards with the most votes are put higher up the root towards the trunk. Order matters.

They then do their own personal tree in their diaries, putting on all the dimensions of the challenge relevant to themselves ie not only what they have voted for.
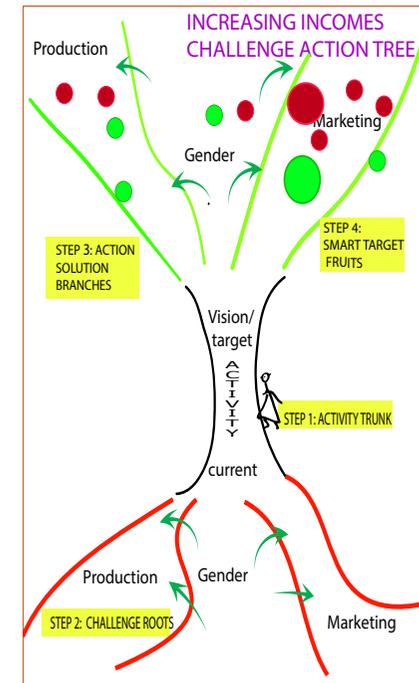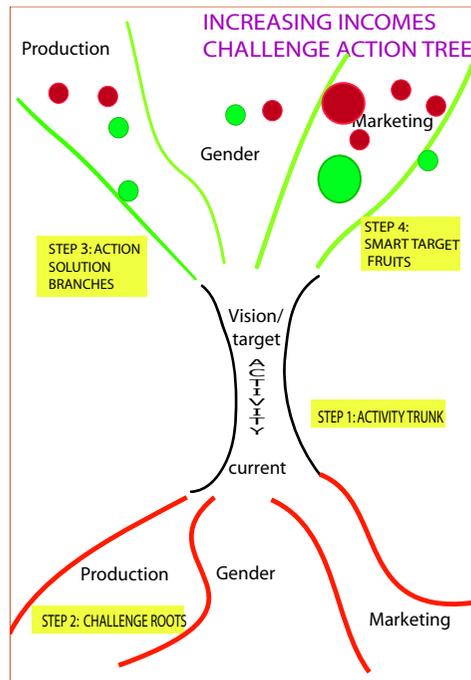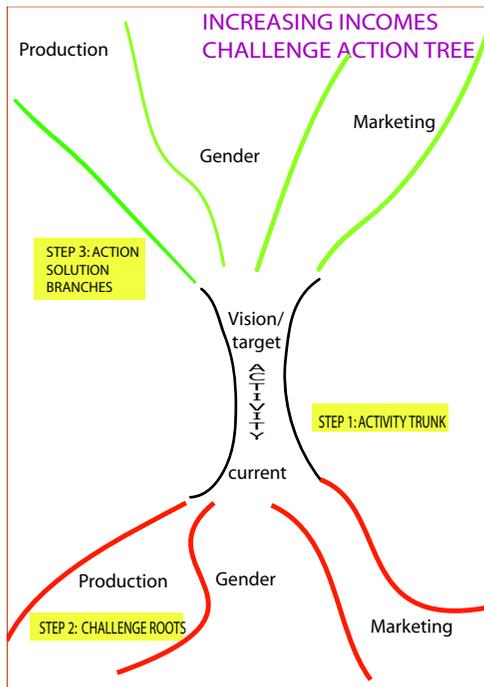
**STEP 3   What are the branches? For each cause a solution?**

The branches are also divided into the same three basic categories – production, market and gender.

Each person is given 6 more cards to draw what they think are the best solutions to their most important challenges - 2 for each branch.  Then, starting from the back, each person comes up and shares what they have, placing each card on the respective branch on the tree, in the same order up the branch as the challenge on the root ie the closer to the trunk on the root, the closer to the trunk on the branch. As people put up their cards they should group them with the previous ones which they think are similar.

After the discussion people then do their own personal trees in their notebook.

**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.

On their individual CATs first, participants think of 6 fruits (2 on each branch) for the solutions they now think are most important.

They then share these in the group and quantify the commitments (not the generic solutions).  People can then add ideas from others so that they have 3 fruits per branch. They will then track their progress on these following the workshop and continue to share experiences in their groups back home.

**Step 5: Business Case for Gender**

Looking at the final tree, people should look at the symbols on the middle gender root and branch, then starting at the back each person should come up and make a suggestion on:
how are the gender challenges linked to their challenges on the other production and marketing roots? Draw green arrows to represent the linkages with symbols along them where appropriate to show why they are linked.
how are the gender commitment fruits likely to contribute to achievement on the production and marketing fruits? Draw green arrows to represent the linkages with symbols along them where appropriate to show why they are linked. This then forms the basis for discussion on the business case the following day.

It is important that the facilitators photograph the diagrams at this stage as the cards will be removed to put on the win-win trees in Tool 8.

Use of the Increasing Incomes Challenge Action Trees has led to significant benefits and increases in income even without external assistance.

There have been significant increases in incomes due to the gender changes, building on use of other tools like the gender balance tree from the GALS Catalyst process. Increased efficiency in division of labour and increased cooperation between husbands and wives and children, more equitable and transparent decision-making and joint land agreements mean family members are now cooperating and working together. Men's alcohol consumption has decreased and savings have increased.

There have also been other changes in production and marketing due to the analysis and sharing, and this has input to more targeted technical trainings:

women fruit producers discussed all the problems of pests and diseases. But realised that some of them had training and were very knowledgeable about organic pest control. Rather than needing another outside training, they decided to pool their knowledge between themselves.

women bean traders identified the costs and risks of transporting their beans by bus as a significant cause of low incomes. They discussed how they had experienced thieves downloading their produce from the top of the bus before they could get off - sometimes having bribed the bus conductor. Then the problem of rain falling on the sacks and spoiling the beans. Sometimes the sacks fell off. And cost of fares. They decided they would be better joining as a group to hire their own taxi together. That would save money, reduce risk and also be more fun to go with friends.

in Bukonzo Joint the cooperative used the tree to identify exactly what the members already knew that they could share between themselves without using the training budget. They were then able to identify also what was left that people did not know and needed to know. With this information they were then able to design a much more cost-effective and tailored training programme for their members.

## Experience Example: New Home and Bukonzo Joint, Uganda

### CONCLUSIONS ON CHALLENGES AND ACTIONS IN FRUITS

| Pineapples | Challenges/causes | Actions to be taken |
|---|---|---|
| Production | • Too much rainfall and coldness<br>• Poor spacing of plants<br>• Poor management<br>• Poor variety<br>• Diseases | • Good timing of season<br>• Training on good management<br>• Selection of planting materials<br>• Control of disease |
| Market | • Poor means of transport<br>• Low prices<br>• Rainfall on market days and poor roads<br>• Theft<br>• Small size fruits and disease cost | • Improved means of transport<br>• Use wheel barrows to harvest fruits<br>• Make survey for better market<br>• Process fruits for better market<br>• Joint marketing for low cost on transport |
| Gender | • No plan and budget for harvest<br>• Family expenditure<br>• Conflicts between husband and wife<br>• Relative harvest on no cost<br>• Theft and private selling of fruits by family members | • Make plan and budget for harvest<br>• Involve all family members<br>• Start savings to meet family needs<br>• Talk to the husband about the project of fruits and plan together |
| Avocados | Challenges/causes | Actions to be taken |
| Production | • Diseases and pests<br>• Poor storage<br>• Theft | • Consult others for advice on treatment and management<br>• Apply wood ash on roots to treat the pests |
| Market | • Too much on the market<br>• Over ripen and thrown away<br>• Poor means of transport | • Joint market<br>• Survey for other market<br>• Avocados sell better during dry season |
| Gender | • Women give accountability and submit money to husband after selling<br>• Violence at home<br>• Women are beaten when come from market late | • Time management<br>• Plan their family and solve children problems<br>• Open a box for savings<br>• She takes her avocados to different local markets around her and schools. She carries out most the work and her children also support her. |

**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



Felezia Muhindo,
Green Home
Avocado farmer and trader

**Challenges marketing**

**Challenges production**

Theft from the trees
Poor spacings o the flowers are
poor
Pests

Rain and people don't eat
Get spoiled if she takes them
back home and there is no
store
Too much supply
Market dues

**Challenges household**

Sickness - she gets sick and so
does the family
Conflict because there is not
enough money
Avocados are the only income



Example (see annotated photo, left): Increasing incomes challenge action tree for avocados:

Felizia Muhindo is aged 42, married as the only wife. She had 15 children of whom 13 have survived. Before the training she was getting almost nothing from the avocado trees. Since doing the GALS tree analysis and getting advice from other Green Home members, she now has no pests, is able to sell much better in market through keeping time, and is working together with her husband. She earns USH10,000 a day selling avocados from home, and 45,000 on market day 2-3 times a week. She also trades in coffee and other produce.

# TOOL 8 MULTISTAKEHOLDER WIN-WIN TREE



*Woman rice trader from CEFORD Uganda draws her challenges*



The mulitstakeholder win-win trees bring together the outputs from the stakeholder challenge action trees. They:

- clarify and compare actions needed in relation to production, marketing and gender by members of each stakeholder group, and by women and men in each

- identify common issues and ares of win-win where stakeholders can negotiate and work together to innovate

- form the basis for bringing together both stakeholder-specific and multistakeholder win-win case for  gender justice strategies and GALS mainstreaming at each level.

- form the basis for prioritisation of stakeholders and issues for exchange visits

They are then used at periodic multistakeholder workshops to bring together the stakeholder trees and progressively establish and negotiate win-win solutions and implement multistakeholder actions.

MULTI-STAKEHOLDER WIN-WIN TREE

STEP 5: GENDER LINKAGE

STEP 3: ACTION SOLUTION BRANCHES

STEP 4: SMART TARGET FRUITS

STEP 2: CHALLENGE ROOTS

STEP 1: ACTIVITY TRUNK

STEP 5: GENDER LINKAGE

Production — Gender — Marketing

Vision/ target

ACTIVITY

current

Gender

Production — Gender — Marketing

Stakeholder 1, Stakeholder 2, Stakeholder 3
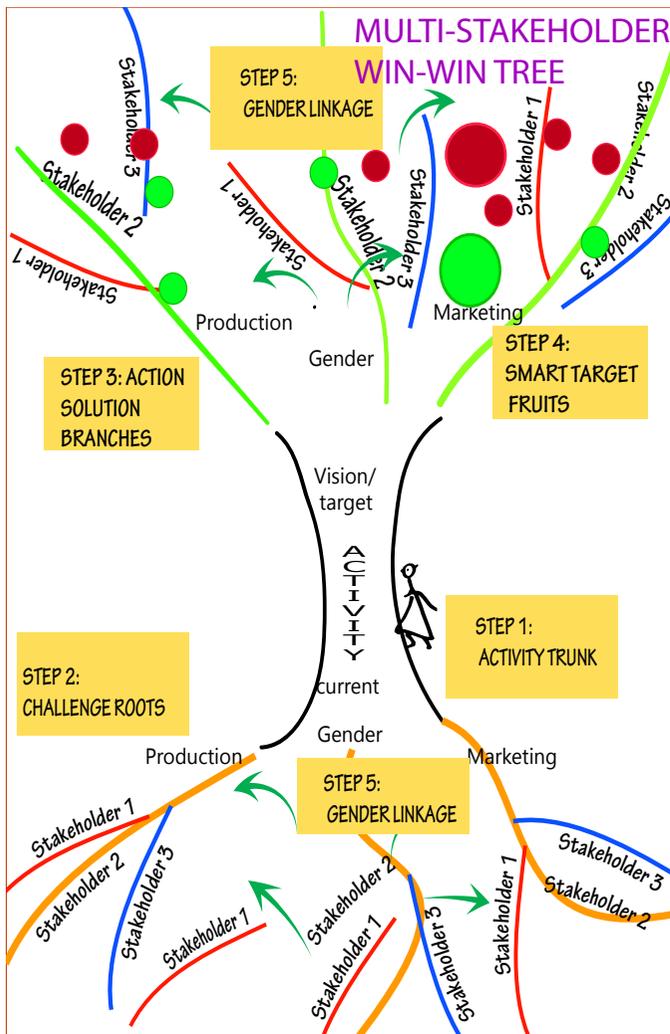
*Multi-stakeholder Win-win Tree Framework*

## Box 25: Increasing Incomes Win-Win Tree: Facilitation Overview

| | |
|---|---|
| **Preparation** | • Facilitators familiarise themselves with the tool - principles, steps and examples - including gender checklist at the end of this section.<br>• To prepare with volunteers the large win-win tree framework on a large cloth or 6 joined flipcharts at the from of the room |
| **Materials** | • Individual notebook diaries to add fruits from the win-win tree<br>• A large cloth or 6 flipcharts joined together for the win-win tree and pins or masking tape to fix the cards as they are transferred from the stakeholder trees.<br>• Digital camera for recording the diagrams.<br>• Video camera to record the process. |
| **Presentation of stakeholder trees**<br>Morning 3 hours | • Pairwise sharing with people who don't know each other from opposite stakeholder groups - women with men and men with women to share the fruits and discussion from their stakeholder trees. Starting with people as they come and stopping 10 minutes after the allotted start time.<br>• Songs from GDF Stage 1 to formally start the workshop.<br>• A brief welcome and very brief overview of the win-win tree exercise - stressing that it is the start of win-win and leading to exchange visits - inviting a few participants to share what they discussed in the pairwise discussion.<br>• People stay sitting with their partner from the pairwise discussion - though they can change if they really want.<br>• Presentation of the trees from the stakeholder groups and transferring the cards to the win-win tree (2 hours) |
| **Win-win Tree and Gender Business Case Theatre**<br>Afternoon 3 hours | • Multi-stakeholder group discussion and identification of 2 win-win issues in production and 2 in marketing that can go on the win-win root or branch as the priorities for exchange visits, present these to the plenary and quickly place any remaining cards on the respective roots and branches of the win-win tree (1 hour).<br>• Stakeholder Gender Business Case theatre in 2-4 mixed sex groups - 30 minutes preparation, 10 minutes preparation per group (1 hour)<br>• Break, closing ceremony, songs and evaluation while the win-win tree is being finally annotated, photographed and copied to give to participants before they leave. (1 hour) |
| **Outputs and outcomes** | • Multistakeholder win-win tree with<br>• Priority issues on production and marketing as the basis for follow up in exchange visits<br>• Business case for different stakeholder groups and how to communicate this to their peers.<br>• Photographs and copies for each participant of the final annotated win-win tree<br>• Video of the plenary presentations and Gender Theatre. |
| **Homework and follow-up** | • Participants copy any further fruits and issues from the win-win tree to their own Increasing Incomes Challenge Action Tree and paste their copy of the win-win tree in their notebooks.<br>• Participants share the win-win tree and discuss their own situation and ideas in meetings with their peers back home.<br>• The implementing organisation produces a report and the video for dissemination.<br>• The implementing organisation discusses with stakeholders how to arrange the exchange visits, see following section. |

# Multistakeholder win-win tree: Main Steps

### STEP 1: PRESENTATION OF STAKEHOLDER TREES AND TRANSFERRING OF CARDS TO THE WIN WIN TREE

15-30 minutes per group depending on number of groups. Total time 2 hours to finish easily before lunch to allow a good break.

Participants from each stakeholder group present their trees - starting with women and the most vulnerable stakeholders. The lead facilitator needs to estimate in advance the timing and make clear to participants any likely need to cut and focus discussion  - ie the priority outputs at this stage are the gender action fruits. Other things are followed up later (see additional facilitation notes below). Presentations should be participatory - some people presenting, others transferring the cards to the win-win tree.

The lead facilitator and any co-facilitators should be seated at the back or well to the side and should not touch the cards. Participants invite suggestions from the other stakeholders. They also invite the next group to come up. Participants facilitate themselves as practice for when they go back to present and facilitate in their stakeholder meetings.

*Images right*

*Stakehiolders present their trees at a joint Bukonzo Joint and Green Home Multi-stakeholder workshop for coffee, beans and fruits*

*Top: Men coffee traders present*
*Middle: woman avocado farmer/trader presents.*
*Bottom: woman pineapple farmer presents*



### STEP 2: MULTISTAKEHOLDER GROUP DISCUSSION ON WIN-WIN FOR MARKETING AND PRODUCTION

(1 hour)
Before lunch participants are asked to mix and form multistakeholder groups - the easiest and quickest is to join together some of the pairs from the pairwise discussion. But people should also be given the option to change if they wish. They should be comfortable with their group for the afternoon session.
In their mixed groups:

- participants individually draw on manillas in a new colour 2 issues on production and 2 issues on marketing that are currently on either stakeholder-specific roots or stakeholder-specific branches that could be turned into win-win and that should be further examined in follow-up exchange visits.

- the group then shares these and group them together. Each person makes or draws a list to take back to their stakeholder group in Step 3.

- they also start to discuss potential for exchange visits  that can be easily arranged and self-funded to discuss further in their groups and present to the implementing organisaition in the plenary.

- they put the cards somewhere for safe-keeping and presentation at the end.

*Images right:*
*Women and men discuss options*
*back in their stakeholder groups.*

*At this meeting different stakeholder exchange visits between traders and farmers were planned.*

*Men coffee traders also identified necessary changes in their households that follow-up visits found they had mostly implemented including planning with their wives how they could work together so that all of them had land, bringing money straight back from the trading centre and saving it with their wives and sharing household chores.*

## STEP 3  ENACTING THE GENDER BUSINESS CASE THE BRANCHES

(1 hour)

Participants then go back to their stakeholder groups but joining women and men together at each level but joining women and men together at each level:

- they first share the win-win production and marketing proposals from the multi-stakeholder group and make a list of those they all agree on (15 minutes)

- as a group they look at the gender issues on the middle root/sub-root and branch/sub-branch of the win-win tree and vote and prioritise 2 gender issues (1 for women to change and 1 for men to change) either from the separate stakeholder or the common root or branch of the win-win tree.

- they design a theatre of how they will argue for these gender changes as a win-win business strategy when they take them back home and to their group meetings

- these lists of production and marketing issues and the theatres are then presented giving 15 minutes to each group.

*Images right*

*Women and men farmers at a multi-stakeholder workshop in Bukonzo Joint, Uganda do a role play of women going home and asking their husbands to think about putting their names on a joint land agreement - otherwise what will happen to the man's land if he dies. The in-laws will take it and the woman will be thrown out.*

*As a follow-up to this role play - see also by members of the land board and traditional elders Bukonzo Joint members and staff then mobilised to get support for women's land rights and raised awareness of government officials to accept applications in joint names. As a result many women now have rights to land on local or community-recognised documents. Though demand for bribes from the government officials remains a challenge at District level.*

# Additional Facilitation Notes

**Not everything needs to be covered in this first win-win tree** - it is just the start of the dialogue that will continue when participants get back home and present in their regular stakeholder meetings. These initial trees will also form the basis for further examination and addition during the exchange visits. The outcomes of this process over the year, plus additions from other parallel GALS processes, is then brought together in the win-win tree review at the beginning of Stage 3 (See below).

The main outputs at this stage are the **quantified action fruits** - both those for specific stakeholder groups and the win-win. It is very important that at least 3 common win-win fruits are identified on each branch, plus 3-5 other stakeholder specific fruits on the sub-branches. These fruits must also be SMART - not just general. Arriving at SMART fruits is the important task from Tool 7.

The main emphasis should be on the **gender fruits** - both win-win and stakeholder-specific so that these do not fall out of focus when people get back. It is also very important that the gender issues should be given full visibility so that both women and men see that these are central to discussions. Experience in GENVAD indicates that women need to be confident that their issues can be expressed and will be listened to. They also need to hear men's side of the story - often this leads to the realisation they are both wanting love, happiness and cooperation. Men also need support in addressing their gender issues with understanding from women - to learn to listen and see the importance of addressing women's human need for security eg in relation to land rights.

If time is short - usually because discussion is rich and detailed on Tool 7 and/or many participants and stakeholders are present -it may be necessary to cut:

- some of the plenary feedback on the challenges and focus on the gender root.

If time is still short for the fruits then:

- particular attention should be paid to the multistakeholder win-win fruits for production and marketing - the stakeholder-specific strategies can be discussed when stakeholders get home.

There will be time for discussion between stakeholders during the exchange visit planning group work at the end of the workshop.

The quantified issues on the roots and branches that are not presented in the plenary can be filled in by co-facilitators over the break from the photographs of the individual trees and transferring the cards from the individual trees. An annotated version of the final tree should be photographed and a copy made by someone during the break , songs and ceremony at the end to be given to each participant before they leave. Then they can share this in meetings when they get back home. These also form the basis for follow up in the exchange visits.

The win-win tree is by no means an easy process to facilitate - it is likely to be chaotic at times. But chaos is part of developing stakeholder ownership. Remember to smile and keep cool - delegate and take breaks outside to think if you need. Two examples from GENVAD win-win trees in Uganda are given below: one of the first trees for beans and fruits in Green Home, Uganda and a later tree for Sim-Sim in CEFORD. These were facilitated by organisation staff, local consultants and Oxfam Novib staff.

The version suggested in this manual builds on some of the challenges encountered in reports from those and other trees.

A big change is the **preparatory stakeholder-specific process in Tool 7** before trying to bring win-win together. This enables a much more self-facilitated process with clear identification of different stakeholder and gender interests - so all voices are heard - as the basis for consensus that draws on this rich diversity of ideas. Tool 8 then brings these different perspectives together in a transparent manner. Very little intervention from the facilitator should be needed - far less mediation - because participants already have their quantified roots and fruits. The main task is to decide the order of presentations and timing - what to cut in order to get to the gender fruits in the time available. And make these decisions

clear to participants - giving the reason and emphasising this is the start of a process. In particular any areas of intense disagreement are left open to be tackled later. The continual focus is on the win-win - by then end participants themselves should have internalised this focus and discipline themselves.

**Gender is now placed in the middle** between production and marketing - as in Tool 7. This means gender is clearly the linking thread, discussed at the end as the culmination of the discussion, not an afterthought. It highlights the central importance of gender relations as the basis for developing the Business Case that will be consolidated in Stage 3.

**Colour-coding on the manilla squares** should enable identification at a glance of the inputs from each stakeholder group (not the issue as in the beans example) and also gender (not done on the example right). Sufficient colours of manilla sheet should be purchased so that stakeholder groups can be very clearly distinguished by contrasting colours (eg yellow, pink and blue). Within each stakeholder group there should be either different shades and tints (eg light and dark green), or similar colour cards green and blue, yellow and orange). If not enough coloured manillas are available use contrasting colour pens for women and men (eg red and blue) on contrasting coloured cards.

**Focus on action fruits** - on the branches of the win-win tree it is the commitment fruits that are placed, and also quantified for follow-up during the exchange visits. Fruits should be very specific concrete action people will actually take and monitor themselves. Not hypothetical general solutions like 'training'.

**Opportunities for personal mixing and sharing between stakeholders:** In order to 'lubricate' relationships and defuse tensions, personal mixing and sharing between stakeholder groups is achieved through pairwise discussions and group planning for the exchange visits. This means that stakeholders will develop a personal level of empathy and understanding that can then continue in the exchange visits. Facilitators can then ask stakeholders if they understand what others have said, rather than having a very difficult mediation task.

## Experience Example 1: Beans and fruits, Green Home, Uganda

Some multi-stakeholder win-win strategies identified from the discussion on beans and fruits in the tree on the right

- Large passion fruit bulkers in Kasese have an empty storage during the passion fruits off-season. "Since we now know each other (farmers and local trader groups), we can help each other. When they come to trade in Kasese and they don't have transport means to go back, they can leave their products in the store until the transport means are arranged".

- "We will promote savings and credit in all our groups, to bring women and men together in business."

- Where there is no unity in the household: "Business women need to save money and trade and save again, and force the husband to respect what you are doing. From there you can find unity. Men will promote other men to come together to reduce conflicts in the family".

- Local farmers, local traders and large scale bulkers see benefits in working together and being transparent about markets: "We can jointly collect produce from the farmers, transport jointly and also share market information/look for one better market. We can delegate 1 or 2 people to go and save costs".

- Varieties of beans are always mixed, which fetches a lower price for farmers and traders. When sorted, the quantity of one type remains too little for bulk sale. "We will jointly plan the varieties of beans for each season, to have uniform quality in bulk. Farmers/local traders connect with bulkers in Kasese as a group, and buy one type of quality seeds from them. The bulk traders will connect farmers to the market".

### Production/ supply solutions
- Government emphasis on theft control
- Joint savings (group)
- Training
- Communication
- Seasonal calendar
- Time management

### Marketing solutions
- Cooperation and sharing market information
- Joint savings and supply of quality seed.
- Reduce taxation and license price on market
- Networking and sharing information
- Communication

### Gender/ family solutions
- Provide balanced diet
- Immunization and treatment
- Trainings
- Man and woman saving together (family)
- Rearing animals to support education
- Joining of groups for trainings



### Production/ supply challenges
**Challenges shared by stakeholders :**
- Theft in supply (4/5)
- Pests and diseases on crops , poor quality of seed (3/5)
- Poor transport (3/5)
- Low demand in market (2/5)

**Challenges for one stakeholder group:**
- Park animals destroy farmers crop (1/5)
- Theft on farm (all farmers)
- Much rain and sun shine (2/5)
- Roadblocks during transport
- Sickness causing immobility

### Marketing challenges
**Challenges shared by stakeholders :**
- Mixed types and qualities of fruits and seeds for beans (4/5)
- Rotten seeds and fruits (3/5)
- Poor means of transport (2/5)

**Challenges specific for stakeholder group :**
- Bad weighing scales and cups (2/5)
- Women working alone in business (1/5)
- Price fluctuation in market
- High market dues and unfair taxation (1/5)

### Gender/ family challenges - all stakeholders
- Sickness (5/5)
- Family conflict and violence (4/5)
- Disunity in the household (3/5)
- High school fees and charges (2/5)
- Pressure to lend money to others, poor repayment (1/5)
- Low savings (1/5)
- Alcoholism, waste money on alcohol

*Woman trader presents pregnancy as a challenge*



*Woman input dealer shows men getting higher prices*
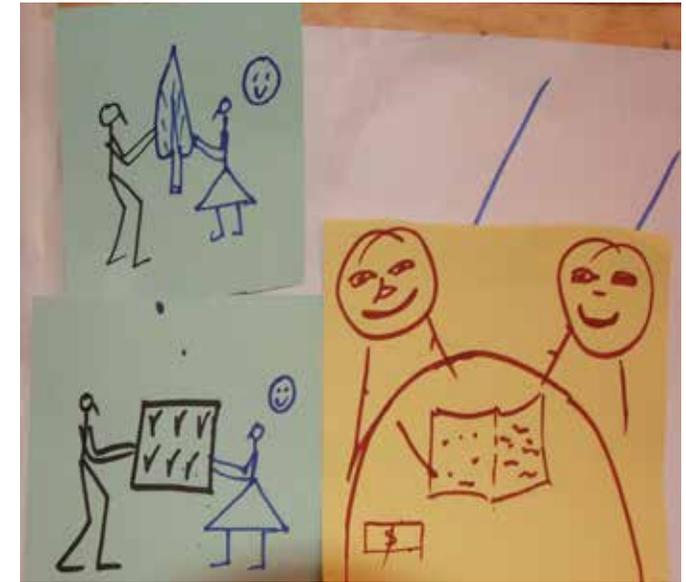


*Solutions: Joint land, sharing production, joint decision-making.*

### Context

There are significant challenges in the supply of certified sesame seeds in West Nile, Uganda (CREAM and CEFORD):

- Most of the seeds are sourced from the Victoria Seeds company by small scale input dealers that are loosely organised in a national association for quality control. The quality of the seeds is very irregular, and in some cases normal seeds are sold as certified seeds.

- Farmers are not very motivated to buy certified seeds because of the poor quality control, the cost and the distance. The sales price of improved sesame is not much higher, and farmers who sell sesame to cope with emergencies (mainly food and health care) cannot negotiate a higher price.

- Olam, the main buyer of sesame in West Nile, has targets for volumes, not for quality and therefore there is not much pull for quality.

- The multistakeholder win-win workshop brought these stakeholders together.

### Some opinions from participants

- Maybe sending the women all the time to the market gives the impression that the women are overworked

- (Woman trader) the solutions have passed a message that we can work together without teaching each other

- Work back with the people in their groups so they also get the knowledge

- (Woman farmer) it has taught me that we have customers who want quality that has given me energy to go back and worker harder because I feel we are now all connected.

- (Man OLAM) It has been a successful meeting gin knowing that our challenges can be overcome. It has helped me to know farmers and for them to know me. The interaction has made me learn a lot and most of all keep including more women in the training.

- (Man, input dealer) I have learned that working in linkage is good for growth and development of all

- (Woman farmer) the information today has taught me that in everything we do we need cooperation and in that way we can get quality produce

- Today has given me information about the good seeds that can give us better quality and volume than what we got in the previous season.

- (Man farmer) To me this tree shows to me that ...you have to make all possible way to make the roots better. The solutions we have got here will give us good fruits such as high input, good quality and other things.

- (Man farmer – hand picked by facilitator) It turned out to work together in order to get more produce (others...and more money and good relations)

- (Man dealer) this tree has taught me that even if the roots are bitter the most important thing is the trunk. If you have a win-win situation in the stem then the fruits will be good.

**Commitments farmers:**
-Coordinate in community for enterprise selection
- Synchronise farming calendar
-Marketing collectively to address transport and seeds issues
-Collective hiring of tractor or oxen ploughs, thus rewarding people who keep their animals trained

**Commitments Traders:**
-Traders collectively advocate for price ceiling by government
-Form association to have a collective voice
- Invest in better weighing scales

**Multi-stakeholder solution:**
-Re-organise storage systems at all levels
-Collective efforts to fix roads

**Commitments farmers:**
-Joint planning at HH level and equal control of income between women and men
- Establish joint land agreements
- Take time to plan as family, share farm work
- share domestic / care work

**Commitments input dealers:**
-Openness about income and expenditures in HH
- Switch domestic work and trading, so that customers are always served

**Commitments input dealers:**
-Explain advantages of certified seeds and how to store/ use
-Test our seeds before selling, and farmers should by seeds
-Advocate for better seeds

**Commitments traders:**
-Hire someone for domestic chores and care tasks
- Make men to understand our business, so that they can take over during pregnancy. Stand firm as women

**Commitments farmers:**
-Reorganise division of work in HH, hire labour
- Rotation schedule in community for chasing birds
-Attend training by extension workers

**Solution big buyer:**
-Encourage both women and men to supply rice
- Demand suppliers to work together as families
- Promote sharing of tasks between women and men

**Multi-stakeholder solution:**
-Bringing seeds stores closer to farmers, appoint focal person in community to coordinate and take care of seeds
-Periodic meetings between dealers and farmers

**Multi-stakeholder solution:**
-Promote joint decision making and sharing of labour burden by women and men at all levels
- Sharing the farm work more equally between women and men, with women also seeing the benefits from their work

Win-win

**Shared challenges:**
-Misunderstanding /distrust between farmers and dealers
-Weather conditions affecting germination of seeds and productivity
-Taxes affecting prices for farmers and dealers
-Distance farmers-dealers and scale of farming not worth investing in seeds
-Mixing seeds while consumers want specific variety of rice

**Shared challenges:**
-Domestic violence in all groups
-Disproportionate workload on women affecting all

**Challenges big buyer:**
-Poor quality: women who are tasked with cleaning the rice are overburdened.
-When we order, we see only men selling rice. We cannot talk with the women who do the production.
-Men "drink the money" and do not re-invest
-Low and irregular supply because women and men do not work together

**Challenges farmers:**
-Low price of rice
-Poor storage, post-harvest losses
-Market fees
-Pre-mature harvesting because of pressure for cash and lack of time for bird chasing
-High price of seeds

**Challenges traders:**
-Lose customers due to HH workload
Loss of business when pregnant, nobody takes over
-Raising children competes for time with the business

Challenges Production

Challenges marketing

Challenges gender

**Challenges input dealers:**
-Scarcity of seeds
-Side selling of seeds leading to mixed quality
-Attitude of farmers, distrust packaged seeds

**Challenges farmers:**
-Use of hand hoes
-poor seed supply
-late delivery of seed
-rodents in marketing stores.

**Traders:**
-Competition, and poor weighing scales "farmers cheat us'"
-Farmers mix varieties of rice, so we reduce price
-Lack of capital
Big buyer: Disorganised supply, not getting right quantity and quality in time

**Challenges farmers:**
-More workload on women than men
-Men control most income from rice
-Women not allowed to own/ use bikes. Carry on the head.
-Land owned by men

**Challenges input dealers:**
-Women limited access to finance
-Lack of defence, limited mobility and theft of their products
-Women buy at higher price than men
-Women double burden: business, care, domestic chores

# Strengthening win-win: Stakeholder Exchange visits

The GDF approach builds on mutual win-win strategies for sustainable change involving as many stakeholders as possible.

It is crucial that stakeholders at all levels, both vulnerable women and men and private sector actors are encouraged to do their own market research, and explore ways to increase incomes and widen their options for sourcing of inputs as well as marketing outside the local area. This can be done partly through progressive elaboration of market knowledge using the GALS livelihood strengthening tools - particularly the Market Map - and encouraging people to get information they need through networks with friends, relatives and buyers/suppliers/employers. This is not only a way of strengthening the confidence and skills of women and men within communities, but also engaging the skills and knowledge of private sector actors needed to develop the markets and value chains at national and international levels.

The aim is not to eliminate intermediaries or traders if it is possible to make their role more efficient through promoting the business case for gender justice – if their support can be gained for an ethical approach to the way they do business then they have many skills and resources that can help others.

Negotiating stakeholder win-win on the basis of an ethical vision has been started through the Inception workshops and the stakeholder Increasing Incomes CATs and the win-win trees. These have also started to build the business case for gender justice as the norm within households at all levels, and also in relationships between stakeholders. But changes have only started.  They will not be achieved immediately and further work will be needed, based on initiatives and perceived needs of stakeholders themselves.

There will be many people from different groups who did not come to the workshop - also groups of stakeholders who turn out to be key players. Either because they can help the process. Or because they start to feel threatened and hinder it - spreading false rumours and trying to persuade people not to participate. The support of all powerful stakeholders should start to be built up as soon as possible – to allay their fears of sabotage and make it less likely they will derail the process, to prevent the vulnerable stakeholders being even more vulnerable if they try to change things and to start to identify early on the most likely areas of win-win which can be built on.

Who should do this will depend on the nature of relationships in the specific situation – the best people might be powerful stakeholders who attended the preliminary mapping workshop or it might be staff from the implementing organisation, or it might be women or men from the vulnerable groups who contact their buyers and employers. The balance between informal and formal meetings will also vary – in some cases it may be possible to insert activities into ongoing business meetings and/or association meetings in the form of simple presentations or more structured activities.

But it needs to be clear from the beginning that GDF is community-led, based on self-interested win-win and collective action. The main role of external agencies in Stage 2 is to improve skills, communication and collaboration between stakeholders. There should be no expectation of donor funding in the short term – any project funding proposals developed in Stage 3 will depend on how solid stakeholders' own activities in Stage 2 have been.

## Market research visits by vulnerable stakeholders

Exposure visits by vulnerable stakeholders to bulkers, processors, local retailers, exporters and input suppliers in the value chains can usefully be combined with this market research, focusing on filling in specific questions which are then fed back to the communities. Actually seeing things for themselves helps vulnerable stakeholders in a later stage to negotiate win-win strategies with some of these players. These exposure visits are also a valuable opportunity to build communication and respect between the stakeholder groups through building personal contacts and understanding.



*Exposure visit to Kampala traders by farmers from Bukonzo Joint Cooperative, Uganda - they are politely listening. But have already decided that they had a better offer from the other trader they had just visited earlier.*

Selection of champions for the visit should prioritise those most likely to use the information. It is best to agree on a very structured set of questions, linked to the GALS livelihood tools like market maps and the Vale Chain Gender Action Map from the Inception workshop. This build skills and confidence and helps to structure the information that people take back with them.

## Exposure visits and meetings with powerful stakeholders

Exposure visits by powerful stakeholders is very important to developing mutual respect and trust around a solidly pro-poor and gender equitable agenda.  Inequalities and exploitation are often a function of ignorance and fear on the part of powerful stakeholders that 'if you give them an inch, they will take a mile'. They fear of destructive actions which will damage their business - but that is also likely to damage employment and markets of poor people. Getting first hand experience of communities where GALS and/or GDF is bringing about constructive changes can help negotiations, and identify and accelerate workable changes based on sound knowledge and understanding of both the

*Alexander, a champion from Duhamic shares his Vision Journey with local government officer. Partly as a result of this meeting the local government became interested in rolling out GALS - See Introduction above*



business and ethical needs.

How these exposure trips are organised depends on the connections with the private sector stakeholders. In some cases producer organisations/associations are well positioned to arrange these, in other cases a service provider or NGO needs to act as an intermediary. The suggestions in Box 26 opposite is based on experience in:

- Bukonzo Joint, Uganda - visit to an association of large-scale coffee bulkers, by female coffee farmers/barter traders who supply to local village traders (all men). Four representatives of the male village traders joined them, with a coordinator from the cooperative.

- Duhamic, Rwanda in meetings with local government who could potentially greatly assist upscaling and links with government value chain actors. But also had the power to completely stop the process if they did not have enough information and thought it would harm the government development policy.

## Box 26: POSSIBLE PROCESS FOR A MEETING WITH POWERFUL STAKEHOLDERS

**Suggested process where (as in Rwanda) the implementing organisation is hosting and has control over venue and seating arrangements. That is the preferred option.**

- Invitation to selected participants - either by the implementing organisation and/or participants at the workshops so far
- Selection of representatives of two or three vulnerable stakeholder groups. These should not only be established leaders, and there should be a gender balance. Any necessary refinement of the diagrams in their notebooks. Selection and review of the collective challenge-action trees and road journeys for presentation from the process with vulnerable groups.
- It is highly likely that the powerful stakeholders will arrive late - either because they really extremely busy or because they do not take things so seriously - yet. It is important that all the champion team arrive early - and are assisted to do so if necessary. They should be seated leaving one seat between each person. Then as the powerful people arrive, they should be asked to sit in one of the empty seats. The lead facilitator should be at the back.
- The champions show the powerful stakeholders their Increasing Incomes CATs, and also any Catalyst Tools and explain they are used. This is often the first time powerful stakeholders have talked to poor farmers on a personal level. They are generally very impressed by the 'intelligence' of these people.
- Depending on time, the personal discussions can then be followed by more structured tools. Or a question and answer session.
- If possible visits to champions' homes and farms should also be arranged.

**Where the meeting venue is provided by the powerful stakeholders**
A very similar process is followed. But the organisation representative would have to arrange for the one-on-one exchange. Explaining that -as experienced users or the methodology already - the champions are the best people to explain the tools to other stakeholders.

**General Notes**
- There needs to be consensus about the selection of participants. There must be a gender balance as well as a balance between vulnerable people and local leaders/organisation staff.
- As much as possible there should be informal discussions and building of interpersonal relationships across the stakeholder groups as these will be very valuable bases for the more intensive negotiations in the multistakeholder win-win discussions.
- Ideally there would have been some prior discussion about the types of questions that are likely to be asked. Questions can be linked to the three roots in the challenge action tree: supply, marketing and gender/household.
- Where the visit is arranged by a stakeholder participant at the win-win workshop this is likely to be easier. Prior to the workshop it may be easier to have more informal approaches by the implementing organisation.
- The selected participants will give feedback to their respective groups. This can be done in a large meeting, or during smaller groups meetings that were already planned. It is important for the organisation facilitating GALS to follow up whether the feedback really takes place.

## Box 27: Gender Justice Facilitator Checklist for Stage 2

### Documentation

Documentation consists of:
- Quantitative recording by stakeholder category of the challenges, solutions and action commitments on the stakeholder Increasing Incomes CATs and the Multistakeholder win-win tree.
- Qualitative notes on the questions in the other boxes in this checklist
- Reports and feedback on the exchange visits: who participated (with their gender, stakeholder group and any other roles, and their experience with GALS); what was done; main points discussed; any diagrams and annotations; what was agreed; follow-up on those agreements.
- Noting any stereotypes and issues at different parts of the process that will need to be addressed at some point in future. Are all women's rights in CEDAW starting to be discussed? Are any being left out? The focus is on moving with the energy of win-win. But strategies are also developed over time to address the more sensitive and conflictual issues.

### Structures and Process
- Are women and men participating equally? Are women's voices well articulated and listened to? Are the voices of vulnerable men?
- Has GDF promoted increased understanding between women and men to break down barriers and discrimination?
- What is the degree of stakeholder ownership so far? To what degree are vulnerable stakeholders able to facilitate themselves? Have private sector actors incorporated the methodology?
- How is the pyramid peer training progressing? For women? For men? In communities? In the private sector? Do the gender messages continue to be progressive and effective down the chain of peer training? How can this be ensured?
- How is the methodology being implemented at organisational level? Is gender justice and the GALS methodology starting to be integrated in the existing activities and services of the implementing organisation?
- Is progress towards gender justice being monitored at individual, group and organisational levels? Are gender indicators based on community priorities integrated into other organisational monitoring?
- What are the remaining challenges and areas of conflict which need to be addressed in Stage 3?

### Vulnerable stakeholders
- What are the gender commitment fruits? From women? From men? What are the remaining issues that might need to be stressed?
- Are women and men who are most vulnerable in the value chain able to effectively analyse and plan individual and household strategies for wealth creation and change in gender relations?
- Have the gender dimensions for men been considered? Have possible strategies for them been proposed that would support gender justice?
- What are the main priorities in relation to production? Marketing? How do these differ between women and men? Between different vulnerable stakeholders eg farmers, small traders and labourers?
- How are differences being discussed and addressed? Is there a need to involve powerful stakeholders in resolving the conflicts - or is perpetuating those conflicts in order to reduce negotiating power? Is there any need for support from the implementing organisation?
- (Later) Are action plans being implemented? On gender justice or only for livelihoods? By women? By men?

### Powerful stakeholders
- What has been the involvement of powerful stakeholders? Have women participated equally? Are their voices listened to?
- What have emerged as business cases for promoting more ethical businesses and value chains? Have win-win gender and ethical business strategies been identified by different stakeholders in the chain?
- Have the gender dimensions for men been considered? Have possible strategies for them been proposed which would support gender justice?
- What are the main priorities in relation to production? Marketing? How do these differ between women and men?
- How are differences being discussed and addressed? Is there any need for support from the implementing organisation?
- (Later) Are action plans being implemented? On gender justice or only for livelihoods? By women? By men?

### Male rice farmer in NANTS, Nigeria

*"I shared GALS with my family and children and also with my church. I support my wife and work together with her now, I now use my motorcycle to carry produce from the farm instead of allowing my wife carry it on her head like before. I now wash my clothes which I never did before. In the process of sharing, some people thought that it was a political meeting that we were holding but I explained to them what it was all about - how men and women can work together and lift themselves out of poverty. Some of my friends I shared with asked me if they can join in the workshop but I told them that I will discuss with NANTS to see whether it is possible".*



### Bukonzo Joint Uganda: Conclusions from Increasing Incomes Challenge Action Tree

- Picking of unripe coffee by both men and women as key cause of poor quality and low prices
- Need to address underlying inequalities like inequalities in land ownership causing this
- Need to develop post-harvest processing: hulling and possibly roasting to reduce women's work burden and improve quality and prices
- Need to increase capital for women to move up the trading chain
- Possibilities for development of local market for coffee as income for women and vulnerable men, as well as reducing male alcohol consumption and expenditure
- Possibilities for diversifying livelihoods of women and men farmers to increase their bargaining power.

# STAGE 3: EXPANDING THE SUSTAINABLE FOREST: GENDER JUSTICE ADVOCACY MOVEMENT FOR VCD

# Expanding the Sustainable Forest: Overview

*There should by now be many win-win trees, thriving and changing the whole climate for the better. But to be sustainable, the forest must continue to thrive and grow. The best tree types must be selected to maintain vigour and diversity. Old branches that stop growth must continually be cut and cleared to enable new shoots and saplings to spring up. Fruits must seed new saplings and those must flower for yet more fruits, maintaining their rich diversity. Forests must be defended against encroachment and need an enabling environment.*

*To have a wide impact, new forests must be started. To fertilise the flowers, maintain diversity and start new forests some bees from outside as well as inside are needed - but the bees are busy and are only attracted where nectar from the flowers is rich. They need careful direction that does not waste their time or they will go elsewhere. The forests also require clear roads to link them, with flower verges to guide the bees, and stop wanderers going everywhere and trampling things underfoot.*

This final GDF Stage 3 establishes a gender advocacy movement in value chain and economic development to start to bring in external support and policy change for an enabling environment.

Stage 1 established the broad vision and started to map possible actions on gender. During Stage 2, Growing the Win-win Trees there will have been many meetings and workshops using the tools introduced at the multistakeholder workshops in routine or special meetings within stakeholder groups, and also in multistakeholder workshops. There will have been exposure visits by both vulnerable and powerful stakeholders where production and market information has been shared.

GDF Stages 1 and 2 should have established:

- an **ethical vision** shared by many stakeholders for a chain where underlying principles of fairness, respect and inclusion are 'taken for granted' - within which gender justice is non-negotiable.

- **participation** by women and men from poorer and more vulnerable stakeholder groups is high, and women should be properly represented in the other stakeholder groups

- significant and sustainable **changes in gender relations** for many stakeholders as a result of individual, community, private sector and organisational actions.

- many areas of **'win-win'** where stakeholders have already moved forward themselves.

- establishment of the **business case** for gender justice and GALS mainstreaming at different stakeholder levels

- solid structures for **pyramid peer upscaling** through markets and value chain relationships as the basis for further leadership and organisation development for advocacy.

- many of the GDF activities, particularly meetings, should now be **self-sustaining, self-expanding and very low cost** as part of existing meetings and activities.

- GALS methodology by this stage should be largely **integrated** into existing activities at community level, within producer and trader associations and within organisational activities and less dependent on external funding.

- a culture of ongoing **stakeholder action learning, monitoring and tracking** at different levels as an input to planning for further changes.

- **quantitative and qualitative information** as a basis for the business case for mainstreaming gender justice and the GALS methodology in VCD.

- support and commitment for gender justice in VCD from a range of **institutional, government and donor stakeholders.**

Additional achievements and information inputs may have been achieved through other parallel GALS catalyst and/or livelihood and leadership strengthening.

GDF Stage 3 brings all these achievements and information together, identifying now the gaps that cannot be addressed in this way. It establishes an advocacy learning plan where stakeholders work together to address the key blockages in the chain where external intervention from large companies, government or donors is required. It also continues to identify and move forward on areas of 'win-win', negotiating and addressing more sensitive issues where there is conflict of interest.

What follows here is a consolidation of the outputs from GDF Stages 1 and 2 as inputs to a longer term advocacy movement. Ideally these activities would now take place in parallel to GALS leadership strengthening (see http://www.galsatscale.net/leadership), particularly for women and the more vulnerable groups, but also to develop the listening skills and broader social justice vision of powerful stakeholders.

The form that Stage 3 will take will depend on the aims and scope of the particular GDF process and GALS processes and other activities with which GDF is integrated. The process suggested here consists of six 1 day activities that update the information and plan next steps using the same tools as Stages 1 and 2. Time is given also for sharing experiences and/or inviting presentations on other GALS tools and processes. The activities can be implemented as one event - a gender and value chain fair - or a series of events linked to other meetings like an AGM or International Women's Day.

**Activity1:Reviewing the Win-win Trees: Sharing Stakeholder Achievement and Experience**
This presents and reviews the quantified Increasing

**To enable the different stakeholder groups to bring together and collectively evaluate information on:**

- red fruit **achievements** on economic, gender and sustainability levels for each stakeholder group

- remaining **green fruits** and any **new issues** that have come up

- ongoing and **further opportunities** that can scale up the achievements

- **remaining challenges** and how they can be addressed

- **win-win strategies** that can be shared and disseminated

**Based on this information to:**

- firmly establish the **business and national development case** for gender justice and the GALS methodology in VCD

- start to look at **conflict of interest** and how this can be resolved

- identify where **external support** may be needed at what level and for whom

- develop a **sustainable plan** for necessary external support for gender equitable and pro-poor chain upgrading and policy advocacy for an enabling environment.

- To **reinforce skills and sustainable structures** at the different levels for scaling up the use of the methodology as an integral part of supply chain capacity building by private sector actors and communities. Including ways of integrating the community-level GALS tools.

- To **consolidate concrete links** with government agencies, women's organisations, research institutes, large companies and donors to develop a dissemination and advocacy strategy to mainstream gender justice at the macro-level and investment in value chain upgrading.

Incomes win-win trees from Stage 2 processes - bringing together information from different geographical areas, chains and/or stakeholder groups depending on how the Stage 2 was conducted. It identifies the main issues still remaining where there is a need for individual and/or collective action. Participants also start to think where any external intervention from 'bees' may be needed.

### Activity 2: Mapping the New Forest: Updating the Value Chain Gender Action Map

Plots the outcomes from the win-win trees as changes on the Value Chain Gender Action Map. Ideally much of the preparation for this would have been done already by the organisations, bringing together information as it comes up in Stage 2, including changes in relative incomes, changes in gender relations and dissemination of the GALS methodology by chain actors. The review then identifies remaining issues to be implemehned by stakeholders that cannot be addressed through self-help.

### Activity 3: Leadership for a Sustainable Future: Sharing Skills and Innovation

GALS champions from the same or other GALS process should share the livelihood and leadership strengthening tools with participants. Or the outcomes and experiences from these parallel processes can be shared. Stakeholders also share experiences on other successful strategies - for example integration of GALS into technical training, action on women's land rights and gender-based violence etc.

### Activity 4: From fruits to next year's flowers: enacting and identifying new win-win

Building on Activity 3, stakeholders come together to enact how they all want the value chain to be in future - exploring new ideas and innovations. They then do detailed Gender Win-Win Challenge Action Trees for 5 key issues affecting the most vulnerable stakeholders arising from the Increasing Incomes Win-Win trees, the Gender Action Maps and/or individual Vision Journeys to feed into Activity 5. These continue to focus on individual action commitments. But they also identify 'flowers' or solutions where collective stakeholder actions are needed. They

are also permitted to plan for 3 'bees' where private sector philanthropy and/or government and/or donor support may be needed. These bees however need very careful and detailed instructions how to reach the flowers - they are very busy and unlikely to waste time if there is no real nectar to be found.

### Activity 5: Attracting the Bees: Gender Justice in VCD event with private sector sponsors, policy makers and government

Presentations of the new detailed Increasing Incomes and Gender Win-Win Trees to private sector sponsors, government and donor agencies. and requests some initial responses from them on the needs for external support - making clear they will be presented with a solid plan not the usual wish list of unrealistic demands. There is also discussion of how they can integrate some of the gender issues and GALS methodology into their own activities.

### Activity 6: Planning the Sustainable Forest: Multilane Vision Highway for the next Phase

Based on all the discussion, all participants draw their own new Vision Multilane Highways to take back and share in their stakeholder groups. Depending on responses from outside stakeholders, and involving them in the discussion, detailed stakeholder collective Multilane Highways are drafted together with the external stakeholders.
The only new tools are livelihood and leadership strengthening tools presented by champions and documented elsewhere See Box 29).

There are many possible ways of adapting to specific processes and what has been done before and in parallel. The first two activities could take place as part of an AGM where peoples' travel would have been paid for other purposes. Activities 3-6 could include other organisations, government and donors. These days could raise sponsorship from the private sector and participating organisations to advertise or sell their products and disseminate information. Parts of the event should if possible be videoed or disseminated through other means in the local and national media.

| Box 29: GDF Stage 3 Overview | | | |
|---|---|---|---|
| **Activity** | **Purpose** | **Tools** | **Stakeholder Roles** |
| **Activity 1:**<br>**Reviewing the Win-win Trees:**<br>**Stakeholder Gender Achievements and Experience** | • share stakeholder achievements and strategies so far in relation to gender<br>• discuss win-win and the business case for GALS and gender justice at different levels | Aggregated stakeholder win-win trees | • Stakeholder representatives bring aggregated trees from their groups - representative should have been elected and trees aggregated at the end of Stage 2.<br>• Organisation staff, GALS specialist and other gender and VCD specialists |
| **Activity 2:**<br>**Mapping the New Forest:**<br>**Updating the VC Gender Action Map** | • mapping of changes and achievements so far on gender and increasing incomes onto the different levels of the VC Gender Action Map<br>• identification of remaining issues and areas for external assiatance on gender and chain upgrading | • Interactive Theatre of Most Significant Gender Changes<br>• Value Chain Gender Action Maps updated with changes from the win-win trees and remaining or new issues | • Organisation staff, GALS specialist and other gender and VCD specialists meet to prepare and update chain maps based on information from Stage 2.<br>• Stakeholder representatives add information from the win-win trees - some ideas for the maps should have been considered at the end of Stage 2 through meetings with the organisation staff. |
| **Activity 3:**<br>**Leadership for a Sustainable Future:**<br>**Sharing Skills and Innovation** | • sharing new skills and ideas on innovation that can address the remaining and/or new issues from Activities 1 and 2 | • Presentations and/or initial training on livelihood and leadership tools by champions | • Stakeholder representatives, staff and specialists as above<br>• Champions from other GALS processes in the same organisation or elsewhere do presentations and training<br>• Other invited organisations can also present |
| **Activity 4:**<br>**From fruits to next year's flowers:**<br>**Enacting and identifying new win-win** | • to identify in detail the different dimensions of the remaining and/or new challenges<br>• to identify in detail potential solutions for each dimension<br>• to identify new individusl commitment fruits<br>• to also identify group commitment 'flowers' and where some bees may really be needed | • Interactive Theatre of new chain relationships<br>• Challenge Action Trees on specific issues | All the above. |
| **Activity 5:**<br>**Attracting the Bees:**<br>**Gender Justice in VCD event with private sector sponsors, policy makers and government** | • to present the detailed Challenge Action Fruits, clearly identifying needs to policy-makers, companies and donor agencies.<br>• to introduce GALS and build commitment to Gender Justice strategies in these external stakeholders<br>• to start the dialogue on external funding and how it can be sustained | Theatre, songs and Challenge Action Trees presented and responded to by outside stakeholders | All the above plus private sector sponsors, policy makers and government should be there |
| **Activity 6:**<br>**Planning the Sustainable Forest:**<br>**Multistakeholder Multilane Vision Highway** | • to bring together all the above into new individual MLHs that stakeholder representatives can take back and share with their groups<br>• to bring together all the above into a collective plan for the next steps by stakeholders, implementing organisation/s and external; actors - for further follow-up disussion and amendment in the stakeholder groups | • Individual Multilane Vision Journeys<br>• Multistakeholder Multilane Vision Highway | All the above plus private sector sponsors, policy makers and government should be there |

# ACTIVITY 1: REVIEWING THE WIN-WIN TREES

The aim of this first activity is to bring together as much information as possible and analyse it so that both ethical and business priorities can be presented in as clear and convincing a manner to the other stakeholders as the basis for further progress and negotiation.

Throughout Stage 2 the Increasing Incomes Challenge Action Trees were used in stakeholder meetings and brought together as Win-win trees in multistakeholder meetings Further information on production, marketing and gender issues was identified and collected through stakeholder exchange visits. There is also relevant information for planning next steps from other parallel GALS catalyst and or livelihood and/or leadership strengthening processes.

By the end of Stage 2 there should be a wealth of quantitative and qualitative information on achievements and the business case for gender justice and GALS at all levels. The degree to which this information has been aggregated and at what levels, and the depth of analysis will vary depending on the scope and nature of the process. But as far as possible discussion and aggregation should be included as an integral part of existing meetings – this helps to accelerate the change process itself through making it more visible and enabling informed planning of further progress on a continuing basis.

Activity 1 presents and reviews the quantified Increasing Incomes CATs and win-win trees from Stage 2 processes. Depending on how the Stage 2 was conducted Activity 1 will bring together information from different geographical areas, chains and/or stakeholder groups. This will also draw on information from other parallel GALS catalyst and/or livelihoods processes, including the Multilane Achievement Journey from the Gender Review (See Figure !!.) There are a number of options for the process (See Box 30).

The review identifies the main issues still remaining where there is a need for individual and/or collective action as the basis for the detailed Issue Challenge Action Trees in Activity 4. Participants also start to think where any external intervention from 'bees' may be needed.

## Box 30: Reviewing the Win-Win Trees: Overview

| | |
|---|---|
| **Inputs** | • Quantified and aggregated challenges and fruits from Stakeholder Increasing Incomes Challenge Action Trees and/or win-win trees from end of Stage 2.<br>• Quantitative and qualitative information from any other parallel GALS catalyst or livelihood and leadership strengthening processes. |
| **Materials** | • Only if new trees are to be drawn: Flip charts and markers for each group-<br>• Camera and video camera for recording |
| **Process Options** | • Option 1: each representative presents the stakeholder group trees from their groups in separate plenary presentations. This is only really possible if there are less than 5 presentations.<br>• Option 2: stakeholder representatives can be given a bit of time to consolidate a win-win tree, focusing on gender and the business case for their area<br>• Option 3: stakeholder representatives can join with other similar stakeholders from other areas or chains to share achievements and experiences and prepare a consolidated tree |
| **Outputs** | • Stakeholder Increasing Income and win-win trees for year 1 updated with discussion on business case<br>• Business case at different levels clearly identified and discussed based on evidence<br>• List of key achievements, and remaining challenges and green fruits to take forward to the Gender Justice Issue Challenge Action Trees |

**Production**
Add information from Catalyst and/or Livelihoods Vision Journeys and/or Livelihoods Business Trees and/or Household Livelihoods Trees
- achievements to production fruits
- opportunities to production branch solutions
- challenges to production roots

**Marketing**
Add information from Livelihoods Market Maps
new markets to marketing fruits
opportunities to marketing branches
challenges to marketing roots

**Gender**
Add information directly from other gender trees: Catalyst Gender Balance Tree and/or Household Livelihoods or Business Trees
- gender fruits to gender fruits
- gender branch solutions to gender branches
- gender root challenges to gender root



MULTI-STAKEHOLDER WIN-WIN TREE

STEP 5: GENDER LINKAGE

STEP 4: SMART TARGET FRUITS

STEP 3: ACTION SOLUTION BRANCHES

STEP 1: ACTIVITY TRUNK

STEP 2: CHALLENGE ROOTS

STEP 5: GENDER LINKAGE

Production / Gender / Marketing
Vision/target
ACTIVITY
current
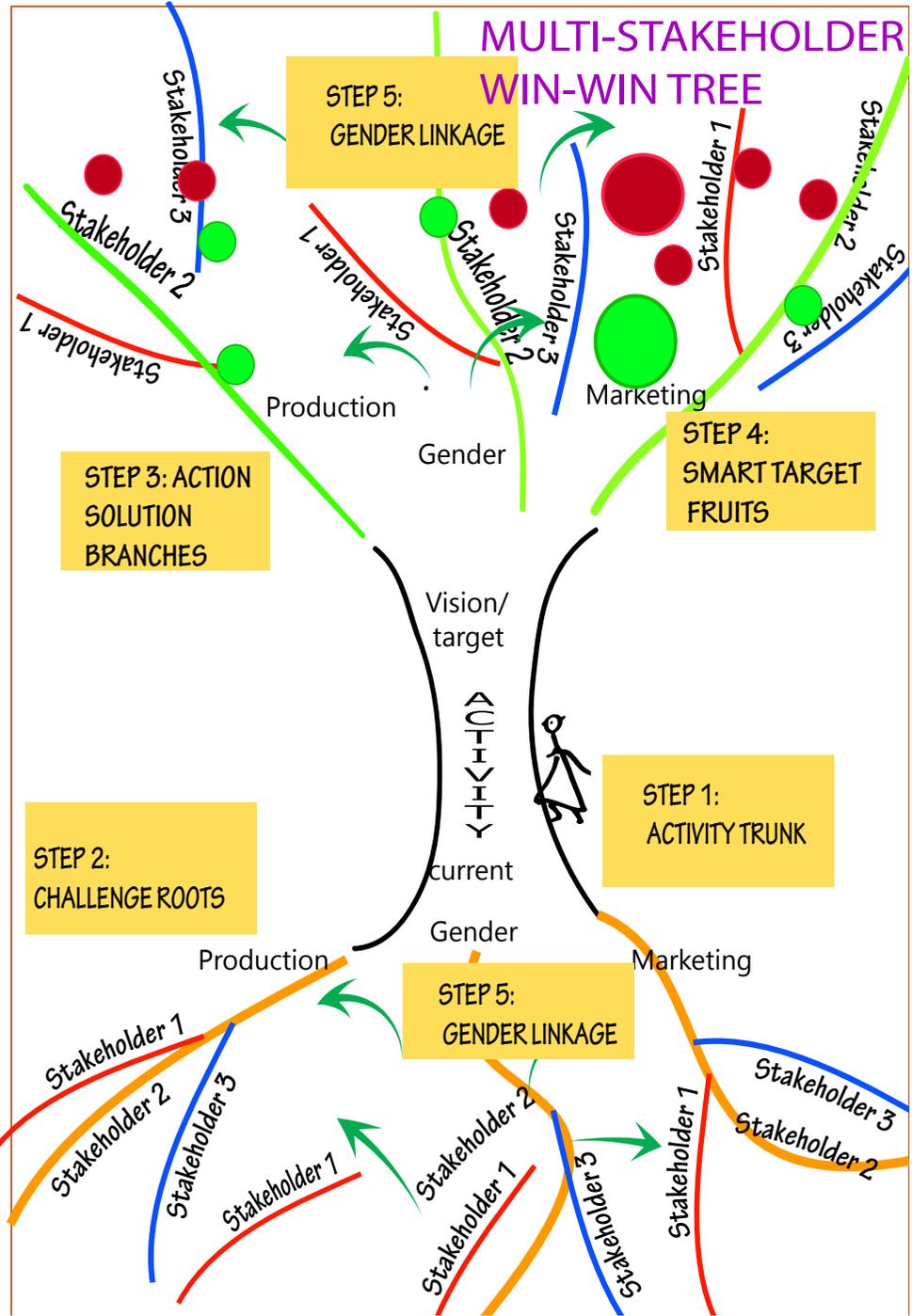
# Activity 2: Mapping the New Forest

The aim of this second activity is to plot the outcomes from the win-win trees as changes on the Value Chain Gender Action Map - marking in red those things that have been achieved. Leaving green those things that remain to be done.

Ideally much of the preparation for this would have been done already by the organisations, bringing together information as it comes up in Stage 2, including:

changes in relative incomes or value along the chain, changes in gender relations
dissemination of the GALS methodology by chain actors. as part of their chain activities

The review then identifies remaining issues to be implemented by stakeholders that cannot be addressed through self-help.

Depending on how the Stage 2 was conducted Activity 2,like Activity 1, will bring together information from different geographical areas, chains and/or stakeholder groups. This will also draw on information from other parallel GALS catalyst and/or livelihoods processes (See Figure !!.)

There are a number of options for the process (See Box 31). The process chosen may be similar to that in Activity 1, or the choice may be to mix stakeholders up more to increase communication and networking. This will depend on the number of participants, stakeholder groups and chains, relationship between stakeholders, areas of sensitivity and degree to which the maps have been prepared beforehand.

## Box 31: Mapping the New Forest: Overview

| | |
|---|---|
| **Inputs** | • VC Gender Action Maps for each chain progressively updated during Stage 2 by staff building on Stage 1 preliminary GAMs , with assistance from VC and gender specialists if necessary, But unless they have been the result of significant input from stakeholder groups and presented by them, these should at most be drafts for discussion. |
| **Materials** | • Only if new maps are to be drawn: Flip charts and markers for each group-<br>• Camera and video camera for recording |
| **Process Options** | • Option 1: each representative presents stakeholder group maps from their groups in separate plenary presentations. This is only really possible if there are less than 5 presentations.<br>• Option 2: stakeholder representatives can be given a bit of time to update and comment on the maps prepared by staff, focusing on gender actions and upscaling pyramid peer sharing strategies<br>• Option 3: stakeholder representatives can join with other similar stakeholders from other areas or chains to share achievements and experiences and prepare a consolidated map with gender and peer sharing achievements |
| **Outputs** | • Stakeholder gender action and peer sharing maps<br>• Sharing of ideas between stakeholders and chains on the maps<br>• List of key achievements and red fruits as input to sharing in Activity 3 - all marked clearly in red<br>• Reinforcement of business benefits of GALS and gender strategies at different levels to be added to documentation of the Business Case<br>• Identification of remaining green fruits and issues to be examined in Activity 4<br>• Photographs and video of the process and outputs |



STEP 4 Gender and Sustainability Action Points

HOUSEHOLD WORK
Cooking
Washing Getting firewood

INPUTS
Getting seeds

FARMING

Preparing land
Planting
Weeding
Watering
Fertilising
Harvesting

Small farmers

labourers

3 large plantations

women's land rights

women and men work together

men help with household work

joint planning

Producers share GALS with labourers from their own communities after church.

Producers share GALS with labourers from their own communities after church.

Labourers

PROCESSING QUALITY 1

Drying

PROCESSING QUALITY 2

Drying

village buyers

MARKETING QUALITY 1
Going to market
Selling
Buying things to bring back home

MARKETING QUALITY 2

Going to local market
Selling
Buying things to bring back home

village buyers

1 rich woman owns processing factory

4 buyers in town

buyers buy direct from women
men stop drinking and put money in savings

woman factory owner gets own land and vehicle

To capital city

buyers share GALS with companies

men support higher incomes for women

women can become supervisors

women save and get credit
women use income to reinvest in business
women start to do own market research

# Activity 3: Sharing Skills and Innovation

This Activity is a space to bring in new ideas from stakeholders and/or outside people that may help address issues emerging from GDF generally and/or Activities 1 and 2. Stakeholder representatives and/or and GALS champions from the same or other GALS process and/or GALS specialists and/or staff from the implementing agency share:

• livelihood and leadership strengthening tools with value chain stakeholders so that they can see what they are and whether they might like to learn these.

• the outcomes and experiences from these parallel processes

• experiences on other successful strategies - for example integration of GALS into technical training, action on women's land rights and gender-based violence etc.

•  ideas on innovation that can address the remaining and/or new issues from.

Other invited organisations can also present.

The design of this activity will depend completely on the needs emerging from any process, the people or organisations interested in presenting.

There may well be ways of making the event self-financing - as an introduction to GALS for external agencies like large private sector companies, government and donor agencies. Thereby laying the basis for more focused discussions in Activities 5 and 6. It could take the form of a fair in which stallholders pay for a space to sell produce and/or advertise services and activities of their organisation.

There should be many fun activities - participants can share songs and theatres developed so far - particularly those focusing on future vision for gender justice in relations in the chain. That will conserve energies between the intensive work in Activities 1 and 2, and following Activities 5 and 6. The important thing is that stakeholders themselves should decide most of the content and be involved in the overall organisation, give ideas on co-funding and cost-reduction. In that way the event could become an annual and sustainable feature of the GDF movement-building.

| | Box 32: Sharing Skills and Innovation Overview |
|---|---|
| **Inputs** | • presentations from champions<br>• any relevant resources and materials on other processes eg livelihood and/or leadership strengthening tools on www.galsatscale.net |
| **Materials** | • to be decided by champions and other presenters |
| **Process Options** | • Presentations and/or initial training on livelihood and leadership tools by champions<br>• Precise process to be decided by presenters and implementing organisation and/or on demand from participants<br>• Interactive theatre presentations on 'gender justice in value chain' by stakeholders. If there are many participants, different theatres can take place simultaneously with different audiences. The audiences can then note down the issues raised - what they agree with and what they do not. Then there can be space for sharing and discussion. |
| **Outputs** | • Sharing of ideas between stakeholders and chains on strategies and innovations<br>• Documentation of innovations<br>• Identification of remaining issues<br>• Photographs and video of the presentations and theatre |

*Photos left:*
*Bukonzo Joint champions share their innovations on the GALS livelihood tools with other stakeholders at a Learning Route event.*

*Photos right:*
*GALS champions from BAIR (top) and Duhamic (bottom) in Rwanda perform GALS songs for visitors.*

# ACTIVITY 4: FROM FRUITS TO

next year's flowers

Participants then work on detailed Win-Win Challenge Action Trees for key issues affecting the most vulnerable stakeholders arising from the win-win trees, the Gender Action Maps and/or individual Vision Journeys and/or theatres to feed into Activity 5.

They form groups, each of which will deal with one issue - examples of these are given in RRDD and detailed steps are not repeated here. For overview see Box 33. Participants choose an issue personal to them and on which they are knowledgeable. It is very important people know or have experienced the issue. They should not just go because they want to hear from others, or there will not be enough real information going in. Everyone can hear and contribute to all the other trees in the plenary..

These trees continue to focus on individual action commitments. Like the Increasing Incomes CATs in Stage 2 the Gender CATs here:
identify the vision and current situation in relation to the issues on the trunk
 identify remaining and/or new challenges on the roots
identify potential solutions for each dimension
 identify new individual commitment fruits
But in Stage 3, now self-help has been established, CATs also:
 identify 'flowers' or solutions where collective stakeholder actions are needed.
 plan for 3 'bees' where private sector philanthropy and/or government and/or donor support may be needed. These bees however need very careful and detailed instructions how to reach the flowers - they are very busy and unlikely to waste time if there is no real nectar to be found. Requests for external support need to be prioritised (only 3) and very specific - not just 'more management training' - exactly what do people think they need to learn that they do not already know or can learn from others in their communities or other chain stakeholders.
All the above. plus private sector sponsors, policy makers and government may also attend.

## Box 33: From Fruits to Next Year's Flowers: Overview

| | |
|---|---|
| **Inputs** | • Materials on CEDAW Challenge Action Trees fro RRDD Gender Review, if available<br>• Gender issues relating to CEDAW identified by participants in Activities 1-3. |
| **Materials** | • Flip charts, coloured cards and markers for each group as in Stage 2 CATs<br>• Camera and video camera for recording |
| **Process** | **Morning**<br>• Pairwise discussions to recap Activities 1-3 and identify issues (till 10 minutes after start)<br>• Songs (15 minutes)<br>• Facilitator introduction (10 minutes)<br>• Participants choose issue and group women and men separately (10 minutes)<br>• Work in single-sex groups on each issue (1 hour 30 minutes)<br>• All groups working on the same issue come together and do a joint tree. (45 minutes)<br>**Afternoon**<br>• Plenary presentations of the trees on all the issues up until the fruits (30 minutes per issue).<br>• Participants vote on the commitment fruits for each issue to quantify. Counting women and men separately and following the colour coding convention and counting process described in Introduction.<br>**Homework**<br>Participants write a song for each issue to present the following day. |
| **Outputs** | • Challenge Action Trees on specific issues for presentation to external stakeholders in Activity 5.<br>• List of key achievements and red fruits<br>• Identification of remaining green fruits and issues<br>• Photographs and video of the plenary presentations of CATs |

*Photographs*
*Left: Men from Bukonzo Joint working drawing their challenge cards.*

*Far left: Asasio Balitabya, chair of Bukonzo Joint presenting the Challenge Action Tree for women's land ownership. This is now an impact tree from a previous year. Large fruits at the top of the tree have aggregated numbers of people who have got a land agreement (red), those in process (yellow) and those still to start (green).*



GROUP Name
No of Women Men participants
Date

**CHALLENGE ACTION TREE**

STEP 4: FRUITS draw and quantify SMART action fruits

STEP 5: FLOWERS Of the fruits, which will be stronger with collective action flowers to help them ?

STEP 3: BRANCHES draw, place and prioritise solutions

STEP 6: BEES Where are the bees flying in from outside- really needed? Dont waste their time or they wont come again.

STEP 1: DRAW TRUNK showing issue, vision and current situation

Visaion

ISSUE

Current situation

STEP 2: ROOTS draw, place, prioritise and quantify challenges

# ACTIVITY 5: ATTRACTING THE BEES

Presentations of the new detailed Trees to private sector sponsors, government and donor agencies. and requests some initial responses from them on the needs for external support - making clear they will be presented with a solid plan not the usual wish list of unrealistic demands. There is also discussion of how they can integrate some of the gender issues and GALS methodology into their own activities.

to present the detailed Challenge Action Fruits, clearly identifying needs to policy-makers, companies and donor agencies.
to introduce GALS and build commitment to Gender Justice strategies in these external stakeholders
to start the dialogue on external funding and how it can be sustained
Theatre, songs and Challenge Action Trees presented and responded to by outside stakeholders

All the above plus private sector sponsors, policy makers and government should be there

*Photos left:*
*Local government officials in Rwanda watch a theatre on GALS by champions from BAIR. This was part of the df discussions on how they thought they might integrate GALS in their work.*

| | Box 34: Activity 5 Attracting the Bees |
|---|---|
| **Inputs** | • Gender Issue Challenge Action Trees<br>• Words of songs on flipcharts for outside visitors |
| **Materials** | • Flipcharts and markers if trees are to be redrawn with external input<br>• Props for theatre<br>• Camera and video camera for recording |
| **Process Options** | Welcome to visitors<br>Pairwise discussions between external stakeholders and champions<br>Songs<br>New chain interactive theatre<br>Challenge Action Trees presented<br>Initial responses from external stakeholders to needs for external support to complement self-help and stakeholder collective action |
| **Outputs** | • External stakeholders involved in dialogue on trees<br>• Dissemination of Gender Justice business case and GALS to outside stakeholders<br>• Beginnings of discussions on outside funding from private sector philanthropic funds, governments and donor agencies<br>• Identification of remaining green fruits and issues<br>• Photographs and video of the process and outputs |

## Integrating GALS into local government in Rwanda

Rwanda has a government policy that requires each household to sign performance contracts for one year. These contracts exist on three levels, the district, the community and the households, for example to plan the agricultural output at each level from household up to the district. The idea is to sit together as a household, community or district to plan achievements for the coming year. People have a certain autonomy to set their own objectives. Objectives for achievement are discussed in group sessions in the community and on an individual level within the households.

The official aim of these contracts is not to check, nor to give sanctions but to identify challenges along the way and to monitor achievements. Local authorities as well as CSOs visit the communities and households throughout the year to offer support in setting up objectives, developing strategies to achieve these objectives, see whether objectives are met and to find out what challenges the households face. In case of conflict within families these visits might even take place on a daily basis to follow their movements in an attempt to try to change their mindsets. After the year has ended an evaluation of the previous year takes place to see whether certain objectives were achieved or not.

A big challenge for the Government is that because contracts are seen as imposed, villagers do not see how they can benefit do they do not sustain the contracts and/or tick the boxes randomly,

GALS tools, particularly the Vision Journey (see bottom left and Vision Journey Tool in Phase 1 below) are being used by champions to achieve set objectives in their performance contracts at the household level in maize, pineapple, soya beans, Irish potato and the wheat value chain in different districts of Rwanda. What GALS is introducing is similar: having a plan for the future. The difference between GALS and the performance contracts is that people now feel they do this planning for themselves, and it gives them tools and platforms for deep analysis and changing the root causes of their poverty, including gender relations. It therefore complements the government policy on planning, accountability and gender policy at all levels.



*GALS champion from DUHAMIC Rwanda explaining her pictorial manual and diary to local government gender officer*

*GALS integration in government household performance contracts in Rwanda*

# ACTIVITY 6: PLANNING THE SUSTAINABLE FOREST

Based on all the discussion, all participants draw their own new Multilane Vision Highways to take back and share in their stakeholder groups. Depending on responses from outside stakeholders, and involving them in the discussion, detailed stakeholder collective Multilane Vision Highways are drafted together with the external stakeholders.

The aims are to:
bring together all the above into new individual MLHs that stakeholder representatives can take back and share with their groups
bring together all the above into a collective plan for the next steps by stakeholders, implementing organisation/s and external; actors - for further follow-up disussion and amendment in the stakeholder groups
bring together the gender and business outcomes of different value chain processes.
identify the common gender and business issues on which collective action and/or local government and/or involvement of policy makers is needed.
co-develop a collective road journey bringing together the different interests to promote gender justice and pro poor wealth creation.
establish information needs at different levels in relation to both wealth creation and gender justice across the value chains, and how these information needs can be met through peer exchange and/or organisational interventions.
identify any gaps or methodological challenges which need to be resolved for sustainable and larger scale use and scaling up of the methodology in multiple value chains in the local economy.
gain active commitment from local government and policy makers.

| **Box 35: Planning the Sustainable Forest: Overview** | |
|---|---|
| **Inputs** | • Maps and Challenge Action Trees from previous activities |
| **Materials** | • Flip charts and markers for each group<br>• Notebook Diaries for individual Multilane Vision Journeys<br>• Camera and video camera for recording |
| **Process Options** | • Songs<br>• Individual Multilane Vision Journeys<br>• Multistakeholder Multilane Vision Highway |
| **Outputs** | • Individual Multilane Vision Highways<br>• Multistakeholder Multilane Vision Highway<br>• More detailed responses from external stakeholders<br>• Photographs and video of the process and outputs |

## Box 36: Some Sustainability Options Identified by GENVAD partners

### Mainstreaming/integrating GALS in organizational policies, strategic plans, budgets, manuals and documents

CREAM has integrated GALS in training manuals of Village Savings and Credit Organisations; CEFORD mainstreamed GALS in Functional Adult Literacy, farmers training and proposal manuals; PELUM uses GALS as a capacity building methodology/strategy for member organizations in gender mainstreaming; Duhamic and Bair have integrated the GALS methodology in their strategic plans; District Livelihood Support Program (DLSP) mainstreamed GALS in annual work plans and budgets; REP integrated GALS into the Programme design which spans from 2012 to 2020; GALS is mainstreamed in OXFAM guiding documents (progress strategies and policy position papers).

### Promoting uptake of GALS tools and principles in local governments, private sector and research and education institutes

A sustainable way of expanding outreach and sustainability in an area is to promote the use of GALS by local governments and other private sector actors. Once these mainstream GALS in their processes, CSOs and other implementing organisations can change their role from main implementer to a facilitator or human rights watchdog.

GALS methodology has been taken up by the local government in different districts where GALS is being implemented, for example in Uganda in Yumbe district-Wadelai sub-county, Kuluba sub-county and Koboko district; Masindi district local government gender policy, Community Driven Development fund (CDD), National Agricultural Advisory Services (NAADs) and Strengthening Rural Institutions (SRI).

GALS has been "marketed" to academic and research institutions and other development partners: CREAM to university interns and to West Nile Oil Seed Sub-sector Platform (WOSSUP); NANTS, FADU and RUFIN to Government universities and Research institutions; DUHAMIC, BAIR to interns, high learning institutes (Institut Catholique de Kabgayi, and Institut Polytechnique de Byumba,) and primary schools as an attempt to put up GALS clubs in primary schools; VEDCO to IOWA State University, Comic Relief, Eastern Archdiocesan Development Network (EADEN), People with disabilities, People living with HIV, UNDP farmer institution development, Uganda Farmers Common Voice Platform (UFCVP), Oxfam to other stakeholders such as UN agencies, INGOs, etc).

An innovative plan in Tanzania is to print school books with short versions of GALS tools and CEDAW with a few photos and champions can sell these at just above cost price to local schools and/or get company sponsorship in return for putting their logo on.

### National dissemination and consultation meetings

ACORD, BAIR and DUHAMIC network with other organizations that implement different gender approaches. ACORD Rwanda is organizing a national event to share best practices with major stakeholders, so that these can join efforts to further support gender equality and pro-poor livelihoods improvement.

Some GENVAD partners have raised publicity of what is being done through exhibitions or tradeshows of traders in Uganda, open days in Rwanda and documentation and broadcasting of success stories in Nigeria. FADU works with agricultural colleges to include GALS in the curriculum, so that future extension workers have basic knowledge about GALS.

### Integrating GALS in activities and programmes on other issues

NPCU uses the GALS methodology to address climate change issues in the country (using the Gender justice Diamond, challenge action tree and vision).

## Towards a gender justice protocol for VCD

The outcomes of the GDF process:

• quantitative and qualitative information on challenges, strategies and commitments for different women and men stakeholders

• multistakeholder collaboration and win-win strategies identified in the chain

• development of the business case for gender justice and GALS at different levels

• participatory multi-stakeholder structures and networks developed

• increasing buy-in from private sector, government and donor agencies

all form a strong basis for gender advocacy.

All the tools in this Manual continue to be used, tracked at individual level and monitored by groups as input to participatory organisational information systems. as discussed in the Introduction and RRDD. Use of GALS methodology for in-depth advocacy research is discussed in a proposed future manual.

One of the outcomes from the information and stakeholder discussions in GENVAD, including preliminary discussions with certification agencies has been a draft Gender Justice Protocol for Value Chain Development. This could form a basis for further discussion, elaboration and negotiation with stakeholder organisations and future advocacy going forward.

| Box 37: GENDER JUSTICE PROTOCOL FOR VALUE CHAIN DEVELOPMENT | |
|---|---|
| **Vision** | |
| A world where women and men are able to realise their full potential as economic, social and political actors, free from all gender discrimination, for empowerment of themselves, their families, their communities and global humankind. | |
| **Underlying understandings** | **Strategic commitments for VCD service providers and ethical businesses** |
| • Gender justice is understood as involving gender equality of opportunity and empowerment of women and men to be fully 'human'. It involves establishment of women's human rights as stated in the UN Convention on Elimination of All Forms of Discrimination Against Women, including freedom from violence and freedom of movement, equal role in decision making, equality of property rights, freedom of association and right to equal work, rest and leisure.<br>• Gender justice requires not only strategies targeting women, but changes in behaviours, attitudes and relationships for men as well as women.<br>• Gender justice is a central ethical CSR value of equal importance in all VCD as promotion of environmental sustainability, elimination of child labour, decent work and poverty reduction, and is an integral and essential component cross-cutting all other ethical goals.<br>• There are many ways of doing profitable business at different levels. Some business choices can reinforce gender justice, others reinforce gender inequalities.<br>• Progressive change in gender relations is possible over a relatively short period of time and in ways which benefit all actors in the chain if strategically planned as an integral part of 'being and doing' at all levels. | • Organisational mandates, vision and objectives of all VCD service providers and ethical businesses have explicit commitment to gender justice (or equivalent concept).<br>• Organisational gender policies support this commitment, developed through a participatory process with staff and clients and inte¬grated into all staff training, including gender equitable recruit¬ment, employment and promotion.<br>• VCD service providers remove all forms of gender discrimination in access to all forms of inputs and services, including technological innovation, financial services and cooperatives. All services used by men as well as women contribute to gender justice through promoting progressive changes in attitudes, behaviours and relationships.<br>• Ethical businesses remove gender discrimination at all levels of supply chain management and marketing. They actively seek to identify those business strategies which would promote gender justice and progressive changes in attitudes, behaviours and relationships.<br>• Ethical certification processes include gender indicators e.g. existence of implemented and monitored equal opportunities and sexual harassment complaints procedures, equality of land and business ownership (equal individual ownership or equal joint ownership) as an integral part of all social auditing.<br>• Governments and agencies involved promote a gender equitable enabling environment for VCD through promotion of CEDAW and other gender policies.<br>• - The specific needs and interests of very poor and vulnerable women and men actors in the value chain are included in all the above |
| *Source: Linda Mayoux based on outcomes from the IFAD Rome workshop May 2011 but for further discussion.* | |

**Present situation:**
- Represented in the meeting are 43 men that are currently wasting money on alcohol.
- .Represented in the meeting are 376 couples that are sharing the labour burden and chores in the house.
- .there are already 15 village traders that bring coffee to BJ
- (combined with 13)
- The 40 GALS entrepreneur trainers already trained 541 females and 346 males (total 887)
- (combined with 15)
- a number of 86 couples already managed to have a joint land agreement.
- Of the BJ member, 67 are organised for bulking maize.
- 577 couples are now jointly selling coffee to Bukonzo Joint instead of separately and in hiding.

**1st quarter: sept/oct 2010 – December 2010**
- Men start training other men
- The 15 village traders are going to meet up in a group of 58 village traders
- The 102 entrepreneur trainers are going to train 2244 women and men
- This links to point 9 and 15: among the 40 trainers, 15 will start training.
- 100 additional couples will have joint land agreement
- 865 members are selling coffee to Bukonzo Joint as a couple instead of separate

**2nd quarter: Jan-March 2011**
- Men continue training other men
- Some of the 2244 people trained withdraw, entrepreneur trainers follow up with the 2244 people.
- Farmers will sell good quality coffee to Bukonzo Joint. Wet pulping will have started, and roasting of coffee will be going on for export.
- .Middle traders will discuss with the Local Government to make their by-laws as a group.
- .(is not on the drawing)
- 1009 members are selling coffee to Bukonzo Joint as a couple instead of separate
- 183 additional couples will have joint land agreement

**Opportunities (top left to right):**
- possibilities to increase the number of groups in BJ
- possibilities to increase the number of entrepreneur trainers
- Oxfam Novib supporting development of GALS
- Radio coverage of what we are doing
- Profit from coffee and microfinance



**Challenges (bottom left to right):**
- Withdrawing groups
- Means of transport
- If trainers do not get an incentive it is difficult to reach more people
- Low income, which means limited working capital to buy coffee
- Local Government may refuse to give an export licence
- Limited means of transport for the trainers, which means they mainly train those around them.

**Vision:**
- A number of 143 men that were formerly spending their money on alcohol have contributed to constructing better houses, livestock for the hh, good quality coffee and more land.
- Entrepreneur trainers (the 102 from the present situation) have followed up 511 people trained
- Entrepreneur trainers have trained 1399 other members (or: plan to add 1399 more members)
- The 13 traders have trained 45 other traders in GALS and brought back the 13 that stopped earlier, making a total of 58 traders trained by them.
- (combined with 4)
- the 102 entrepreneur trainers have trained 2244 people
- Households with joint land lease of husband and wife are 516
- a number of 1154 couples sell their coffee to Bukonzo Joint as a couple instead of separate, for export.
- BJ has added 10 new coffee collection centres.
- A number of 469 maize farmers among the BJ members are organised for bulking and marketing through BJ.

**3rd quarter: April-June 2011**
- Barter traders loan size increase with one third to enable increased business.
- ..
- Export will increase
- Bukonzo Joint will give an incentive to those who have changed their gender relationship (sharing the labour burden, chores, gender equality in control over income)
- 1081 members are selling coffee to Bukonzo Joint as a couple instead of separate
- 132 additional couples have joint land agreement

## Selected resources on gender, value chain and GALS

## Websites and Resources on value chain concepts and development

### 'Value Chain' Definitions and Characteristics
http://www.cisl.cam.ac.uk/graduate-study/postgraduate-certificate-in-sustainable-value-chains/value-chain-definitions

A Google search on value chain development leads to most recent papers from ILO, UNIDO, FAO and other agencies on their VCD programmes.

## Resources on Gender and Value Chain Development

### L. Mayoux and G.Mackie 2009 'Making the Strongest Links: A Practical Guide to Gender Mainstreaming in Value Chain Development, ILO
available from: http://www.ilo.org/empent/Publications/WCMS_106538/lang--en/index.htm

### A. Senders, A.Lentink, M.Vanderschaeghe and J.Terrillon 2011 Gender in value chains: Practical toolkit to integrate a gender perspective in agricultural value chain development, Agriprofocus
available from: http://agriprofocus.com/upload/ToolkitENGender_in_Value_ChainsJan2014compressed14152032301426607515.pdf

### C van der Wees ed 2014 Gender and Coffee Toolkit
available from: https://hivos.org/node/24748?_ga=1.221758812.576651415.1408891145

### Gender in Value Chains: Agriprofocus Learning Network
http://genderinvaluechains.ning.com

### GAMEchange Network website
http://www.gamechangenetwork.info/

## Resources on GALS

The most up-to-date materials on GALS catalyst, livelihoods, leadership and organisational tools, together with videos and songs can be found on:

### GALSatScale website
http://www.galsatscale.net

GENVAD reports and manuals in the WEMAN series including:

### L.Mayoux 2014 'Rocky Road to Diamond Dreams', Oxfam Novib

are available from http://www.wemanglobal.org

All the above websites and resources have substantial reference to further resources as required.