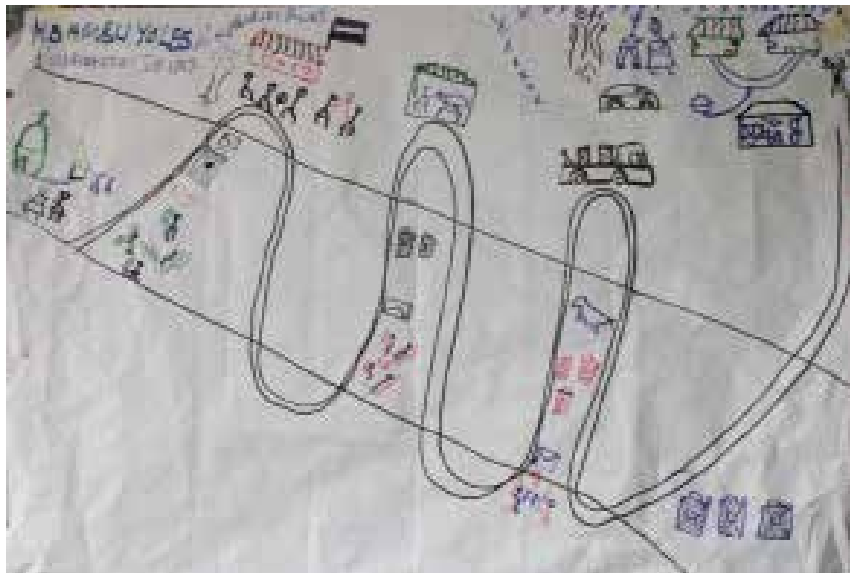




Top: business achievement journey of client of Taraqee Foundation, Pakistan

Bottom: an early achievement journeys for business from Bukonzo Joint



# REVIEW TOOL 1

## ACHIEVEMENT JOURNEY

### **Achievement Journey : basic narrative**

*Learning how best to move forward in life requires careful reflection on our past experiences: what opportunities were there that can help in future and what challenges were there that have to be taken into account. The achievement journey plots our progress from where we were in the past to where we are now. It can be done for anything e.g. progress since starting a business, before a joining an NGO programme. Understanding what happened in the past - what has helped us and what has hindered us - improves planning for the future.*

*Appreciating past achievements will increase confidence to face the future. Even if progress has been very slow, or things even seem to have gone backwards, understanding why this is so makes it easier to identify strategies to deal with challenges if they arise again in the future. Or maybe to be more realistic about the need to make progress towards our vision in smaller but achievable steps. Instead of just getting depressed and giving up.*

*Achievement Journeys are also very useful in gaining the respect of those around us - including staff in development agencies and local government. Showing what we have been able to achieve ourselves makes it easier to show people that we are really serious in wanting to progress and that we really know what to do in order to advance even further. Women's achievements are often a great surprise to outsiders accustomed to thinking of women as weak and helpless. Men are also often surprised at the changes they are able to make in changing their lives - stopping drinking, discussing with their wives and helping them, even calling family meetings to reach agreements on family property so the family works more effectively together. It is also encouraging to think of the numbers of other people we have managed to help and how we have managed to become leaders of change in our communities.*

*The achievement journey can either be plotted through tracking whether we carried out the activities and reached our milestones on the Vision Journey. Or it can be done as a new exercise for a new issue.*

## Aims of the Achievement Journey

The achievement journey follows the same basic steps as the Vision Journey, and thus reinforces the same concepts. The only difference is that we are now looking back from the present to the past.

Achievement Journeys can be done for any issue once the principles have been learned. It can be done through marking off activities and achievements of milestones on the Multilane Vision Journey. Ideally this will have been tracked as people go along. But this session aims to consolidate this and share and quantify progress. In many cases it is likely that tracking will not have been so systematic because it takes time to build a culture of reflexive learning and planning. So this Session brings everyone up to speed and highlights the usefulness of tracking on subsequent Vision Journeys.

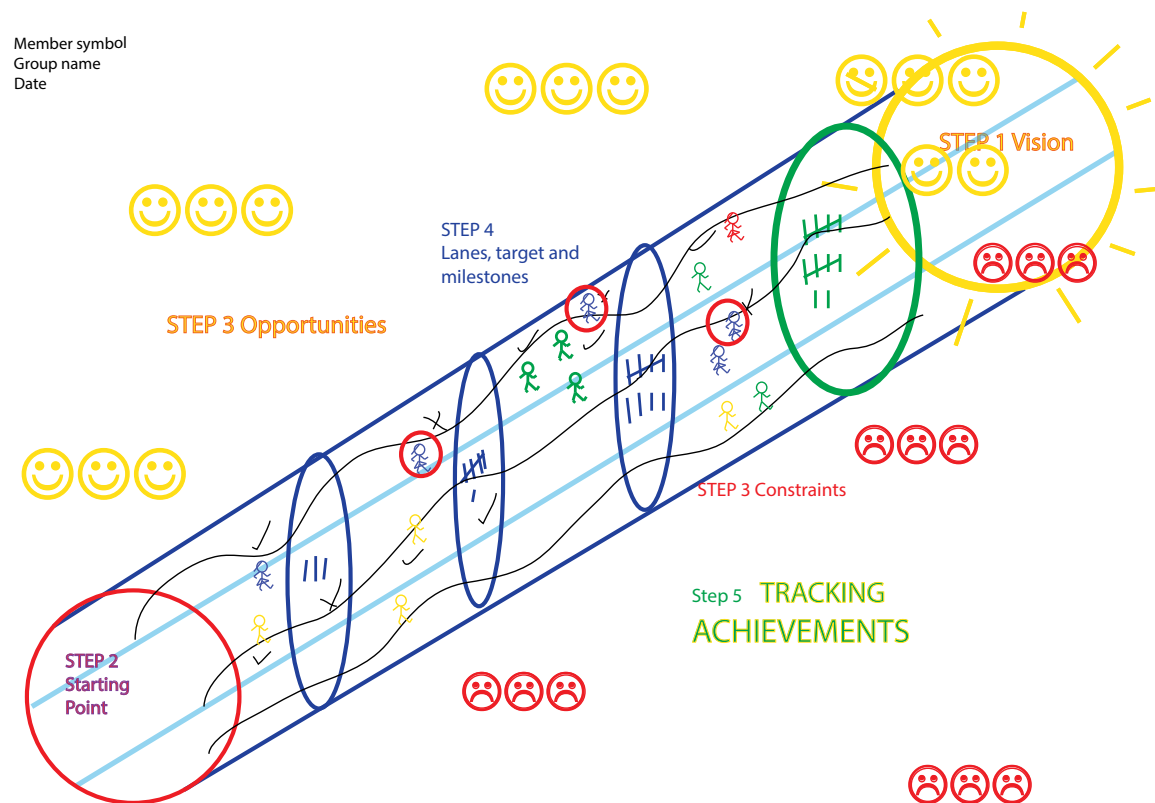
In this case we are particularly interested in what has happened since starting GALS - the Change Catalyst Workshop and/or the Community Action Learning. This will involve reflection over different time periods, depending on the participants and when they joined the GALS process. But if this timeframe is only a week, it is still useful to follow up and reflect on what has happened in relation to what was planned on the Vision Multilane Highway.

### Aims for participants

- to assess and appreciate actions and achievements
- to identify targets which were not achieved, and whether this was due to activities not done and/or unanticipated challenges
- to reassess opportunities and challenges which may be relevant for the next road journey
- to share experiences with others and ways of addressing challenges

### Aims for organisations

- quantification of achievements since starting GALS
- better understanding of other opportunities and constraints outside the programmes
- better understanding of the organisation's role in relation to these other factors
- potential use of these journeys later for sampled follow-up as detailed case studies and retrospective impact assessment



Facilitation Overview

Participant preparation	<ul style="list-style-type: none"> <li>Participants need to bring their notebook diaries with as much tracking as they can on their Multilane Highway</li> <li>By now they should have their own coloured pens to make their drawings look as attractive as possible.</li> </ul>
Facilitator preparation	<ul style="list-style-type: none"> <li>The facilitator should have done their own Achievement Journey on their MLH and be familiar with the tool and steps and have thought through how to adapt the timeframe and process to the anticipated participants.</li> <li>The facilitator should put up a set of joined 6-8 flipcharts next to the original Multilane Highway at the front of the room. Participants will recap and draw an achievement journey on these. They will also consult the original MLH for points of comparison - though this will probably have been for a different set of participants so not directly comparable for impact assessment.</li> </ul>
Timing  3 hours with 50-60 participants	The main activities are:  Activity 1.1 Interactive Theatre on original situation and most significant changes since beginning of GALS (1 and half hours) Activity 1.2 Individual Achievement Journey - a personal and confidential reflection exercise (30 minutes) Activity 1.3 Collective Achievement Journey to quantify current achievements and past situation in each lane, and quantify opportunities and challenges to select issues for the Challenge Action Trees in Session 2 (1 hour)
Materials/ prepared inputs	<ul style="list-style-type: none"> <li>Notebook diaries and pens for participants</li> <li>Props for the Interactive Theatre - props for women to play men and men to play women and eg plastic bottles, dolls for babies etc</li> <li>Two flipcharts on the wall with coloured cards for the points of consensus and points of disagreement from the Interactive Theatre</li> <li>Multilane Highway from CCW</li> <li>Fresh blank Multilane Highway on wall next to CCW MLH with markers</li> </ul>
Outputs	<ul style="list-style-type: none"> <li>Most significant changes identified in the theatre</li> <li>Individual Achievement Journeys in participant notebooks</li> <li>Quantified Achievement Journey as Impact Assessment with quantified current situation compared with original vision, baseline and opportunities and challenges</li> <li>Set of opportunities, challenges or other issues to examine through the Challenge Action Trees in Session 2.</li> </ul>
Homework for participants	<ul style="list-style-type: none"> <li>Completing the Achievement Journey and identifying opportunities and challenges to take forward to the next Vision Journey</li> <li>Working with another participant to complete a pictorial manual page in their diaries for sharing the tool with others in their community</li> </ul>
Homework for facilitator	<ul style="list-style-type: none"> <li>Transfer the impact information to an Excel sheet</li> <li>Consider the implications of the opportunities and challenges for future organisational support</li> <li>Decide on which 3 opportunities/challenges/issues will be most useful to examine the the Challenge Action Trees in Session 2</li> </ul>

## Activity 1.1: Most Significant Changes Interactive Theatre

**Interactive theatre was used in the CCW Session 5 Taking it Back Home. Here it is used to start a discussion on impact assessment. It draws on the 'Most Significant Changes' methodology which invites people to give answers to open-ended questions about what they see as the most significant changes which have happened since the start of an intervention. This approach is useful for revealing things which maybe people would not think of in designing a questionnaire, or using pre-determined indicators. Combining the MSF approach with interactive theatre is likely to be even more revealing of how people think as they are acting spontaneously.**

### Preparing the role play 10 minutes

In the version developed here women and men participants are asked to act out how things are in the home when they are all back from work:

#### **Part 1: What were relations in the household like before GALS?**

What were relations in the home like before GALS? What happened when everyone came home?

#### **Part 2: What are relations like in the household now? What happens when everyone comes home?**

Participants are divided into men and women. Within each single sex group they should quickly find a partner and decide which person will play the woman and who will play the man. If any people are left on their own they should join another couple as a co-wife. The aim is to compare the views of both women and men on the changes for both sexes.

Both groups have 10 minutes to quickly discuss in these family pairs what they will show - but the more spontaneous the better.

Role play presentation 30 minutes (2 x 10 minutes and 2 x 5 minutes)

Then all the pairs in the men's group have 10 minutes to present (5 minutes for past situation and 5 minutes for current situation). The women pairs move around and watch whichever pair of men they find most interesting. Or pairs of women can be allocated to specific pairs of men to watch - this depends on the gender balance of numbers.

After the men have presented, each pair (women pairs and men pairs) draw symbols for 3 things they agree with and 3 things they disagree with. Men should draw on 1 colour of card, women on the other. Changes they agree have happened should be done in pen of 1 colour and changes they saw but do not think have happened in another colour. Negative changes should be in a third colour pen.

Then the same process is repeated with the women's pairs acting and the men as spectators.

### Group discussion on changes 20 minutes

The men and women pairs then form 2-4 groups (maximum 15 per group) and place their symbols on 3 Flipcharts - one for changes they agree have happened, one for changes which they do not think have happened and one for negative changes. They should group and quantify the cards through putting hands up.

### Plenary feedback 30 minutes (4 x 5 minutes and 10 minutes discussion)

Each group has 5 minutes to present and transfer the cards from the group flipcharts to three collective charts. Gender dimensions of the disagreements can be clearly distinguished through the colour-coding of the cards.

Followed by 10 minutes plenary discussion and wrap-up.

#### **FACILITATION NOTE:**

**This is intended as a fun session. So it is important to avoid getting into too much conflictual debate. Sensitive issues should be acknowledged and symbols drawn to make a list. noted Issues will be followed up more in the quantification on the Achievement Journey and then the Challenge Action Trees.**

#### **DOCUMENTATION NOTE:**

**If possible video this session. Or make qualitative notes on the issues arising.**

# Activities 1.2 and 1.3 Achievement Journey: Facilitation Notes

<p>1.2.1 Introducing the achievement journey (5 minutes)</p>	<p>Introduce the session by explaining briefly the achievement journey based on the narrative above. The introduction should emphasise that in order to move forward we need:</p> <ul style="list-style-type: none"> <li>• to appreciate our strengths and opportunities as well as weaknesses and challenges;</li> <li>• to understand the past and what has helped or hindered us;</li> <li>• to identify which of these opportunities and challenges from the past are likely to occur also in future and need to go on our next vision journey.</li> </ul>
<p>1.2.2 Drawing the achievement journey and individual reflection (25 minutes)</p>	<p>Make sure the seating is informal so participants can sit in informal groups with new people they do not know so well.</p> <p>People are given some minutes to go back through their diary and look particularly at the multilane highway. They should decide whether to track achievements on this, or to draw a new road. Depending on how clear their original road was and how much it has changed in the meantime.</p> <p>The facilitator should go through the steps for the Participant Diary (below) one by one as people mark the changes or draw in their notebook diaries.</p>
<p>1.3.1 Sharing experience and deepening analysis: Quantification of achievements and baseline 30 minutes.</p>	<p>The focus here is on quantifying the vision (top right circle), current achievements (target/milestone circles) compared to the baseline past (bottom left circle). The aim of quantification is for participants to understand how their progress compares with that of others and to generate a sense of collective change, as well as provide an indication of impact for the organisation. Ideally, if the facilitator is sufficiently experienced/has enough support and time is going well, numbers of women would be marked in one colour and numbers of men in another against each symbol. At least for some of the key issues. If time is short and/or numbers large just ask for hands up how many people achieved the visions on their vision journey and put this in the top part of the vision circle. Then focus on the gender changes in the middle lane and peer sharing in the bottom lane. Focus more on the achievement circles than the baseline - that can always be followed up later in groups.</p> <p>Information is aggregated through a show of hands - this must be done sensitively but usually generates solidarity. But if you get more hands up than expected the facilitator should emphasise that what we want is the true picture - so that those who are not progressing can be helped to work out how to progress better. If we think everything is fine when it is not, then things will not move forward.</p> <p>If participants have joined GALS at very different points of time then the achievements of those who have been in the programme for longest can be put in one milestone target closest to the vision, while the newest ones are put in the first circle along the road with intermediate batches in milestone circles in between.</p> <p>As the discussion progresses people can put new things on their own achievement journeys if they apply to them, but they had forgotten or not realised.</p>
<p>1.3.2 Sharing experience and deepening analysis: Quantification of opportunities and challenges 30 minutes.</p>	<p>The next stage is to quantify opportunities and challenges to get a sense of why things have happened or not happened, and the lessons for future Vision Journeys. Again information is aggregated by show of hands.</p> <ul style="list-style-type: none"> <li>• What are the main opportunities which people had and which they think will also occur in the future?</li> <li>• What were the main challenges people had and which they think will occur in the future?</li> </ul> <p>As the discussion progresses people can put new things on their own achievement journeys if they apply to them, but they had forgotten or not realised.</p> <p>At the end people should be sufficiently confident for the facilitator to ask which people feel things have gone backwards of either the vision or the gender balance. Stressing that probably that is because they started with far more challenges. And that the aim of the question is to see how they can also be helped to progress. It is very important to identify any such people at this stage and to ensure that by the end of the GJR they have a clear idea how to progress - either as individuals, or through support from the group or organisation.</p>

# Participant Diaries: Achievement Journey: Basic Steps

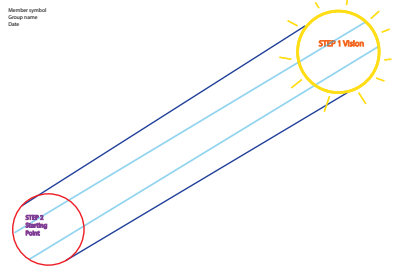
The achievement journey should be drawn on the next double page spread after your MLH. Put the date at the top of the page.



## Step 1 What was my vision?

As in the Vision Journey, this should go in the top right of the paper. Even if you think things have got worse, the vision must still be at the top to inspire you in future.

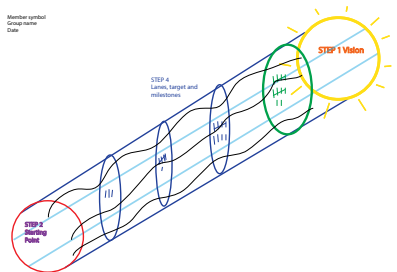
Put the symbols in the vision circle from your multilane highway in the vision circle on the achievement journey keeping the different lanes. But you can make changes to the original vision if you wish.



## Step 2 What was my starting point?

At the bottom left of the paper put a circle to represent your starting point at the beginning of GALS. Then join the two circles up with two outside lines for the road and two lines in the middle to divide into 3 lanes.

Looking at the current circle on your MLH - what was your starting point in each lane at the beginning of GALS? Put in symbols for these - making any changes if you think the information on your starting point was not accurate.



## Step 3 Which milestone targets have I reached?

Looking at the milestones on your MLH which milestone have you reached by the time of this workshop? How many of the targets in that milestone have you achieved? Mark those achieved with a tick. Circle those you still have to achieve.

Have you achieved anything you did not predict? Mark this with a symbol in the appropriate colour.

## Step 3 Did my road go up or down?

Put lines for your actual progress along the lanes to show the ups and downs.

Considering what you achieved, has each lane gone up or down? Mark this with a smiley face or sad face by the latest circle.

Has your road as a whole gone up? Mark this with a smiley face above the road by the latest circle.

Has your road as a whole gone down? Mark this with a sad face below the road by the latest circle.

## Step 4 What were the reasons? key opportunities and challenges?

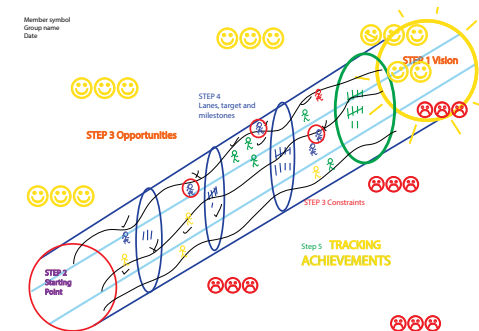
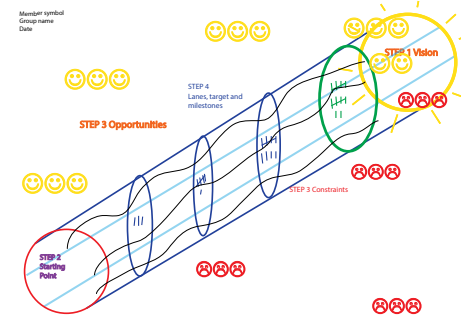
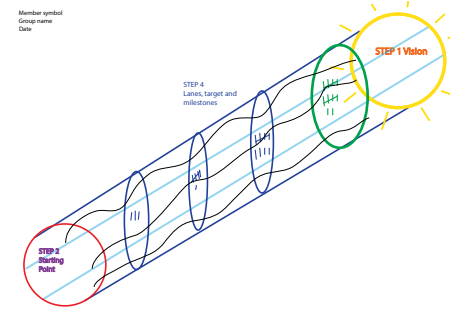
Place opportunities and strengths above the road. Those nearer the road were more controllable than those further from the road. Bigger ones are more important. Place challenges, weaknesses and/or threats below the road. Those nearer the road are more controllable than those further from the road. Bigger ones are more important.

Mark with a smiley face those on which action was taken. Mark with a sad face those opportunities which were missed or constraints which remain.

## Step 5 What were the implications? which actions did I take?

Looking at the actions on your MLH which actions have you taken by the time of this workshop? How many of the targets in that milestone have you achieved? Mark those achieved with a tick. Did you do anything you did not predict? Mark this with a symbol in the appropriate place.

What are your main conclusions on actions for the future? Put a big circle around those actions you still have to take.



## Process Facilitation Notes: Suggested Checklists

### Checklist for Participant Learning

- Have all participants now got tracked Multilane Highways in their notebooks?
- Do participants understand the Achievement Journey tool?
- Have participants identified their achievements?
- Do participants understand the importance of tracking achievements, opportunities and challenges on the achievement journeys or on their MLH as they go along?
- Are participants able to be open about their challenges and things they are not able to achieve? And the importance of openness to a serious discussion of how they can be helped to really progress? These will be examined later through Challenge Action Trees.
- Have participants identified the key actions they need to take to improve? These will be followed up later on the next Vision Multilane Highway.
- Are participants confident enough to be able to share this tool with others?

### Checklist for Documentation

- Video of interactive theatre and plenary from collective achievement journey
- Take photograph of collective achievement journey annotated with post-it notes.
- Transfer the symbol indicators from the vision, past and milestone circles and numbers of women and men to an Excel sheet like the example in !!
- Transfer the symbol indicators for opportunities and challenges and numbers of women and men to an Excel sheet like the example in !!
- Make qualitative notes on sensitive or contentious issues arising.

Elsante, board member of Vuasu Cooperative Union, Tanzania presents how he has achieved his 3 month target towards his vision of getting a car.



## Some issues from experience

Where aggregation at the meeting is of the participant Achievement Journeys only, the process is relatively straightforward. Even for very large events, there are ways of delegating the facilitation to get figures for all participants present.

The main issues arise where this exercise is seeking to aggregate information from all participants in the GALS process through a representative structure. There are two possibilities:

- 1) The representative are taught the Achievement Journey before the meeting, and conduct this within their groups and networks to aggregate that information to bring with them. With some support from the core staff.
- 2) The aggregation is done after the GJR workshop. Again with some support from the core staff.

