

# REVIEW TOOL 2: GENDER JUSTICE DIAMONDS



Gender Justice Diamonds from Pakistan (top) and Peru (bottom)



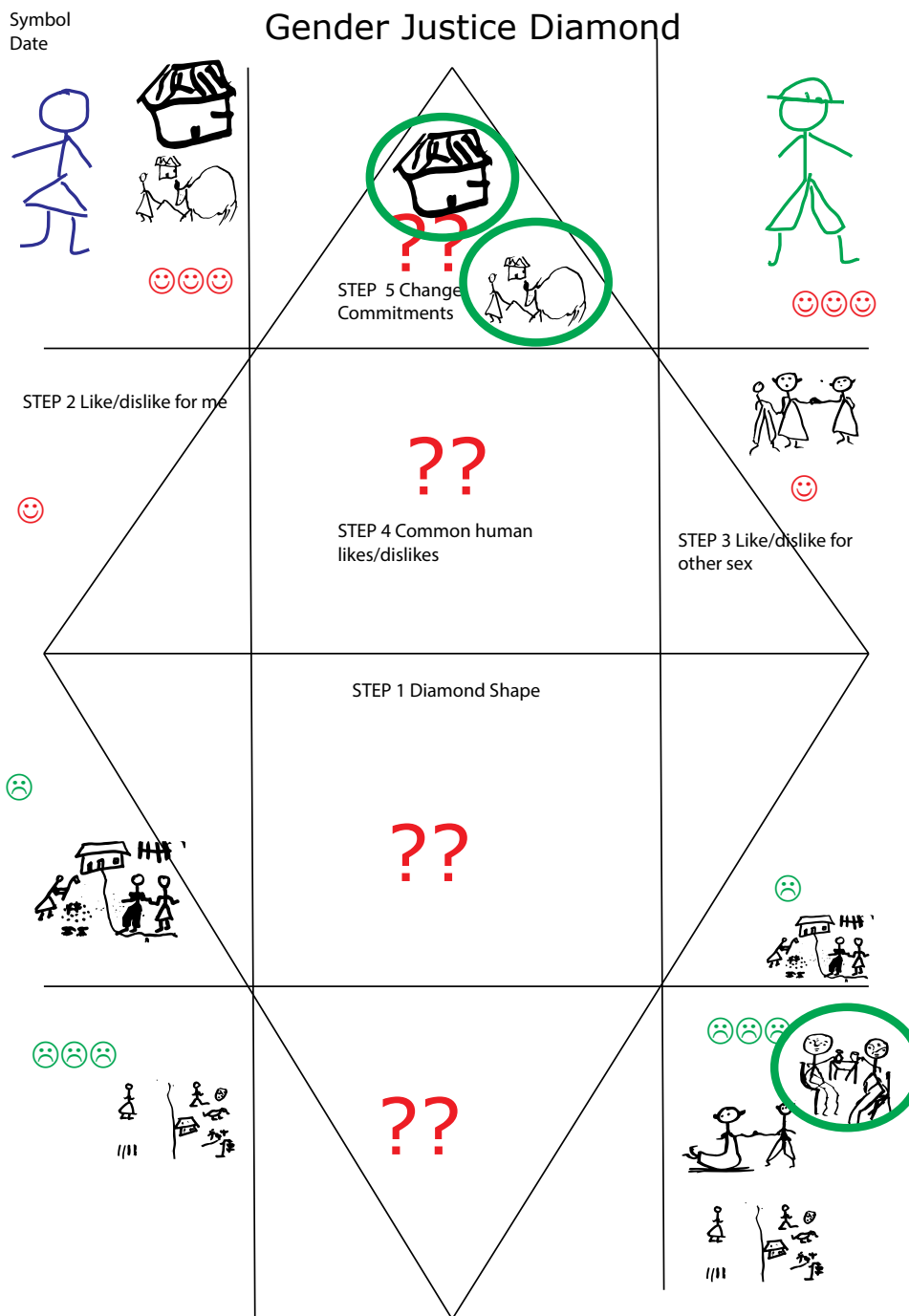
## **Underlying narrative**

*Gender balance in the household and gender justice in the community are important parts of achieving our visions.*

*Women and men often have big dreams for their families and communities and also for themselves. They have many ideas about how to make the world a better place. They also have many skills. But they are often constrained by gender stereotypes and norms which stand in their way.*

*The Gender Balance Tree at the Change Catalyst Workshop has examined balance in the family around work, expenditure, decision-making and property. The middle lane of the Achievement Journey has looked at the changes which achieved so far.*

*The first Gender Justice Diamond now looks at what further changes women and men may want to make in the next stage so that both can fulfil their potential as full human beings. They can be done groups and/or used as the basis for a sort of household contract of how different family members want to move forward.*



## Aims of the tool

The first Gender Justice Diamond builds on the Gender Balance Tree and Achievement Journey to look at what further changes women and men may want to make in gender relations in the next stage so that both can fulfil their potential as full human beings.

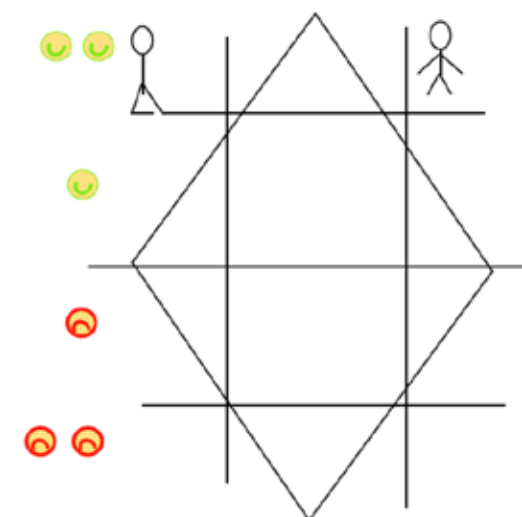
It serves as a further quantified triangulation of the gender vision.

### Aims for participants

- reflection on what they now want for the future in terms of gender relations, based on the progress they have made so far
- exchange ideas on changes with other women and men
- learn the Diamond tool
- improve drawing, listening and group facilitation skills

### Aims for organisations

- identify what the progress has been and refinement of indicators for future monitoring.



*Mother diamond template for plenary discussion.*

# Facilitation Overview

<b>Participant preparation</b>	<p>Notebook Diaries and review Gender Balance Trees and (optional) individual Achievement Journeys in Notebook Diaries</p> <p>1 red and 1 black pen</p> <p>Props for women and props for men for a gender swap role play</p>
<b>Facilitator preparation</b>	<p>Gender Justice Diamond framework</p> <p>Decide on colour coding : 2 different colour pens/markers for women and men eg red and black - the same colour pens for the Notebook Diary as markers for the Diamonds and 2 different colour cards for likes and dislikes eg green (for likes because these will later be unripe fruits) and black</p> <p>Spare props for the role play</p> <p>Draw your own gender justice diamond for you and your household.</p>
<b>Timing 3 hours</b>	<p>Activity 3.3.1 Interactive Theatre what changes do we want to see in future? (45 minutes)</p> <p>Activity 3.3.2 Pairwise discussion and group diamonds 4 groups (45)</p> <p>Activity 3.3.3 Presentation and plenary (4 diamonds x 15 minutes and final quantification by hands up and discussion 30 minutes)</p>
<b>Materials/ prepared inputs</b>	<p>Props for the interactive theatre</p> <p>Large wall space to allow 10 groups with flipcharts and sticky tape or pins for each group;</p> <p>small coloured cards or sticky notes in 2 colours: 4 cards of each colour per participant pair for likes and dislikes. 2 different coloured markers per participant pair for gender-coding (need markers because pens won't show up in plenary)</p> <p>5 large mother diamond templates over 4 large flipcharts for use in step 4 is prepared beforehand with the horizontal level lines for ranking criteria and vertical gender columns;</p> <p>digital camera for recording the diagrams;</p> <p>video camera for plenary mother diamonds.</p>
<b>Outputs</b>	<p>4 group diamonds photographed with sticky labels and written clarification of the symbols;</p> <p>1 mother diamonds with quantified and prioritised indicators photographed with sticky labels and written clarification of the symbols. With a video of the process;</p> <p>a written list by facilitators of key areas of sensitivity and likely conflict which need to be taken into account in the GALS process;</p> <p>a video of the mother diamond plenaries.</p>
<b>Homework for participants</b>	<p>Draw up your own personal gender justice diamond and reviewing the steps so you can take this back home, share the tool so others will also do theirs. Then you can draw up a mother diamond for the family on how people agree they will relate to each other.</p>
<b>Homework for facilitator</b>	<p>Make sure the mother diamond is annotated and very clear - you will need this later for reference.</p> <p>Review your notes and consider the implications for the next CEDAW Diamond exercise - those are what will be documented in detail for monitoring.</p>

## 3.1 Future Changes: Interactive Theatre

This exercise follows on from the Interactive Theatre in Session 1. This time participants are asked to act out how they would like gender relations to be in future. This may include things they liked from the past, changes which they have already achieved or new things that have not happened yet.

In order to make this exercise even more fun and involve an experiential element, and also avoid things becoming too oversensitive, some people will play their own sex, others will play the opposite sex. This is also an exercise in promoting listening skills and respect between men and women. So things can move beyond the 'battle of the sexes'.

### Step 1: Explaining the exercise and drawing the vision circle in Notebook Diaries 5 minutes

The facilitator briefly explains the exercise drawing on the narrative above and steps below.

All participants choose a fresh page in their Notebook Diaries and draw a large vision circle where they will put their ideas and drawings.

They decide which colour will be used for drawings about women, and which will be used for drawings about men.

### Step 2 Assigning roles 5 minutes

Participants are first asked to find a partner of the opposite sex - if there are women or men without a partner women and men should both become co-wives. So they all have to move quickly if they want a partner all to themselves.

Once pairs/threes have been formed these are assigned to two sets:

Set 1: Women and men play the opposite sex as they really don't like them to be ie women act the way they don't like men to behave and men act the way they don't like women to behave. All men co-wives should be in this set.

Set 2: Women and men play their own sex as they would like themselves to be.

All participants choose props - but they choose these as they want things to be, not necessarily stereotypical props. For example women may choose to wear trousers, men may choose to carry a baby.

### Step 3: Discussing roles 10 minutes

The pairs/threes in each set first discuss how they will show the ideal situation when everyone is back from work.

One person has 3-5 minutes to speak while the other listens without comment, starting with the men (so women have the last word). Listening without comment is a very important skill to give space to think and strategise one's response. It also a counselling skill that enables many things to be expressed so they can then be dealt with. Unless everyone feels they have a voice and their voice is listened to, then underlying difficult issues rankle and things cannot progress.

Each person puts in their vision circle the main elements they like about what they and/or their partner/s will play. If what they like is about how women will be, then it should be in the colour for women. If it is something about how men will be, then it should be the colour for men. But they should put only what they themselves think - this will be their vision. They should listen respectfully to their partners' ideas, but do not have to agree.

But this discussion should not last too long because it is the spontaneous improvised interactions which are most interesting.

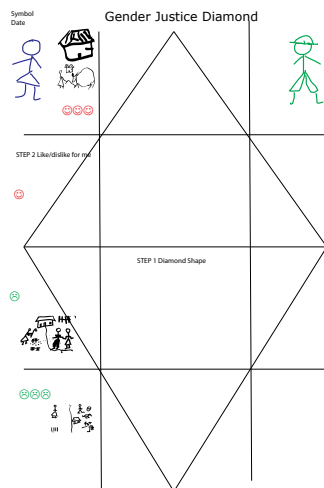
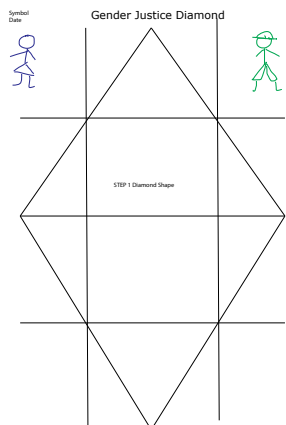
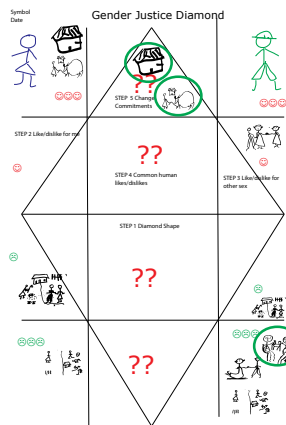
### Step 4: Presentations 20 minutes (10 minutes per set)

Set 1 presents first. Participants from Set 2 divide themselves between the pairs to observe. They should draw in the middle of the vision circle in their notebooks any more things they like from what they see - using still the appropriate gender colour.

People then keep these vision drawings for reference in the Diamond exercise.

### NOTE

**If the context proves too sensitive for women and men to pair together for this exercise then each set could be women only and men only with pairs where one person plays the man and one person plays the woman. Half of the pairs in each sex group would play how they think women and men shouldn't behave, the other play the way they think they should behave. But in most contexts by this GJR stage pairing women and men together to explore these issues and listen to each other respectfully will be a very constructive step to take the GALS process forward.**



## Gender Justice Diamond Basic Steps

The version here is suggested process for using the Diamond in pyramid peer sharing.

Steps 1-3 should be individually. Steps 4 - 5 can be done alone, or sharing between people as a change contract.

For adaptation for a large workshop see Facilitation Notes below.

### Step 1: Draw the Diamond shape

Draw the diamond like the drawing to the left. It is drawn as a diamond because diamonds are very precious - they are our dreams.

Divide the shape into 4 levels: Top are the most desirable things, at the bottom are the things we least like. Then the two areas just above and below the line are OK and just not OK.

Draw two vertical lines. On the left we will put things for women. On the right things for men. In the middle will be human things for both.

### Step 2 Draw how you want to be/do not want to be as a woman or a man

On the side of the diamond for your sex. Draw 5 symbols to show how you want to be as a woman or as a man - the things you most like at present and/or most want in future if things can change. Put the two most desirable things right at the top. The other 3 in the middle.

Then 5 draw 5 symbols what you think are the least desirable. Put the two most desirable things right at the bottom. The other 3 in the middle.

(arrows are if you are a woman. put on the same level but other side if you are a man.)

### Step 3: Draw how you want people of the opposite sex to be towards you

On the side of the diamond for the opposite sex. Draw 5 symbols to show how you want people of that sex to behave towards you - the things you most like at present and/or most want in future if things can change. Put the two most desirable things right at the top. The other 3 in the middle.

Then 5 draw 5 symbols what you think are the least desirable. Put the two most desirable things right at the bottom. The other 3 in the middle.

### Step 4: Common human likes/dislikes

Which things that you have put to one side of the diamond do you think should be common to both women and men? Which things should both people have/do? Which things should neither person have/do?

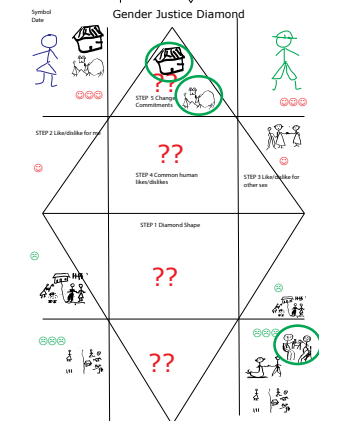
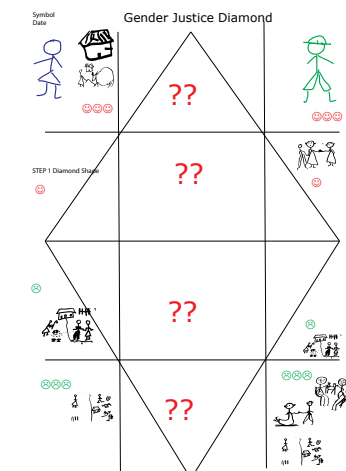
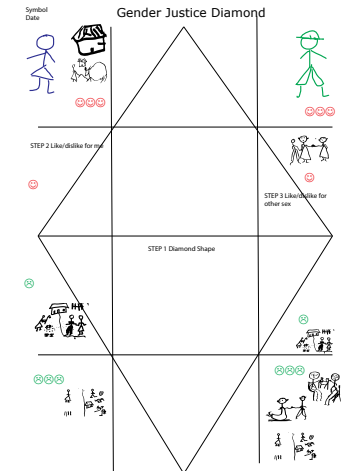
Put the common things in the middle section. But placing to the side of the person who currently has or does it more.

You can do this step alone. Or with other people in the household or group if this is a collective exercise. But the outcomes should also be copied to the individual diagrams.

### Step 5: Action commitments

Circle in green at least 5 things which you aim to change over the next few months and will put on the middle lane of your multilane highway.

These will be tracked as on the other diagrams through turning the green circle to a ripe red fruit once it has been achieved. Then you will circle more things in green to ripen at the next stage.





# Gender Justice Diamond Facilitation Notes

	<b>Facilitator introduction</b> <b>5 minutes</b>	A large mother diamond is prepared beforehand with the horizontal level lines and the vertical gender columns. The facilitator briefly explains the Diamond shape and the process.
	<b>Pairwise drawing</b> <b>15 minutes</b>	People choose a partner of the same sex but a different set. Participants use the same colour markers for the gender coding as the pen colour in their Diaries. Each pair is given 8 cards 4 for likes and 4 for dislikes. They discuss what they saw and what they drew in their vision circles. They then select 4 things (2 each) they saw that they think are the most desirable and 4 things that are the least desirable.
	<b>Group sharing of likes and dislikes</b> <b>20 minutes</b>	Each pair comes to the front and presents what is on their cards - each person reporting on what their partner said, presentations should start from the back to encourage a sense of inclusion, where possible encouraging people who speak least to speak first. Each person focuses on new aspects not mentioned previously, placing cards for any earlier points on top of those already there. At the end of each presentation participants place the cards on the wall, grouping similar cards together. This promotes rich discussion about which issues are or are not the same.
	<b>Group ranking and placing on the diamond</b> <b>10 minutes</b>	When all cards have been placed, people stand up and move around to vote on the priorities. 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 5 on 'worst' to get a reliable ranking. This number also gets a good spread of issues - fewer votes tends to narrow the discussion too much. 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. The facilitator asks for volunteers to explain the Diamond diagram again from what they understood before - using the mother diamond at the front explaining the diamond shape with three horizontal lines to separate 4 levels of 'best, alright, not good, very bad'. Participants then place their cards on the pre-prepared diamonds for their group. Each group of cards is ranked 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. This step is done most quickly by one participant, responding to the views of the rest. Making sure that people at the back are included in the discussion.
	<b>Plenary feedback and placing on the mother diamond</b>  <b>(1 hour 4x 10 minutes presentation 5 minutes discussion per diamond)</b>	Two participants (not the group facilitators) from each group present their diamond with one person presenting the top of the diamond and one presenting the bottom part. As they do this, the person not presenting removes the cards from their group diamond and places them on the mother diamond, following the same ranking. This time the cards are also ranked vertically: <ul style="list-style-type: none"> <li>• placing them in the columns for women and men if the criteria are for one sex only;</li> <li>• placing them in the middle column if they think indicators are for both sexes;</li> <li>• placing them to one side if the indicator is currently more common for one sex or the other e.g. for violence this is a common human experience but more common for women and so would be placed in the central column but nearer to the female side.</li> </ul> If different groups have the same issue then the cards are placed on top of each other. Only new cards are added. Each presentation is followed by 5 minutes for discussion to arrive at consensus on the vertical gender placement. The constant question is whether or not each issue is in fact sex- specific, or a common human issue on the grounds that women and men are entitled to equal human rights but women are currently more disadvantaged.
	<b>Discussion and voting on Diamond vision</b> <b>30 minutes</b>	Once all the cards have been placed 6 participants who have not yet presented come to the front to do the voting and quantification. Each takes one of the 6 parts of the diamond and goes through each issue in turn. Participants put hands up if they agree. The presenter counts first men and marks these in one colour and then women in another colour next to each card. This time people can vote for as many things as they wish. But if everyone votes for everything then this should be questioned - we want to know the true feelings.

## Issues from experience

### phrasing the question

The question in step 1 can be interpreted in a number of ways including:

- 'what do they personally like/dislike about the fact that they are a woman/man.' (the main question being asked here)'what do women/men think is good or bad about their own gender,
- What do they think are the ideal characteristics of a woman or a man

Different interpretations are likely to lead to different answers. But experience shows that even if the question is explained carefully people answer in different ways. And for the purpose of this entry activity it does not really matter - as long as these distinctions are borne in mind in assessing the outcomes.

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.



Gender Justice Diamond from LEAP, Sudan

