EQUAL AND TOGETHER

GENDER ACTION LEARNING SYSTEM FOR GENDER JUSTICE IN DEVELOPMENT

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Cover Photos:

Top: champions from Gumutindo, North Uganda drawing their Road Journeys

Bottom: GALS champion from DUHAMIC Rwanda explaining her pictorial manual and diary to local government gender officer

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PART 1:

WHAT IS GALS?

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

Figure 1. Pictorial version of CEDAW drawn by women farmers in Uganda from GALS visioning exercise.

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GALS (Gender Action Learning System) is **a community-led empowerment methodology which aims to give women as well as men more control over their lives and catalyse and support a sustainable movement for gender justice.** GALS is not only a 'methodology for women', but a mainstreaming methodology for women and men to address gender issues important to the effectiveness of any development intervention.

All GALS processes start with individual visions for 'enlightened self-interest' as the basis for building sustainable structures for mutual support and collective action. Women and men develop achievable targets for change and road maps to move towards their visions, based on analysis of their current situation, past achievements and strengths/opportunities and weaknesses/challenges. A key focus for change is identifying and breaking through gender-based barriers at individual, household and community levels which prevent both women and men from achieving their vision. 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 and a wish to help people who help them, or because without changing these people they cannot advance. The methodology thus scales up through a type of voluntary pyramid marketing as the basis for identification of the most effective community trainers to be certified and paid to train in new organisations and communities.

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. Once the tools are learned and networks built, the methodology forms a solid participatory basis for enabling more inclusive, effective and cost-efficient democratic policy development and gender advocacy.

GALS in different forms has been used to promote gender justice by at least 80,000 women and men worldwide. These experiences indicate that, far from inevitably being a long-term and conflictual process imposed by a few middle class or Western feminists, gender justice is important for the vast majority of women and men in poor as well as better-off households:

Many changes in gender relations which empower women (including equality in decision-making and freedom from gender-based violence) can come about for a **significant number of people** (40-60%) in a **relatively short time** (1-6 months) as the basis for **longer term widespread change** in other areas like property relations and political rights. Some individual changes for some people are immediate as an 'enlightment of issues they had been grappling with' immediately after they have learned a tool, other changes require changes at wider community and institutional levels and collective efforts over 1-3 years

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 includes men in powerful positions in the private sector and institutions. This leads to greater happiness at household level leading to more efficient livelihoods and greater well-being for children, men and women.

Pyramid peer upscaling is occurring voluntarily on a ratio of between 1-3 and even 1-100+. Women and men with no formal education, living in extreme poverty with violence and addiction problems have become very effective leaders and promoters of the process.

Integrating GALS tools and processes in other institutional activities and meetings can enable participatory and sustainable structures for involving poor women and men in **local government,** and ultimately national level decision-making.

Ultimately continuation and scaling up of the methodology and gender justice messages can be **financially and organisationally sustainable** through efficient use of internal and local funds.

WHY GENDER JUSTICE? GALS RATIONALE

Women constitute around half the world's population, and 70% of the poor and poorest. The global sex ratio is growing increasingly male because of female foeticide in countries with very large populations like India and China. There are clear gender inequalities which show women are disadvantaged in all Human Development Indices. Many governments and donors have position papers on gender and the key importance of women's empowerment in economic growth and/or poverty reduction. Gender inequalities in power and resources have implications for economic efficiency at all levels. A significant body of research since the 1970s has shown the importance of gender equality for both poverty reduction and economic growth, and the significant negative impacts of women's lack of rights on their incomes and benefits from enterprise (World Bank/FAO/IFAD 2009). In relation to livelihoods for example both research and experience with GALS processes point to an increasingly solid 'business case' for gender justice on a number of interlinked levels as indicated in Box 1.

BOX 1: BUSINESS CASE FOR GENDER JUSTICE IN WEALTH CREATION

FOR INDIVIDUALS

- Women have an equal human right to equal opportunities, treatment and freedom from discrimination guaranteed under the UN Convention CEDAW
- Gender stereotypes and norms of masculine behaviour prevent men as well as women from achieving their full human potential.
- Women, and also many men, want change

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
- Lack of resources for investment and time for women

FOR ENTERPRISES

- Poor quality supply wastes time and incomes
- Women are an important potential market
- Gender inequality leads to female and male absenteeism and labour turnover
- Gender inequality undermines relationships throughout the enterprise
- 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
- Women's empowerment is one of the Millenium development Goals
- Most governments and most development agencies have a gender policy or gender action plan
- 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

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In 1979 the Convention on Elimination of All Forms of Discrimination Against Women (CEDAW See Box 1) was adopted by the UN General Assembly and by 2010 had been ratified by 186 out of 193 countries. 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.

Box 2: GALS GENDER MAINSTREAMING FRAMEWORK

CEDAW: CONVENTION ON ELIMINATION OF DISCRIMINATION AGAINST WOMEN

Adopted by the UN General Assembly in 1979 CEDAW clarifies the fact that the 1948 Declaration of Human Rights also includes women. By 2005 this had been signed by 179 countries.

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 including

KEY GENDER TERMS USED

Gender inclusive: women as well as men are actively sought as equal participants or beneficiaries of an intervention. This does not necessarily mean direct equal participation of women and men. Other options are for example strategies specifically for men to help them to change attitudes and behaviours and/or strategies specifically for women to enable them to enter new areas. But indirect benefits must be monitored and shown rather than assumed.

Gender sensitive: where the contributions and needs of women as well as men are taken into account in the design of interventions eg inclusion of female-specific skills, non-marker work, intra-household relations and gendered power relations as an integral part of livelihood interventions.

Gender empowerment: where women and men develop 'power within' 'power to' and 'power with' to articulate and ultimately achieve their own visions.
Gender transformation: where all gendered 'power over' is eliminated in relationships between women and men as human beings with equal agency, power and resources.

Gender Mainstreaming in Policy: 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. Its goals are gender equality of opportunity and equity of outcomes through empowerment of women as well as men. Gender mainstreaming needs to be based on a participatory gender analysis, taking into account the differing needs, priorities and capacities of women and men from different backgrounds depending on other dimensions of disadvantage, and at different levels.

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 manuals for gender mainstreaming. These go beyond requirements that ALL development interventions should 'do no harm' to women. A glossary of terms used in this Manual is given in Annex 1 and key concepts in the GALS mainstreaming framework as understood here are given in Box 1. Although precise definitions of terms vary, there is widespread agreement that all development interventions should be gender inclusive and gender sensitive.

However, despite the evidence and official commitments, 'gender' is often 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 generally seen as a very long term and conflictual process, inevitably setting men against women. 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.

Most gender and livelihoods interventions currently focus on technical or business training or micro-finance for women. Although these aim to empower women, definitions of 'empowerment' become reduced to increases in confidence and/or small increases in income. They often result in overburdening women with little change in the underlying inequalities which cause not only women's poverty and disempowerment but that of children, and also men. 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. Men often feel excluded and threatened, and this increases resistance 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.

WHAT IS INNOVATIVE IN GALS? APPROACH TO GENDER JUSTICE AND LEADERSHIP FOR CHANGE

GALS aims to enable development interventions to go further than 'do no harm to women' or even gender sensitivity and gender inclusion – to make a positive contribution to gender empowerment and gender transformation. Through promoting constructive visions of self-interest, enabling participation of women and men in developing constructive change strategies and identifying opportunities and removing gender-based constraints preventing women and men from achieving their full human potential the overall effectiveness of interventions is also increased.

GALS is a complementary adaptation of a generic methodology called Participatory Action Learning System (PALS) [1]. In PALS gender has always been mainstreamed. In GALS the main focus is active promotion of a gender justice movement. GALS as a focused methodology to promote gender justice originated in proposals for a participatory empowerment methodology for use with Self Help savings and credit groups in micro-finance – particularly work in 2001 for ICCO and PRADAN in India which were then followed through as part of gender training with MFIs and NGOs in Pakistan, India, Sudan and Latin America from 2004. These ideas then started to be consolidated as GALS from 2007 with Bukonzo Joint and Green Home in Western Uganda as part of Oxfam Novib's WEMAN programme. The methodology continues to be used and replicated beyond the organisations involved in Oxfam Novib-funded WEMAN processes. Elements of the methodology have also been used as the basis for gender and participatory workshops with donor agencies, MFIs, Fair Trade organisations and University level by the author and many others involved in WEMAN.

GALS goes beyond gender awareness-raising, gender training or household livelihood approaches to building sustainable skills and structures for mainstreaming gender justice and gender advocacy research and policy change over the longer term. It is based on underlying concepts of change, leadership and sustainable movement originating in other established methodologies for adult education at tertiary as well as primary levels, community empowerment and participatory planning and impact assessment (See Annex 1). As the methodology continues to evolve, it is unashamedly eclectic in constantly learning from other innovations. These include:

- Participatory Action Learning methodologies developed by Robert Chambers and others
- Diagramming techniques like systems and concept mapping and information graphics
- Paulo Freire's community conscientisation and Action Aid's REFLECT literacy methodology
- Appreciative Enquiry
- Participatory monitoring and evaluation systems in MFIs using pictorial methods like Helzi Noponen's Internal Learning System and Anton Simanowitz's work on wealth ranking and information systems and critiques of conventional quantitative impact assessment and Rick Davies' Most Significant Changes methodology
- Theories of change and distributional leadership development
- Counselling and conflict resolution techniques
- Participative video, photography and theatre.

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[1] PALS started originated in work by the author with organisations in Rwenzori Region of Western Uganda to develop a more empowering and sustainable participatory planning and impact monitoring methodology system. It then developed into a business/livelihood planning and grant monitoring tool for very poor women and men in Uganda and India. The tools were also incorporated into participatory poverty assessment and workshops with local government and donors. For development of PALS and early references see (Mayoux, 2006).

- What is innovative are the specific ways in which the diagrams and participatory processes are adapted and combined for gender justice in different types of intervention and context, and use with different stakeholders.

		Box 3: DISTINCTIVE FEATURES OF GALS: GENDER JUSTICE, LEADERSHIP AND SUSTAINABILITY	
Goal	Dynamic Gender Justice Movement	The main goal is to develop capacities, networks and ownership of women and men at all levels as the basis for sustainable and self-upscaling transformation for Gender Justice.	
Gender Justice	Gender is FUN	Emphasis 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.	
	Women are intelligent agents of	Women are intelligent actors needing support to realise their aspirations and build on their strengths, not patronised as 'victims of subordination in need of consciousness-raising' by outsiders (women or men).	
	Men are allies in pursuit of social justice	Removing gender inequalities is an inherent part of any definition of fairness and social justice. 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.	
	CHANGE from DAY 1	SOME CHANGES MUST BE IMMEDIATE. Diagram tools are used to plan, analyse opportunities and challenges and identify strategies to address them. 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. All collective action plans include immediate individual action commitments.	
Change Leadership	Everyone is a leader	GALS develops the leadership potential of all participants - focusing first on building the leadership skills and networks of the most vulnerable and improving listening and communication skills of existing leaders to hand over power as part of their own personal leadership development plans.	
	Inspire with visions and opportunities	The catalyst and motor are new inspiring visions for change which are reconfirmed in a range of cultural forms. The focus on visions promotes ownership and commitment. Focusing on opportunities avoids people becoming discouraged and paralysed by all the 'problems'.	
	Focus first on 'win-win' and consensus	The main initial focus is on promoting constructive communication between participants based on identification of 'win-win'. GALS then moves on to clarifying differences, and acknowledging the potential for conflict, then re-negotiates these into a consensus and/or acceptance of the need to acknowledge and adapt to different interests.	
	Inclusion	In order to ensure change in power relations, the process starts with the poorest and most disadvantaged to give them a respected voice and give them more control over the decisions affecting their lives.	
Sustainability	Sustainability plan	Sustainability is planned and monitored from the beginning, with short-term targets and activities as well as the longer term vision. The starting point is a solid basis of skills, commitment and change owned by a small number of 'champions' in strategically identified communities. These champions then train staff as well as other participants enabling real reversals of power - and focus resources and staff energies and expertise where they are really needed.	
	Basis is self-interest	The process does not assume altruism, but links individual self-interest into a wider process of necessary mutual support and collective action. Once PALS skills and networks are built people can learn and disseminate many different types of information on a wide range of issues.	
	Participation means taking responsibility	PALS processes require participants to take responsibility for changing their own life and sharing with others wherever possible so that external resources and support can be properly targeted for maximum benefit. Participants are asked to provide their own exercise books, pens and manilla sheets wherever possible - if they can afford a bottle of beer then they can afford materials for their education!	
	'Pyramid' Peer upscaling	Every learning event sets homework for peer sharing as a means of reinforcing learning and network development. Those trained train others they have a self-interest in helping or changing. These people then go on to train others and so on - like pyramid marketing.	
	Integration in existing activities	The methodology can be used on its own to help people build capacities and organisations where none currently exist. But wherever possible the most effective, cost-efficient and sustainable strategy is to progressively integrate PALS tools and processes across existing activities, rather than being a one-off exercise or extra activity.	

Gender justice

The **ultimate goal is a sustainable Gender Justice movement** where individuals have internalised the moral and self-interest imperatives for promoting social justice (including gender justice) in their own lives and those around them. This means going beyond awareness-raising to establishing ownership and networks as an integral part of capacity development. And ensuring on the one hand that the tools and methodology can be used effectively by those who are currently most disadvantaged. Focusing at the same time on processes to transform power relationships as much as technical 'tools' – including self-reflection and change by those who currently wield power. Once GALS skills and networks are built people can learn and disseminate many different types of information on a wide range of issues. Once communication and respect has been built, it is possible to go beyond easy 'win-win' issues to tackle deeper and potentially more conflictual ones.

Promoting internalised motivation for change in gender inequalities requires in-depth reflection by men as well as women on life goals and the ways in which gender inequalities – particularly men's behaviour towards women, affects the ability to achieve these goals. Changing gender relations is rarely simple. Men as well as women often have justifiable reasons for acting the way they do because of contextual pressures, psychological insecurities and physical addictions that need to be admitted, expressed and understood before they can be changed. 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.

GALS is distinctive in focusing first on 'Making Gender Fun' to engage and interest men as well as women and developing communication around common goals, before moving on to tackling more sensitive issues. In GALS the emphasis is 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. Common human rights and clarification on concepts are progressively internalised as 'natural' through fun processes rather than 'teaching empowerment'. 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 action rather than 'conceptual clarity'. At the same time internationally agreed women's human rights as established in the 1979 Convention on Elimination of all forms of Discrimination Against Women (CEDAW), as well as men's human rights, are non-negotiable. Consensus on these common and equal human rights emerges first from the fun activities as the 'normal and natural' way of behaving, before then being consolidated and followed up once considerable progress has already been made to enable people to move towards their visions. CEDAW rights underlie the way in any GALS process is facilitated, which emerging issues are stressed and followed up, and the types of interventions which are supported by implementing agencies. Consensus is progressively built that whenever there are conflicts of interest, social justice generally requires strategic prioritisation of the rights of those currently most disadvantaged and discriminated against. Focusing on CEDAW has proved the easiest way in which to catalyse concrete change. Other gender frameworks are used later where needed.

 Women are treated throughout as intelligent actors with aspirations and strategies not 'victims of subordination in need of consciousness-raising'. Change starts by helping women realise their own potential - what ingenuity they already have in coping with difficult circumstances, what opportunities they can take advantage of, and what change they are capable of. Gender transformation is a learning process for us all - and we all have a lot to learn from each other. 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.

Men are never dismissed as stereotypical monsters and 'problems', but potential partners in pursuit of human justice. Men also need support in order to go against established attitudes and patterns of 'masculine' behaviour to to achieve fulfilment as human beings and work for a better world. GALS sees women's empowerment not as making women dominant over men, but a process of questioning and changing all forms of inequality and domination in relationships between women and men. This not only means promotion of women's human rights, but also benefits men through improved understanding in the household, freedom to be truly human and the satisfaction of working for a more just society.

Gender involves not only power relations between women and men, but gendered power relations between women and gendered power relations between men. The perpetuation of gender inequality is reinforced because women often have a very limited vision of women's potential (their own and other women). Women with some power in the family or community are often expected to 'police' other women through various informal as well as formal means – for example mothers controlling daughters and daughters-in-law or women performing female genital mutilation or 'neighbourhood gossip'. In some cases women do this 'voluntarily' as one of the few ways in which women can gain status, in other cases they may have very little option. Men also have gendered expectations and often pressurise other men to conform to destructive patterns of behaviour like excessive alcohol consumption and adultery. Gender transformation therefore requires both women and men to have greater awareness of their own conditioning and how they relate to other members of the same sex, as well as the opposite sex.

Box 4: UNDERLYING 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 are embedded in structures of gender inequality which generally ascribe lower value to women's choices and perpetuate unequal access to power and resources.

Example: Differences between women and men's clothing and restrictions on what women can wear often mean women are less comfortable and able to be less mobile.

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. This is likely to involve changes in design of interventions and criteria for selection and evaluation of success.

Example: Giving women equal access to employment opportunities or training is likely to involve changing the gender messages and stereotypes in training materials, advertising in public places accessed by women and changes in design of any assessment processes to value any specific women's contributions.

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.

Example: 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.

Everyone is a leader of change

GALS aims to **develop the leadership potential of all participants. G**ALS challenges conventional concepts of leadership where some people are divided into leaders and followers often leads to burn-out and/or corruption of leaders and followers who take no responsibility. Everyone at all levels is encouraged to develop their own leadership capacity - starting by identifying other people in their own families and support networks who they have a self-interest in sharing the social messages and GALS methodology with - either through love and a wish to help people who help them, or because without changing these people they cannot themselves advance. As such GALS is distinctive from many other women's leadership development processes which focus on building leadership skills of existing leaders. Although these higher level leadership skills are also needed, everyone needs to be empowered to have a constructive voice. For those with power key skills are listening and building the capacities and structures for more distributed leadership.

The whole process is **based on principles of inclusion, equity and respect for difference**. Use of diagram tools and participatory principles at all levels 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 focus is first on the building the skills and voice of the most vulnerable as the first 'experts' in the process. 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.

GALS is distinctive in that the main facilitators and implementors are women and men within communities using and innovating with the methodology to improve their own lives. The best promoters and trainers have been found to be very poor women and men who have benefitted from using the methodology because they become credible models of change for others. Demonstration of the possibilities for change at this level is also the most effective way of training organisational staff and other powerful stakeholders. Existing leaders develop their own personal leadership development plans – focusing on helping others advance and handing over power so they can move ever onwards and upwards touse their skills where they are most needed. This is followed by 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.

Self-motivation for Sustainability

Sustainability is planned in from the beginning and constantly reviewed.

All GALS processes **focus first on visioning**, clarification of individual 'enlightened self-interest' and planning to achieve these visions. Women and men develop their own individual visions for change.

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People draw Road Journey plans in locally available notebooks which they themselves buy, and continually track their own progress as a process of reflexive learning based on their own needs. Complementing the basic Road Journey with more in-depth anaylsis of current situation, past achievements and opportunities/strengths and challenges using other simple tools. A key focus in GALS is 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.

Some **changes and progress must be immediate on the principle of 'Action from day 1'** so people see the benefit of the methodology and are inspired to continue. They start with immediate concrete and realisable targets, then widen out to more ambitious aims as they progress. 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.

The initial focus on the individual visions and immediate changes **links individual self-interest to necessary mutual support and collective action** - promoting ownership and responsibility by everyone. People are expected from the beginning to take responsibility for their own learning – as something they benefit from. This means not only personal responsibility for changing one's own life and sharing with others. It also means minimising costs. Printed materials are kept to a minimum and meetings and workshops are located and timed to minimise transport and food costs. Participants are asked to provide their own exercise books, pens and manilla sheets wherever possible - if they can afford a bottle of beer then they can afford materials for their education! Materials should only be provided for people who are really poor and unable to buy for themselves - they should take responsibility once their livelihoods have improved. This enables external resources and support to be properly targeted for maximum benefit – provided decision-making processes are also revised to be more transparent and participatory.

The leadership model means that the methodology and dissemination of key messages scales up through a type of **voluntary pyramid marketing** with minimal organisational facilitation beyond initial capacity-building in the methodology. The core of their leadership development is voluntary peer training of other people within their own support networks – people they have a personal interest in helping or changing because otherwise they cannot achieve their own visions. As part of their initial capacity development people design their own pictorial manuals in locally available notebooks which they use to teach others the tools they themselves have found most useful. They share their strategies and the methodology with others in their families, communities as well as in group meetings, church and local government meetings. The peer trainers with the best track record become certified community trainers paid from the organisation's increased profits to train in new groups, communities and organisations outside their own support networks. The certification process and ultimate funding for these certified community trainers needs to be discussed from the beginning. And the choice of original champions made on the basis of a plan for scaling up. Once PALS skills and networks are built people can learn and disseminate many different types of information on a wide range of issues.

At organisational level the diagrams and tools are **integrated into other activities** as a constant reinforcement of skills and participatory processes. GALS moves quickly from an initial separately funded 'catalytic change process' to something where the social justice messages and methodology are mainstreamed. 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. Any additional resources can then be focused where they are needed to address needs and issues arising and which cannot be achieved through the voluntary process.

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STARTING A GALS PROCESS: HOW TO USE THIS MANUAL AND OTHER GALS RESOURCES

GALS is very flexible and can be adapted for any context and integrated into many different types of organisations. A 'full GALS Gender Justice process' is implemented in three cumulative phases over 2-3 years from an initial Catalyst Phase 1 to Mainstreaming Phase 2 to Policy Advocacy Phase 3. GALS tools and processes can be adapted to promote gender transformation and gender mainstreaming in any issue including general life planning, livelihood and value chain development, environmental management, health, literacy, civil society development, counselling and conflict resolution. The three Phases can be combined in different ways sequentially or in parallel, adapted to specific purposes, contexts and organisational structures – see Figure 1. Specific implementation suggestions adapted to specific purposes and types of organisation are given in practical manuals developed as an integral part of implementation and are not given here[2].

GALS diagram tools and facilitation processes can also be used on their own for awareness-raising and/or integrated into other gender training and mainstreaming methodologies. Experience suggests the tools can be very effective, even when facilitated by people in communities with very little training and some significant changes occur as a result. Although economic, political and social contexts have some implications for facilitation, very similar experiences and outcomes have been reported across a wide range of contexts. Readers of this Manual are encouraged to experiment and adapt. Many things only become clear through practice - both self-reflection and sharing with others in one's family as well as in work activities.

At the same time, GALS flexibility also means that there is no simple blueprint which will be optimal in terms of empowerment and cost-efficiency for all circumstances. What has proved more difficult has been bringing about the changes in power relations in organisations in order to go beyond sub sidised NGO 'gender service' provision to building a self-sustainable and dynamic change movement. The adaptation of the methodology needs to start with the users ie women and men in poor and vulnerable situations. Changes at the organisational level in order to really listen to and respect the views of very poor women and men have proved to be the most difficult because of established attitudes and behaviours in relation to both gender and participation – including in organisations that consider themselves already 'expert' in these. Adaptation of the methodology to achieve maximum empowerment and sustainability at minimum cost for specific purposes and organisational contexts, and building capacity to bring about these organisational changes, requires input from very experienced GALS practitioners at certain points in order to clarify and give confidence that certain new ways of doing things will work. An overview of the different actors and their role in a GALS process is given in Box !!. Selection of actors is discussed in more detail in Section 5 and the practical manuals for each process.

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[2] Practical Manuals are posted on the wemanresources website as they beome available.

Individual action learning

**GALS PHASE 1:
ROCKY ROAD TO DIAMOND
DREAMS
VISIONING AND CATALYSING
CHANGE**
3-6 months
Change Catalyst Workshop
Community Action Learning
Gender Justice Review

Pyramid Peer Sharing

Self-reflection and change-process by facilitators ongoing

Collective Action

Organisational reflection and change process by implementing organisations ongoing

Advanced individual planning and action learning

**GALS PHASE 2:
MAINSTREAMING
GENDER JUSTICE**
1 year
Adaptation and integration of
GALS Phase 1 learning, processes and tools
into organisations and programmes for
eg value chain development, financial
services, health, conflict resolution etc.

Institutional change

Community advocacy research

**GALS PHASE 3:
GENDER JUSTICE
MOVEMENT**
Ongoing
Dynamic and self-upscaling innovation,
networking and advocacy for gender
justice at all levels, including macro-level
policy and decision-making.
Linked with global networks.

Integration in decision-making

Figure 2. *Phases in a GALS process*

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This manual is not designed for people to read from cover to cover and then implement GALS for movement building. GALS tools are simple, but the transformatory facilitation process is best learned through practice and experience with communities, practitioners and organisations already implementing the methodology, not from written manuals. As part of the GALS capacity development and implementation people at community and staff (community and staff) design their own pictorial and local language manuals in locally available notebooks. Printed materials are kept to the absolute minimum. 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.

!!An analogy is drawing a picture. First you have to enjoy drawing and develop a broad sketch of what you are trying to do. Then you focus in on the most important things to do the detail, going through each in turn. Finally you can sit back and analyse the picture as a whole again and think about the implications for the best process for the next drawing.

Layers of an onion

Learning to dance

GALS 'mother manuals', including this overview manual, are designed a reference resource for those in senior positions on the organisational facilitation team as a complement to expert advice and capacity development on designing the sustainability plan and practical community-based training in a GALS resource organisation. This Manual gives a generic conceptual overview and practical advice common to any GALs process:

- **Part 2 Gender Justice is Possible** gives an overview of the Road Journey framework which underlies all GALS processes and activitites and the ways in which it can be supplemented by a small number of other diagram tools: diamonds, trees and circles.
- **Part 3 Gender Justice is Fun** gives an overview of the underlying principles of transformatory facilitation
- **Part 4 GALS Implementation for Sustainability** gives some advice on designing, supporting and documenting a GALS process
- **Part 5 Challenges and Ways Forward** discusses some common challenges and draws some general conclusions from experience so far on how they might be addressed.

It must be stressed that all GALS manuals, including this one, will inevitably be an ongoing rather than a final product, and should adapt and change according to evolving needs of the people involved in co-ordination and training and particularly to incorporate the innovations coming up from community level. A number of other GALS and PALS manuals have been written since 2002 for different purposes and different organisational and social contexts. There are also video resources which give a good sense of the 'feel' of GALS processes in different places[3]. This manual should be used in conjunction with:

- Practical Manuals for each particular stage or process – either based on existing processes or developed for a new process by a senior GALS consultant
- video and other multimedia resources which can be found on the Wemanresources website:

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[3] These can be found on wemanresources website.

www.wemanresources.info/GenderactionLearning

Manuals for complementary self- and organisational reflection and change processes are still to be developed. In the meantime, people can adapt the tools presented here and/or the existing

- 'Tree of Diamond Dreams' Manual available from the wemanresources website for organisational awareness-raising and planning.

If you cannot get practical training make sure to watch the videos and join the PaLsnetwork e-discussion group.

and listen very carefully to those you are working with!

PART 2:

GENDER JUSTICE IS POSSIBLE:

CHANGE JOURNEY FRAMEWORK AND COMPLEMENTARY TOOLS
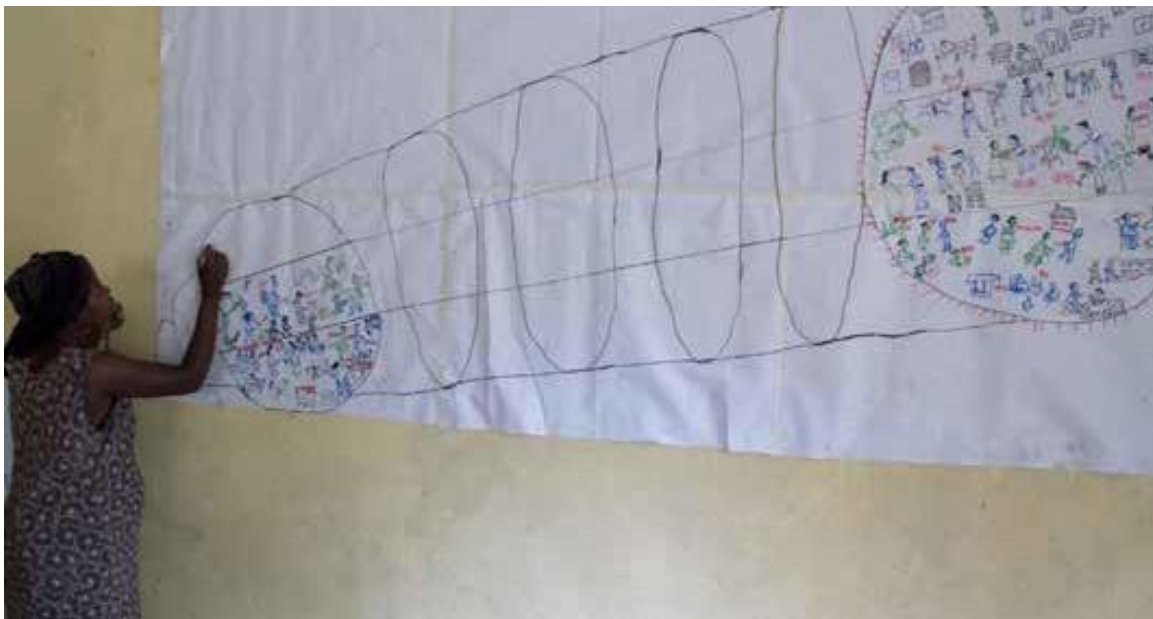
WHY DRAWING? WHY DIAGRAMS?

Diagrams and drawing are an important part of any inclusive participatory development process which aims to really capture the complexities of peoples' own aspirations and strategies and enable them to have an informed and meaningful contribution to planning.

Diagrams are becoming increasingly important in a fast-moving world. Diagrams provide a sophisticated and entertaining way of presenting very complex information which might take several pages to describe in words. Information graphics, concept mapping and graphic design are used in many organisations from the boardrooms of multinational companies and international aid agencies to lecture theatres of academic institutions. Diagramming is a key element in creative and lateral thinking required for innovation[4]. Systems and information graphics are much better at showing and analysing interrelations and complexity than words. Students in tertiary as well as secondary education learn to use concept maps and 'sketchnoting' as essential skills to clarify and speed up the process of learning, analysing and remembering information. Communication through diagrams has become an essential presentational skill with the advent of Powerpoint and developments in computer diagramming techniques[5].

Although diagramming does not necessarily use drawing, drawing increases both the visual impact and also conceptual clarity on diagrams. Drawing has often been dismissed as 'something for children', to be forgotten for 'grown-ups'. However scientific research shows that drawing uses a different side of the brain to verbal language, and is linked to development of spatial intelligence. Drawing has also long been part of counselling practice to open up unconscious and hidden thoughts and judgements – an essential part of examining and changing our own attitudes and behaviours. It is also an established part of teambuilding processes to develop spontaneity and encourage free and open discussion of ideas – including sensitive issues which may be hidden or avoided through using words.

Importantly drawing and diagrams are also the most accessible form of communication for people who have not had the opportunity of formal education. People who cannot read and write are often better at expressing themselves through drawing than people who have less patience to learn because they have other more familiar options. Even first drawings often have a visual simplicity and impact which is very powerful in communicating their thoughts. These drawings often incorporate cultural styles and techniques which they can then develop into artistic forms of communication, important to dissemination of development messages within communities as well as on the international arena. Experience with methodologies like PLA and Action Aid's REFLECT methodology have shown that learning first to draw analytical diagrams speeds up the process of literacy and numeracy, giving confidence and motivation as well as fine motor skills necessary for writing. This means very poor people, normally excluded or marginalised even in 'participatory' processes, are able to participate on an equal level with other stakeholders, and have a respected voice.

BUT diagrams should not be dismissed as 'tools for illiterates' but recognised as powerful analytical tools which help people at all levels to think clearly and creatively about complex issues, and to communicate this analysis clearly to other people. One of the big advantages in using diagram methods is the potential for communicating across language, education and status barriers. People with little or no literacy and children can confidently explain their diagrams to policymakers. Providing the diagrams are based on reliable and systematic information, they provide a very

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[4] Diagram methods for creative lateral thinking are described in more detail in Bryant, J 1989 and Buzan, T 1995.

[5] For example software like Mindjet Manager, Apple's iThoughts and Inspiration.

convincing means of rapidly communicating research findings which can interest very busy policymakers in reading a longer report.

BOX 5: ENCOURAGING DRAWING

The principle is that everyone must draw their own drawings. NO ONE SHOULD EVER HOLD THE PEN OR MARKER FOR ANYONE ELSE. Experience shows that everyone – children, old people who have never held a pen can all learn to draw very quickly if left to find their own way of doing things. Particularly if they find support and can laugh at their first attempts with others who are also starting out. It is generally advisable to put beginners all in a group together with occasional facilitator support, not put beginners with people who can write and are then tempted to help them too much. No one, however well-intentioned, must ever hold the pen for anyone else or that person will never learn or be able to develop their own plans. The only exceptions are people with particular disabilities who should be helped to adapt the methodology to their own needs.

DRAWING THE FIRST ROAD JOURNEY

Where people are not even used to holding the pen, it is a good idea to start with the road journey tool discussed in the following section.

The first circle will be quite large and their hand may shake. Reassure them that this is quite normal and reassure them that this always happens. 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.

The second circle should be easier. Then the straight lines come more quickly. By this stage the participant should be reasonably confident drawing.

DEVELOPING THE FIRST SYMBOLS

The real next test comes with the symbols to put in the circles. 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 activity.

Continually probe to ask them 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, fat or thin etc.

By this time people are generally laughing and having fun. Then continue this probing for all subsequent drawings till they are confident and making these sorts of distinctions on their own.

DRAWING CHARADES

Ask everyone to think of a concept and draw this on a piece of paper. One person is then selected to present their drawing. They hold it up and other participants are given one question each to guess what the drawing means. At the end participants then give some suggestions on how the drawing could be made clearer.

CHANGE JOURNEY FRAMEWORK FOR EMPOWERING ENQUIRY

GALS adapts a small number of very simple and intuitive diagramming tools to specific gender issues, contexts and organisational needs. Diagrams start simple, so that people can quickly use them to identify and implement immediate change strategies and can easily share what they have learned with others. Over time diagrams are progressively developed into powerful tools that can be used by experienced people at any level for complex analysis, integrating systems diagramming and principles of information graphics. Diagrams and symbols often become inspiring and powerful communication art that can be shared between communities and with policy makers at international level.

The underlying framework for any GALS process is the 'Change Journey' at individual and collective levels and for all stakeholders at all stages of the process. The Change Journey is a variant of strategic planning - based on the common concept of 'Road Map', combined with SWOT[6] analysis. But, following Empowering Enquiry, people start by visionning - dreaming of a better future and where they want to go in life. They then examine where they are now in relation to the vision and draw the road as one or more lanes. They identify at least 10 opportunities and 10 challenges which they think will affect the journey – putting opportunities/challenges that are more under their control closer to the road rather than a somewhat arbitrary polar distinction between Strengths/Opportunities and Weaknesses/Challenges. Based on that analysis they decide on an achievable SMART[7] target and break the road into shorter intermediate milestone targets linked by the action needed to move from one to the other. Both the actions and milestone targets are tracked over time as a learning process to improve future planning. Change Journeys can be of many different levels of complexity, depending on the purpose – from very simple inspirational diagrams, in-depth accounts of past actions and extremely complex strategic plans based on a SWOT analysis showing multiple inter-linkages on one page.

Box 6: CHANGE JOURNEY: UNDERLYING NARRATIVE
Moving forward in life requires a clear vision, an understanding of where we are now, how we got here and how step by step we can move forward to achieving our vision.
It is like a road journey. Some people are not really sure of where they want to go. There is no plan and no map. So they are swept along with all the other traffic and crowds, unable to turn where they want and often not even being able to see the road ahead. Others drift aimlessly; not even looking around them to see what is there that can help them, not even anticipating dangers. They miss opportunities. They repeat the same mistakes again and again. They fall down, or go around in circles without knowing.
For rich people who have enough resources and a car, maybe it does not matter. They can bulldoze their way through. Even if they cannot drive someone will be there to show them the way or give them a lift. They will still at least get somewhere. But people who are poor, and can only walk slowly, get stuck forever in the same place or even go backwards. There is no one to give them a lift and they are likely to get lost - or run over and die young.
For women the journey is likely to be particularly difficult. Girls start life with many dreams and many skills. But very soon society tells them they cannot learn to drive; that they should not even walk alone, and never accept a lift. They should look pretty and wait for a man to show them the road – never

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[6] Strengths, Weaknesses, Opportunities and Threats

[7] SMART means Specific, Measurable, Achievable, Relevant and Timebound.

mind if that man does not want to go the same way. And often he leaves her behind by the roadside, or never arrives at all.

Life's road will never be easy. Not all dreams will be realised. 'Fate' may unexpectedly strike any time. But with a clear vision and proper road map which is consulted frequently, to learn from experience and plan the next steps, it is possible to move on further and more quickly. Analysing opportunities and what we have already achieved makes it easier to feel positive about the future. And when the going gets tough, there is always the clear shining vision to help us pick up ourselves. It is possible to steer along the difficult and rocky road with some degree of dignity and control - and also decide when a new road altogether might be needed.
The best is when we can find other like-minded people to travel with - we can laugh, have fun and support each other when we get tired. When many people know where they want to go, and how they can get there, new and better roads will be built for the whole society to move towards a new future.

The Change Journey itself and also other GALS tools are designed and sequenced as a cumulative process following principles of Empowering Enquiry. Details of the different tools are adapted for different questions and use at different levels – many examples and adaptations are discussed in detail in the practical manuals. The individual tools can also be used on their own and adapted for processes apart from GALS. But in any GALS process it is the underlying empowerment principles for the change process that remain constant. These principles must be at the basis of creativity and innovation, and also facilitation and implementation as discussed in more detail below.

Empowering Enquiry (see Box 5) was developed by the author (Mayoux !!) as an adaptation of an earlier methodology called 'Appreciative Inquiry' (See Annex). Appreciative Inquiry was an approach to development which sought to move away from 'problems' to first looking at dreams and achievements so that people become inspired and have a clearer idea of where they are going, before then looking at how to get there. Empowering Enquiry builds on this inspiring and constructive focus, but includes a clearer analysis of power relations and 'SMART' planning and tracking over time.

Box 7: Empowering Enquiry

UNDERLYING PRINCIPLES

- always start with visions as insipration for change - what is the dream of a better life and society which can help people to continue to move forward when the going gets tough?
- focus first on the positive – identify as many opportunities as possible and appreciate past achievements and strengths
- analyse constraints and power relations as challenges which can be addressed or negotiated
- identify an achieveable timebound SMART target/s and break the journey into manageable steps which bring immediate tangible change, however small
- reflect and track progress to continually learn from experience and guide future action
- continue to track and celebrate achievements as well as assessing challenges
- learn as much as possible from others

LEVELS OF LEARNING

- Individual level for learning and planning in notebook diaries. Diagrams and drawing can be used by anyone of any age from any background as a process of visioning, self-reflection and planning change.
- Household and community level: sharing individual diagrams and combining these into consensus diagrams or 'contracts' to promote communication and joint planning within the family and community

- Multistakeholder workshops to open up discussion and promote communication and respect between stakeholders with very different levels of education and power, enabling more inclusive and effective decision making where the outputs are equally accessible to all participants
- Research and documentation of quantitative and qualitative information at all these levels. Diagrams provide a very useful shorthand for thinking through and documenting very complex ideas which are difficult to capture in conventional types of note taking.
- Communication for advocacy at local to international levels for wider institutional and policy change. diagrams provide an effective means of representing and communicating findings of research and assessment and focus for discussion of policy responses

Diagrams are used at all levels from individual to policy levels with outputs from different levels linked into multistakeholder processes. Diagrams are used and tracked at individual level, then aggregated and monitored at collective levels – single and/or multistakeholder groups and organisations. They can also be used for facilitating large events and meetings – and at any level in between. They are used for a range of purposes: visioning, analysis, negotiation and committing to change. They can also be used as part of a more empowering approach to research and advocacy. Once tools are learned common symbols emerge from the process (they should never be developed from outside), enabling people to communicate information across language barriers within and between communities and on the international stage.

DIAGRAM CREATIVITY: CORE DIAGRAMS, INNOVATION AND NON-NEGOTIABLES

GALS diagrams are extremely flexible and can be adapted to any issue or context. There are only four core types of diagram: Change Journeys, Vision Diamonds, Relationship Maps and Issue Trees representing different types of logical relationship (See Box 7). Some of these (road maps, circles and trees) originate in familiar tools from other methodologies like PLA and more complex diagrams draw on principles from concept mapping and information graphics. The same, or very similar, steps are then used with different questions for different issues. All GALS tools are on the one hand simple enough for women in communities who cannot read and write to understand how to use and share the tools in a very short time – often only 10 minutes. Steps for the same tool type are consistent enough across issues for people to quickly learn to innovate and adapt themselves as new needs come up in their lives.

At the same time any diagram can be progressively developed to incorporate ever more useful and complex information and analysis as peoples' knowledge and skills increase. Innovation is a key feature of using diagrams. The range of adaptations and types of information which may be represented on diagrams of any one type is very wide. Any one question can often be approached using more than one type of diagram or sequence of diagrams. The diagrams can contain written information, or a mixture of drawing and writing. This means that all GALS diagrams have multiple versions and uses depending on the purpose of the process. Most diagrams go through a process of first elaboration and exploration and then progressive refinement as particular elements and relationships are judged more important or more interesting than others in the light of evidence or logical association. This is likely to lead to many changes in both the elements represented and the ways in which the relations between them are depicted. The examples in the GALS practical manuals are by no means the only possibilities, and adaptation of the tools to new issues as they come up and the evolving needs and skills of participants will always be ongoing.

The main aim in any process is to keep things simple and use as few tools as absolutely necessary so that people can focus on the issues and not distracted by having to learn lots of new tools. It is also important that diagrams are used in a logical sequence with clear linkages between them, following the principles of Empowering Enquiry outlined above. Some processes have become derailed and confused by staff or consultants trying to 'make their mark' by inventing a new tool, rather than looking at the issue and then seeing how tools people already know can be adapted. Introducing many new tools also often becomes very disjointed with little thematic learning link between them. However once the process is well established, or for very specific purposes, other types of diagram like calendars, flowers, maps and matrices can also be added – and the most interesting and useful ones are likely to be invented by people themselves for their own use. The Diamond tool which is now a core diagram emerged from an early GALS process.

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BOX 8: GALS DIAGRAM TOOLS

CORE DIAGRAM TYPES

Change journeys

- *What are they?* Road Journeys chart a journey from point a to point b, generally over time. Journeys may be forward-looking Vision Journey to the future, or an Achievement Journey from past to now. Roads may be single track or multilane for different issues.
- *Main uses:* strategic planning (Vision Journey), impact assessment and evaluation (Achievement Journey and tracked Vision Journey).
- *Generic steps:* A vision Journey has 1) a vision 2) current circle 3) One or more lanes along the road 4) opportunities and challenges 5) a timebound SMART target 6) activities and achievement milestones on the way. These are then tracked over time with red 'fruit circles' around things achieved and other symbols marking things that prove more difficult. The Journey is then adjusted as required. An achievement journey is the same but from present to past.

Vision Diamonds

- **What are they?** Diamonds show the degree of spread around an established norm or average.
- **Main uses:** Visioning and identifying change indicators (eg gender justice and CEDAW diamonds, poverty diamonds, leadership diamonds), family and multistakeholder negotiation and change contracts (win-win diamonds), impact assessment.
- **Generic steps:** 1) diamonds start by drawing the diamond shape, including horizontal level lines and vertical stakeholder lines as appropriate 2) participants brainstorm on positive indicators and negative indicators 3) indicators are grouped, ranked and placed in the appropriate part of the diamond 4) action priorities are ringed. Achievement of action priorities are ringed as red fruits. Impact can also be shown retrospectively for individual indicators as mini-wiggly-road journeys.

Relationship maps

- **What are they?** Relationship maps show the common and distinct features between different elements eg people, institutions, markets, represented as circles. They can also be used for concept mapping.
- **Main uses:** empowerment mapping, stakeholder analysis, institutional mapping, decision-mapping, market and value chain mapping, impact assessment.
- **Generic steps:** 1) relationship maps start by placing the individual or target institution either as they want to be or as they currently are in a circle, usually at the centre of the page 2) other elements are the placed spatially around with different types of colour/line coding 3) linkages and interrelationships are shown with different types of arrow 4) elements to be strengthened or changed are marked with symbols or thick coloured circles. As things change they are marked with a thick red circle as a fruit or smiley face. Symbols are put against actions or targets that need more attention.

Issue Trees

- **What are they?** Trees show relationships between different types of inputs and outputs in order to identify actions and target achievements.
- **Main uses:** strategy identification (challenge action tree), challenge analysis (eg gender balance tree), multistakeholder negotiation (win-win tree), impact assessment.
- **Generic steps:** 1) trees start from a trunk representing an issue or an institution like a household or community 2) inputs are shown as roots 3) outputs are shown as branches 4) actions are shown on the branches and achievement targets as fruits 5) optional external

elements like forces on the trunk, strangling creepers, fertilising bees etc can be added. The activities are tracked and the target fruits turn red as they ripen. Symbols are put against actions or targets that need more attention.

SOME DIMENSIONS OF VARIATION

- Questions and issues addressed
- Symbols and their meaning
- Colour coding to clarify differences eg gender – pens, cards
- Size and location of symbols to signify importance
- Types of line to indicate relationships or priorities

SOME OTHER DIAGRAMS USED

Progress flowers which compare multiple journeys eg leadership flowers for a group or livelihood activities in a household.

Place Maps which show the geographical locations of things like households, resources, markets and also add qualitative and quantitative information.

Types and uses: baseline community survey of various criteria by household or individual, identification of programme participants at various levels and relationship to targeting, market maps, natural or physical resource and infrastructure maps.

Matrices which show the relationship between two variables as a table with quantified values.

Types and uses: access and control profiles, landholding patterns or economic activity by sex or ethnic group and tabulation of material from any other diagram types.

Calendars and timelines which show differences over time or through the year.

Types and uses: seasonal patterns of income, resource availability, expenditure, activities, supply and demand of inputs or products. These can also be plotted against eg incidence of particular diseases, climatic variation.

Wheels or pie charts which represent the different proportions of different elements.

Types and uses: to show relative proportions of income and expenditure used for different purposes and/or by different people within a household or community, relative profits from particular activities or input and resource requirements.

Flow diagrams, webs and networks which show the complex interrelationships between different issues, objects or concepts. These are also often refered to as Mind or Concept Maps. These combine in one diagram more complex forms of trees showing many rootlets and twigs, or relationship between different trunks and/or more complex forms of circle maps.
Types and uses: conceptual mapping and more complex indicator trees, causal modelling and more complex versions of any of the trees above, institutional mapping, value chains analysis.

All GALS diagrams can be used creatively for ever deeper analysis through using, for example colour coding, differences in size and location of symbols, different types of line etc (See Box 7). In most cases it is possible, and it will be necessary, to include the following:

- Progressive refinement of categories and elements through using different types of symbol e.g. differentiating between different types of house or type of land ownership.
- Disaggregation by gender and/or other stakeholder category: This can be done through either producing separate diagrams for each stakeholder, putting them on different sides or different columns or assigning different items to each through using different colours or lines.
- Simplification through grouping together similar issues or ideas into one or linking them as categories and subcategories.
- Indicating interrelationships through putting on arrows or other forms of links, showing types of boundary between elements through solid or dotted lines and boxes.
- Prioritisation of particular issues, solutions and so on through showing differences in size, colour and line.
- Adding notes or links to other diagrams.

This can be done in the field through copying final diagrams from exploratory forms in changeable materials like the traditional beans in the dust and board and chalk to a more permanent form on paper. They can also be further refined for filing and dissemination through using digital cameras and software as discussed below. It is advisable to make sure initial diagrams are big enough to allow addition of notes and quantitative information.

Advances in technology have made more sophisticated uses of diagrams much more manageable in terms of time and dissemination costs. It is possible to edit information on diagrams through changing colour of lines, changing shape, extract symbols for use on new diagrams etc. This can be done in Word or Powerpoint. Diagram packages like Adobe Illustrator enable full editing of bitmap images (produced by photographs) and their conversion into vector images (line drawings which take a much smaller file size and can be edited). Symbols and other elements can be exported as libraries of small GIFF images into Word and other diagram applications. This means you can refine and revise diagrams easily while still retaining the original symbols and imagery from the field. It is possible to import libraries of symbols from any pictorial source e.g. PRA exercises, photos and customise all the boxes, arrows etc and export to Word or as GIFF for use in Powerpoint or other multimedia applications. For more complex mind mapping and flow diagrams there are now a range of software options – both open source and for sale[8]. Information can be typed into and stored on one master diagram or web which can then be transformed into many different shapes and sizes with only a few clicks through global formatting and expanding and collapsing nodes to make the diagrams clearer in relation to the particular issues you are trying to present at that particular time.

Although GALS is very flexible, this does not mean to say that 'anything goes'. Diagrams are only as empowering as the processes and institutions in which they are used. Diagrams can significantly increase participation, understanding and communication. But this depends also on the degree of commitment by the facilitators to really listening to understand and learn about the impacts of the programmes and working with people to bring about improvements and change. Initial design and fieldtesting requires experience and in-depth understanding of both gender and GALS in order to

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[8] Three established programmes are Apple's iThoughts and Mindjet Manager that produce tree-type diagrams and Inspiration than can produce a wider range of diagram forms. But a google search on concept mapping sotware will come up with many other options.

simplify the complex questions and issues so that the diagrams themselves can be simple enough to start with. Ongoing adaptation must be led by those using them.

Box 9: EMPOWERMENT CHECK

- Focus on **vision** – is there an inspiring focus? even the current situation should be looked at in relation to a vision
- **Think positive** - Have as many positive opportunities for change been identified as possible?
- **Foresee challenges** but don't get too bogged down – Have challenges and power relations been identified?
- **Act SMART from Day 1** ALWAYS identify immediate **action steps and SMART target/s**
- **Track, reflect and learn** – all diagrams are to be used for learning how to advance. Have people decided how they will do this? What symbols will they use to track? When will they do it? How will they learn?
- **Share with others** – are people clear enough about the steps to share with others?
- **Gender disaggregation** – have gender dimensions been discussed in all the above?

PART 3

GENDER JUSTICE IS FUN:

EMPOWERING FACILITATION

An example of facilitation from the back in Uganda. Janet Biira in the black suit is the facilitator.

FUN WITH A SERIOUS PURPOSE

In GALS the aim is not just to teach diagram tools, but to catalyse a Gender justice movement and develop the leadership capacity of everyone to lead and spread the messages and methodology. This means that the aim, particularly at the beginning , is not communicating messages from the organisation. But building the analytical, partipatory, listening and leadership skills and networks of participants. Developing these skills and networks needs to be an integral part and key focus of the facilitation methodology.

emphasis is 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. Gender change is rarely simple. 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. Common human rights and clarification on concepts are progressively internalised as 'natural' through fun processes rather than 'teaching empowerment'. 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'.

GALS 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 which ultimately benefit everyone. It 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. Both the development of mutual understanding and communication between stakeholders, and the increased bargaining power of the most vulnerable stakeholders, then enables any inevitable conflicts of interest to be addressed in a much more constructive and equitable manner without undermining the sustainability of the economic activities themselves. Gender justice is an integral and non-negotiable part of analysis and strategies at all levels – and over time becomes the 'natural' way of thinking and acting.

Having fun is also a key element in sustainability. People will only continue to use and share GALS with others if they enjoy it as well as finding it useful!!!

Box 10:	**EMPOWERING FACILITATION PRINCIPLES**

Action focus: Make the action purpose of every session and every tool clear at the beginning and make sure immediate actions are identified and discussed so people can start to move forward as soon as they get back home.

Everyone must take reponsibility for their own process: Everyone must draw and anaylse their own diagrams. The first responsibility for action and change lied with the individual. Only once individual actions have been exhausted can

Inclusion : everyone is listened to and everyone is encouraged to become can be a leader of change

Build new friendships, networks and leadership : People should be continually mixing with new people or those they do not know so well – or even those they do not currently get on with so well, so they understand each other better.

Social justice is non-negotiable : including gender

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Sustainability : ownership, pyramid peer upscaling and integration

Make it fun: Encourage continual creativity in songs, dance and drawings to develop an alternative culture and new ways of being.

CHALLENGING CULTURE: THEATRE AND SONGS

Part of the fun element in GALS is the development of visual creativity through drawing and diagrams as a liberating experience. What is required in GALS are not fine art paintings, but simple symbolic representations. Individual drawing can be both liberating and confidence-building. Collective drawing can be great fun and very useful in team-building. Within about 10 minutes, left alone with friends to gain confidence, most people will be happily drawing, even if they have never held a pen before or say they cannot draw[9]. The facilitator should not touch the marker – participants should do all drawings themselves in order to develop skills and increase confidence and ownership.

In addition to drawing, most sessions should start and/or end with some culturally appropriate event such as a song or a dance which reinforces the basic philosophy and gender justice principles of the process. As with drawing, the aim is not a polished theatre to raise awareness, but to directly engage participants in identifying and rehearsing changes. Songs and drama are used to subvert existing cultural stereotypes, explore changes and experiment with different, new ways of doing things in future[10]. In GALS there are no professional actors or singers, no one leads and everyone participates:

EVERYONE NEEDS TO BE AN ACTOR AND SONGWRITER AND HAVE FUN WITH CHANGE.

Box 11:	PARTICIPATORY DRAMA

ROLE PLAYS: POSSIBLE STEPS

Step 1: Issues are identified through use of GALS Tools eg from the Gender Justice Diamond or from Visioning or examples of action fuits from the Challenge Action Tree. Possible examples would be relating to land, violence and other doimensions of CEDAW and to facilitation and peer training processes – what will participants do when they get home?

Step 2: Roles are then decided and allocated through voluntary or random methods – in some cases all participants will be actors, in others they will intervene as 'spect-actors'. In some cases there will be a gender swap with men playing women and women playing men, or swapping of other statuses eg rich/poor.

Step 3: At certain key points in the narrative there will be possibilities for audience intervention to pose questions, change the direction of the plot or explore possible solutions or endings. At other points the actors may be asked to change or swap roles.

Step 4: At the end there should be a process for strengthening the friendships and networks formed and deciding on concrete actions which will be taken. This could be for example through forming small groups to do a Challenge Action Tree or a Road Journey.

MUTLI-STAKEHOLDER NEGOTIATION

• Activities which encourage stakeholders to put themselves in the place of others and experience that position 'from the inside' eg in swapping roles of women and men

• Activities which encourage stakeholders to envisage and change how they behave towards others and to practice these new behaviours

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[9] The video and materials on the palsnetwork site show this process www.palsnetwork.info

[10] Any of the above approaches can be used as part of multistakeholder negotiation:Participatory Drama for Gender Transformation Linda Mayoux 2012 Page 7 of 9

• In some cases these activities could be done by stakeholder groups separately at first and then brought together as a collaborative drama involving all stakeholders

MONITORING AND EVALUATION

Combining drama with the Most Significant Changes methodology and the role play suggestions above, people could be asked to enact what they see as the most significant changes which they have seen in their lives. This could either be for themselves, or there could be a comparison of changes which people themselves have experienced compared with changes which others have perceived.

DISSEMINATION

In place of the standard theatre for awareness-raising, participatory drama could use:

• the interactive techniques from the Theatre of the Oppressed, engaging the audience directly in the story.

• Invisible Theatre with people who have been through the previous processes then taking their ideas and drama to markets, streets or even local government meetings.

DESIGNING PARTICIPATORY DRAMA: KEY QUESTIONS

- Who participates – communities of people who know each other? Unsuspecting passers-by? People brought together because they have come to the theatre? Professional actors and writers?
- What are the issues and how are they chosen – by people themselves or by facilitators/actors/witers
- When does participation take place – what are the critical action points where participation will be most useful?
- What form does participation take – how far do participants control the action and decide the outcomes?
- How far does the participation transform behaviours and enact actual change and build communication and networks rather than just raise awareness? Are participants encouraged only to imagine change or to actually practise that change, reflect collectively on the suggestion, and thereby become empowered to generate social action.

ACTIVE FACILITATION 'FROM THE BACK'

Even when using participatory diagram methods, empowerment cannot be taken for granted and certain procedures are advised in order to ensure that participation takes place. GALS follows established good practice in participatory facilitation. But GALS moves even further away from 'teaching mode' because the goal is not 'awareness-raising' in the sense of conscientisation by outsiders, but to catalyse discussion, awareness and motivation 'from within' the participants themselves.

Every learning 'event' 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 precise purpose of every session and tool in terms of these action outputs needs to be very clear from the beginning, and the main focus of the facilitator's introduction. These actions include immediate practical steps towards change once participants get home, learning and further development of the documentation in individual diaries, and commitments to peer training. It is important that time is always left to discuss the action implications of the discussion – shortening analysis of information and/or giving some tasks for homework where necessary.

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. 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 develop participatory listening skills to work collaboratively with others. This then is part of developing the skills and motivation for ownership of the process and widespread scaling up through peer training.

In GALS, the best facilitation is 'from the back' where the facilitator empowers participants to express themselves. Through encouraging participants to speak and asking a few pointed questions, good facilitation manages to arrive at a point where most of the important issues come up from participants themselves. This requires very close observation of the process – who is and who is not talking and why – and encouraging people who lack confidence. The facilitator barely speaks and does not express their own opinion during the discussion. The facilitator's main task is to ensure that all voices are fairly heard and the discussion is not dominated by particular people, and to make space for most of the main points to be made by participants themselves. Facilitation should be through asking questions, e.g. on contradictions between different responses, to provoke discussion. The facilitator should not be frightened by silence, but give people time and space to reflect. Only in case of great difficulty when issues cannot be raised through other means can the facilitator relate experience in other GALS processes from their own experience as this develops.

This requires practice, and is hard even for those trained in more conventional participatory awareness-raising techniques. On a practical level there are a few basic guidelines which support the above process. The facilitator should be seated on the same level as the participants, and whenever possible at the back. The facilitator should not touch the marker but ask others to draw. The main space which can be used by the facilitator to express their own views is when they have 5-10 minutes for final wrap-up: summarising discussion on contradictions and pointing to any omissions referring to CEDAW. A copy of CEDAW or any other women's rights/gender policies and principles to be used as the basis for the GALS process can be given out at the end. If some participants become very emotional because of their experience they should be asked if they wish to stay or need to go to see someone outside the group who can help them and come back when they are ready.

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Box 12:   GALS FACILITATION: PROCESS AND PRACTICAL GUIDELINES

FACILITATION PROCESS

Pairwise and/or pyramid discussion

The GALS pair discussions are extremely important and replace the normal individual introductions, and will also recapitulate on previous experience in GALS and cover expectations. They enable any session to start exactly on time with a fun activity, where those who are late miss out on the interesting discussion, but not on the substance of the training. It is also important for people in training, and in groups, to listen and learn from each other and to speak up for each other.

As people arrive they are asked to sit in pairs with people they do not know so well and discuss something relevant to the session – often a recapitulation of the previous session and/or experience with homework and/or expectations of the coming session. People are told that each person will feedback what their partner said – not their own views, so they have to listen carefully.

Depending on numbers of participants, pair may be joined into larger groups to identify and feedback 3-5 key points to the plenary before proceeding to the mani content of the session.

Formal start of the session
- explaining and clarifying the purpose of the tool or exercise
- song

Main Tool and Discussion
- individual and/or group work
- plenary
- issues in pyramid peer sharing

Brief facilitator wrap-up

This should be very brief and limited only to the main points – in good facilitation nearly everything should already have been said by participants. A main purpose of the wrap up is to explain the next session and homework.

Homework

All sessions have homework in the form of implementing immediate change actions, reviewing and refining diagrams and pictorial manual for sharing with others, sharing with neighbours and friends. Sometimes working with others to develop logos, songs or theatre.

PRACTICAL GUIDELINES

'Active facilitation from the back'
- Make space for most of the main points to be made by participants themselves.
- Be seated on the same level as participants.
- Don't be afraid of silence.
- Don't hold the marker.
- Save main points for a succinct 5-10 minute wrap up referring to pictorial version of CEDAW.

Think strategically about group composition

Group exercises should aim to extend peoples' networks and develop leadership capacity as well as providing a space for free and open discussion.

- In some cases it will be best to put people together with people with same ideas, skills, background and interests eg women with women/men with men, people in the same economic activity. This will enable open discussion and build confidence.
- In other cases putting very different people together – women with men, very poor with very rich – will open minds to new ideas, build understanding across social barriers, develop new networks and be a valuable learning process for all.

Make sure seating arrangements are conducive to participation

People should not be sitting in rows like school. There should be space for people to easily come up to the front to draw on plenary diagrams. There should be anough spaces at the sides and corners of the room for group work.

No one should ever be sitting with nothing to do

Participants are very busy people with many other things to do with their time. They should never be left sitting not knowing what to do. The facilitator needs to be constantly aware which people finish early and which people need more time. Those who finish early can either be given some ideas of how to develop their diagrams further. Or they can be asked to help others as part of the consolidation of their own skills and training experience.

Everyone's voice is heard and listened to

Make it clear to everyone that everyone's word is to be valued, particularly the views of those who may be more disadvantaged than others in the group. This includes women, illiterate people and also men if they are in a minority and not in leadership positions. Feedback should always start from the back or with minority participants so that those who are normally less articulate and outspoken are listened to first – and given the necessary support to give them confidence to speak.

Passing the stick

Introduce some sort of tool to represent a microphone - like an actual microphone, a stick, or some groups prefer a banana or other object to represent a microphone. It is only the person holding this tool who is allowed to talk. It is then possible to ensure that everyone has a turn to hold the stick and limits on the numbers of time or length of time anyone can hold it can also be introduced.

All participants and all responses should be applauded and respected

After each presentation or contribution there should be a culturally appropriate form of acknoledgement and applause. This not only reinforces respect, but also acts as a break for thought and energiser.

Make sure everyone has contributed

At the end of group discussions, and where appropriate at the end of plenaries, anyone who has not spoken must be given the microphone and asked if they would like to say something.

Everyone should have a voice. Always start each session/day with a participatory pairwise recapitulation of the previous session, or questions on perceptions and expectations of the meeting while others are arriving (See Box 8). Pair discussions enable participants to start focusing on the issues as soon as they arrive, so that they are not sitting around with nothing to do while others are still arriving. They also allow for the fact that, even with the best will in the world, the reality is that not everyone will be able to arrive exactly on time. It is important not to penalise people who justifiably come a bit late on occasion. At the same time, if those who come on time are kept waiting, they are less likely to come on time next time. So the pair discussion is a useful way of overcoming

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this dilemma and reinforcing discipline. Although initially time consuming, the discussions should not be rushed. The participatory skills and discipline learned, and friendly understanding developed, through continual repetition of this exercise are as important as the content of the tools. As people to get used to having these pair discussions at the beginning of each training they will go much more smoothly in subsequent sessions. Experience shows a very clear difference between those sessions where pair discussions have taken place and those where normal rounds of individual introductions were done because of a perceived lack of time. This is the case at all levels: in communities and also senior levels in institutions. The rest of the session is much smoother and more lively because people are already confident and participating. Pair discussions are also a very important part of the participatory skills training and network development. They help the facilitator to get a good sense of peoples' initial level of understanding and the language they use, and to observe the dynamics of the group and make any last minute minor adjustments to their facilitation accordingly.

Feedback should always start from the back or with minority participants (e.g. men first if they are poor and fewer in number) to show respect for those who are likely to be less confident and to promote inclusion. This means those who are larger in number or more likely to be dominant have to listen and respond to others in their presentations/suggestions. In group discussions introduce some sort of tool such as a stick or a banana to represent a microphone. It is only the person holding this tool who is allowed to talk. It is then possible to ensure that everyone has a turn to hold the tool, and limits on the number of times or length of time anyone can hold it can also be introduced. All participants and all responses should be applauded and respected through a culturally relevant show of appreciation following each presentation. Make it clear to everyone that everyone's word is to be valued and respected, particularly the views of those who may be more disadvantaged than others in the group. This includes women, people who cannot read and write and also men if they are in a minority and not in leadership positions. No one should feel they cannot ask questions or say things which they feel – provided this is done in a real spirit of wanting to understand and does not undermine the free expression of others. At the end make sure everyone has contributed: at the end of each stage anyone who has not spoken or drawn on the diagram must be given the 'microphone' or pen and encouraged to comment/draw on the diagram.

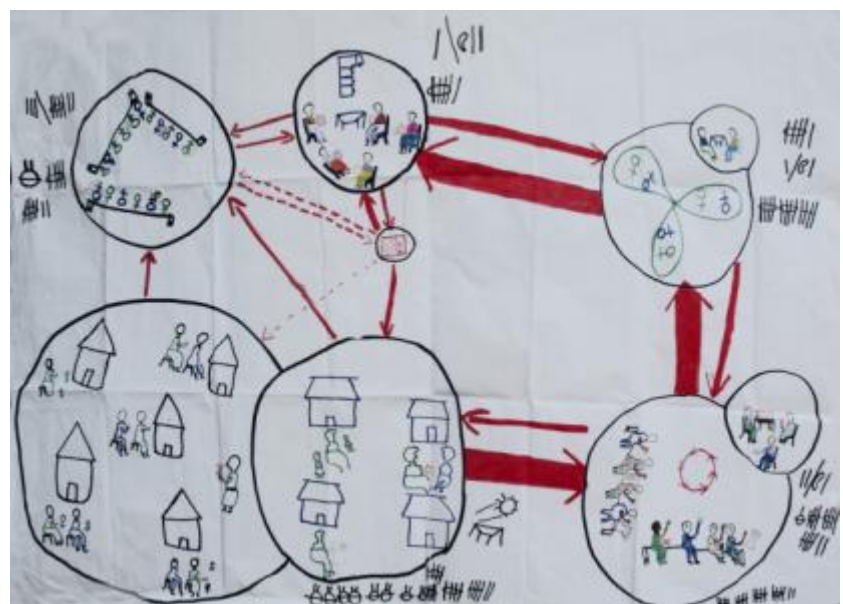# PART 4: GENDER ACTION LEARNING SYSTEM: REFLECTION, MONITORING AND DOCUMENTATION

Figure 3. *Figure Action Learning System in Bukonzo Joint*

Top left: Member showing tracking in personal diary

Middle left: Individual information on land reights, division of labour and coffee quality aggregated from individual and group information to parish and organisational level

Middle right: aggregation of numbers reached with different tools by parish

Bottom left: GALS information system showing information flows and decision-making between stakeholders from household up to thematic meetings with government and other stakeholders for advocacy.

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GALS ACTION LEARNING SYSTEM: UNDERLYING APPROACH AND PRINCIPLES

In GALS Monitoring and Evaluation is one part of a bigger Gender Action Learning **System.** GALS MandE is distinctive in that it brings together different stakeholders in an empowering learning process, rather than simply checking boxes for donors. It brings together:

- Individual tracking of their own empowerment process/progress towards their visions and action commitments in notebook diaries at each level: communities, private sector, organisation staff
- Participatory monitoring and aggregation of some of this information for quantitative analysis by community groups as well as associations and NGOs as part of their collective planning
- Use of qualitative and multimedia methods by stakeholders and NGOs for deepening understanding of processes
- External reviews and research where needed to further investigate and validate information
- Participatory impact assessment and planning by the stakeholders to decide what to do with the information

Tracking and documentation at different levels is clearly targeted to information which is needed to progress, not detract time energy and resources from the empowerment process itself. Exactly how this balance between the need for information on complex processes and time and resource availability is achieved will differ between organisations and contexts. Designing the information system for a particular process will need coordination between existing MandE staff in the organisation and the lead consultant and GALS staff.

GALS builds on the 'paradigm shifts' in impact assessment and MandE over the past decade in the attempt to develop a rights-based approach to assessment of development interventions – echoed in recent developments in monitoring like Theory of Change and Most Significant Changes. A rights-based approach implies going beyond linear top-down 'police' thinking of results-based manangement and current Randomised Control Trials to a focus on learning to 'improve practice' - including the priorities of very poor women and men, looking in detail at differences between the experience of specific groups of poor people and crucially going from questions about what is happening to whom, to questions of causality and attribution and the implications for future change (See Box 1). This underlying critique has been discussed in detail by the author elsewhere and is not repeated here[11].

In initial stages of GALS, or when new tools are introduced, they need to be very clear and simple. They are then progressively refined the original diagram or developed as a series of related diagrams to show different dimensions of analysis and action planning. Once diagram documentation is established and integrated into discussions in GALS Phases 1 and 2, the GALS methodology potentially produces rich quantitative and qualitative information on livelihoods and gender relations for thousands of people. It also develops participatory structures which become a sustainable input to local economic development, national economic policy, ethical supply chain management and international certification standards. These macro-level linkages are a key focus of the final Phase 3 of the GALS process.

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[11] See Mayoux and Chambers 2005 and references therein and .

Box 13:	**PARTICIPATORY ACTION LEARNING SYSTEM**

UNDERLYING PRINCIPLES

PARTICIPATION FOR EMPOWERMENT
- Builds on grassroots information needs
- Develops grassroots capacity for investigation and collective action
- Links grassroots learning into decision-making in order to ensure downward accountability to programme participants as well as upward accountability to donors.
- Ensures the inclusion of the views and interests of the most disadvantaged throughout, and at all levels of, the action learning process.

ACTION LEARNING
- The main aim is to yield practical recommendations for collective action and programme improvement in future, rather than simply 'policing' what has happened in the past.
- Practical questions are the starting point for identification of indicators, sampling and design of investigation.
- The process of investigation and dissemination strategically builds partnerships and networks for decision-making and action.

SUSTAINABLE SYSTEM
- Integrates learning into existing information systems and all routine programme/participant interactions to minimise cost and time.
- Information is collected and analysed at first point of use in order to maintain interest and commitment.
- In order to maintain rigour and credibility it develops complementarities between information collection of the different stakeholders including donor reviews and evaluations and academic research so that these build on and serve as triangulation rather than ad hoc duplication of each other.

KEY QUESTIONS

WHAT IS HAPPENING?

Uses Visioning tools with different stakeholders to replace simple measurement of pre-determined indicators and examine:
- What are the key priorities and indicators for change of people themselves?
- How can broad priorities be translated into specific indicators which can then be meaningfully assessed?
- How can different local indicators be compared and and aggregated across interest groups and geographical areas?

TO WHOM?

Uses quantification of diagrams and purposive sampling for qualitative follow-up research to go beyond simple counting, aggregation and assessment of averages to examine:
- What are the differences in visions and changes between stakeholders?
- What happens in the best cases? What happens in the most challenging cases, including those who leave the system?
- What are the main potential conflicts of interest?

WHY?

Uses qualitative analysis of attribution on diagrams and qualitative follow-up to go beyond simplistic before-after or sample-control comparisons of linear imapct processes to:
- Understanding complex processes of change
- Understanding the complex interactions between individual strategies, programme interventions and contextual factors

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WHAT SHOULD BE DONE?

Uses participatory methods to look in-depth at:

- What do people want to do? How do they evaluate trade-offs between different priorities eg increased income versus decreased leisure/stress/time with family?
- How can differences and conflicts be negotiated?
- What are the lessons of past experience, ongoing opportunities and challenges for the future?
- Who needs to know what in order to make decisions and act?

COLLECTING QUANTITATIVE INFORMATION

Quantification of diagrams is a key element of GALS. This is not only, or even primarily, in order to fulfil donor information needs. Quantification is a key part of the individual and community-level learning to improve their progress in relation to their visions, and also to give feedback to organisations and other stakeholders on the effectiveness of the support they give. Using diagrams, it is often possible to collect more relevant information as reliably and more rapidly than standard survey and questionnaires - in a way which makes the findings immediately accessible to everybody[12].

The main aim is empowerment and enabling the champions and those with whom they share the methodology to reflect on and document what they need for their own empowerment. Then share this with other group members as part of collective learning - including some quantification on the group diagrams. Through aggregating individual information at group meetings and aggregating this up to organisational level, it is possible to compare progress across individuals and groups and see where opprtuhities and challenges lie. Out of this community-led information, organisations can extract at least part of the information they need for planning and donors.

Additional information can then be collected through other quantitative and/or qualitative methods. All GALS quantitative information can be transferred to Excel charts. Diagram information can also be supplemented by individual pictorial or written questionaires. For example people can fill in pictorial matrices of indicators in groups of 5-6 to record individual information while retaining the benefits of group discussion for sharing information.

There are three basic types of quantification which need to be addressed:

- Measurement
- Counting
- Aggregation

Each of these presents particular challenges for diagram methods as it does for more conventional quantitative surveys and qualitative methods.

Measurement and indicators

The first challenge is choice of indicators that can be measured. It is often considered that gender issues are somehow 'soft' and 'social' whereas poverty is hard, tangible and economic. However measurement of poverty, income and economic measures have as many challenges as devising gender indicators and are no more 'objective'. Common indicators used like increased income are difficult to measure because of conceptual problems and people's lack of reliable information. Even if people know what the total income from all their various mutlitasked and seasonal market activities are, these need to be adjusted for inflation and price fluctuations in the value of these incomes and also the likelihood that income-earning replaces non-market activities that now need to be paid for. Then there are power issues of control of income etc. that need to be taken into account – heads of households may control the income of other family members and partcular types of intervention may increase or decrease that control, particularly for women and younger men or children.

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[12] See detailed discussion on participatory quantification by Robert Chambers and others !!refs.

Box 14:   TYPES OF INDICATOR

- Change goals: what is to be assessed eg dimensions of CEDAW.
- Change indicators: how it is to be assessed and measured eg possession of a land agreement

QUANTITATIVE/QUALITATIVE INDICATORS

- Quantitative indicators are those which are answered in numerical form. They differ along a continuum of the degree of precision of estimation required.
- Qualitative indicators are those which are answered in verbal form or are observed from actions.

DIRECT/PROXY INDICATORS

- Direct indicators are those which are a direct result of an intervention e.g. levels of savings in a savings and credit program.
- Proxy indicators are those which are assumed to be related to direct impacts but may be easier to measure or assess e.g. levels of women's savings as a proxy indicator of poverty reduction or economic empowerment.

SMART/SPICED

In NGO impact assessment attempts have been made to establish criteria for selecting indicators. Initially the focus was on:

- **SMART indicators:** specific, measurable, attainable, relevant, timebound. The main considerations are the feasibility of collecting data which can be quickly and easily used at specific points in the project management cycle.

Later, with the increasing emphasis on participatory assessment, another set of criteria were developed:

- **SPICED indicators are:** subjective, participatory, interpreted, cross-checked, empowering, diverse focuses more on relevance of indicators to different stakeholders and their accurate representation of complex realities.

INDICATORLESS REPORTING In its original version developed by Rick Davies staff are requested to report the most significant changes (positive or negative, planned or unplanned) over the last period and explain why they have identified these as significant. This discussion of relative significance highlights changing priorities with the programme and captures both planned and unplanned benefits and costs. It can generate more usable information than more conventional quantitative and qualitative information systems (Davies 1998).

SOME QUESTIONS IN DECIDING INDICATORS

- Can people tell you? Many people do not keep records, particularly where incomes are seasonal and regular or for non market activities. For many assets there may not be a second-hand market and/or prices may differ considerably depending on time for sale or relative status of buyers and sellers.
- Do people want to tell you? Information on incomes and assets may well be secret and confidential as people fear theft or jealousy from neighbours, or appropriation by other household members.

GALS aims to overcome some of these challenges through focusing on information that people themselves need to collect for their own learning –they then have more incentive to really think things through rather than give quick snap answers. It is possible through use of GALS tools like diamonds and gender balance trees to establish SMART indicators which are at least as reliable as many indicators currently used for poverty assessment. Using diagrams in participatory workshops often makes it easier to crosscheck and triangulate information. However, as in more conventional methods, it is obviously always necessary to:

- Be very clear about exactly what it is that is being measured. For example it is very important to make it clear whether the questions refer to people's perceptions of size or relative size or importance of particular variables within the community, their own actual views or experience, actual knowledge of the actual incidence within the community and so on.
- Ensure that information given is reliable. In some cases information may be more reliable when given in a group that when given individually because it can be crosschecked and verified by other participants. In other cases, depending on the issue, people may be less willing to disclose sensitive information. Here it is necessary to introduce a topic in such a way as to encourage people to have an open discussion.
- In some cases indicatorless assessment may reveal dimensions that outside people have not thought about – for example use of interactive theatre can be a very good means for highlighting peoples' immediate or underlying perceptions of change. These can then be compared with more systematic visioning through Diamonds and any differences discussed.

Counting how many

One of the main differences between GALS and statistical survey methods is that with participatory methods it is often not possible to strictly control participants for eg random or other types of sampling. Participatory methods are frequently used to bring together different stakeholders in a specified location rather than as part of interviews in their own homes or workplaces. In this case those facilitating have much less control over who comes and who does not come and there is always likely to be an element of self-selection.

Because GALS aims to empower all participants to collect information, the general rule is that all participants are counted. Counting itself can be done through a number of easy methods which can be used in a group meeting:

- Voting by showing of hands with numbers then marked on the diagram.
- An energiser which asks people to group themselves by particular characteristics to encourage them to move and change places as well as be counted.
- Voting by secret ballot, using symbols and diagrams, can be used for more sensitive issues.

In all cases it is necessary to:

- Be very clear about exactly who is who is actually present: a register is kept of participants with some background information. Although this does not enable statistical correlattions, it does enable contextualisation of the findings in relation to standard indicators like marital status, literacy, economic activity and so on.
- Differentiate between responses from different social groups: this can be done through the way the workshop is structured and division of participants into social groups and/or colour-coding on cards and drawings.

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- Take note of who has participated or not participated equally, and the potential implications for the outcomes, and how this influences the ways in which information is obtained and/or decisions reached. And see facilitation tips for ways of encouraging more equitable participation representative of groups from different backgrounds.

Aggregation and analysis of information across groups and organisations

Aggregation of data from different diagrams is somewhat more problematic than in conventional methods, largely due to the complexity of reality and the fact that this complexity will have to be filtered after rather than before collection of information. Judgements will have to be made about the equivalence of locally-identified indicators and representativeness of the participants who have not been purposively or randomly selected. The best ways of aggregating of data from different diagrams depends on the particular issue and diagram used. This is discussed in more detail in relation to each Tool in the practical manuals.

It is generally possible to:

- Assign and weight locally derived indicators according to common broad categories. They can then be tabulated and quantified like any other type on non-numeric information.
- Identify representation of different broad stakeholder categories and weight the responses accordingly.

These judgements can be made much more reliably based on better contextual understanding through using diagrams, rather than being often rather arbitrarily based on the preconceptions (and possibly prejudices) of the investigators.

Box 15:	SOME ISSUES IN QUANTITATIVE ANALYSIS

- Is it necessary to aggregate information? At what level? Using the raw disaggregated data, it is often possible to get a much more useful understanding of statistical relationships between different variables which may be important for policy.
- Percentages have little meaning unless accompanied by a statement of the sample size. Percentages are not appropriate when the sample size is small (eg less than 30) because they give a false sense of accuracy.
- Average measures have little meaning without an indication of the level of spread. The particular ways in which average measures and levels of spread are calculated must also be carefully examined. For example, although mean values are easier to calculate than the median, they are unreliable where there are extreme values.
- In order to make practical recommendations it is often not so much the average findings which are significant, but the exceptional cases which require detailed analysis.
- Exact values for data like income levels often conceal estimation and inaccuracies during the collection of the information. More appropriate here is the use of grouped data, despite the greater complexity of estimating averages and level of spread.
- Data on changes over time says very little about the significance of the magnitude of such changes without reference to contextual information eg comparative income levels, subsistence needs, beneficiary aspirations. These problems are not necessarily completely addressed by using control samples.
- Statistical relationships indicated by scatter diagrams, or even many of the more sophisticated statistical techniques, say very little about causation or the direction of any causation. They cannot therefore be taken as proof of impact of a particular programme or policy. Even use of

control samples may not correct for 'selection bias' ie the parameters used for selection (eg gender, age, income level) may not allow for the fact that programme participants may be those with better contacts, more entrepreneurial motivation and so on and hence with 'success potential'.
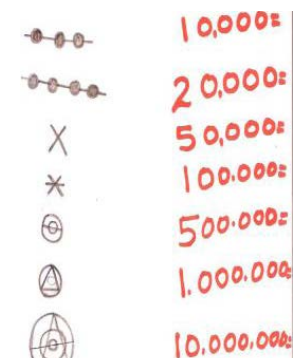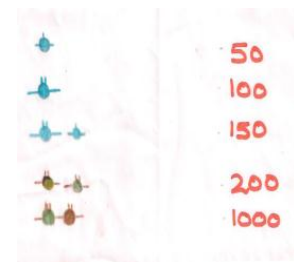
Pictorial Number Systems

The ultimate aim is that all participants in GALS should be able to use national number systems for recording quantitative information. However, it is also possible that at some stage a number system will need to be developed to enable people with no formal education to record numbers on their diagrams. This is particularly so once incomes or scale of activities increases beyond very simple strings of strokes. In many cases people who cannot read and write are better at mental arithmetic than people who can

Pictorial number system

read, because they have to be able to calculate so they are not cheated. However people who have little contact with markets, or generally lack confidence may need some support.

In some organisations using GALS, local number systems have been developed based on indigenous recording systems like marks on wood or knots in thread. These systems have often been dismissed by outsiders because people with formal education often do not want to think aoutside the boxes they have learned. These local number systems are often in fact more useful than the international duodecimal system developed in the West and Asia. They often reflect the principles of an abacus counting machine and make arithmetic, particularly adding and subtraction on diagrams much easier and quicker – particularly people who have not spent years learning mental arithmetic and who do not have a calculator.

For this reason even when people have learned the standard national number system, they prefer to maintain their local pictorial system alongside. It is important that GALS facilitators, and also other stakeholders in the same process, are able to use both systems in order to facilitate an inclusive process.

QUALITATIVE ACTION RESEARCH

Qualitative action research looks in more detail at particular issues – trying to understand what is behind the diagram outputs and quantified information. Participatory processes are inevitably influenced by power relations and what people feel it is possible to say in public. Although GALS processes are designed in to overcome some of these challenges, this is not always possible in all contexts or all issues or all stakeholders. Qualitative research helps to not only test the reliability of this other information, but also look at more sensitive issues and the private views of particular stakeholders that may affect the implications for ways forward.

uses different types of purposive sampling, depending on the aims of the research and the questions being asked. Qualitative interviews can generate quantitative information, depending on the ways in which they are integrated with survey techniques and the sampling strategy used. For example types of responses can be classed together and numbers of people counted. Qualitative interviews can also be conducted with groups of people. They often involve several members of one household, or neighbours who come in to hear what is going on or other members of organisations who happen to be passing by. They can also use visual methods like those used in participatory research. Diagram methods like timelines, Venn diagrams and maps are often useful to liven up interviews and build rapport, to help clarify communication and/or to make collection of information more systematic.

Qualitative analysis of participatory diagrams and process

The main source of qualitative information in GALS comes from qualitative development and background facilitation notes on the diagrams. In initial stages of GALS, or when new tools are introduced, they need to be very clear and simple. But they are then progressively refined the original diagram or developed as a series of related diagrams to show different dimensions of analysis and action planning.

Diagrams can be further developed in many different ways, as described in more detail for particular diagrams below. In most cases it is possible, and it will be necessary, to include the following:

- Progressive refinement of categories and elements through using different types of symbol e.g. differentiating between different types of house or type of land ownership.
- Disaggregation by gender and/or other stakeholder category: This can be done through either producing separate diagrams for each stakeholder, putting them on different sides or different columns or assigning different items to each through using different colours or lines.
- Simplification through grouping together similar issues or ideas into one or linking them as categories and subcategories.
- Indicating interrelationships through putting on arrows or other forms of links, showing types of boundary between elements through solid or dotted lines and boxes.
- Prioritisation of particular issues, solutions and so on through showing differences in size, colour and line.
- Adding notes or links to other diagrams.

This can be done in the field through copying final diagrams from exploratory forms in changeable materials like the traditional beans in the dust and board and chalk to a more permanent form on paper. The can also be further refined for filing and dissemination through using digital cameras and software as discussed below. It is advisable to make sure initial diagrams are big enough to allow addition of notes and quantitative information.

Case studies may focus on in-depth discussion of existing diagrams. Or they may be additional follow-up studies using new diagrams in order to compile a comprehensive and systematic picture of a particular case or issue important to understanding how best to move forward. As well as qualitative information, Case studies may contain information which can be quantified and/or followed up by quantitative surveys. This is often necessary in order to assess the significance of any particular case. Case studies may also often involve participatory methods if the case study is of a group, community or institution or with different members of households. They may also be analysed or documented using diagram techniques to clarify interrelationships between the different elements.

Use of diagrams for qualitative research is discussed in more detail in the practical manuals.

Who do we talk to? selecting Cases for detailed follow-up

Case studies are useful:

- where broad, complex questions have to be addressed in complex circumstances
- where individual, rather than standardised, outcomes are sought
- providing a focus for debate and further probing of sensitive issues in informal interviews with other respondents.
- for illustrative purposes of typicality and/or limitations of findings and/or to highlight particular issues
- for demonstrating and communicating impact in presentation of findings, dissemination, publicity and training

Given the amount of time needed to compile a comprehensive case study, careful and purposive selection of the particular cases to be studied is crucial. There are many different types of Case Study – some of these types and their uses are summarised in Box 14.

Case studies may be of **individuals** in order to get a more in-depth understanding of their diagrams and/or other issues arising. In many GALS processes there will not be enough resources to do in-depth qualitative research. A lot of very useful information for communities, organisations, funders and other stakeholders can be obtained through a few carefully selected cases of:

1) Best cases models to show what is possible : showcased examples of the most successful champions which can be used in dissemination and promotion of the methodology, training for scaling up as well as mutual learning between members. These members should be purposely selected as part of a system of social incentives to inspire champions to continue and succeed.

2) Quality check on pyramid peer sharing to improve methodology: to identify any adjustments which might be needed to the methodology for more effective impact and scaling up. A random sample of 20 - 30 women and men should be chosen from the list of names given on the Social Leadership Maps. If it is found that the information from the qualitative investigation for the random sample confirms that on the maps, and there is good impact, then one can reasonably conclude that much of the information in the other maps is accurate.

3) Exit cases: If the methodology is to significantly upscale through pyramid peer sharing, then it is important that this is as effective as possible and also the energies of the champions is carefully targeted where it is most likely to be successful. For this reason as many exit cases as possible should be followed up by the champions themselves or programme staff/the consultant.

Box 16:	TYPES OF CASE STUDIES AND THEIR USES	
TYPES OF CASE	**USES**	
Unusual, extreme, or deviant cases (programme dropouts, failures, or successes)	Useful in understanding puzzling cases which seem to break the rules, and why certain people or organisations seem to achieve particularly good or bad results. Useful in understanding the reasons for exceptionally good or bad performance.	
Typical or average cases	Useful in understanding the situation of most people, communities, and organisations. Findings maybe replicable in other 'normal' situations.	
Homogenous or similar cases (for example, looking at impact on a group of women of the same age, or looking at a number of credit projects)	Useful in looking at particular sub-groups in depth, which maybe important when many different types of people or activities are involved.	
Varied or heterogeneous cases (deliberately seeking out different groups of people, organisations, or types of programmes)	Useful in exploring common or distinct patterns across great variance. Common patters in such cases are likely to indicate core and central impacts of wider relevance, precisely because they occur across diverse groups.	
Critical cases (may have wider relevance; can be used for broader purposes, such as innovative work or work with new groups: or may produce results which have high political impact)	Useful when a single case study can dramatically make a point; statements such as 'if it happens here it can happen anywhere' or 'if it doesn't work here it won't work anywhere' indicate that a case is critical.	
Snowballing cases (one starts with a few cases and then selects others on the basis of the findings)	Useful when the information to select all case studies is not available or are dependent on a greater understanding of the situation.	
Convenience cases (where case studies are chosen solely because it is easy - the information already exists, the site is very close, and so on)	Generally a bad idea if these are the only or most important reasons for choosing case studies.	
RECOMMENDED FOCUS FOR GALS QUALITATIVE CASE STUDIES		
Best case models		Case studies of 10 - 20 purposively selected women and men champions who have achieved most changes and/or taught most other people. Particularly people who started off very poor and disadvantaged. Video footage and photos.
End of chain cases		20 - 30 women and men chosen at random from level 3 of the pyramid peer sharing process to see how that was done, how effective it was and how it can be improved.
Exit cases		Follow up of as many exit cases as possible to find out the reasons - whether this can be reduced through improvements in the methodology, or better targeting of the peer sharing or other complementary support.

Case Studies are not only useful for looking at individual level. They may also focus on looking at interrelationships, **differences and issues between different stakeholders in households, communities or markets.** Case Studies are also potentially useful in investigating macro level policies, for example following through the ways in which policies are implemented from their process of formation, through their implementation by different agencies are different levels down to their impacts on individuals and households. Following processes through in this way is likely to be very useful in indicating the ways in which macro level policies might be to be changed in order to have the outcomes desired.

What do we ask and how? Qualitative interviews

Qualitative interviews can take many forms including:

- Qualitative questions added to structured surveys and questionnaires at the end, or annotated in the margin
- Semi-structured interviews where the questions are more open and answers recorded in more detail, and where spaces are left for unanticipated issues which arise in the course of conversation.
- Open-ended but more probing interviews where the broad issues to be covered are clear, but the order or ways in which they are asked are decided in the course of conversation
- Completely open-ended ad hoc conversations with people as the opportunity arises and determined by what they are interested in talking about.

They typically combine investigation of:

- context
- aspirations and perceptions,
- resources and power relations
- institutions and development interventions.

Depending on the focus of investigation, questions can range from micro-level details of people's daily lives to detailed questions about ways in which organisations and institutions work, or macro level policies. The distinguishing feature of qualitative interviews is their continual probing and cross checking of information and a cumulative building on previous knowledge rather than adherence to a fixed set of questions and answers. For this good interpersonal skills are crucial as is careful documentation (See Box 15).

In qualitative research every opportunity for investigation and increasing knowledge is important. Just listening to what people say spontaneously, and their questions can often be as important as pre-designed questions. The unanticipated may often be more useful in highlighting what people really think and really do than answers in a formal survey situation.

BOX 17:	**GOOD PRACTICE IN QUALITATIVE INTERVIEWS**

PROBING AND CROSS-CHECKING
- Questions or topics are tailored to different informants and stages of enquiry making use of findings from previous interviews
- Informants can be identified progressively to explore a range of different types of knowledge and perspectives,
- Findings reduced to understandable patterns using qualitative analysis and/or diagrams

- Findings are validated by cross-checking with other questions and information from other informants

GOOD INTERPERSONAL SKILLS

- sensitivity to the respondents' mood, body language and time constraints and to the different cultural norms that may shape these;
- ability to really listen to answers, and to probe and cross-check in a thorough but sensitive manner;
- taking notes in a discrete, non-threatening way which does not interrupt the flow of conversation; tape-recording is often a possibility
- using humour and personal experience to bring up sensitive issues or to challenge a response.

CAREFUL DOCUMENTATION

- continually examining own biases
- as far as possible quoting an interviewee's exact words and making clear where the interviewer's own analysis and interpretation has been added

Observation

A third key element of qualitative research is observation in order to capture the unexpected, unusual or unsaid. Observation is useful in:

- getting a better understanding of context
- cross-checking information and possible differences between what people do and what they say they do.
- assessing the quality of relationships between individuals or groups eg relations within the household, and between different parts of a community. for example in relation to patronage, dependency, or ethnicity.
- to gain new insights or to discover things that people may not wish to reveal in interviews, or may be not asked about in surveys and may not have thought of mentioning.
- building rapport with informants

 A distinction is often made between:

- participant observation, where the observer shares in at least some of the activities or discussions that are being assessed in order to get a better understanding of insider views and experiences, and
- non-participant direct observation where the observer deliberately does not become involved in the situation under assessment in order not to influence it.

In reality the distinction is often blurred as any observer is likely to influence events in some way and/or stand back and let events happen.

Observation often occurs in all types of assessment. Good interviewers will carefully observe the non-verbal signals that a respondent may give and adapt their questions in light of this. They will observe the environment in which an interview is conducted to see if there are signs that confirm or contradict what the interviewee is saying. It is possible to make this observation process more systematic and more reliable as summarised in Box 4. Key elements are careful documentation and being critically reflective on ones own assumptions and biases. It is very important to cross-check information from observation to avoid misunderstanding particularly where the observer is from a

different culture. Videos and photographs may be extremely useful for both aiding memory and as a focus for subsequent questions.

Observation can be combined with both quantitative and participatory methods. Some of the things observed can be quantified eg length of time or numbers of contributions taken by particular speakers at a meeting, numbers of houses of particular types which may indicate levels of poverty. In quantitative surveys inconsistencies and observations may be jotted down in the margins of survey forms or relegated to a section at the end. Documentation of participatory exercises should also include observation. Observations can also be recorded in the form of diagrams.

Box 18:   **GOOD PRACTICE IN OBSERVATION**
Careful documentation of: - the degree and quality of participation of individuals and groups in discussions, including who was not participating or not even invited to participate;   - the way in which different individuals and groups treat each other, and each other's ideas;   - the way in which conflict or disagreement between individuals and groups is handled;   - the degree of independent decision-making by different people and groups;   - the body-language of participants and the physical setup of the house or meetings and gatherings;   - the informal interactions before, during, and after discussions, meetings and during breaks.   Critical attitude: - continual questioning of own assumptions and biases   - taking care to cross-check with other methods later to go beyond external behaviours which may have been misunderstood

USING PHOTOGRAPHY AND VIDEO

GALS makes substantial use of photography and participatory video. Written documentation, particularly qualitative research, requires skilled researchers, but these researchers could be members themselves using video cameras and interviewing each other. A number of GALS processes have used participatory video and shown that even women and men who cannot read and write can quickly learn to use digital cameras and video cameras to express their views and record their situation and ideas for the future. Even more possibilities are opening up with developments in cheaper mobile technology.

Video is very useful in keeping a detailed record of events – it is often things that are unsaid – body language, expression and visual interactions that are important in illustrating the true meaning behind quantitative outputs. Often it is not easy to predict what the questions and real issues are until after the event. As much of the discussion as possible at the main events should be captured on video – not the long speeches by 'important people' but what women and men are saying in the groups. Then a write up can be done with a clear understanding of the important focal points and moments. Crucially video is a very powerful medium for dissemination – both communication between different groups in the same or different organisations andwith policy makers and others.

Photography often provides a much clearer and cost-effective means for documenting diagrams. It is now possible to use digital cameras, or even cameras on mobile phones, to quickly record diagrams in the field, leaving any hard copies with the interviewees or participants and download them later to computers for filing and use by the organisation. Any other related photographs can also be taken to supplement the diagram, showing the context and/or to substantiate some of the points. Diagrams can be easily reproduced in their original or edited form for revisiting the information at a later date, or further investigation of particular issues or for further editing and refinement using diagramming or image editing software.

Detailed discussion of photography and video is outside the scope of this manual. Technical competence in using equipment is rarely too much of a challenge following a short training. For video a key challenge is editing, and particularly subtitling for use across language areas. But the most important part is planning what you will document and with whom, following the guidelines for diagramming and qualitative research above. At the time of writing a methodology is being developed to use the Road Journey framework for planning a photoshoot and also storyboarding video[13] together with a framework and guidelines for participation.

Box 19:	**SOME TIPS IN USING PHOTOGRAPHJY**
CONSIDERATIONS AT THE DRAWING AND SHOOTING STAGE TO MAKE DIAGRAMS EASILY EDITABLE	

- **Use contrasting colours on the diagrams,** and keep colours to the minimum necessary. Use white rather than coloured paper or ensure that pen colours contrast well with the paper and with each other. Also make sure all pens are working properly producing thick lines and not running out. Otherwise it is difficult to both retain detail and reduce the file size sufficiently for e-mail or web site.
- **Take at the highest resolution and best quality** your camera is capable of so that you can edit and magnify parts of the picture as required.

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[13] It is anticipated that dedicated webpages will be available through wemanresources by December 2013.

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- **Make sure light is even across the image.** Do not fold diagrams – always roll them to avoid lines across you image. Do not use Flash because it produces difficult shadows that are difficult to separate from the pen colours.

TIPS FOR EDITING

Simple photo editing for presentation of existing diagrams: to crop and improve the colour, sharpen etc can easily be done in almost any simple (and often free) photo editing package for export into Word, Powerpoint and other publishing and presentation packages. Or even in Word and Powerpoint using the picture tools.

For lowest file size without losing too much detail:
- Increase the contrast and reduce the number of colours through using the contrast and hue controls or curves.
- Then sharpen the image (although this will not compress so much this is often necessary where images are a bit sketchy)
- Save as a GIFF file rather than JPEG. This also males it easy to convert to a simple black and white file in Word and extract individual symbols.
- Finally you can use the compression function in Word Picture Tools to quickly compress all photos in a document for mailing. But do this at the end once you know what dimensions you want each image to be otherwise images may become blurred.

INCREASING CREDIBILITY OF INFORMATION AND DOCUMENTATION

When used with skill by someone familiar with the context GALS tools can be used to collect both quantitative and qualitative data. This can be as reliable and are often more cost-effective than other methods. One of the challenges though is the richness of the information and the need to make decisions on what to document to avoid paralysis of information overload.

The degree of rigour and credibility depends partly on the participatory process itself. In particular decisions will need to be made carefully about the composition of groups producing pictorial outputs. In some cases will it be necessary to get separate matrices or diagrams for different stakeholder groups. In others one 'consensual' matrix or diagram may be sufficient. This depends partly on anticipated differences between stakeholders. Even where different maps are produced, it may also be interesting to see what happens when all stakeholders collaborate together. The differences between the joint product and those maps which are separately produced is likely to be a good indicator of the ways in which power relations operate between the different groups.

Rigour and credibility will also depend on the ways in which the outputs are analysed. Aggregation of findings may be a problem, depending on the nature of the particular exercises and outcomes. However common features and trends can be analysed and even presented quantitatively. Importantly the diagram outputs cannot be treated uncritically as 'proof of consensus'.

As with any research methods, contextual and other information is essential to interpreting and explaining the outcomes of the research. It is better to make these explicit, rather than hide behind figures.

As discussed above, diagrams can be progressively developed. They can also be further simplified after a workshop to clarify messages – provided this does not distort what was sai. It is also often useful to identify underlying concepts and shapes related to the issues concerned and putting a bit of artistic flair into the diagram so that it has a similar visual shape which will attract people's attention and make it memorable. Ideally some of the participants would help with this. It is not advised to bring in a professional graphic designer unless they work with the community, as this then looks like any other NGO artist product. Raw drawings from participants are generally much more powerful and convincing as documentation.

Any diagrams for external use should be well labelled after the discussion e.g. through use of pinned or sticky labels. The organisation can use the information at any point in time as a basis for more detailed quantitative or qualitative study on particular issues or in further capacity-building. The diagrams are also powerful evidence to support advocacy and decision-making. But it is important not to overload the diagrams or participants' time with information which is not directly relevant to their own goals. Lots of outsiders going around with notebooks and asking questions can easily detract from the main objective of the events, i.e. to further an empowerment process owned by participants themselves.

BOX 20:	DOCUMENTATION GUIDELINES

EXPLAIN

- why particular methods were used
- underlying assumptions and hypotheses in selection of information
- why particular indicators were chosen and how relevant they are in measuring or demonstrating the goals to be assessed
- how and why particular samples or informants were chosen and how reliable their information is likely to be
- the relevance of any contextual information in explaining group dynamics and the significance of particular diagrams
- what is actually said by different people and how this relates to the analysis made by the facilitators
- the limitations of any conclusions and practical recommendations

INCLUDE

Always use a key: One of the big advantages of diagrams is that symbols can be used as well as words. This means that they go beyond language groups and beyond literacy. Nevertheless, it is important to always use a key to show what the different symbols mean. It is also advisable to use symbols which are likely to have meaning for a wider audience. Where different types of line, colouring, shading and so on are used, this should also be systematic and put in the key. This is particularly important where many diagrams from different sources are going to be brought together for quantitative analysis or advocacy and lobbying. It is also important where diagrams are used for monitoring and evaluation over time and the people re-examining the diagrams at a later date may not be exactly the same people as those involved in the original diagrams.

Always take notes on the process as well as just producing a diagram product. If diagram methods are to be comprehensible and credible as evidence for outsiders e.g. in advocacy and lobbying it is important to make sure that not only the diagrams are reproduced, but that the process, meanings and analysis are also documented.

EMPOWERMENT CHECK

- Does the information and documeentation system really build the capacity, skills and learning of programme participants and increase their understanding?
- Does the information system and methodologies used contribute to gender transformation? To changing the attitudes and behaviours of the powerful stakeholders?
- How is learning linked to action? How is it disseminated? How is it fed into the action learning loop?
- Are the most disadvantaged and vulnerable stakeholders adequately represented and listened to at all stages?
- Is there any point at which we are using the time, energy and resources of women and men in communities without benefit to them in terms of learning, networking and empowerment? If so how can this be justified? How can the processes be further adapted so that they can benefit more?

'CRYSTALLISATION' CHECK

- Are any of the questions or elements in the information system redundant? Can they be omitted to decrease time and costs?
- What are the precise practical questions and issues which the information system is designed to address?
- Why do we need to know? Is there anything we don't really need?

- Who will use the information generated and how? Are the methodologies, documentation and dissemination processed adapted for this?
- Is there any point at which we are using the time, energy and resources of organisations without benefit to them in terms of learning, networking and empowerment? If so how can this be justified? How can the processes be further adapted so that they can benefit more? Is there a need to educate donors in order to make the changes necessary?

PART 5 BUILDING A SUSTAINABLE GENDER JUSTICE MOVEMENT: ORGANISATIONAL IMPLEMENTATION PROCESS

Red: Women
Blue: Men
Green: Manna

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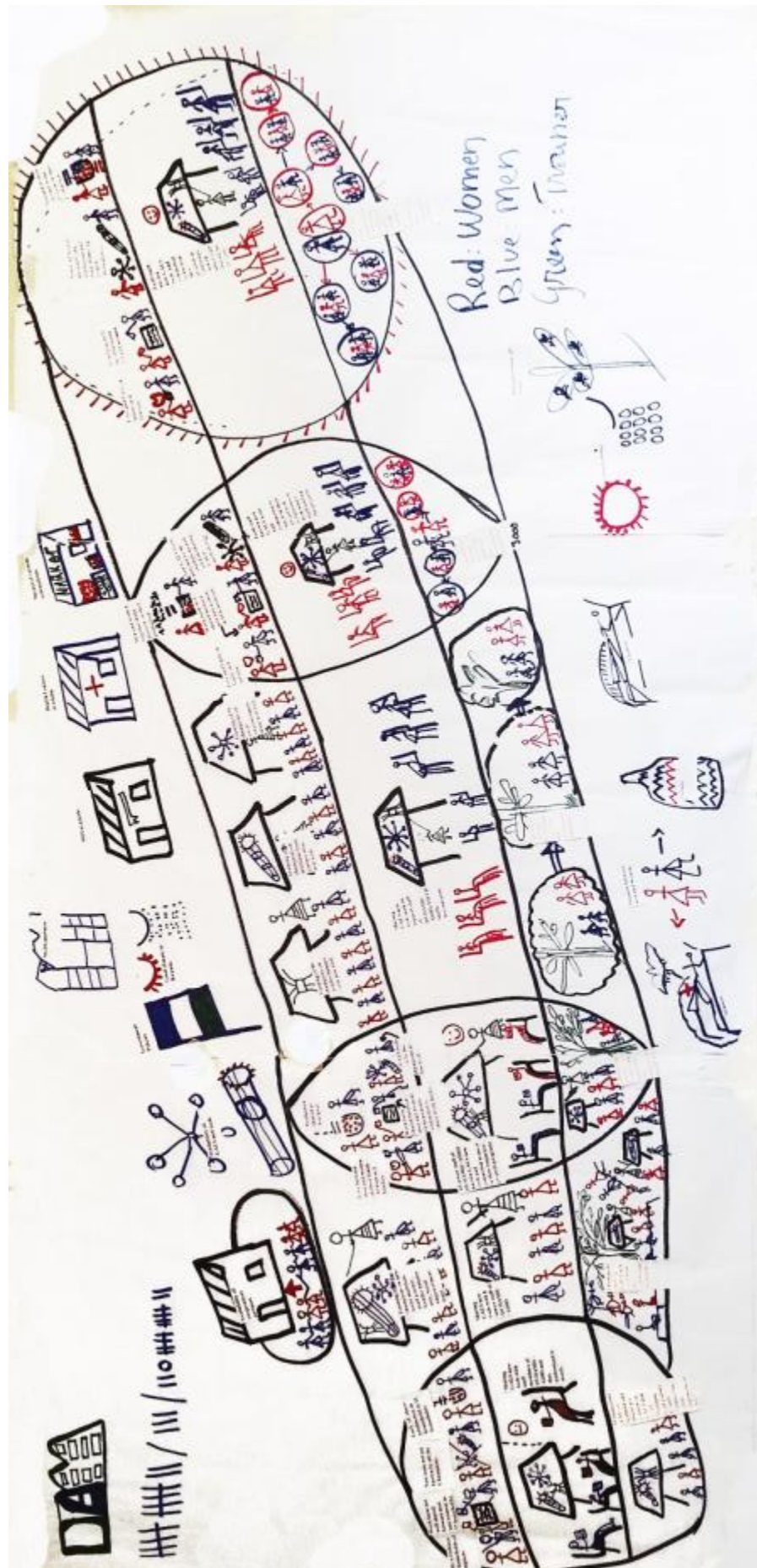
THE GENDER JUSTICE MOVEMENT VISION JOURNEY: PLANNING FOR SUSTAINABILITY

As a participatory process, GALS planning at organisational level has to build on and adapt to what comes from the community as the process itself evolves. That also in the context of opportunities and challenges at the macro-level which need to be understood and addressed as part of the process. Experience suggests that many things which were thought to be difficult eg leadership by very poor women or inspiring men to change, happened over a relatively short period of time. Other things – particularly relating to engagement of senior management and developing the participatory skills of staff – have proved more difficult.

As discussed above, it is perfectly possible to use any GALS diagram tools or facilitation processes for gender awareness-raising and/or to integrate some of the tools and processes into other organisational interventions to promote gender mainstreaming and/or better inclusion and participation. But if the aim of a GALS process is to become a sustainable gender justice movement then the initial design of the overall process is key - particularly the targeting of the project budget to set up sustainable changes and structures beyond the project phase.

Building on principles of Theory of Change models and Empowering Enquiry, design of a GALS process must have:

- A clear vision that is progressively developed and negotiated with different stakeholders
- A good understanding of the multiple perspectives and 'where different stakeholders are coming from' inorder to identify good entry points and predict where challenges may come – without resorting to gender stereotypes
- Flexibility to adapt to opportunities and challenges when they arise
- Clear plan for ultimate sustainability of the gender justice changes and continued scaling up of the methodology beyond the end of the project, built into the actions and targets from the beginning.

The linking tool for the plan is again a Multilane Vision Journey that is drafted at the beginning and periodically reviewed and elaborated at multistakeholder Gender Justice events. Initial events may be funded from the project and form part of the budget, but ultimately reviewing the Gender Justice Movement Vision Journeys should be integrated into organisational AGMs, local government planning meetings or locally-funded community fairs.

Following GALS principles, it is important for those coordinating a process to have a clear idea of the ultimate aim and vision in terms of stakeholders and sustainability of the gender justice movement before deciding where to start and what to do. For this reason discussion of the Inception workshops and possible starting points is left to the end of this section – we need to know first where things are heading.

BOX 21:	MULTILANE SUSTAINABLE MOVEMENT VISION JOURNEY: ISSUES AND QUESTIONS

1. VISION

Suggested tools: Gender Justice Diamonds at community and organisational levels quantified for vision

- Community-level CEDAW vision: For the comunities you work with, what is your gender vision for women? For men? Are there any things in CEDAW you would omit? And other gender issues you would add? For how many women? How many men?
- Organisational CEDAW vision: What sort of organisation is needed in order to achieve this vision? CEDAW rights internally for women? For men? Operationally to promote gender justice in the community? Eg women/gender-aware staff? effective community participation?
- Macro-level CEDAW vision: What sort of macro-level environment is needed? Legislation? Policies? Political participation? For women? For men?

2. CURRENT SITUATION

Suggested tools: Gender Justice Diamonds at community and organisational levels quantified for existing situation

- What is the current situation for women and men in the communities you work with in relation to this CEDAW vision?
- What is the current vision and mission of your organisation? What is the current internal situation? Eg is there a gender policy? Operational situation? Eg how far is gender mainstreamed? Is there responsiveness to the community?
- What is the current macro-environment? Legislation? Policies? Political participation? For women? For men?

3A. OPPORTUNITIES

Suggested tools: Challenge Action Trees and/or Circle Maps

- Which particular aspects of the GALS methodology/process/tools do you think are useful?
- What community structures/activities exist within which GALS could easily be integrated? (eg rotating savings and credit, community groups)
- What organisational structures/activities does your organisation have within which GALS could be easily integrated? (Eg group and participatory activities? Training and capacity building?
- What policies already exist that could support/be more effectively integrated with GALS?

3B. CHALLENGES

Suggested tools: Challenge Action Trees and/or Circle Maps

- Which particular aspects of the GALS methodology/process/tools do you think are challenges?
- What community structures/activities might hinder GALS? (eg violence, excessive drinking)
- What organisational structures/activities might hinder GALS? (eg lack of a gender policy? Few women staff? Gender attitudes of staff? Top-down management?
- What policies already exist that could support/be more effectively integrated with GALS?
- What challenges are there?
- What new structures or activities might be needed? (community level, organisational level, + the interface between the two With details of frequency, length, size and composition of activities to help adapt the GALS methodology)

4A. SMART PROJECT TARGET FOR GALS

Suggested tools: Priorities on the Diamonds and/or action commitment on circle maps and/or Challenge Action Trees

- What would be the community-level target for GALS by the end of the project? What tools should have been used? How many women and men should have been reached? What CEDAW changes should have taken place? For how many women? How many men?
- What would be the organisational-level target for GALS by the end of the project? What internal changes should have taken place? Eg what are the priorities for gender policy in relation to GALS? What operational changes? Eg In which other activities will GALS be mainstreamed? How many certified community traniers will be paid by the organisation? How many staff will be involved?
- What would be the macro-level target for GALS by the end of the project? What changes should have taken place? Which institutions should have been reached?

4B SMART PHASE MILESTONES FOR GALS

Suggested tools: Organisational Vision Journey and Community Vision Journeys developed in GALS Catalyst Phase

- What would be the milestone targets at each level for each Phase in order to reach the project target: Catalyst Phase, Mainstreaming Phase, Movement Phase? Including particularly the outputs for each Phase listed in Box 13 above.
- When should each milestone have been reached?

5. SUSTAINABLE ACTION STEPS FOR GALS

Suggested tools: Organisational Vision Journey and Community Vision Journeys developed in GALS Catalyst Phase

- At community level what actions are needed by women and men between each target? The focus should be on what community women and men can do themselves on a sustainable basis.
- At organisational level what actions are needed internally and operationally on an ongoing basis? The focus should be on what organisational staff can do for themselves or what changes the organisation can make with existing resources. This includes the setting up of a certification and incentive structure for paid community trainers.
- In relation to advocacy and involvement of other stakeholders what actions do you think are needed on an ongoing basis? The focus should be on what can be done with existing resources. This includes participation by GALS champions and organisation staff in existing decision-making bodies.

5. GALS SUSTAINABILITY

Suggested tools: Organisational Vision Journey informed by outputs from the Community and Organisational priorities on the Diamonds

- Ring in red existing activities where the budget for the project will be needed at each Phase and each level to make the activities sustainable for continual deepening and scaling up beyond the project.
- Add in red additional start-up activities which the budget for the project will be needed to make the GALS process sustainable at each Phase and each level.

GALS MILESTONES: IMPLEMENTATION PHASES AND ESSENTIAL ELEMENTS

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, environmental management, health, literacy, civil society development, counselling and conflict resolution. Ultimately the GALS processes and tools discussed here are integrated into everyday life and existing activities at every level. The tools and processes are not a separate activity, but an integral part of existing training and information systems and all routine programme/participant interactions to minimise cost and time. The aim is that information should be collected first where it will be used for action: individual men and women in communities, and field staff in organisations, before being passed up to higher levels for quantification and advocacy. What is collected and how is determined by these immediate practical information needs at different levels.

The methodology can be used on its own or integrated into existing activities and programmes. A 'full GALS process' is implemented in three cumulative phases over 2-3 years – see Figure 1 above and details in Box 12. Each phase builds on the last in terms of gender justice changes, developing GALS skills and structures, and stregnthening the gender action learning and documentation systems at different levels. However these Phases can be combined in different ways sequentially or in parallel, adapted to specific purposes, contexts and organisational structures.

Phase 1 Catalyst Phase is implemented over 3 months, then scaled up through replication to start GALS in new areas. The focus is on design and initial capacity-building with women and men in communities and institutions to develop confidence, skills, communication, experimentation and enthusiasm for action learning by individuals, groups and institutions. Prioritising empowerment and immediate individual actions on the ground rather than institutional follow up or documentation needs. But including setting up systems and networks for pyramid peer learning and promoting a culture of tracking progress and sharing learning. For staff the focus is on self-relfection and organisational reflectiion so that staff are ready to support the process once the community-level process is strong enough to take the lead.

Phase 2 GALS Mainstreaming progressively integrates the methodology and gender messages into existing activities, rather than being a one-off exercise or extra activity and cost. 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'. Principles of equity, inclusion and gender justice and women's human rights as stated in international agreements like Convention Against All Forms of Discrimination Against Women (CEDAW) become nonnegotiable. These principles and concepts underlie the way in which all organisational activities are facilitated, and the types of actions which are supported.

Phase 3 GALS advocacy movement progressively building on this community and organisational level process for a rigorous planning and monitoring system for participatory decision-making and policy advocacy. sustainable mainstreaming of the methodology at all levels so that it is no longer an added cost, but a way of doing core activities and decision- making. Apart from funding needed for advocacy and specially commissioned action research on issues which are outside the normal sphere of experience of people in communities and/or would be too much burden on their time or too sensitive.

Box 22:   GALS PHASES: KEY ACTIVITIES AND OUTPUTS

INCEPTION MEETING/S: DRAFTING THE SUSTAINABLE MOVEMENT VISION JOURNEY

- Vision Journey for the GALS project
- Diamond visions at community and organisational levels
- Preliminary Stakeholder power and upscaling map
- Challenge Action Tree for organisational change and key CEDAW policy issues
- Clarity on immediate action steps

CATALYST PHASE 1 IMPLEMENTED OVER 3-6 MONTHS

Community level:

Activities:

- GALS Catalyst Workshop: introduces and adapts the basic GALS change planning process: the 'life road journey' framework where people develop a vision for change with SMART 'milestones', analyse opportunities and constraints, commit to actions and track progress over time.
- Community Action Learning: GALS tools are used and shared by champions and those they train
- Gender Justice Review: Gender Justice visioning and planning based on achievements in Phase 1 and analysis of opportunities and challenges encountered.

Outputs:

- internalised commitment to gender justice
- immediate and concrete changes in gender relations for women and men
- culture and skills for planning and tracking progress towards a vision
- ownership, leadership skills and networks for pyramid peer upscaling as the basis for sustainability of subsequent gender justice mainstreaming and movement-building in GALS Phases 2 and 3.
- Community-led Mulilane Vision Journey for Phase 2.

Organisational level:

Activities:

- Staff self-reflection and change using the tools to examine their own lives
- Organisational reflection and change using GALS alone and/or integrated with another organisational mainstreaming methodology

Outputs:

- 'experts' appreciate the full eventual power of the diagrams for everyone at all levels so that they can share with others based on their own experience.
- organisation is equipped with gender and participatory skills to support the community-level process by the beginning of Phase 2.

Macro-level:

Activities:

- Stakeholder analysis, linking with others and sensitising powerful stakeholders
- Networking with global network

Outputs:

- Stakeholder and global support network for Phases 2 and 3

GALS PHASE 2: MAINSTREAMING 1 YEAR

Community level:

Activities:

- Community Action Learning ongoing and scaling up
- Innovation and adpation of the methodology by community leaders to new purposes
- Training in Phase 2 GALS methodology for other skills

Outputs:

- Deepening of changes
- Large numbers of people reached
- Advanced skills in use of the diagrams and sharing with others as the basis for certification of community trainers and community-led movement in Phase 3
- Community representative structures established for introduction of new skills and participation in decision-making

Organisational level:

Activities:

- integration of the GALS partcipatory processes and diagram tools as an improvement on existing training, implementation and monitoring and evaluation activities
- establishing certification system for paid community trainers
- staff training by the community and senior GALS expert to support scaling up to new areas.

Outputs:

- gender justice and more effective community participation integrated across existing activities
- funding structures for GALS certification and ongoing scaling up established
- staff skills to support the community-led movement in Phase 3

External level

Activities:

- strengthening networks and systems to continue the learning process and identifying sources of ongoing internal and local funding for certified trainers.
- issue-based multistakeholder community-led workshops on different areas of CEDAW
- quantitative and qualitative documentation on gender justice and GALS for higher level planning and advocacy

Outputs:

- understanding of macro-level issues in implementing CEDAW, including information and advocacy needs
- networks and support from powerful stakeholders for Phase 3.

GALS ADVOCACY MOVEMENT PHASE 3

Community level

Activities:

- Gender and organisational assessments of community organisations to strengthen inclusion, participation in representational structures
- Training in advanced participatory leadership, planning and action research skills (including multimedia) for gender justice

- Linking community-level representatives and action research and multimedia documentation into macro-level decision-making structures

Outputs:

- Deep understanding and multimedia documentation of gender justice issues based on community priorities and ideas for change
- Consolidation of leadership, planning and research skills for ongoing deepening and outreach of change for gender justice
- Strong community level organisations for effective and inclusive participation in decision-making and gender justice advocacy

Organisational level

Activities

- Staff training in GALS action research documentation and co-facilitation of large meetings with community representatives
- Staff participation and co-facilitation of multistakeholder meetings on gender justice

Ouputs

- Sustainability of organisational support for the gender justice movement
- Well-supported community-led funding proposals for further action on gender justice issues arising

External level

Activities

- Ongoing issue-based multistakeholder community-led workshops on different areas of CEDAW
- Ongoing quantitative and qualitative documentation on gender justice and GALS for higher level planning and advocacy

Ouputs

- Sustainable mainstreaming of gender justice and GALS the methodology at all levels so that it is no longer an added cost, but a way of doing core activities and decision-making.
- Strong multistakeholder community-led movement to link representative community organisations to policy makers.

MULTISTAKEHOLDER PROCESS: WHO WILL BE INVOLVED?

At the beginning of the GALS process a preliminary stakeholder power mapping is done to have an initial idea of who the most important stakeholders are likely to be, the relationships between them and plan their progressive involvement. This process, and the questions asked, need to be adapted to each process eg financial services, value chain development etc. Details of how this is done are given in the practical manuals and not covered here.

Common qualities in leaders of the movement

Good GALS leadership - by champions, staff, consultants and other stakeholders - 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.

Community Champions and certified community trainers

The main drivers 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.

The Community Catalyst Workshop develops the skills and catalyses changes for around 20 women and men 'GALS champions' from the most disdvantaged groups in each of 2-3 communities/groups (ie total 40-60 people). These should not be existing leaders, but people who really need the methodology to change their lives. By the end of Phase 1 the voluntary pyramid peer sharing should have reached at least 300 other women and men in the networks of the original champions in each place. As part of the Gender Justice Review and the start of Phase 2, the most effective champions are certified – these may or may not be the original champions, but who have made most changes in their own lives and effectively trained the most other people through the voluntary systems. These certified champions, together with the catalyst team and consultants are then paid to train the rest of the organisational staff to replicate and scale the methodology up to the rest of the organisation or intended communities. This training is designed not only to train staff, but roles allocated to the champions in order to enhance their facilitation skills.

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This process of certification – criteria and also numbers of paid trainers who are needed and can be paid from the budget and/or other sustainable funds will need to be discussed and planned. This certification issue should not be discussed with potential champions during the selection process – or it will attract people only interested in ultimate payment, not people aiming to change their own lives and share with others. But the certification issue can be discussed at the end of the Catalyst Workshop or at the beginning of the Community Action Learning.

Oraganisational facilitation team

The catalyst process is initiated, supported and monitored by a very small core of 'process catalysts' - 4-5 senior and core implementing staff. If GALS is to go beyond awareness-raising to a truly sustainable, community-led process, all those in the catalyst team need in-depth conceptual understanding of the distinctive gender principles and participatory processes and have some form of practical GALS training early on through exchange visits to GALS Resource organisations.[14]

Depending on the purpose and scale of the GALS process envisaged, the organisational facilitation team will normally be guided by a GALS lead consultant with at least 5 years proven experience of GALS in different contexts. In some processes one or more new local consultants may also be involved. In smaller processes consultants may also be community GALS practitioners from GALS resource organisations where the process they have been involved in is very similar. For very large GALS processes, particularly in types of intervention for which no practical manual exists, it is advisable to engage a senior GALS consultant with at least 10 years experience.[15]

The lead consultant progressively delegates Phase 1 activities to the champions, staff and any local consultants who together form a facilitation team. A core task of the lead consultant is capacity building for the rest of the staff team to enable them to hand over to the community, at the same time as giving necessary support to issues arisiing for collective action. Together with planning and preparing the long term process and transitions to Phases 2 and 3. How long this lead consultant is needed will depend very much on the aims and scale of the GALS process, existing capacities at community and organisational levels, and the type and scale of other interventions into which GALS can be integrated.

Other stakeholders: existing leaders, senior management, government and private sector

Existing leaders are often very supportive of GALS because it helps them to achieve their own visions for a more just society. However a key principle of GALS is that everyone can become a leader, and should develop leadership skills, including those who are currently marginalised and disadvantaged. For this reason existing leaders are not selected as the initial champions – because if they are sincere and serious they normally have far too many other things to do. Often also they have certain types of power and authority over other people that can hinder the process – even where they are gender aware. In some cases where there are not enough funds for sustained organisational support at the beginning, then leaders can be selected as part of the facailitation team and paid a per diem to cover

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[14] At the time of writing the recommended resource organisations are Bukonzo Joint and New Home Network in Kasese District, West Uganda, LEAP in Port Sudan, IFAD/MAFF in Sierra Leone and Oxfam Novib GENVAD partners and TWIN pertners in the Great Lake coffee project. Details of resource organisations will be available on the wemanresources website by the end of 2013.

[15] At the time of writing in 2013 the only senior consultant of this type is the author. But funding is being sought to build the skills of other GALS consultants to fill this role.

their costs. The aim should be to phase this role out and hand over to the champions as soon as possible. Existing leaders become more important in Phases 2 and 3 and they should be invited at specific moments – eg the final day of the catalyst workshop – so that they understand the process, do not feel threatened and are encouraged to learn about the gender priorities in the communities where they work, and learning planning, listening and participation skills from the champions to develop their own leadership capacity. The aim is that ultimately they would be important allies and actors in the mainstreaming and advocacy stages to support but in no way dominate the champions' process.

BOX 23:   ACTORS IN A GALS PROCESS

COMMUNITY CHAMPIONS AND CERTIFIED COMMUNITY FACILITATORS

The main drivers 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. These should not be existing leaders, but people who really need the methodology to change their lives. 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.

The process starts with the first champions in communities that are strategically selected as good starting points for subsequent replication and peer sharing. The champions and others they teach initially share the gender messages and methodology on a voluntary basis within their 'self-interest' networks'. The most effective voluntary trainers are identified after about 6 months-1 year and certified according to criteria agreed between the community and the organisation. They are then paid to replicate and further disseminate the methodology outside those people they have a self-interest in reaching.

ORGANISATIONAL FACILITATION TEAM

The Phase 1 GALS process is initiated, supported and monitored by a very small core of 'process catalysts' - 4-5 senior and core implementing staff, where necessary supported by a local GALS consultant. Designing and initiating each phase is guided by a senior GALS lead consultant with at least 5 years proven experience of GALS in different contexts. At each Phase the lead consultant progressively delegates activities to the champions, staff and any local consultants who together form an organisational facilitation team.

The size of the organisational facilitation team depends on the purpose and organisational context for which GALS is being adapted, and may change over time. All those in the organisational team need in-depth conceptual understanding of the distinctive gender principles and participatory processes, and engage in a personal process of reflection and change. A core task of the lead consultant is capacity building for the rest of the facilitation team to enable them to hand over to the community, at the same time as identifying and giving necessary support to issues arisiing for collective action.

OTHER STAKEHOLDERS: SENIOR MANAGEMENT, GOVERNMENT AND PRIVATE SECTOR

Unless senior management are fully supportive upscaling will be much slower even where considerable community level commitment and enthusiasm is generated. Depending on plans for the longer term GALS process other stakeholders eg local government, private sector and policy makers should be progressively included.

WIDER GALS NETWORK

> The process is also supported by exchange visits with other GALS practitioners – champions and staff from GALS resource organisations or GALS consultants as part of the wider GALS network building.

Senior management in the implementing organisation is obviously key in support for any GALS process implemented by the organisation they lead - in terms of budgetary and staff time decisions and potential for linking GALS with other organisational activities. GALS processes are likely to remain small and marginalised where senior management do not take gender seriously and/or see any participatory process as a threat to their authority and/or diversion from other 'more important' activities. It is therefore important to involve senior management right at the beginning so that they have a deeper understanding of gender issues in the communities their organisations work with – both the serious constraints that gender inequalities pose for wealth creation and also the possibilities and strategies for change identified by men as well as women in the community.

Other stakeholders like local government, private sector and policy makers are extremely important potential allies and also external advisers for the longer term success of any GALS process. Although they are not directly involved in Phase 1, they may initially be suspicious of processes which they do not understand. Depending on plans for the longer term GALS process these other stakeholders should be progressively included – either through participating in community-level workshops or, if issues are sensitive and might make people in the communities vulnerable, then through special workshops where selected people from the community present and feed back.

It is important that the progressive involvement of senior management and other stakeholders is planned at the beginning to build:

- a moral commitment to women's human rights and gender transformation
- an understanding of the participatory process and basic GALS methodology
- an understanding of the efficiency and business arguments for making gender central in any development process in the organisation/business.

Although to some extent commitment from other stakeholders can be consolidated as the process progresses, this will only happen through planned inclusion in processes in the community. It may also be necessary to have specific GALS training/workshops for them.

GALS global network

If GALS processes are isolated projects then they have to continually 'reinvent the wheel' and both resources and impact become diluted. In many processes GALS community practitioners from other GALS resource organisations may be very valuable as trainers and consultants. New processes should join the global WEMAN movement to learn from and contribute to other processes and increase collective voice for adocacy. Details and links to GALS resources can be found at: www.wemanresources.info

WHAT DO WE DO FIRST? INCEPTION MEETINGS

At the beginning of the GALS process there needs to be a 6 day inception process:

- 3 day inception and planning workshop, with the catalyst team, involving also senior management, facilitated by the lead consultant. It includes one day in the community.
- Initial capacity development of the core staff team in a GALS resource organisation or facilitated by the lead consultant in the communities where the organisation will work

This could be one single meeting, or arranged as a series on planning and capacity-development meetings. The timing would be ideally a couple of months before the Change Catalyst workshop so that there is enough time to prepare this. Failing this some preparation can be done by correspondence, including guidance on selection of the champions. Then the inception and planning meetings take place immediately before and after the Change Catalyst Workshop.

Capacity building for the organisational facilitation team, and the organisational planning and debrief meetings need to be designed on a case by case basis by the lead consultant in consultation with the core team, and based on the community-level process. At the time of writing, a manual for starting a GALS process remains to be written based on general experiences in different organisations where GALS has been used for different purposes and in different contexts[16]. A suggested schedule for a 3 day Inception meeting with senior management, and possibly some other stakeholders is given in Box 18. This includes one day gender justice visioning with the community – this is often more effective than other gender training as a means of increasing understanding and commitment of senior management because they have direct discussions with men as well as women in the community.

Box 24:	3 Day organisational Inception process
DAY 1: INTRODUCTION TO THE METHODOLOGY	
GALS introductory soulmate exercise to clarify initial gender goals fo the organisation and opportunities and challenges for GALS	
Introduction to GALS to clarify issues arising: PPT and/or video	
Stakeholder mapping for the GALS process envisaged	
DAY 2: GENDER JUSTICE VISIONING: COMMUNITY AND ORGANISATIONAL PERSPECTIVES	
Gender Justice Diamond	Parallel sessions of community and staff
Challenge Action Trees	Parallel sessions of community and staff
DAY 3: DEBRIEF	
Gender Justice Movement Vision Journey	
Plan for pyramid peer sharing from selection of champions to certification process	
List of activities into which GALS will be integrated in Phase 2	
OUTPUTS	
Gender justice vision and identifications of similarities and differences between people in the community and the implementing organisation – to be periodically revisited	
Selection guidelines for initial champions and plan for longer term certification process	
Initial Gender Justice Movement Vision Journey – including timing of the Gender Justice Review - to be periodically revisited	

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[16] This would build on an earlier Manual 'Tree of Diamond Dreams' and will be first piloted for Hivos in Tanzania.

> Better understanding of GALS and gender issues in the community on the part of senior management and core team

In addition to greater understanding of GALS and gender issues, the main outputs are:

- an initial uniting gender justice vision based on community priorities and clarifying any differences. This collective vision will be progressively developed alongside the individual visioning, and periodically revisited as the GALS process progresses.
- guidelines for selection of the initial champions and communities in terms of their strategic possibilities for upscaling. For example the communities should be ones which can form hubs of outwards dissemination. The initial champions must be mostly very poor women and men (literacy levels are a good indicator if other poverty indicators are sensitive) who will really use the methodology themselves and become committed advocates.
- an initial plan for the incentive structure for the nonvoluntary upscaling outside the communities and networks of the initial champions would look like in terms of numbers of paid community trainers and levels of payment which can be supported and the certification criteria on which these trainers would be selected. Also when this would be put in place. This can then be tentatively discussed with the champions during (but not before) the CCW. So people are clear that they will not be paid at the beginning for voluntary sharing. But the voluntary sharing will be part of a subsequent certification process.
- An initial Gender Justice Movement Vision Journey for the process, including possibilities for sustainability and integration of GALS into other activities
- a decision on when the gender justice review should take place so that the planning in the Change Catalyst Workshop is for that period.

PART 6: KEY CHALLENGES AND WAYS FORWARD

!!To be done

Initial capacity-building for staff and core community-level peer learning facilitators.

Key challenges here are not so much the diagrams, but changing power relations and perceptions – even in organizations which consider themselves participatory or have done gender training before. GALS requires a much deeper process of self-reflection and fundamental changes in the ways in which 'trainers' facilitate.

Political process

Any participatory process of change is inevitably a political process. Different actors will have differing priorities, different levels of knowledge and ability and/or willingness to respond. There are inevitably tricky questions about how trade- offs and conflicts of interest are to be addressed. Differences and potential conflicts of interest are likely to affect which views can be openly expressed in public gatherings, the ways in which consensus is reached, and hence any analysis, practical outcomes or conclusions.

Information overload

The processes discussed here will lead to many very interesting and varied discussions and a lot of information on many different issues. Documenting all of this for large numbers of people over time is simply not humanly possible. It is important that all these discussions take place in all their complexity. But it is also important to be very focused in what is documented.

Participatory versus 'objective' understanding

The focus on participation does not avoid the need for 'objective' analysis. It is important as far as possible to quantify opinions, impacts and relevance of strategies to avoid dominance by any one particular view to exclusion of others. And to convince communities and policy makers of the need and possibilities for change. There may also be very important but sensitive issues which need to be looked at through confidential research before it is possible to discuss it openly in a participatory process. Both these can however be done by local people as part of the participatory process if they have the necessary support.

Promoting a learning culture

People living day to day, and very busy staff in organisations often feel that recording experiences and reflecting is a waste of time. Certainly most mechanical monitoring systems do not last very long, and both researchers and those interviewed tire very soon with long questionnaires. But without tracking and reflecting opportunities are missed and the same mistakes repeated, and it is difficult to see how to move forward. It is therefore important to make tracking and reflecting a part of everyday life.

From learning to action

If change was easy it would have happened long ago. It is very important not to just analyse and reflect, but for this to lead to at least some small action steps which can be taken immediately before waiting for external support or external change.

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ANNEX 1: INSPIRATIONAL METHODOLOGIES

Approach	Description	Contribution and further development in GALS	Key sources and websites
Activist Participatory Research (APR) also known as Participatory Action Research (PAR) 1970s	The basic ideology of PAR is that 'self-conscious people, those who are extremely poor and oppressed, will progressively transform their environment by their own praxis. In this process others may play a catalytic and supportive role but will not dominate" Fals Borda 1991 q UNDP. The main aim is not so much knowledge per se, but social change and empowerment of the marginalised and oppressed. Also known as Activist Participatory Research (APR).	Idea of community-led action research and importance of addressing power relations as a movement for change. In GALS: has an explicit gender focus uses visual diagram tools for more systematic exploration and recording of information	Paolo Freire Pedagogy of the Oppressed Fals Borda Mohammad Anisur Rahman
Appreciative Inquiry (AI) 1980s	Appreciative Enquiry ' is a methodology for organizational change. It was first formulated in an article by Cooperrider and Srivastava (1987) as a critique of what they termed a ' problem-centred approach ' to inquiry where the focus is on problems to be solved by a change agent whose main role is as problem finding, solution designer and prescription giver. Appreciative inquiry in contrast adopts an appreciative stance towards organisational change to lead to more innovative and long-lasting transformation. It consists of four main steps: • Discovery: where bottom-up open interviews bring out stories of the 'peak moments of achievement' which the community or organization	Focus on visions and positive elements before tackling 'problems'. But in GALS developed further as 'Empowering Enquiry' with more focused attention to analysing and addressing challenges of power relations.	Cooperrider, DL and Whitney, D 1999 Fry, R et al 2002

	values most. • Dream: where the interview stories are combined to create a new dream for the future. • Dialogue: where all those involved openly share exciting discoveries and possibilities. Through this sharing of ideals social bonding and shared vision occurs. • Destiny: construction of the future through innovation and action. Because the ideals are grounded in past realities, there is confidence to make things happen.		
Deliberative and Inclusionary Processes (DIPs) 1990s	These approaches were developed in a number of countries the 1990s in order to extend the notion of democracy to allow greater deliberation of policies and their practical implementation through the inclusion of a variety of social actors in consultation, planning and decision-making. Key features are: 1) Focus on deliberation defined as careful consideration of the discussion of reasons for and against particular forms of action. 2) Inclusionary decision-making processes based on the active involvement of multiple social actors and usually emphasising the participation of previously excluded citizens. 3) Use of a range of procedures, techniques and methods including citizens' juries, committees, consensus conferences, scenario workshops, deliberative polling, focus groups, multi-criteria mapping, public meetings, rapid and participatory rural appraisal and visioning exercises. 4) Although the goal is usually to reach decisions, or at least positions upon which decisions can be subsequently taken, an unhurried, reflective, informed and reasonably open-ended discussion is required.	Ideas of multistakeholder negotiation. In GALS: Explicit gender focus Prior process of action learning at individual and collective levels to inform the 'deliberative events' Incorporation of idea of 'civil society fairs' based on Area Networking events or 'melas' of ANANDI in India.	PLA Notes 40 February 2001 PLA Notes 44 June 2002
Internal Learning	The Internal Learning System or ILS developed in the 1990s by Helzi Noponen as a participatory impact assessment and planning system for	The idea of pictorial diaries and the possibility of these forming the basis of a participatory	http://internallearn

System	microfinance and livelihood programmes primarily designed to meet the learning needs of programme participants, village groups and operational field staff. Based on pictorial impact diaries or workbooks it aims to be an empowering tool for poor, illiterate participants and village groups to track and analyse changes in their lives and to use the understanding to alter their strategies as they participate in the economy and interact with actors and institutions in the wider community. Field staff use the system to track the patterns of lagging and excelling performance across participants and village groups and to analyse the reasons for the variation in impact performance. Programme managers at field team and headquarter levels benefit from the internal learning by staff and participants to improve' programme processes, while also using it to meet additional impact assessment objectives including external proving' to funders that the programme is having its intended impact. Because of its participatory nature in which participants themselves keep their own impact diary or workbook, not only tracking changes in their lives but also troubleshooting negative outcomes, planning remedies and reflecting on training inputs, ILS can also help enhance empowerment outcomes.	monitoring system. But in GALS the focus is on diaries which are primarily responsive to individual information needs rather than organisational monitoring. Diaries are member-designed and use diagram tools rather than pre-designed pictorial formats from the organisation.	ingsystem.com/
Most Significant Changes 1996 onwards	The most significant change (MSC) technique is a means of "monitoring without indicators" (but can also be used in evaluations). Originally developed by Rick Davies in 1996 MSC is a form of participatory monitoring and evaluation. It is participatory because many project stakeholders are involved both in deciding the sorts of changes to be recordedandin analysing the data collected. It is a form of monitoring because it occurs throughout the program cycleandprovides information to help people manage the program. It contributes to evaluation because it provides data on impactandoutcomes that can be used to help assess the performance of the program as a whole.	Using peoples' own priotities and perceptions of change as the basis for monitoring and evaluation. In GALS there is an explicit gender focus, using interactive theatre for direct engagement of people from communities in identifying their perceptions for change. These perceptions are then further developed into a systematic locally-determined set of	MandE website www.mande.co.uk

	Essentially, the process involves the collection of significant change (SC) stories emanating from the field level,andthe systematic selection of the most significant of these stories by panels of designated stakeholders or staff. The designated staffandstakeholders are initially involved by 'searching' for project impact. Once changes have been captured, selected groups of people sit down together, read the stories aloudandhave regularandoften in-depth discussions about the value of these reported changes,andwhch they think is most significant of all. In large programs there may multiple levels at which SC stories are pooledandthens elected. When the technique is implemented successfully, whole teams of people begin to focus their attention on program impact.	indicators which are monitored at individual, community and organisational levels – and ultimately for advocacy research.	
Participatory Learning and Action (PLA) 1990s

Participatory Rural Appraisal (PRA) 1980s

Rapid Rural Appraisal (RRA) 1970s | PLA originated as RRA in 1970s bringing together diagramming and visual techniques (eg maps and trees) from a number of scientific disciplines for analysis of complex systems: biological science, ecology, agricultural economics and geography. From the 1980s applied anthropology added oral and other methods to gain a more sophisticated understanding of poverty, social processes and grassroots perspectives on development. By the end of the 1980s these diagramming and oral techniques had been brought together into a flexible visual methodology for working with rural people to develop more sophisticated models to explain their responses to development programmes.

In 1980s the term PRA (Participatory Rural Appraisal) was used to describe the bringing together of RRA and activist research. It was emphasized that the most important aspect were not the diagramming tools but their flexible application based on a number of underlying principles:
• embracing complexity and seeking to understand it rather than | | Chambers Chambers 1980, 1992, 1994 a,b,c PLA Notes |

oversimplifying reality in accordance with predetermined categories and theories • recognition of multiple realities to be taken into account in analysis or action. • prioritising the realities of the poor and most disadvantaged as equal partners in knowledge creation and problem analysis. • grassroots empowerment: aiming not only to gather information about impact, but to make the assessment process itself a contribution to empowerment through linking grassroots learning and networking into policy-making. In 1990s the term Participatory Learning and Action (PLA) came to be seen as more effectively incorporating the underlying human rights tradition through emphasising the importance of: • changing from appraisal to learning and hence moving away from the use of participatory methods as an extractive process by outsiders to a sustainable learning process involving different stakeholders as equal partners. • the importance of relating learning to action incorporating programme and policy improvement as an integral part of the learning process. It focuses on what Chambers calls the 'four reversals' (1994c) • Reversals of frames: a shift from the categories and values of outsiders to those of local people, enabling them to help define the frame of investigation • Reversals of modes: the greater use of group work rather than individual informants; the use of visual rather than verbal techniques; and using comparison as a means of finding out quantitative data rather than direct measurement; • Reversals of relations: establishing rapport and involvement with local		

	people rather than reserve and distance from them; • Reversals of power: enabling local people to enhance their own capacities for finding out and using and improving their own knowledge, rather than investigators extracting information for use elsewhere.	
REFLECT literacy methodology Action Aid		
Theory of Change		

Interactive Theatre		
Participatory Photography		

Participatory video			
Participatory Social Auditing	Use of participatory diagram tools as part of social audit in companies in ethical trade.	Participatory social auditing process used as opportunity for empowering workers so they go away from any session with skills they can use for their own planning.	Auret, D. and S. Barrientos (2004)

ANNEX 2: KEY GENERIC DIAGRAM TOOLS

TOOL 1: ROAD JOURNEYS

WHAT ARE ROAD JOURNEYS?

Road journey diagrams chart a journey from point A to point B, generally over time.

SOME TYPES OF ROAD JOURNEYS

- Vision Journeys show the vision, starting point, opportunities and challenges along the way and idenfity SMART targets and activities that are monitored.
- Achievement Journeys are similar but show the road from the past.

WHEN ARE THEY USED?

Road journey diagrams are very useful for strategic planning and bringing together information at individual or community level about peoples' perceptions or actual experience of change and development interventions. They are a good pictorial means of tracking changes over time which are intuitively understandable to people with low or no literacy. Because of this they are often used for awareness raising and/or to get an overview of the history or vision of groups.

Road journey diagrams can be made much more quantitatively rigorous and can be used as a focus for exploring in-depth qualitative processes. When used in enterprise development impact assessment they can be used for looking at such things as enterprise growth or reasons for failure both on an individual level and to explore general patterns. They can be used to look at economic or social aims on an individual or group basis and how far people have achieve these aims, how they have done and/or how they intend to do it.

When used for monitoring, evaluation or impact assessment forward-looking journeys can be used as 'strategic plans' against which actual changes are assessed at a future date. Backward-looking diagrams can see what people think they have achieved and used as a basis for further investigation.

BASIC STEPS

Step 1: What is the end point for the Journey? The vision or current situation.

Step 2: What is the starting point for the journey? In what direction does it go? Is it straight diagonally upwards, does it go down? Does it have ups and downs?

Step 3: What are the opportunities and constraints

Step 4: What are the key milestones along the way? What is the main SMART target on the vision journey?

Step 5: What are the key activities between milestones that make progress from one to the other?

Step 6: What are the key conclusions for future?

TAKING IT FURTHER: QUALITATIVE ANALYSIS

Once the map is drafted, or during Step 4, go into further depth relating to each key building, bridge or symbol. Write detailed notes on a separate sheet of paper on:

- What happened exactly? eg details of trainings, for those trained how many actually used the training?
- Why did things happen? eg why did particular opportunities or constraints occur, go into more detail about reasons for gender differences or different experiences of very poor people.
- Are the proposed solutions realistic?
- Why did these things not happen before? What are potential constraints? Are they gender sensitive? Do they increase social inclusion?

Discuss with participants how the detailed written notes can best be presented in a form accessible to illiterate members of the group.

ADDING IMPACT: QUANTIFICATION

- Measuring individual or group level data: Check and get more details of any numerical information eg levels of income, amount of land purchased, amounts of loans.
- Counting those involved: Check and get more details of numbers of people involved at each stage, differentiated by different stakeholder groups.

For overview information on many groups

In order to translate the diverse pictorial diagrams into standardised statistical information: devise a standard checklist of questions and criteria. Then code the pictorial information on this e.g. what were the actual aims of the group? What type of road was it - was the group very successful in relation to its aims, average or poor? Was the training successful not only in terms of numbers of trainees, but numbers of people using training? This can usefully be done as part of Step 6.

TOOL 2: DIAMONDS

WHAT ARE DIAMONDS?

Diamonds [17] are used for visioning, stakeholder negotiation and to investigate extent and criteria of social differentiation within communities and/or groups. They start by identifying where the majority of a population are as the middle of a diamond. Then the numbers of people or examples at the extremes of the diagram are identified together with the reasons and criteria used.

WHEN ARE THEY USED?

Diamonds are good for rapidly getting an idea of extent of differentiation between 'best' and 'worst' cases within a group or community, particularly for identifying criteria for differentiation and extreme cases. Their reliability as quantification of differentiation, however, needs to be crosschecked either by extensive probing or voting or by other means like social mapping and surveys.

Diamonds can be revisited at particular intervals to see whether the qualitative analysis or quantification of the numbers of people at each level, or criteria are still the same eg have the numbers of very poor people, or very vulnerable women, or serious cases of alcoholism declined? Has the nature of poverty or empowerment changed?

SOME TYPES OF DIAMONDS

Diamonds may be of many different types depending on purpose and the precise question being asked. Some of many possible examples are:

- Gender Justice Diamond : looks at what people like about being a woman or a man and what they want to change.
- Happy Families Diamond : looks at what women and men do (work, decision-making, property) in a happy family and what they want to change.
- Poverty diamond Looks at whether most people are above or below the poverty line as identified by a community, then how many people are very rich or very poor, what criteria are used and why and how can the poorest people be more included.
- Empowerment diamond Looks at whether most people consider themselves, or could be considered, powerful, how many people are very powerful or very powerless, what criteria are used and why.
- Participation Diamond looks at the best and worst characteristics of leaders and followers, and the common roles of each in a participatory structure.
- Decent Work Diamond looks at the best and worst aspects of a working relationship from the perspective of workers and employers and identifies a common set of guidelines for each.
- Household equality diamond Looks at concepts of household equality, where the most households are above or below this ideal, the criteria used and the numbers and characteristics of ideal households and very bad households.

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[17] The first Diamonds were Poverty diamonds first introduced to the author (and may have been invented by) Rosette Mutasi of SATNET at a workshop organized by Kabarole Research and Resource Centre (KRC), Western Uganda May 2003. The tool was then piloted and further discussed by participants at the workshop. The poverty diamond idea has then been further developed by the author and adapted to other types of issue, particularly gender and empowerment, in the light of discussions and field experience.

Some types of difference may have different shapes of diamonds, or different shapes altogether, depending on the pattern of distribution eg the overwhelming majority of some refugee populations may be destitute and so better represented by a triangle. However in general it is best to start with a diamond in order to first identify the extremes. Otherwise experience shows that where poverty-targeted benefits are available everyone will say they are poor! – precisely the situation which diamond diagrams are designed to tackle.

HOW TO DO IT: BASIC STEPS

Step 1: What is the topic of the diamond? Is it for one stakeholder with only horizontal lines? Or for two or more stakeholders with vertical lines and a central column? Draw the basic shape.

Step 2: What are the 'best' and 'worst' cases? People draw symbols individually on colour-coded cards with colour-coded pens (colour-coding is very important but depends on the isssue).

Step 3: Sharing and grouping criteria People feed back what they put on their cards and discuss which criteria should be grouped together because they are a similar issue.

Step 4: Voting and ranking on the Diamond – everyone has 5 votes for the best and 5 for the worst and they put their marks on the cards. Votes are counted and the card sets placed on the appropriate position on the diamond (position varies depending on the type of diamond).

Step 5: Priorities for Change – at least 5 priorities for change are identified (depending on the issue). These can be placed in the vision circle of the Road Journey.

PUT ON QUANTITATIVE INFORMATION

- How many of those present would identify themselves at each level? Mark those in one style. Put different colours or use different sides of the diamond for e.g. women and men, ethnic groups, different ages, income levels and so on as relevant.
- How many people roughly do those present think are at each level in the community? In particular how many people are at the very bottom or very top, and what are their characteristics? Again use different styles or sides of the diamond for different social groups as relevant.
- How does this analysis affect the shape of the diamond?

PUT ON QUALITATIVE INFORMATION

- Why have particular criteria been identified? eg why have particular criteria for empowerment or household equality been identified? what are the gender, ethnic or other differences in criteria and why do they occur?
- Have any things been left out compared to other similar exercises? Why?
- How easy or difficult is it to move from one level to another? E.g. is it easy to move from rich to very rich, difficult to cross the poverty line etc. Mark these differences with different types of line and/or or with arrows.
- What differences are there between different social groups eg women and men? Rich and poor? Which are the criteria where there is most agreement or disagreement (not necessarily the same thing as the number of votes).
- Throughout the process observe levels of participation of different people and feed this back to the group.

AGGREGATING INFORMATION FROM MORE THAN ONE DIAMOND

The degree to which information can be standardised across groups depends on how similar the facilitation process has been, and how similar are the criteria and the levels at which the different lines are drawn. Where comparison between groups is essential, it is possible to develop a second diagram with the group according to commonly agreed criteria. This is easiest once a number of pilots in different context has been done to show the range of variation to be covered.

- Add up total quantities or total numbers of people marked at the extremes of the diamonds for a particular area. These can also be disaggregated by gender or social group.

WHAT ARE THE KEY ACTION CONCLUSIONS FOR FUTURE?

- What conclusions can be drawn about the priorities for change? Are the proposed solutions realistic? Why did these things not happen before?
- What are the conclusions about strategies for helping those who are most disadvantaged at the bottom of the Diamond? To try and make the majority move up the scale? These should also be marked in a corner of the chart or a separate sheet.
- What conclusions can be drawn about generalisable indicators for MandE?

TOOL 3: CIRCLE MAPS

WHAT ARE CIRCLE MAPS?

Circle maps (also known as Venn or chapati diagrams) show the relationships between different elements or institutions represented as overlapping circles of different sizes and forms.

WHEN ARE THEY USED?

Circle maps are useful for clarifying the different interest groups, institutions and decision-making patterns as indicated by the different types below. Both quantitative and qualitative information can be added to get a good pictorial overview of power relations, levels and patterns of discrimination and so on.

For monitoring and evaluation overtime the diagrams can be revisited to assess changes in size of the different circles, changes in boundaries and the reasons for this.

SOME TYPES OF CIRCLE MAP

Empowerment maps: Examine relations of love, money and power between people in order to identify who can help or hinder empowerment and identify the priorities for sharing the methodology in the pyramid peer training.

Stakeholder analysis: Identifies the different stakeholders who might be involved in an intervention, the degrees of overlap between groups, how easy it is to move from one group to another and the relative importance of the different groups in terms of numerical strength and/or power.

Institutional analysis: Maps the different institutions and/or social groups in a village eg community groups, religious groups and institutions, ethnic and other social groups and shows their relative importance, size of membership and degree of overlap.

Decision-making analysis: Shows the different members of a household or group and the decisions made separately by each. Decisions made jointly are marked on overlaps.

BASIC STEPS

Step 1: What is the future vision or current situation of the subject at the centre of the map? The person or group.

Step 2: What are the main institutions or actors in a community or household? Do they overlap? Draw circles for each of these. These should overlap if there are common members or elements. Different size circles can indicate relative size of membership or relative importance.

Step 3: What are the relationships between the circles

Step 4: What are the main things that need to be change?

PUT ON QUALITATIVE INFORMATION

- Why are the circles the size they are? eg why are some bigger than others? why are some more important than others? is there any relationship between size and importance? why are particular decisions in one circle rather than another?
- Are there differences between men and women, by age, by ethnic group or income level?

- Why are the overlaps and boundaries as they are? e.g. what does this say about discrimination? What happens within each circle or overlap? eg are there different types of membership and participation which need to be added to information in each circle? Do we know how different decisions are made? Are there 'institutions within institutions' eg do we also need to look at other members of households of group members?
- How easy is entry to each group? If groups are easy to enter you could put a dotted line. If difficult a thick line.
- Are the proposed solutions realistic? Is it possible to influence the institutions identified? To make the changes needed? Why did these things not happen before? What are potential constraints? Are the proposals gender sensitive? Do they increase social inclusion?

Throughout the process observe levels of participation of different people and feed this back to the group.

PUT ON QUANTITATIVE INFORMATION

- How many people are in each group? How many are in the overlaps?
- What are the units of quantification? Check all numerical information. To what sort of participation/membership does it apply?

For overview information on many groups

- Are the same institutions larger or more open in some communities than others? Are the same patterns of decision-making found in all households? Then the data can be aggregated in the number of ways e.g.:
- Add up the numbers of communities or households for which particular power or decision-making structures are identified.
- Add up total numbers of people who are members of the same institutions or in the overlaps over an area.

WHAT ARE THE KEY CONCLUSIONS?

- What conclusions can be drawn about relative power and size of different institutions? About ease of entry and discrimination?
- What conclusions can be drawn about decision-making processes within households?
- These should also be marked in a corner of the chart or a separate sheet.

IDENTIFY THE MAIN IMPLICATIONS FOR THE FUTURE

Following from the key conclusions discuss implications for the future eg

- which are the key institutions to influence?
- what changes in membership might be needed to overcome discrimination?
- what changes are possible in decision-making?

TOOL 4: TREES

WHAT ARE TREES?

Trees are a simplified type of network, or part of a web. They 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.

WHEN ARE THEY USED?

Tree diagrams are useful for bringing together information at individual or community level about peoples' visions, problems and livelihoods and different possible solutions. Tree diagrams are often used in awareness raising or participatory planning processes. Trees are a very easy concept for people to understand and use. For this reason they may be a good way of initiating a detailed discussion with grass-roots groups leading into production of a more complex network or web.

Trees can also be developed into a more rigorous means of collecting quantitative information and in-depth qualitative analysis both in individual interviews and participatory focus groups. They can be used to identify eg incidence of particular causes or effects of the same problem, patterns of women's economic decision-making in the household, numbers of households with excessive expenditure on alcohol and so on.

For monitoring, evaluation and impact assessment trees can be revisited at particular intervals to see whether the quantification or qualitative analysis of the different roots or branches is still the same eg has income from some sources increased, have some roots or branches died or been cut off, have new ones grown etc.

TYPES OF TREES

Thy types of tree most likely to be relevant for enterprise development impact assessment include, but by no means only:

Gender balance or costs and benefits tree: shows the degree of balance between the work input and expenditure output of women and men, and the mediating forces of property and decision-making to identify targets and actions for change

Challenge Action Tree: Has a particular goal or vision like empowerment or elimination of gender-based violence as the trunk. The roots of the tree show the different contributing elements or changes needed. The branches then show the different elements or effects of the vision or the activities that can bring about changes and tracked. Fruits show the outcomes of the activities as targets that can be monitored.

It is also possible to distinguish between different tree patterns emerging from the analysis. For example:

- Banyan trees link some of the roots directly to the branches eg some peoples' income goes directly into their own expenditure or some costs lead directly to some benefits.
- Baobab trees have the roots all leading to a swollen trunk representing eg a household income pool or group fund from which all the branches then come out.

BASIC STEPS

Step 1: What type of tree? What is the vision issue for the trunk? Make sure this is expressed in positive terms eg gender balance, elimination of violence.

Step 2: What are the roots? And roots of roots? eg inputs, causes, elements? Draw these and the bottom of the trunk and mark them with symbols and/or words. What is their relative importance? Should some become large or tap roots. Should others be rootlets or roots of roots. Adjust the roots accordingly.

Step 3: What are the branches? And branches of branches or leaves? e.g. the action solutions or outputs? Draw these and mark them with symbols and/or words. Again what is their relative importance? Are some large or main branches? Are others smaller branches or twigs/leaves off main branches. Adjust the branches accordingly.

Step 4: What are the forces acting on the trunk that make it bend more one way than another? Eg decision-making or property inequality? Are any branches and roots directly linked? Eg income used for reinvestment in activities in the roots.

Step 5: What are the fruits? What are the target outcomes of the actions? Put these as green circles that can ripen to become red.

Step 6: Track the activities and fruits.

PUT ON QUALITATIVE INFORMATION

For example:

Are any roots or branches specific to men or women? For example are some types of income or expenditure only for men or women? Mark these with a different colour, or put those relating to women or men on different sides of the tree, with common routes and branches in the middle.

Are any roots directly related to any branches? Is this a banyan or baobab tree?

Reorder the branches and roots accordingly.

PUT ON QUANTITATIVE INFORMATION

For example:

- What are the actual amounts or measurements involved? E.g. for incomes and expenditure. Put these on the roots or branches.
- For how many people in the community or the group are each of the roots and branches relevant? Mark this on the roots or branches.
- How does this affect the relative size of the branches and roots?

Adjust them accordingly.

WHAT ARE THE KEY CONCLUSIONS?

For example:

- Are any of the roots or branches new to the participants? What have they learned?
- Do the roots outweigh the branches, or the other way round? Does this mean that costs are more than benefits, or expenditure more than income?

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- Are women more disadvantaged than men?

Conclusions should be marked in a corner of the chart or a separate sheet.

IDENTIFY THE MAIN IMPLICATIONS FOR THE FUTURE

- Following from the key conclusions discuss implications for the future eg what are the main steps to take for empowerment? can any of the expenditures be decreased, or incomes increased?

These should also be marked in a corner of the chart or a separate sheet.

Throughout the process observe levels of participation of different people and feed this back to the group.

Check that the key is clear and understandable by all.

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