GENDER ACTION LEARNING SYSTEM

PRACTICAL GUIDE FOR TRANSFORMING GENDER AND UNEQUAL POWER RELATIONS IN VALUE CHAINS

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

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FOREWORD

This practical guide has been written as part of Oxfam Novib's Women's Empowerment Mainstreaming and Networking (WEMAN) programme, which aims at innovation, learning and advocacy for gender justice in economic interventions and institutions. The guide is intended to support organisations, facilitators and programme designers wishing to implement the Gender Action Learning System (GALS) in Value Chain Development (VCD). It builds on a series of manuals on the GALS such as:

- GALS Phase 1 manual: Rocky Road to Diamond Dreams, 2014 (revision of Steering Life's Rocky Road)
- Tree of Diamond Dreams: visioning and committing to gender justice, 2009
- Steering Life's Rocky Road: Gender Action Learning for individuals and communities, 2009

It also builds on a draft manual "Growing the diamond forest" that was developed with financial support from IFAD. The practical guide complements these with the purpose to guide designers and implementers of rural development and agricultural value chain development programmes, particularly those supported by GIZ and BMZ. The starting point is that addressing gender inequality and social exclusion are prerequisites for pro-poor value chain development.

The guide is largely based on an innovation pilot carried out by the *Farmers Association of Community Self-Help Investment Groups* (FACHIG) in Muzarabani District, Zimbabwe, with technical support from Consultant Maggie Makanza and Oxfam Novib's WEMAN team. GALS has grown from a range of other participatory approaches and methodologies. It is a gender adaptation of a generic methodology called Participatory Action Learning System (PALS). This evolved from livelihoods development and poverty reduction work done by Linda Mayoux since 2002 with local organisations in Uganda, Sudan, India, Pakistan and Peru. Under Oxfam Novib's WEMAN programme, GALS has been developed since 2008 based on Linda Mayoux's experience in many different contexts. The authors are very grateful for this previous work, which made the development of this guide possible, as well as for the excellent work on the ground in Zimbabwe by FACHIG, and the support from GIZ.

In general it must be stressed that GALS is best learned from women and men in communities practising and innovating with the methodology to improve their lives and in organisations already implementing the methodology. Although GALS is based on other participatory methodologies, the facilitation and coordination processes are distinctive and require in-depth personal and organisational reflection to produce a sustainable process. This Manual is therefore intended as a complement and not a substitute for community-based training in a GALS resource organisation and/or by an expert GALS consultant with in-depth experience in these organisations.

Other GALS resources and contacts can be accessed through www.oxfamnovib.nl/weman and/or www.wemanresources.info. Please feel free to download and photocopy what you need from the series and share the information widely. The only conditions are that the original text and figures are properly acknowledged, and the objectives are not for profit. The copyright on this guide is to protect the authors, to encourage citation and ensure the methodology continues to be freely available, free from more restrictive copyright elsewhere. Please send copies of

any publications which draw on this material to the authors and Oxfam Novib so that we can develop the network and continually improve the methodology.

The guide first gives an overview of GALS in value chain development highlighting the vision and analytical frameworks as well as the capacity development needed to initiate such projects. In the second chapter, the guide summarises the process and steps for catalysing change. The third chapter sets out a process for participatory and gender sensitive scoping and mapping of a value chain. The fourth chapter takes the reader through the suggested steps for negotiating gender equitable win –win strategies in value chains. The last two chapters deal with monitoring and managing project impacts. In all the chapters, the guide gives notes for facilitators and programme designers. Where appropriate, the guide gives indications of the expected results from processes, timeframes and resources required. The guide is based on the practical experiences and lessons learned by FACHIG in Zimbabwe when they worked with communities in Muzarabani District. Hence, facilitators and programme designers have to tailor the design to meet with their local conditions.

Thies Reemer and Maggie Makanza, January 2015

ACRONYMS

Agriculture & Rural Development Authority	**ARDA**
Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung	**BMZ**
Community Action Learning	**CAL**
Change Catalyst Workshop	**CCW**
Convention Against All Forms of Discrimination Against Women	**CEDAW**
Community self-Help Investment Group	**CHIG**
District Farmers Associations	**DFA**
Farmers Association of Community self-Help Investment Groups	**FACHIG**
Federal Cotton Producers Association	**FCPA**
Gender Action Learning System	**GALS**
Deutsche Gesellschaft für Internationale Zusammenarbeit	**GIZ**
Government of Zimbabwe	**GoZ**
Household Association Support Programme	**HASP**
Households	**HHs**
Investment Group	**IG**
Global Political Agreement	**GPA**
Mulilane Higway	**MLH**
Participatory Gender Review	**PGR**
Participatory Action Learning System	**PALS**
Value Chain Development	**VCD**
Women's Empowerment Mainstreaming And Networking	**WEMAN**
Zimbabwe Commercial Farmers' Union	**ZCFU**

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OVERVIEW

1.1 WHY GENDER IN VALUE CHAINS?

Pro-poor value chain development (VCD) bears the promise of economic growth *and* poverty reduction. The involvement of private actors can create pro-poor wealth and empower women. However if VCD is to realise this potential there must be a strategic approach to promoting gender justice. Women are often the poorest and most vulnerable within value chains. Gender inequality and norms of masculine behaviour in the household and community are key causes of poverty and result in poor bargaining power of women as well as men producers.

As recognised in the Gender in Agriculture Sourcebook[1] of the World Bank, FAO and IFAD, the failure to analyse and address gender inequalities result in misguided projects and programmes, forgone agricultural output, and income, food and nutrition insecurity. Agricultural VCD programmes either tend to focus on crops, infrastructure and technologies rather than on people in complex livelihood systems; or lack strategies to change gendered power relations. Failure to analyse and address the poverty and gender constraints affects not only marginalised women and their families, but also the flow of quality goods, transparency in markets or business relations, and hence incomes for all. Pro-poor goals and gender targets in rural development and VCD programmes are therefore often not achieved.

There are various arguments to focus on gender justice in agricultural value chains that refer to social justice[2], as a goal in and of itself as part of a commitment to women's human rights as stated in international human rights agreements signed by the majority of national governments. The second set of arguments refers to the direct relation between gender justice and poverty reduction[3], because of women's higher representation amongst the poor and women's role in children and family welfare. Thirdly, there are arguments for eliminating gender discrimination as an essential strategy for sustainable economic growth, the business perspective.

GALS (Gender Action Learning System) is a community-led empowerment methodology that uses principles of inclusion to improve income, food and nutrition security of vulnerable people in a gender-equitable way. It positions poor women and men as drivers of their own development rather than victims, identifying and dismantling obstacles in their environment, challenging service providers and private actors. It has proven to be effective for changing gender inequalities that have existed for generations, strengthening negotiation power of marginalized stakeholders and promoting collaboration, equity and respect between value chain actors. Rather than an alternative VCD methodology, GALS can be used complementary to other VCD approaches.

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[1] See Worldbank, FAO and IFAD, 2009. Gender in Agriculture Sourcebook ,
[2] See Glenbow, 2011; DFID 2009, Manfre and Siegmann 2010
[3] Terry, 2007; Mayoux, 2009; Gutierrez, 2003)

As part of a collaboration between Oxfam Novib and GIZ, GALS was piloted in Zimbabwe[4]. The purpose was to develop guidelines and materials for programmers and implementers of rural VCD programmes, and to further increase the evidence and knowledge base of the effectiveness of the gender transformative methodologies in rural development and VCD programmes. By piloting GALS in a farmers organization (FACHIG, see Box 1)

Box 1 Example: Gender inequalities in Zimbabwe

In rural Muzarabani in Zimbabwe, gender norms dictate that men dismiss all care work like washing, cooking, collecting firewood and water, caring for children, the sick and elderly as women's work. Men regularly move to towns for casual jobs and consequently women are now also held responsible for most of the productive labour like gardening, feeding, herding and dipping cattle. Men are seen as the decision makers that can spend the day planning and discussing important village matters. Land ownership is communal and is normally controlled by male relatives. Cattle, registered in a stock card system, belong to men. They typically make decisions alone, as they feel is their role in society. Hence, women do not control the income or the assets that they generate. This disenfranchises women resulting in cases of gender based violence, polygamy and intra-household poverty. In this context FACHIG, before introducing GALS, mainly targeted women-only income generation groups providing business skills, small loans, inputs and market linkages for livestock and crops. This led to some positive impact on household incomes. However, women had to pay back loans they did not control. Men felt excluded, abused the loans and reduced their support to the family. Distrust in families increased, and women offered their labour to neighbours to earn money to repay the loans to prevent losing their reputation in the groups. There were reported cases of gender based violence with men wanting to control the income from the women's projects. Some of them committed suicide at the end of the season when men sold their products and spent the money on sex workers or marrying another wife. The lack of shared visions and plans for the future within households led to stagnation, groups falling apart or remaining together for the sake of the programme. FACHIG realised that without a gender transformative approach, their programmes are not effective: women's labour burden would continue to increase, their social status would remain unchanged and communities would remain poor.

1.2 WHAT IS VALUE CHAIN DEVELOPMENT?

A value chain is often defined as an economic system around a particular commercial product[5], and definitions often focus on the addition of value along a sequence of activities of providing inputs, producing, transforming and marketing, up to consumption. Other definitions focus on the degree of coordination and collaboration between value chain operators or enterprises, or the business model for a particular

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[4] See the video documentary on www.oxfamnovib.nl/weman;
Full , http://youtu.be/Wnk_vCtyB1k *Trailer*; http://youtu.be/7EAlcnTNvwQ ; *Business Sense*, http://youtu.be/iZbVWc6quxo; *Personal Perspective*, http://youtu.be/XaqG4-bzpzw*;*
[5] GTZ, 2008. ValueLinks Manual, The Methodology of Value Chain Promotion. Reprint of First Revised Edition, January 2008

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commercial product. It is commonly understood that the coordination of business activities in a value chain is necessary to provide final customers with the right quality and quantity of the product.

There are different reasons to invest time, energy and resources in VCD, such as:

- creating new value chains;
- forging or strengthening new links within a value chain;
- increasing the capabilities of target groups to improve the terms of value chain participation;
- minimizing the possible negative impacts of value chain operations on non-participants and/or adjacent communities.

The modules of the Value Links methodology promoted within GIZ give a comprehensive example of what the project cycle of value chain promotion can entail (see Figure 1)
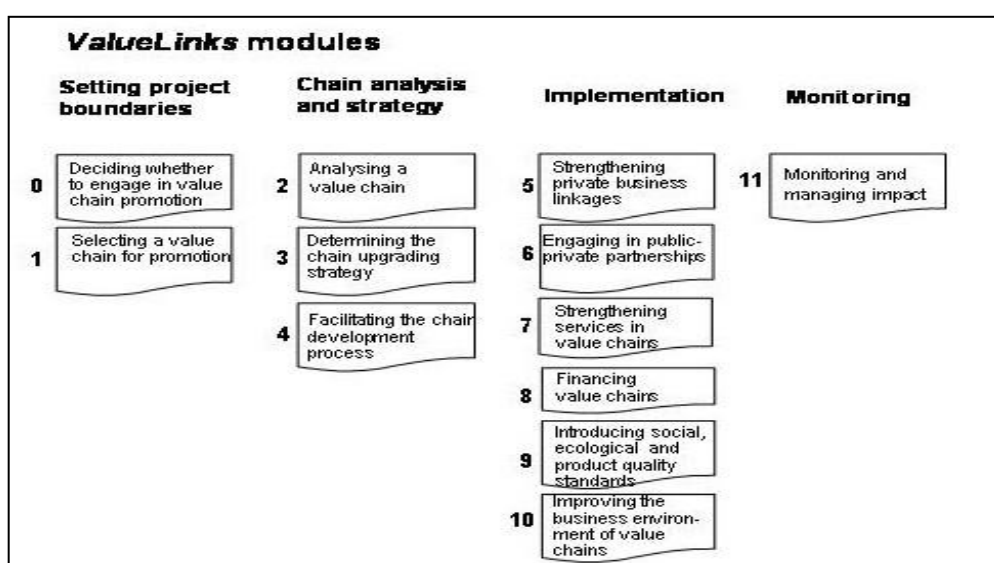

Figure 1: modules in the Value Links Manual (Reprint of First Revised Edition, January 2008)

The added value of using GALS complementary to generic value chain development methodologies is:

- Transforming gender relations and social inequalities as prerequisites for pro-poor VCD;
- Combining behaviour change at the household level and peer-to-peer scaling up with VCD;
- Enabling vulnerable value chain stakeholders to control their own development process, organise themselves and negotiate with powerful stakeholders.

1.3 HISTORY OF GALS

Since 2008 Oxfam Novib's WEMAN[6] programme has been supporting the development of an innovative Gender Action Learning System[7] (GALS) with Linda Mayoux and local

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[6] Women's Empowerment Mainstreaming And Networking – for gender justice in economic development.
[7] A methodology developed by Linda Mayoux as part of Oxfam Novib's WEMAN programme and also part of other processes elsewehere.

partner organisations in various developing countries. Through a project in 2009-2010 and later through a scaling up grant for 2011-2014, IFAD is supporting the use of GALS as a complementary methodology in value chain development projects and programmes. IFAD characterises GALS as a "household approach", at the same time providing a methodology for promoting win-win collaboration between vulnerable and powerful value chain actors.

In 2011 GIZ co-funded a review of GALS in the coffee value chain in Uganda[8]. The review demonstrated conclusively that the GALS has been remarkably powerful in unseating powerful cultural norms that have existed for generations. Remarkable life changes related to the division of both domestic and farm work, household decision making, control and access to assets and services and decreases in alcohol abuse and violence were indicated. Both vulnerable women and men improved their position in the coffee value chain and women are moving up the value chain to larger scale bulking and trading. The organisational support factors (particularly the democratic decision making in the implementing organisation and their experience with participatory approaches) enabled the methodology to perform well, with room for expanding the reach of GALS. GALS has the potential for its promotion as a pro-poor gender sensitive empowerment methodology that can be combined with and integrated into "mainstream" VCD approaches.

1.4 PURPOSE AND FRAMEWORK OF GALS IN VCD

GALS uses inclusive and participatory processes and simple mapping and diagram tools for:

- *Individual life and livelihood planning*: women and men, including those who cannot read and write, keep individual diaries to develop their own visions for change in gender relations and improved livelihoods, to plan how they can move towards these goals, and gain more control over their lives.

- *Institutional awareness-raising and changing power relationships*: communicating these aspirations and strategies, and using the same tools at institutional level for staff reflection and learning, increases respect for the views and interests of poor women and men, challenges established attitudes and behaviours and gives poor women a voice in institutional decision-making.

- *Collective action and gender advocacy for change*: the individual visions and strategies are shared to develop collective strategies, bringing women and men together, linked into participatory decision-making in governments and development agencies to better target and focus resources for empowerment and wealth creation.

GALS is designed as a complementary methodology that can be integrated in various economic development interventions. In the context of value chain development programmes, the purposes of GALS are:

i. **Developing gender action learning skills** of vulnerable stakeholder groups in the value chain, to enable them to identify and implement sustainable strategies to increase incomes, resources, economic choices and negotiation power.

ii. **Engaging skills, energies and resources** of more powerful private sector and institutional stakeholders in the value chain to change gender inequalities,

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[8] Farnworth, C.R. and Akamandisa, V. (2011) Report on Gender Action Learning System (GALS) Approach to Value Chain Development in Bukonzo Joint in Uganda. For Oxfam Novib and GIZ.

based on a clear human rights and business case, through promoting collaboration, respect and negotiation of win-win strategies.

The methodology consists of[9]:
- A set of principles related to gender justice, participation and leadership;
- A series of visual diagramming tools that are used for visioning, analysis, change planning and tracking by individuals, households, stakeholder groups or in multi-stakeholder settings;
- Peer learning mechanisms and structures for ongoing action learning in communities and scaling up;
- Mechanisms to sustainably integrate GALS in organizations or interventions such as financial services, business development services and agricultural extension.

The priority is enabling vulnerable women and men in poor communities to collect and analyse information necessary to understanding and changing gender relations. This is entirely based on the information needs of people themselves, but situates this local information in relation to women's human rights as stated in international agreements like *Convention Against All Forms of Discrimination Against Women* (CEDAW).

The basic framework of the participatory tools is a road journey. This can start very simple, with a vision circle up on the top right, a current situation circle down, and a road from the current situation to the vision circle. Opportunities and challenges are indicated above and below the road. The road itself contains the action to achieve the vision. The *Multilane Highway* (see Figure 1) divides the road journey into three lanes:
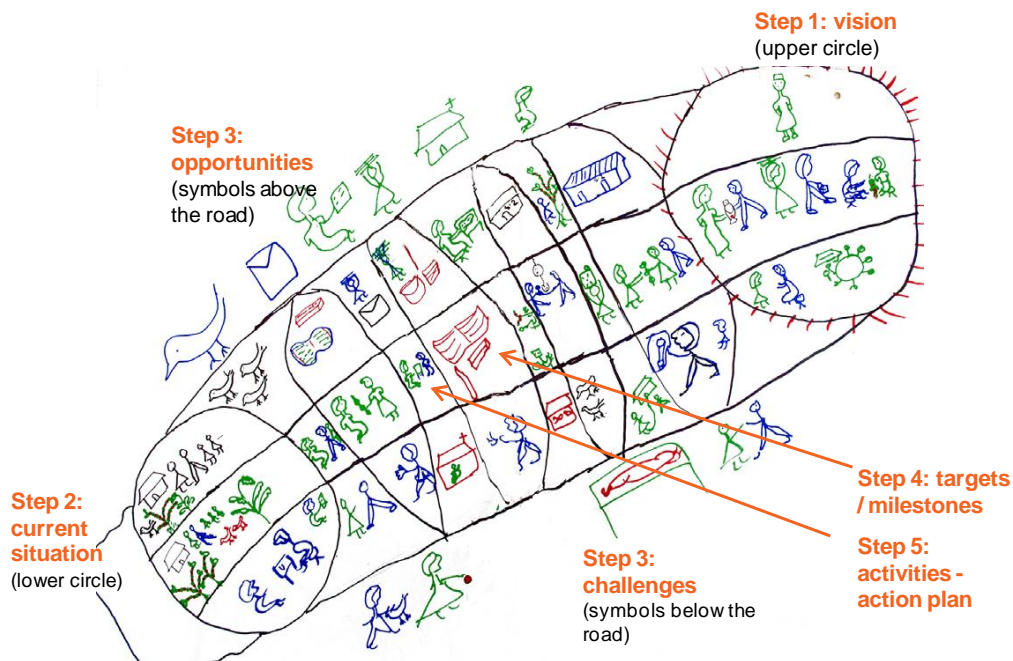

Figure 2: underlying tools framework: the multilane highway journey towards a vision for a happy life, gender equality at the household level, and wider change at community level (individual diagram Elisabeth Maseka, Uganda, based on Mayoux, 2014)

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[9] See the principles and tools in Mayoux 2014, Rocky Road to Diamond Dreams. GALS Phase 1 Manual, Oxfam Novib.

1) **Happy life and livelihood journey** and vision on the top of the road
2) **Changes in gender relations at household level** that are needed for women and men to achieve that vision
3) **Changes in the wider community, family or business relations** who need to be influenced in order to achieve that vision

The multilane highway framework positions gender equal relationships at household level and in the wider community as prerequisites for achieving the journey towards a happy life and sustainable livelihood. The methodology takes participants through phases, all of which are participatory and depend on the use of visual, rather than written, material to work with. This makes it ideal for inclusive and effective joint analysis and planning by non-literate with literate participants. These phases can be combined in different ways and adapted for different purposes:

- Phase 1: Visioning and catalysing change: an approximately 6-months process of individual, household and collective action learning for gender equality and livelihoods improvement, and setting up skills and structures for peer learning;
- Phase 2: Mainstreaming: adaptation and integration of GALS into organisations and programmes such as VCD, rural finance or local economic development;
- Phase 3: Movement building: networking and advocacy for gender justice at all levels, including policy and decision making, linked with global networks[10].

This guide provides overview guidelines only for phase 1 and part of phase 2, since it focuses on integrating GALS in value chain development. The mainstreaming phase includes the following sub-phases:
- Preliminary scoping and mapping of gender and power issues in value chains;
- Strengthening negotiation power and negotiating win-win strategies in value chains;
- Managing and monitoring impact, to promote a sustainable action learning process.

Figure 3: Strategic dimensions: livelihoods, markets and value chain development (Mayoux, 2011)

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[10] Adapted from Mayoux, 2014.

1.5 CAPACITY DEVELOPMENT REQUIREMENTS BEFORE GETTING STARTED

Before getting started, the organisation facilitating the GALS in VCD needs to have buy in and commitment from senior management in the organisation. The success of the programme depends largely on the level of commitment and capacity the organisation builds, both within and among its members. The following steps to capacity building are suggested and can happen concurrently.

Step1: Exchange visit with an organisation implementing GALS in VCD
Exposure by senior management, staff and community participants through exchange visits to and from organisations that have implemented the GALS in VCD is an important initial step to experience the methodology. This could include
- A visit to meet with beneficiaries of GALS in VCD programme and seeing the impacts on the ground;
- Visiting and meeting with staff in the implementing organisation;
- Use of consultants to do an orientation programme on the methodology with staff.

Experiencing firsthand the impacts of the methodology and listening to testimonies of change at the individual and household level arouses interest to go and try some of the concepts at a personal level.

Step 2: Internal Process of Organisational Reflection and Learning
After such visits, it is encouraged that the organisation should take the time to reflect on the methodology and discuss internally (management, staff and representatives of the organisation like Board members):
- Its relevance and potential application in the context of the organisation,
- The potential impact on its communities and
- How the organisation can best adapt the process to fit its own context.

This stage is critical as the methodology can be adapted and implemented in parts to suit local environments. The process of reflection can take anything between a month to six months depending on the level of interest generated in the organisation and access to resources to:
- Identify potential consultants to support the process of reflection, learning and possible implementation of the methodology. The consultants should have expertise in gender action learning systems, value chain development and participatory community development.
- Indentify organisations are encouraged to try out components of the GALS methodology in their on-going activities. This process can be repeated until the organisation takes a decision to implement GALS in VCD.

Step 3: Develop Institutional Capacity for GALS and VCD
This step is to identify staff in the organisation and community-level participants to be trained in the GALS in VCD methodology. Ideally all staff including management should receive some training on the methodology. In FACHIG for example, all staff have been trained in the use of the GALS in VCD methodology and have been part of the process at different stages in various capacities. However, project staff should have

more knowledge and play an active role in the planning and implementation of the program.

Step 4: Piloting the GALS Methodology with the support of a consultant (optional)

It is encouraged that the organisation selects a community and project to pilot the methodology or components of before applying it on a larger scale. This will assist in:

- Developing local terminology for the GALS and VCD and locally relevant materials;
- Establishing baseline data for developing local indicators;
- Tailor the design and sequencing of the programme to suit the local context;
- Identify local community resources that can be used for implementation;
- Develop a case for the implementation of GALS in VCD for the purposes of mobilising resources.

Box 2: suggestions for selecting a community for a pilot

- A community where you have another project ongoing, but not necessarily a success case. The added value of GALS can be easier identified in projects and communities with many challenges;
- Preferably participants are already organized in community groups;
- Where it is possible to involve particularly vulnerable people from the very beginning;
- Accessible for field staff to allow regular visits, but not necessarily nearby. It is more convincing for others to see changes in a remote, "difficult" community;
- Ideally where groups manage internal savings and loans;
- Literacy levels do not matter. In some cases it is easier in communities with low literacy levels;
- An existing relationship and engagement with local authorities helps the later scaling up and sustainability.

CATALYSING CHANGE AND ACTION

Figure 4: Participants of the Catalyst Phase in Muzarabani, Zimbabwe (picture: Mulder, 2014)

2.1 PROCESS OVERVIEW

The first phase mainly involves the value chain actors that are currently most vulnerable or marginalised compared to other actors. This phase is described extensively in a separate GALS Phase 1 manual. The guide uses the practical examples of how it was carried out in Zimbabwe. The Catalyst Phase focuses on visioning and catalysing change by:

    i.   Introducing the framework of the "***life journey***" as a basic planning process for changing gender inequalities and improving livelihoods framework in which people develop a vision for change with SMART 'milestones', analyse opportunities and constraints, commit to actions and track progress over time;

    ii.   Analysing ***gender-based opportunities and constraints*** and reinforce gender principles in relation to this vision through analysing intra-household relationships, using role plays and songs;

iii.   Sets up the skills and networks for ***peer learning*** as the basis for sustainability of subsequent gender mainstreaming and movement-building in Phases 2 and 3.

Both women and men build a thorough understanding of their situation, visions for change with plans how to change. This phase increases their sense of self reliance and control they have on their own development process. It makes it much easier for actors that are currently most vulnerable (and often looked down upon) to position themselves towards other stakeholders in the value chain. It is therefore highly complementary to standing VCD methodologies that generally focus either on end markets or on the "middle" of the value chain. The first phase consists of 3 main activity clusters which are described in detail in the GALS Phase 1 manual (see figure 5 below).

Change Catalyst Workshops (CCW): Mapping Life's Rocky Road

Community Action Learning (CAL): Progressing along the Road

Participatory Gender Reviews (PGR): Road to Diamond Dreams

Figure 6: Participants of the Catalyst Phase in Muzarabani that decided to share the labour burden between household members.

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2.2 STEPS IN THE CATALYST PHASE

STEP 1: ADAPTATION WORKSHOP
In each context gender issues, social inequalities, organisations and wider context may be different. The main purpose of the Adaptation Workshop is to:
- Test the tools in the particular context;
- Find out organisational training routines of the implementing organisation that need to be challenged; and
- Adapt tools and process where needed.

Around four days, both organisational staff and community participants jointly go through a series of analyses, visioning exercises and change planning sessions with a GALS expert. Attitudes and behaviours are challenged, and participants are inspired by the possibility of moving towards a vision in life. At the same time it is a try-out to design how to roll it out in target groups.

ADAPTATION WORKSHOP	
Who Participates	Representatives of groups of vulnerable actors, staff of the implementing organisation and a GALS expert. From each functional group at least 3 people (women and men) should be involved, so that they can support each other to introduce it in their groups. As much as possible the participation of vulnerable people should be prioritised rather than existing leaders.
Timing	4-5 days
Objective	To introduce basic GALS visioning, analysis and change planning tools, adapt where needed to the local context, and develop skills and plans for rolling out the Change Catalyst Workshop (CCW) in each functional group or community represented.
Outputs	- List of priority gender issues that both women and men want to address, with an agenda for action - Clear individual change plans with trackable action steps in diaries[11] - Plan for rolling out the CCW; - Initial sustainability plan

Figure 7: visual plan for rolling out the CCW in farmer groups in Muzarabani, Zimbabwe

Tools	- Gender justice or identity diamond for initial consensus between women and men on which priority gender issues to take forward; - Challenge action trees to analyse gender and other issues and think of individual and collective actions to address these; - Multilane highway plan with tools for each of the three lanes:

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[11] During the adaptation workshop the main focus is on individual visions and plans, because in most cases participants represent many different groups. Participants are also asked to develop collective visions and plans during the workshop, but this serves the purpose of individuals to gain ideas, and to practice how to develop collective plans based on individual plans.

- The happy life / livelihood journey towards the vision;
- the Gender Balance tree to analyse household and couples situations; and,
- The Empowerment Leadership map to analyse current and potential individual influence on the wider community.

STEP 2: CHANGE CATALYST WORKSHOPS

The initial capacity building workshop series for community representatives is called the Change Catalyst Workshop. The objective of the CCW is to develop gender analytical skills and catalyse change for women and men as '*GALS champions' or peer trainers* from each of the targeted communities or groups. Specifically the workshop helps to equip participants with;

- Analytical tools for analysing for themselves gender inequality and its negative consequences to development at household and community levels;

- Skills to develop their own solutions and actions to the gender constraints ;

- *S*kills to (re)develop their own visions and to track progress.

The CCW workshops are also used to identify peer trainers who could champion community led action learning. Participants to this workshop should be encouraged to bring their spouses. These workshops should be facilitated by the GALS lead consultant together with the core implementing staff of the organisation. The workshop should motivate participants to share what they have learned and leave with a clear change plan.

CHANGE CATALYST WORKSHOPS (CCW)	
Who Participates	In each functional group of vulnerable actors, the representatives who participated in the Adaptation Workshop facilitate together with the GALS expert and organisational staff. If functional groups are small, they can be clustered.
Timing	4-5 days, either in one workshop or separate sessions
Objective	Participants are inspired by the possibility of moving forward to achieve a vision, and have analysed the negative consequences of gender inequality for their ability to achieve their vision.
Outputs	- List of priority gender issues that both women and men want to address, with an agenda for action - Clear individual change plans with trackable

action steps in diaries
- Initial collective change plan;
- Pictorial manuals for peer sharing, and plans for taking GALS back home.

Tools:	
	Gender justice or identity <u>diamond</u> for initial consensus between women and men on which priority gender issues to take forward; Example of issues taken forward in Muzarabani: unequal property ownership of cattle combined with low quality; disproportional work burden on women combined with men feeling high responsibility; domestic violence related to alcohol and drug abuse.
	<u>Challenge action trees</u> to analyse these gender issues and think of individual and collective actions to address these. Example from Muzarabani: challenge action tree analysis of root causes of alcohol and drug abuse by men, one of the issues from the diamond, with solutions in the branches and actions in the fruits.
	Multilane Highway plan, with three lanes for: - a happy life / livelihood; - gender equality at household level, - a supportive environment in the wider community. For each lane different tools for analysis and behaviour change are used: the Livelihood Road Journey (top), the Gender Balance Tree (middle) and Empowerment map (bottom).

- Role plays and songs for remembering the tools and for taking GALS back home.

STEP 3: COMMUNITY ACTION LEARNING – STRENGTHENING CAPACITIES AND COMMUNITY CHANGE AGENTS

After the Change Catalyst Workshops have been rolled out in functional groups or communities, participants take it back home and start moving on their multilane highway plans. Community action learning takes place at different levels:

- **Individual**: personal learning process to achieve visions (both for participants and organisational staff);
- **Household**: developing consensus on the vision for the household and an equal voice within households for women and men;
- **Group**: sharing progress and discussing strategies to accelerate progress, peer support and collective analysis and planning of group milestones;
- **Organisational**: reflection and learning based on the outputs of the groups and individual staff.

This process can take between 3-6 months at a relatively small scale with intensive monitoring and support by the implementing organisation. The focus is only on the groups that have been reached through the CCW. After that a review is done to learn lessons and make plans for scaling up. During this stage:

- Participants are encouraged to start **implementing the actions** on the multi-lane highway in relation to gender relations, social empowerment and livelihoods. Potential "**champions**" or "peer trainers" are identified that are showing most commitment and behaviour change. These are not necessarily existing leaders.
- Organisation staff, together with these potential champions go through a **more in-depth learning** on the GALS tools based on their practice.
- The champions are expected to **facilitate the GALS tools** starting with their families, extended family, their functional groups, friends and neighbours supported by a core staff from the organisation, to initiate the Community Action Learning Process (CAL).
- A core team of staff **monitors and supports** the champions / peer trainers on methodological and conceptual issues;
- Peer trainers **meet regularly to support each other**, build new group norms and get support from the core staff from the organization.

Having practiced the different tools at the CCW, participants go back home and share what they have learned with their family members. All household members (women,
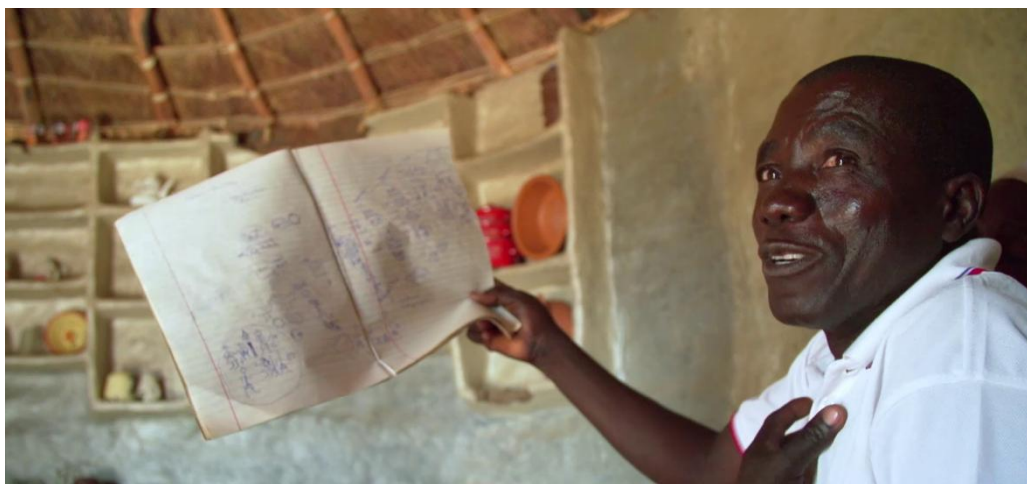
Figure 8: Participant in Muzarabani District explaining his personal vision road journey in his diary, (picture: Mulder 2014)

men, adolescent youth, children, elderly, important dependents) can be involved so that a vision and plan can be built that reflects the interests and priorities of all. It is essential that other household members have the opportunity to develop their individual vision journey and reflect on their own situation, before "joining" a household vision.

The individual or household vision journey starts simple (see figure 8). Step 1 assists participants to develop individual and later household level pictorial visions before diagnosing their current situation (step 2). In order to promote a sense of achievement and to help them identify cause-effect linkages, the participants reflect where they began. Next, participants identify the opportunities and constraints that will affect the realization of their vision (step 3). Step 4 focuses upon enabling participants to identify their targets and milestones, and finally, step 5 asks participants to set activities on the road towards the achievement of their overall vision.

The resulting *Vision Road Journey* is the core plan of the individual or household, which is also used to monitor and review.
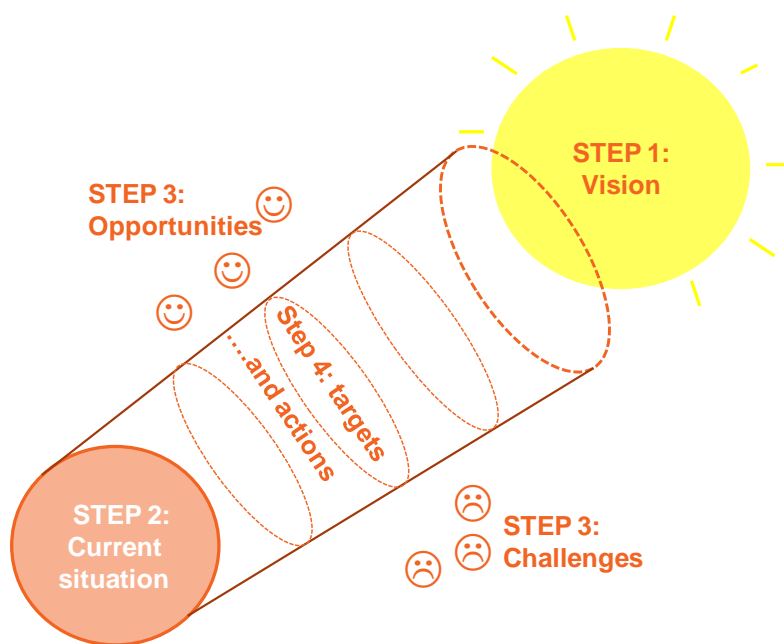
Figure 9: The logic of the "simple" Vision Road Journey

The initial visions typically contain elements of asset that participants want to own such as cattle; and indicators of welfare such as being more educated, being able to send children to school, living free from violence etc. These indicators are often inspired from the Diamond exercise, which looks at likes and dislikes of being a man or a woman. Like in all GALS tools the visioning is pictorial, to make it a more inclusive process and to keep the visions for the future concrete and understandable to all (see figure 10 below).
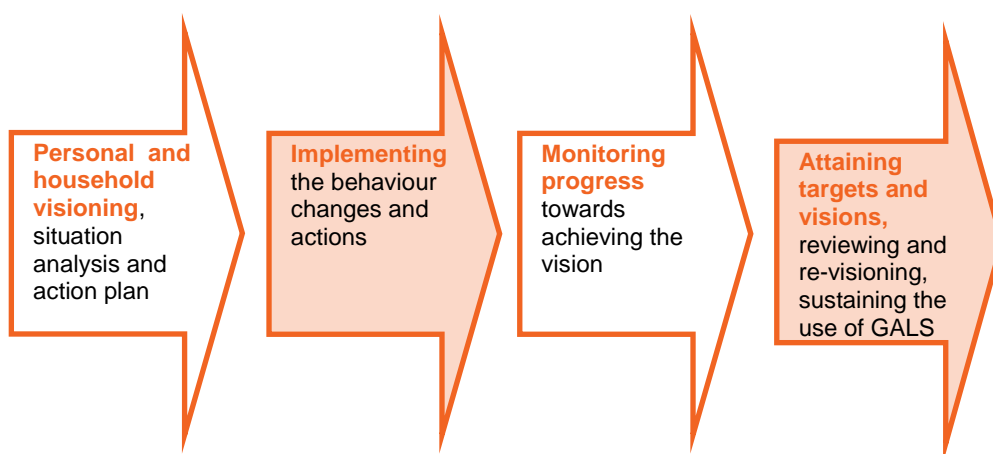
During the Community Action Learning process the tools are used that participants have learnt during the CCW:
- The Multilane Highway (MLH) with three lanes;

- The happy life / livelihood Road Journey (see figure X) – corresponding with the first/top lane;
- The Gender Balance Tree for changing gender relations at household level – corresponding with the second/middle lane;
- The Empowerment Leadership Map for analysing relationships in the wider community and planning peer training - corresponding with the third/bottom lane.

Other tools that may be used include the Diamond and the Challenge-Action Tree for analysing specific issues. The use of these tools and details on Community Action Learning can be found in the GALS Phase 1 Manual.

Groups obviously act as entry point for the implementing organisation to reach individuals and households for follow up. Importantly, groups act as platforms for women and men to share progress on their journeys how make use of opportunities and how to address challenges individually or collectively. This encourages practice of the tools and leadership development. It also forms the basis for identifying common challenges, solutions and collective ambitions. At group level, participants use the same tools, making sure to build on the individual ideas and aspirations.
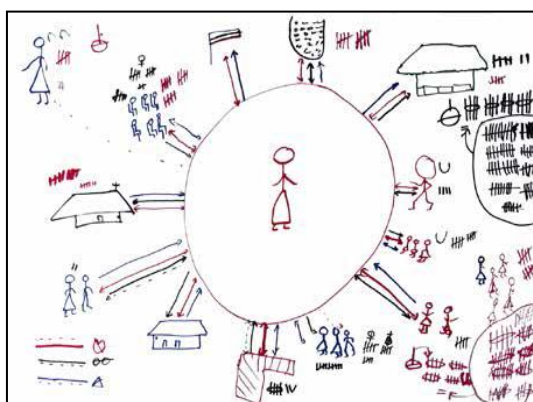
Figure 11:: Empowerment Leadership map with financial, emotional and power relationships, and targets for GALS peer training

In specific contexts such as in Muzarabani, it is necessary to **work separately with women and men** to analyse specific challenges that require behaviour change or norm change to solve. Behaving different than the prevailing norms in the community dictate is not easy, and often the changes are very visible.

Box 5: Example

In Muzarabani men started taking on tasks that were referred to as "women's tasks", like fetching water and firewood, taking care of the children, and working in the garden. During the Community Action Learning Stage, other men and women in the community ridiculed them for that. Without efforts to create peer support, these men were likely to fall back to their old behaviour. Men's forums were created, providing a safe space for men to discuss their challenges. They decided to first use "power tools" to do the tasks, such as a wheelbarrow for fetching water and firewood, and talk to each other friends to create an alternative peer pressure.

Documentation at this stage is essential to help answer the following qualitative questions:

- What changes are possible within a short timeframe: to what degree do people achieve milestones or visions? What gender changes are taking place?

- What makes participants successful or unsuccessful? How can it be improved?

- What are the differences in quality between people trained by staff, by champions and by next generation peer trainers?

- What are locally relevant key indicators for good quality peer training?

- What are reasons for people to drop out? What can be done to keep them in?

Quantitative information gathering should prioritise the information needs of the participants; the information needs of the implementing organisation have secondary importance. The quantitative information can focus on:

- Number of women and men that have been trained directly by staff

- Number of women and men trained through peer sharing

- Number of women and men actively using the methodology

- Number of women and men actively training others

STEP 4: PARTICIPATORY GENDER REVIEW WORKSHOPS

Participatory reviews are in the end part of the self-monitoring system driven by organised participants. It is best introduced during the Catalyst Phase, at the same time forming the turning point from small scale / in depth learning and trying out, to larger scale implementation. Rather than interviews surveys or focus group discussions, the Participatory Gender Review (PGR) enables participants to use visual diagrams (see GALS Phase 1 manual for more details) for:

- Reviewing the gender and livelihoods achievements so far;
- Deepening of the gender changes;
- Reviewing the individual and collective visions and planning the next milestones.

In Zimbabwe the review was facilitated in two stages.

Stage 1: Cluster Review Workshops:
To introduce the review methodology and build capacity within groups, two-day review workshop(s) can be facilitated with clusters of multiple groups (if group size is small, otherwise workshops with each separate group). The content of these workshops is:

- Reviewing and quantifying changes using the Monitoring Matrix (see GALS phase I manual pg. 98), theatre and live testimonies of changes from participants;
- Reviewing and reinforcing the use of GALS tools and checking the quality of training by peer trainers and
- Encouraging participants to keep their diaries and record changes

Figure12: participant of the participatory gender review using the multilane highway to review progress towards the family vision. Muzarabani, 2014

Following the tools from the Phase 1 manual, the progress towards individual and collective visions is reviewed, and testimonies and stories of change from individuals are shared. The changes at the cluster level are quantified on the issues identified at the Change Catalyst Workshops from the Diamond and Gender Balance Tree. In the case of Muzarabani this included domestic violence, polygamy, promiscuity, women's workload and decision making.

A matrix can be used for quantifying changes by sex (see example from Muzarabani below). What has changed for men and what has changed for women? The situation before and after is compared, and people indicate the reasons for change. Testimonies are identified in line with the changes indicated by participants. At this point, neighbours and family members also confirm the testimonies of change.

Non-judgemental discussion is held on the reasons for change or non–change, and what the participants have done. Theatre, role plays, poems, songs and dances are used to illustrate difficulties and successes, and positive changes taking place are celebrated. In Muzarabani, the following chart was used for capturing the information coming out of the groups:

Gender Issues (Drawing of the issues/ symbols)	Was this Issue a problem for you?		Is this still a problem / issue?		Has this changed?		Reasons for Change/No Change What/How has it changed? Why is it not changing			
							Change		No Change	
	M	F	M	F	M	F	M	F	M	F
Work Overload										
Ownership and Control of Assets										
Domestic Violence										
Polygamy										
Promiscuity										

On areas where changes are limited or slow, in-depth analysis and discussion is done, to find out the causes and what needs to be done at household or collective levels to support change. Usually those issues that are rooted in cultural practices and traditions, and these take longer to change and require a continued deliberate effort to shift mindsets. Such as attitudes towards polygamy in the Muzarabani case, which was one of the reasons for men to set up a Men's Forum to support each other to change.

At the end of the workshop individuals are assigned to go back home and use the tools to document what has changed in their lives, what is not changing and why. Through the facilitation of the peer educators and the core FACHIG staff, these changes at the cluster level are consolidated in preparation for the main review that brings all the clusters together.

Figure13: relative testifying the changes on the division of labour and decision making between husband and wife. Muzarabani, 2014

Stage 2: Main Review Workshop

Representatives from the clusters collate the changes and present the findings at the main review workshop (see Participatory Gender Review – GALS Phase 1 Manual). At the end of the main review, an action plan with targets for sharing GALS is agreed for the peer trainers, participants and the facilitators.

Optional: At the end of the Main Review Workshop, new tools can be introduced such as Market Mapping and the concept of value chain mapping in preparation for the next phase.

2.3 NOTES FOR FACILITATORS

Before the Change catalyst workshops (CCW):

☑ Consult with participants especially the women on suitable dates and venue for workshops. Use their own communication structures;

☑ Agree on the workshop programme and facilitation roles;

☑ Appoint someone to document, keep time and give instructions;

☑ Prepare the peer trainers well if they are leading the process;

☑ Link with the relevant authorities at the community level;

☑ Make sure to have plenty flipcharts, markers and cards or post-it notes in different colours. Prepare to be creative with local materials.

During the CCW:

☑ Open the workshop in a locally acceptable way with cultural greetings or prayers, acknowledging key community leaders time efficiently, with workshop norms;

☑ Monitor the documenter. Record proceedings in writing, on pictures and if possible video;

☑ Introduce the use of drawing from the first session of the first workshop and consistently use drawings in all workshops and meetings. Have participants agree on symbols for use on common terms, e.g. money, numbering, power, men, women, culture. Use these symbols consistently;

☑ Diaries for participants to document individual actions should only be given in the first workshop. Facilitators must emphasise the need to keep the diary in an organised way and maintain it. Issuing a new diary with each workshop gives the impression that the old diary is no longer needed;

☑ Encourage participants to attend as couples especially during the CCW;

☑ Encourage participation. Keep the workshop lively through songs, poems, role plays and skits. Encourage women to participate. Ensure that no one negatively influences participation or dominates discussions, i.e. where officials are attending.

☑ Mind the seating arrangement: a circle or half circle for plenary sessions around a board for presenting flip charts. Do not stand in front, and do not hold the marker and encourage participants to do that.

☑ Make an effort to interact and talk to as many participants as possible even when the numbers are large.

☑ Take your lunch and tea breaks together with participants. Eat the same food. Get served last.

After the CCW:

☑ Agree on follow up action and deadlines/timing for participants, the facilitators and the organisation.

☑ Thank the participants for taking their time to attend the workshop or meeting.

☑ Review the process during a debriefing session as an organisation to reflect and document major lessons. What worked well and why, what did not work and why?

☑ Plan for the next process and agree on dates and allocate tasks.

Community action learning:

• Community action learning requires careful planning, but also flexibility and capacity to adapt to changing circumstances and issues coming up. It

> **Box 6: Key activities during Community Action Learning (CAL)**
>
> • Frequent follow up visits by staff through small local meetings using existing structures;
>
> • Periodic larger meetings for group representatives to feedback progress; Documentation by staff of group outcomes and issues (combined with small and larger meetings);
>
> • In-depth training in the GALS tools for champions;
>
> • Organisational feedback meetings by implementing staff for colleagues and management.
>
> • Creating a platform for peer trainers to share their learning experiences and support each other in the peer training processes.

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is "their" process (champions and those they bring in), owned by them to support their progress (Mayoux, 2014). The information needs of the participants is prioritised, not the information needs of the staff of the implementing organisation or donors. This makes it not so straightforward to design within a programme.

- The Social Emperwment Plan at the end of step 3 structures the information dissemination process and enables participants to plan and track the number of people being reached through peer sharing. It also makes it easier during the review process to track numbers reached.

- At the beginning of the CAL stage, create a team of staff who monitor and document the progress (quantitative and qualitative), and give advice on how challenges may be overcome based on experience of other champions or other processes elsewhere.

Participatory Gender Review:

- ***Who facilitates?***
  The review process must be facilitated by the peer trainers with support from organisation staff, not the other way around.
- ***How to manage large number of people?***
  Structure the reviews using the clusters (number of IGs) to manage the large numbers then consolidate at a main review where selected representatives present findings from the clusters (pictorial).
- Quantify and document the changes.

2.4 NOTES FOR PROGRAMME DESIGN

Catalyst phase in general:

- ***What is the required level of effort?***
  Investing a concerted effort (time and budget) in the Catalyst Phase pays off in a later stage. If during the Catalyst Phase the beginning of a local movement for changing norms and behaviour towards a vision for gender equality and self-steered development can be created, it is easy to scale up. However if this phase is treated as an add-on of some participatory exercises without following it through, or without reinforcing human rights, participants will likely loose motivation and not have sufficient ownership to support the scaling up.

- ***At what scale to start?***
  Prevent trying to start at a large scale if implementing organisations do not have the expertise, experience and capacity yet. Start in a few communities reaching out to not more than 500 people per implementing organisation, with a limited number of groups, so that participants are likely to support each other to implement their change journeys.

- ***What if people cannot attend long workshop?***
  Depending on the context and availability of GALS experts, workshops can be divided into parts so that it is easier for participants to combine with daily life and work.

- ***Work with existing or new groups?***
  In most cases it is easier to work with existing groups, even if these groups have stagnated or almost collapsed, like in some cases in Muzarabani District.

The process of visioning can heal, change or expand local groups, inspired by the sense of direction that the vision provides; the new feeling of control by the members; and the redefining of roles of existing leaders.

If an organisation works with new communities the methodology can be used as a way of identifying the priority development interventions most needed in that community.

- *What of the implementing organisation has no experience with participatory methods?*
  There is need to re-orient the community's approaches and experiences to development. Most agricultural projects targeting rural farmers take an almost humanitarian approach through supplying subsidised / free inputs or provide cheap loans and per diems during workshop etc. It is important to deal with these issues from the onset and set the tone for the programme.

- *When does peer training start?*
  Do not try to stop it, sharing of the GALS concepts starts with the first Adaptation workshop. At that stage, participants are encouraged to go back home and share with their spouses and the immediate family. After the CCW participants are advised to continue sharing the GALS concepts with their families, groups and communities.

- *How to select peer trainers?*
  When identifying peer trainers, do not only take those that are already in positions of leadership, but those marginalised in their communities and have the most potential to transform. Aim for gender balance in the peer trainers.

- Identifying "champions": based on experience, people that have been appointed by the organisation as "champions" or peer trainers, create less impact than people that emerge as peer trainers during the process. It requires participatory listening and observation skills by the staff to recognise these, and encourage them to develop their leadership roles in training others.

Timeframe:

The timeframe and scale of activities depends on many factors including:

- The political environment and the extent to which communities can freely participate in collective local economic activities.
- Whether the groups already existed and had a history of working together. It may take longer with new groups as they need time to form before there is group cohesion to work with.
- How quickly the community participants grasp and internalise the GALS
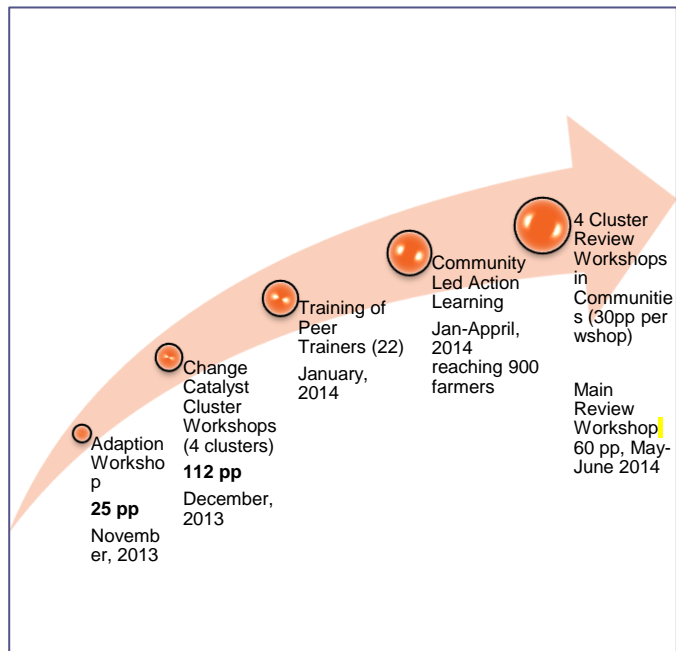

Figure14: Example of main events during the Catralyst Phase in Muzarabani

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concepts and principles.
- Level of organisational capacity to facilitate GALS concepts and principles.
- Availability of GALs experts to support the process.
- Availability of resources to facilitate the programme.
- Design of the programme.

Financial resources are needed to:
- Carry out a baseline study. Although participants develop their own baselines as part of the methodology, a lesson from the pilot is that for reporting at project level it is better to also have an "external" baseline. This can be done in various ways on the issues affecting the community, with a database of participants and poverty indicators set by participants themselves (income levels, asset base, ownership and control, standards of housing structures, prevalence of gender based violence, prevalence of HIV/AIDS, cases of polygamy etc). Starting with a traditional baseline survey is not recommended, since participants have not yet had the chance to reflect and analyse their own situation. Any survey can thus create a wrong image, and it may also raise expectations that cannot be met. The baseline is therefore best created during the CAL stage when it makes sense to people to analyse their situation.
- Contract experts on GALS in value chains;
- Facilitate workshops *(Adaptation Workshop, Change Catalyst Workshops, training of peer trainers, follow up meetings during the CAL and the Participatory Gender Review –PGR- process)* and provide meals, local transport and training materials.
- Monitor and report on the number of participants reached during the CAL phase.
- Document progress and process (video and written materials, photographs).
- Use if possible local venues which are relatively cheap or can be offered by the community for free.

Human Resources needed:
- Staff of the implementing organisation: field staff for coordinating and implementing the activities, and management staff for the feedback meetings. In Muzarabani FACHIG had two field staff in the district, one coming to the district for key activities; and one intern. Two management staff participated in the key events since they had been exposed to GALS in other countries.
- GALS expert(s) for the key events. In the case of Muzarabani these were one experienced consultant from Zimbabwe and Oxfam staff.
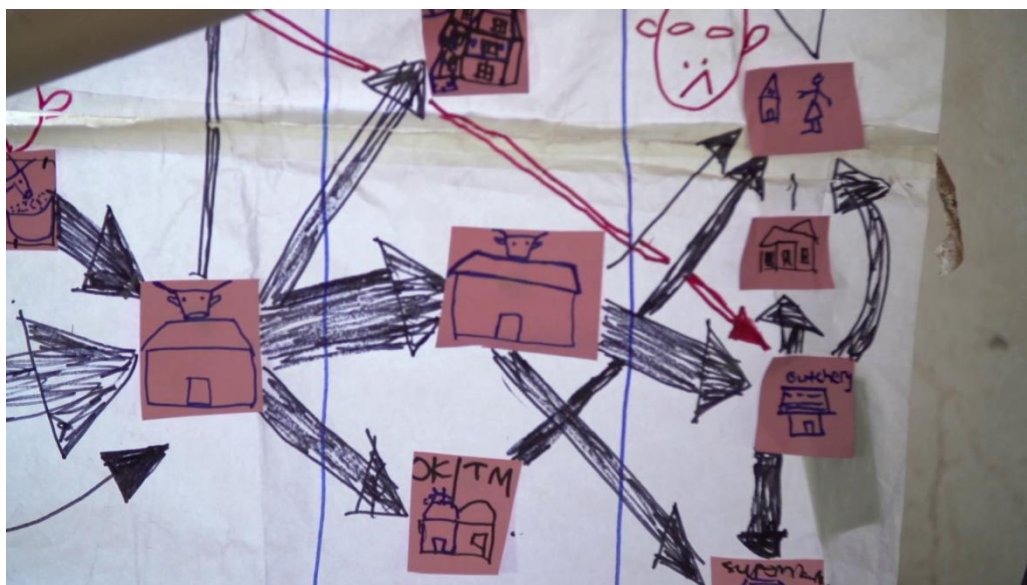
MAPPING AND SCOPING

Figure 15: Fragment of a preliminary value chain map.

5.1 OVERVIEW

Before mapping a value chain, obviously decisions need to be made whether to engage at all in value chain promotion, and selecting a value chain. Generic value chain development methodologies offer ways to do that. For selecting a value chain the demand for products and the possibility of expanding the demand is always critical. Most of the time the performance of competitors is also assessed, as well as the conditions for market access. This guide assumes that these decisions have already been made, and that the implementing organisation seeks to combine business with ethical outcomes. Pro-poor and gender sensitive approaches also consider:

- What are the potential benefits for the value chain to significantly grow the local economy;

Box 7: Why the cattle value chain?

- Societal constraints rooted in patriarchy inhibit the free participation of women in the cattle value chains.
- Poor farmers, particularly women, are not only constrained by livestock production activities, but also face barriers of entry into markets.
- Markets are designed for large and mostly formal private sector players with little, if any, orientation towards the poor.
- ZimVAC (2013) report states that cattle is one of the main assets owned by Muzarabani farmers.

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- Who is participating in the Value Chain and what the roles of women and men are, and who is likely to benefit from the growth of the Chain;
- What the possible negative impacts are of value chain operations on non-participants and/or adjacent communities.

Also note that in many cases these questions are not properly answered, and decisions are made based on organisational or donor interests. This chapter gives some guidelines how GALS can complement generic value chain mapping methods. The GALS scoping and mapping process uses some distinguishing principles:
- Optimal ignorance: the questions "who does it" and "how" are more important that the correctness of the data on the maps;
- Inclusion: perspectives of those who are currently most vulnerable in the value chain are prioritised;
- Equity: gender relations influence the way value chains operate;
- Action focus: the methodology always aims at action from day one, rather than creating the impression that actors have to wait for research results to be analysed or reports to be produced.

The GALS scoping and mapping is designed to start from the livelihood system of the household, and to identify gendered power relations, inequalities, blockages and leverage points in the chain. It mobilises some key stakeholders on the ground to think about the business sense and ethical reasons to change these relations.

Aims:
- Clarify the economic activities in the value chain and locate the different stakeholders involved as the basis for designing the process;
- Identify where the value created in the chain is concentrated, the blockages and leverage points;
- Plot where women and men currently are, clarify the gender issues in their activities and how these differ per stakeholder group;
- Identify some of the inequalities and power issues which will need to be addressed;

BOX 4: SCOPING AND MAPPING: PROCESS OVERVIEW	
PRECEDED BY GALS PHASE 1	
STEP 1	Forming a coordination team and reviewing achievements and plans from the Catalyst Phase
STEP 2	Initial market mapping exercises in each stakeholder group that is represented in the coordination team
STEP 3	Preliminary mapping of gendered power relations in the value chain by members of the coordination team
STEP 4	Drafting the change journey and making a plan to roll out the analysis in each stakeholder group
Followed by a debrief and planning meeting in the host organisation before going to the next stage	

For scoping and mapping similar tools are used as in the Catalyst Phase, but for slightly different purposes. In Box 5 the main suggested tools are given.

BOX 5: SCOPING AND MAPPING - TOOLS	
TOOL 1	**Individual and collective market maps** to identify perspectives of all the members of the coordination team
TOOL 2	**Gender sensitive value chain map** to identify key stakeholders and gendered power relations and issues that need to be addressed, and possibly challenge-action trees to analyse the issues
TOOL 3	**Vision road journey** to help the members of the coordination team to bring back or roll out the analysis with the respective stakeholder groups that they represent

5.2 SUGGESTED STEPS

STEP 1: FORMING A COORDINATION TEAM

To give the opportunity to all participants to become involved in the value chain mapping, it is first done with a group of people who can potentially roll it out in their own functional groups or communities. Together with some key stakeholders who are knowledgeable of the chain, they form a *coordination team* for this purpose. Organisation staff and a GALS expert also takes part in this committee. Apart from "bringing it back", the purpose of the coordination team is also to continue improving the overall value chain map as each community or functional group prepares one from its own perspective. The coordination team should have a majority of representatives from the actor groups currently most marginalised in the value chain, from 5 to 10 people. Private or public sector representatives should be carefully selected: they should already be committed to social equality, not dominate discussions or just promote their own interests.

STEP 2: INITIAL MARKET MAPPING EXERCISES

The individual livelihood and market map is designed to bring together both livelihood and market analysis to enable people to work out the best strategies for increasing incomes. Individual maps also help to distinguish different sub-groups within a broader stakeholder group, for example women in polygamous households in Muzarabani need different strategies than single parents.

MARKET MAPPING: FACILITATION OVERVIEW[12]	
Purposes	Enable participants:
	• Identify products marketed by members of the household, and gender inequalities in control of income from these;
	• Compare advantages and disadvantages of marketing channels for women and men and identify key challenges;
	• Brainstorm the best individual or household marketing strategies to increase incomes.

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[12] Detailed steps of each tool are given in the forthcoming GALS Phase 2 manual.

Organisations' better understanding of:
- Participants diversified livelihoods;
- the gender inequalities in division of labour, control over income and market access;
- The potential strategies for market development.

|	
For whom	Coordination team
Timing	Half a day
Procedure	- Making individual livelihood and market maps; - Identifying sub-groups with specific perspectives; - Elaborating collective market maps; - Plenary sharing of collective market maps (15 minutes).
Outputs	- Individual market maps for members of the coordination team, each with proposed marketing strategies for increasing incomes. - Collective market maps with collective marketing strategies.
Follow up	- Participants refine individual market maps and identify new ideas for increasing incomes and the information needed for this. They study the different marketing channels and products; - Participants present their market map in their own functional group or community, and trains members to use the tool; - Implementing organisation documents the outcomes of the market maps with photos and with qualitative notes; - Coordination team agrees on a plan for the value chain mapping workshop, check gaps in (gender) analysis and plan how to address these.
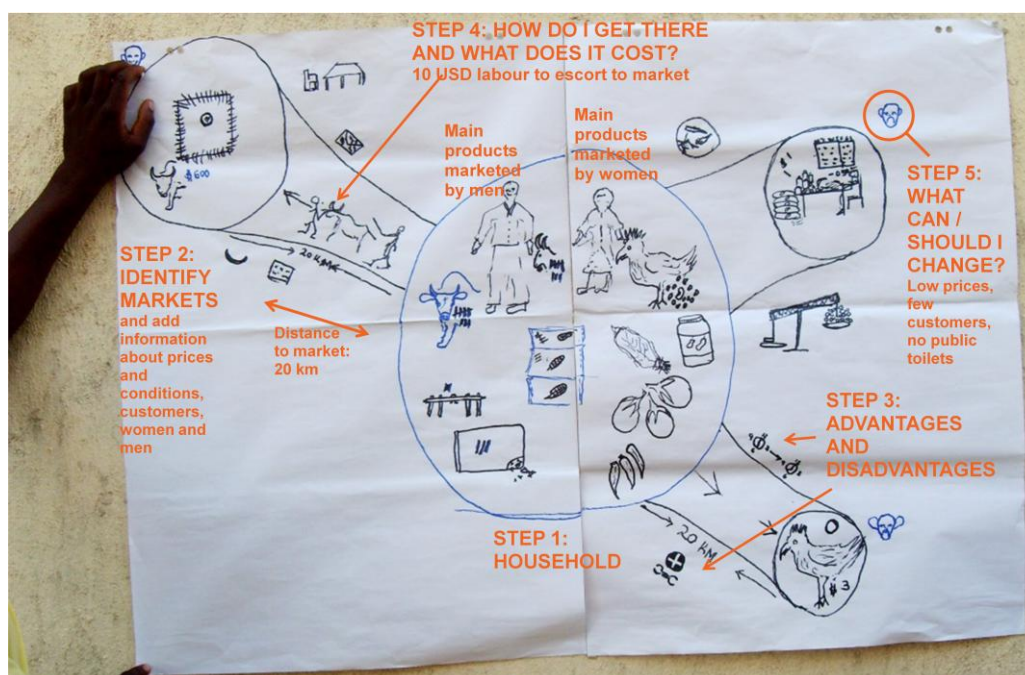
Figure 16: individual market map by a male cattle farmer, Muzarabani, Zimbabwe (source: own compilation)

STEP 3 PRELIMINARY MAPPING OF GENDERED POWER RELATIONS

The mapping process is designed to identify gendered power relations, inequalities, blockages and leverage points, and mobilise some key stakeholders on the ground to think about the business sense and ethical reasons to change the these relations. It can be combined with other value chain mapping tools.

VALUE CHAIN MAPPING: FACILITATION OVERVIEW	
Purposes	• Clarify the economic activities in the value chain and locate the different stakeholders involved; • Identify value concentration, blockage and leverage points; • Plot where women and men currently are, clarify the gender issues in their activities and how these differ per stakeholder; • Identify key inequalities and power issues.
Who Participates	The coordination team consisting of representatives of value chain actors that participated in the initial market mapping exercises
Timing	Half a day
Procedure	• Review the refined individual and collective market maps; • Making a simple actor map linked to economic activities based on the market maps; • Mapping value chain supporters; • Mapping factors in the context that influence the value chain; • Mapping economic and power relations and gender issues among the value chain actors and between actors and supporters; • Identifying initial priorities for changing relationships and linkages

	between actors as well as supporters.
Outputs	• Preliminary value chain map; • List of gender and power issues, both general and stakeholder specific.
Follow up	• Participants add new ideas from the value chain map to the individual market map (and revisit their vision plans); • Participants share and refine the value chain map with the stakeholder group that they represent, and add new ideas to their collective market map; • Implementing organisation documents the value chain map with photo's and detailed notes; • Debrief meeting in the organisation on outcomes of the mapping.

Box 8: Checklist of key gender questions during value chain mapping

- Where are most people concentrated? Where are women? Where are men?

- Where is the value/power concentrated?

- Who are the most vulnerable stakeholders?

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

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

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

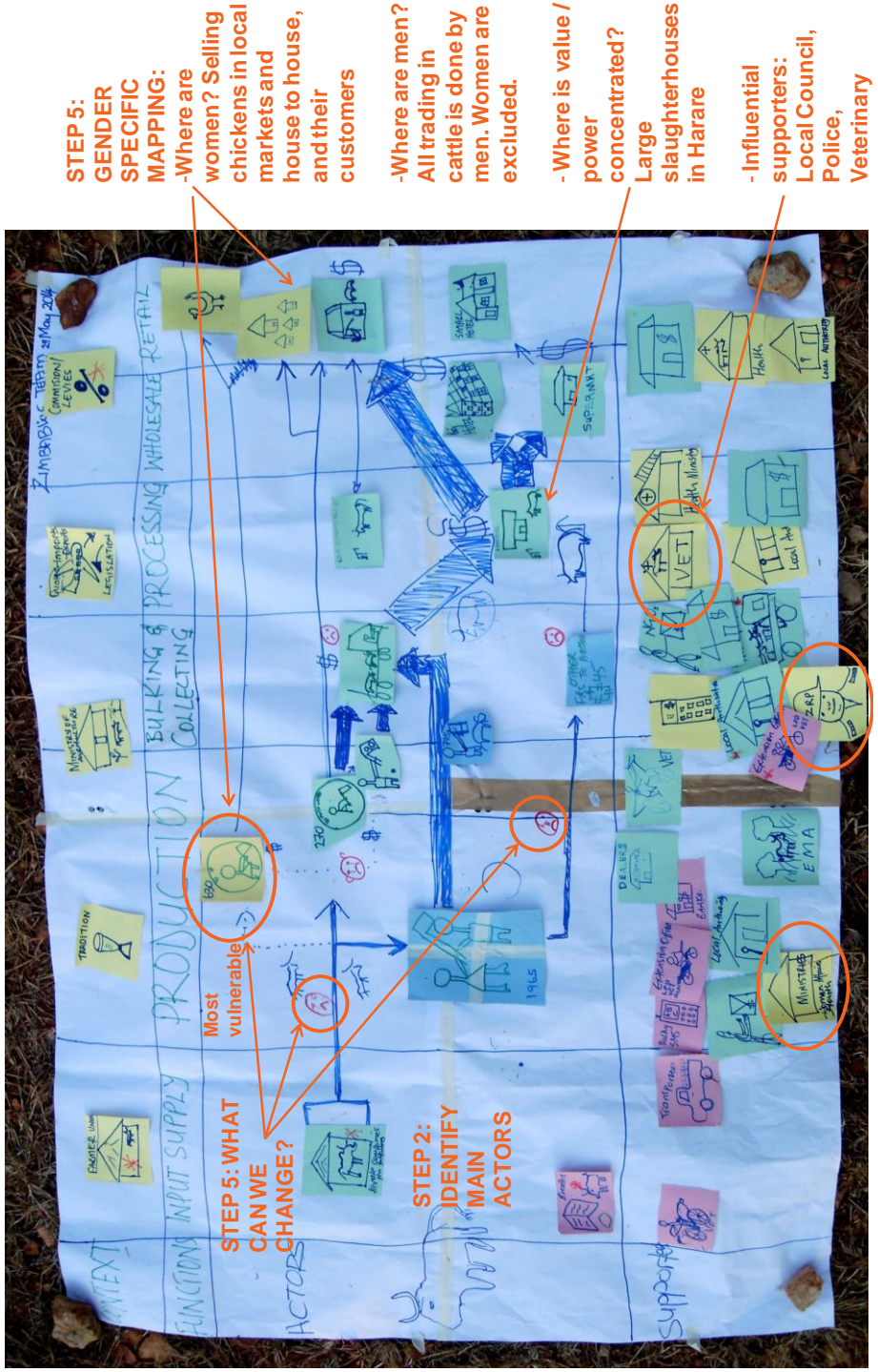- What ideas are emerging already about priority gender issues to address and strategies?

Figure 17: Preliminary value chain map of the cattle / livestock value chain from the perspective of local actors in Muzarabani, Zimbabwe

In Muzarabani District, value chain maps were created by farmers groups with some other key actors, indicating the typical situation from their perspective. In the value chain map on the previous page, women actors are indicated on yellow cards, men-dominated actor groups on blue cards. The size of the arrows gives an indication of the volumes. Although women are involved in the activities of cattle production, they are only selling small quantities of chickens in the neighbourhood house-to-house (upper arrow), and few elderly widows sell goats or cows. Men dominate the sales of cattle. Issues that were identified on the map (circles) were analysed further using the Challenge-Action Tree tool (see annex).

> **Box 9: A value chain supporter offering services to the cattle farmers in Muzarabani: The Cattle Bank-turning the livestock asset into a monetary value**
>
> Cattle Banking is new and innovative in Zimbabwe. It allows farmers to translate their cattle into an asset with a monetary value. The Cattle bank operates large cattle farms manned by technical experts to look after the cattle. They invest in a Capital Herd to hedge against any potential losses of the farmer's cattle deposits. A farmer can deposit his/her cattle (as many as they want) with the bank and get a certificate with the value of their cattle. Every year the farmer gets 10% of the value of their cattle and can choose to reinvest their interest in the bank as more cattle to the value of their interest, or they can withdraw it. They are free to withdraw all their cattle at any given point in time after the initial three year period. Farmers can use their certificates as collateral for bank loans of up to 60% of the value of their cattle with a specific bank for which such a facility has been arranged. As a group, farmers can have access to bulls to improve their breeds. The advantages of this cattle bank scheme is that the farmers (especially women):
> - Reduce the labour burden of cattle production like herding cattle, dipping, dehorning etc.;
> - Reduce risks of losing their cattle through theft, wild animals (lions), lack of pastures during extended dry seasons;
> - Reduce the costs of vaccination and dosing the animals, dipping , dehorning, pen fattening
> - Flexibility to plan cattle sale for a competitive value, rather than under pressure;
> - Yearly interest on the value of their cattle, whether it is a bull or heifer.
>
> This model operates as a Reserve bank for farmers which they can withdraw at any time. Saving time is important as it reduces the burden on women taking care of cattle, and create time for other productive activities i.e. crop farming, value addition on other products.

STEP 4: DRAFTING THE CHANGE JOURNEY

During the stage of scoping and mapping the visions, current situation and proposed strategies of the participating stakeholder groups need to be brought together. This forms the basis for further development of the value chain maps, and keeps those who are not directly involved at community level involved.

Figure18: draft change journey for the value chain by the coordination team, Muzarabani, Zimbabwe

DRAFTING THE CHANGE JOURNEY: FACILITATION OVERVIEW	
Purposes	• To plan concrete actions based on the value chain maps, based on a commitment to a preliminary collective vision; • To generate commitment in the representatives to share or roll out the scoping and mapping with respective stakeholder groups, establishing a culture of peer learning; • To deepen mutual understanding of challenges and opportunities of the different stakeholder groups.
Who Participates	The coordination team
Timing	Half a day
Tools	An adapted vision road journey or Multilane Highway with lanes for gender, production and marketing issues.
Procedure	a. Where do we want to go? Filling in the gender justice vision b. Where are we now? Stakeholder group discussion c. What can help or hinder us? Opportunities and challenges d. Milestones and activities: individual reflection e. Sharing within the stakeholder group and final discussions on ideas for design of the next stages
Outputs	• Collective Vision Road Journey for change in the value chain, with concrete actions by members of the coordination team
Follow up	• Each representative brings back the preliminary value chain maps and road journeys to their respective stakeholder groups to share and improve, to discuss and add the information to their collective Multilane Highway plans. • Individuals update their diaries. They implement their action plans, including peer training within the stakeholder groups or organisations that they represent. • The organization documents the outputs and commitments. • Plan a follow up meeting with the coordination team.

5.3 NOTES FOR FACILITATORS

- Market mapping: "markets" means "marketing channels" rather than physical markets alone.

- This is a preliminary mapping exercise. It must be stressed that all elements identified should be continuously re-assessed during the next stages, depending on the outcomes of the participatory action learning, and the engagement of more powerful value chain stakeholders.

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

- It is important that the discussion reaches conclusions on gender issues before the end of the session. Otherwise discussion may become bogged down too much in detailed value chain analysis, which is better done later in the process with more reliable information.

- Always include a *legend* explaining the meaning of the symbols used so that the map can be shared more widely.

- Define the ***arrows and colours as a linkage between various actors***. It initially shows only the flow of a commodity or product from actor to actor, even though a trader may cattle at the house of the farmer. The arrows do not yet represent the flow of information, money or a distance to be travelled by the actor. This can be added later in the same or separate maps: the thickness of the arrow can indicate volumes, or a colour can indicate flow of information or funds as indicated in a legend.

- The arrows from the supporters towards the actors' lane need to be explained: how is the chain supporter supporting the value chain actors of cattle?

5.4 NOTES FOR PROGRAMME DESIGN

- Participants of the VC Mapping workshop should be those that have shown leadership during the CCW and the CAL processes not necessarily in leadership positions. Avoid selecting only those that are already in leadership positions in the community or farmer groups or only those that own assets. Ensure that women are included. Peer trainers must be part of this process.

- Identify how value chain interventions relate to gender and enable a discussion about gender inequality and the desired changes (gender indicators). Before going into the Value Chain mapping process, facilitate a recap of the gender issues that emerged from the Diamond (see annex).

- Participants to the Value Chain mapping process should be determined by your Value Chain Development Objective. If your programme is targeting smallholder farmers, they should be in the majority.

- Develop Value Chain Maps at the beginning and end of the process to track and measure changes in the VC relations between the actors. Identify areas that are not changing and find solutions using the Challenge Action Tree.

Expected outputs
- Individual market maps for members of the coordination team, each with proposed marketing strategies for increasing incomes;
- Collective market maps with collective marketing strategies;
- Preliminary value chain map and specific value chain maps in each group;
- List of gender and power issues, both general and stakeholder specific;
- Collective Vision Road Journey for change in the value chain, with concrete actions by members of the coordination team

Timeframe and scale of activities

From the preliminary mapping each functional group targeted by the implementation organisation can in principle replicate it by themselves with support of the staff. This helps actors that are currently vulnerable to commit to and own a value chain development process that responds to their interests. Allow for between 2-3 weeks for participants to replicate the Value Chain Mapping in their functional groups and feedback to the coordination team, and:
- Identify issues in the value chain and areas they need to address;

- Indentify the key stakeholders and develop strategies for engaging them;

- Establish community structures for engaging with other stakeholders in the Value Chain.

NEGOTIATING THE WIN-WIN

Figure19:: Male buyers and participants of the cattle auction in Muzarabani, Zimbabwe (picture: Mulder, 2014)

4.1 PROCESS OVERVIEW

The previous stages described in this guide create the conditions, skills and platforms for marginalized women and men in the value chain to constructively engage with stakeholders that have more power. This chapter describes suggested steps to facilitate that marginalized stakeholders influence decisions about upgrading, and find win-win strategies with other actors based on principles of inclusion, respect and fairness, within which gender justice is non-negotiable.

The process described below can be used by value chain promoters[13], but also by umbrella organizations of value chain actors (for example farmers associations, cooperatives and traders associations) to identify and implement upgrading strategies. Value chain upgrading generally distinguishes four main strategies:

1. Improving efficiency
2. Product innovation
3. Changing functions
4. Moving to other chains

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[13] External facilitators facilitating value chain upgrading without becoming an actor commercially involved in the product.

Pro-poor approaches can distinguish four ways of upgrading for poor people[14]:

- Upgrading as a chain actor: doing what they do better.
- Upgrading by adding value through vertical integration: entering into activities further up the chain.
- Upgrading by developing chain partnerships: building long-term alliances with buyers, centred on shared interests and mutual growth.
- Upgrading by developing ownership: becoming owners of chain enterprises.

In short, how poor actors can obtain better returns (create value) and control this value. But if we talk about gender-based inequality we refer not only to inequality in terms of income and control over income, but also to inequality in terms of the opportunities men and women have for expanding their capabilities[15]. Gender norms and behaviour shape the different opportunities and constraints that women and men have. For gender equitable value chain upgrading therefore change needs to take place at:

- The household and community levels
- The (gender) dynamics between value chain actors
- The dynamics between value chain supporters and value chain actors

The Catalyst Phase focuses on the household and community levels, the win-win negotiation phase on the dynamics between value chain actors. It can also be used to address gender constraints in relationships between value chain supporters and marginalised actors, although this requires GALS to be used in a different way. Based on the pilot in Zimbabwe, the main activities in this stage are listed in Box 8 and further explained in the steps below. Tools and details of the process for facilitators will be included in the forthcoming GALS Phase 2 manual.

BOX 8: NEGOTIATING AND IMPLEMENTING WIN-WIN STRATEGIES

Activity 1:	*Participatory market research* by working groups of vulnerable stakeholders to collect more information on consumer demands, markets, conditions and terms and differences in access for women and men.
Activity 2:	*Agenda setting meetings* to visualise propositions for negotiation with other actors
Activity 4:	**Value chain multi-stakeholder events** to identify win-win strategies
Activity 5:	**Value chain multi-stakeholder visioning and planning events** (for gender, production and marketing aspects) committing to action
Activity 6:	Organise *Community Feedback and Review Meeting.* Participants meet after the value chain events to discuss the way forward and areas for further engagement with stakeholders.
Throughout:	Community action learning, similar to the Catalyst Phase, is facilitated and encouraged throughout.

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[14] See Chain empowerment: Supporting African farmers to develop markets (KIT et al. 2006
[15] See KIT, Agri-ProFocus and IIRR. 2012.Challenging chains to change: Gender equity in agricultural value chain development. KIT Publishers, RoyalTropical Institute, Amsterdam.

4.2 STEPS OF NEGOTIATING GENDER EQUITABLE WIN-WIN STRATEGIES

Community-led action learning: throughout

Community action learning, similar to the Catalyst Phase, is facilitated and encouraged throughout. There are three key differences at this stage:

- *Scale:* What was done during the Catalyst Phase at a relatively small scale with major input from the implementing organisation, is scaled up mainly through peer learning
- *Focus:* The focus expands from household and community level change to targeted behaviour change in business relations. The same tools are used but adapted for gender sensitive wealth creation and business development.
- *Target groups:* The Catalyst Phase preferably uses existing community groups as entry points. During the win-win stage the approach changes:
  1) During the Win-Win phase participants are encouraged to form sub-groups that represent very specific shared interests. For example: within the general actor group of "small scale cattle farmers" sub-stakeholder groups are formed of women in polygamous marriages, widows/ widowers, single parents, monogamous couples etc. This can be done based on differences identified in the market maps regarding control of assets or in Challenge Action Trees for increasing incomes[16].
  2) Other (more or less) vulnerable stakeholder groups identified and engaged during the value chain mapping can be involved to be trained in GALS. For example in the coffee value chain in Uganda[17] village and district – level coffee

Figure 20: peer training on GALS in the community during the Community Action Learning stage

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[16] See forthcoming GALS Phase 2 Manual.

[17] See Mayoux, L. (2012). Gender mainstreaming in value chain development: Experience with Gender Action Learning System in Uganda. Enterprise Development and Microfinance Journal, Practical Action.

traders decided to organise themselves so that they could participate in GALS training and peer learning sessions.

Activity 1: Participatory market research

During the scoping and mapping stage, participants have identified the more conflictual issues in the value chain that they do not like, as well as the gender barriers preventing women from participating in or gaining from value chain. The Participatory Market Research exercises aim to enable participants analyse the challenges and opportunities deeper, and gain new ideas on improving their position in the value chain. Like in the scoping and mapping stage, the aim of the participatory market mapping exercises is not a high quality report. The aim is to enable marginalised actors in the value chain to gather their own information, share this with their peers and use this to prepare an agenda for market/livelihood diversification and negotiation with more powerful actors.

Box 10: Participatory market research

In Muzarabani participants appointed a working group of women and men farmers who visited abattoirs, other buyers and service providers. Their key questions included:

- Where are the markets? Who are the customers? And what are their demands? How much is the end user paying for your product? What are the barriers for women accessing the marketing channels?
- How much money are actors making and what value are they adding to the product?
- What are the issues of quality related to the product?
- Who can we partner with to increase production, improve product quality, and or get a better price?

The information they collected included:

- Those who buy from the farmers often fatten the cattle for two/three months and sell to abattoirs at twice the value;
- Abattoirs that buy from farmers also fatten the cattle and slaughter for beef after two/three months;
- The retail price of beef/ meat is five times the live weight of cattle;
- Buyers are earning money on by-products like skins, hides and hoofs.

The working group resolved to:

- Look for better cattlle breeds to improve the quality of livestock;
- Artificial insemination to increase the herd;
- Working together with extension workers for more information and knowledge on livestock dieseases and control;
- Drilling more boreholes for drinking water;
- Applying for personal branding to avoid cattle thefts;
- Pen Fattening.

Activity 2: Agenda setting workshops

When marginalised actors meet with other actors in the value chain they need to be informed and organised, so that they can articulate and communicate their issues and propositions well. The implementing organisation needs to carefully plan these agenda setting workshops with groups of participants. Participants are enabled to analyse issues deeply and come up with constructive propositions that include a gender perspective.

AGENDA SETTING WORKSHOPS	
Who Participates	Groups of vulnerable actors, working group representatives who participated in the Participatory Market Research, staff of the implementing organisation, and if possible a GALS expert. The workshop is replicated in each group, and can also be conducted in a simplified and shorter version with powerful actors so that they are also prepared for the negotiation meeting.
Timing	half day
Objective	To bring together information from the value chain maps and the participatory market research, to prioritise on issues for negotiation and define and visualise propositions to other actors.
Suggested procedure	- Working group members present their findings from the Participatory Market Research - Information is added to the value chain maps - Prioritisation and analysis of challenges and opportunities - Visualising an agenda for negotiation
Outputs	- Improved value chain maps - Challenge-action trees with deeper analysis of the priority issues for negotiation - Agenda for negotiation with other actors
Tools	- Value chain maps - Challenge-action trees

Box 11: Checklist for the agenda for negotiation:

☑ What are the main issues for discussion? From a gender perspective? From a poverty reduction perspective? From a business perspective?

☑ How are they going to present these issues?

☑ Who is going to present the issues?

☑ What are the likely areas of conflict between value chain actors? What ideas are there to resolve these conflicts?

☑ What do we want to get out of the negotiation?

☑ What is our follow up action after the negotiation?

Activity 3 Multi-stakeholder win-win negotiation events

This activity brings together different stakeholder perspectives into an analysis of challenges, solutions and action commitments for individual participants. It explores possibilities how the currently marginalised and poor actors can increase their benefits in the value chain, and how gender issues can be addressed not only in household and communities, but in relationships between actors in the value chain. In Zimbabwe this step was triggered by the failure of the second Cattle Auction. FACHIG used the opportunity to bring stakeholders together to analyse issues in the value chain. One of the priority issues proposed by smallholder farmers was the inability of particularly women but also men farmers, as well as other stakeholders, to fully benefit from the potential that the cattle auction offers. They used a tree diagram to analyse contributions and benefits of different stakeholders from the auction (see figure 21).
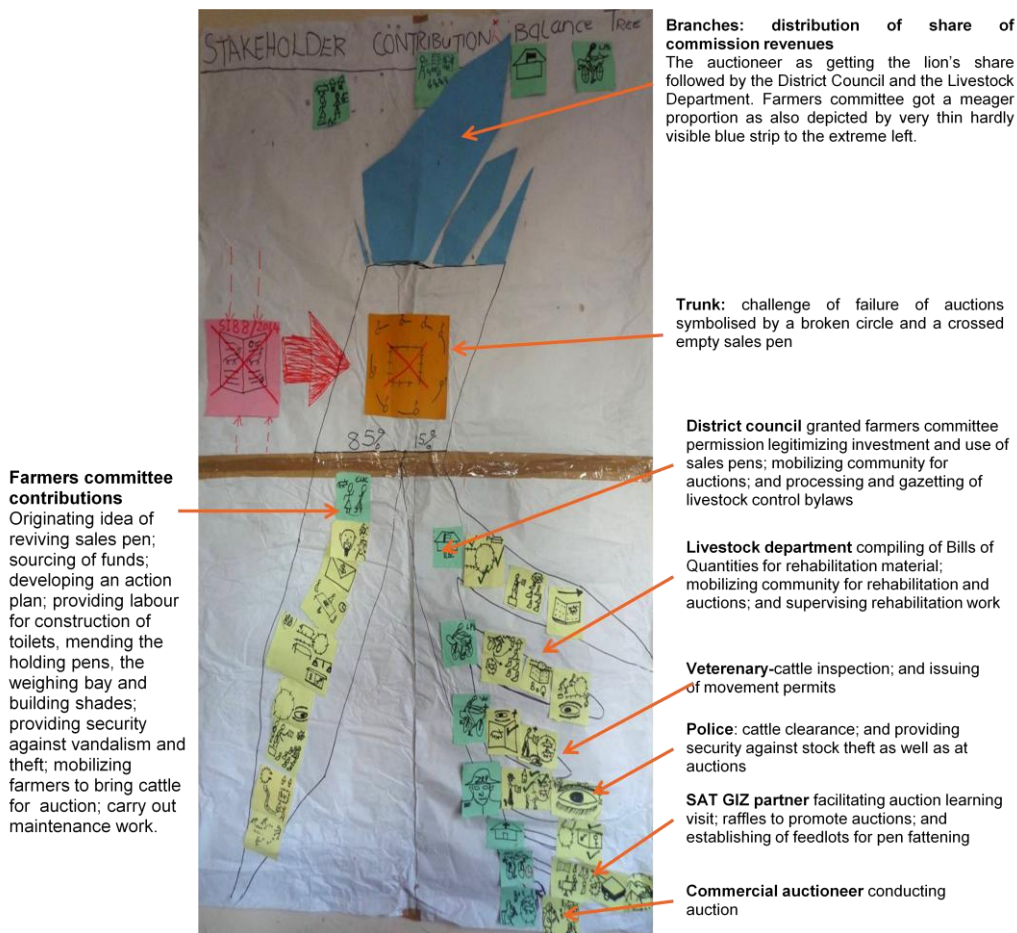

Figure 21: Contribution-benefit tree by stakeholders in the new business partnership: the cattle auction, made in response to the failure of the second auction because of unequal distribution of auction commission revenues. The contributions by each stakeholder are the roots (FACHIG, 2014)

MULTI-STAKEHOLDER WIN-WIN EVENTS

Who Participates	Representatives of each relevant stakeholder group, both women and men. Representatives from vulnerable groups should be a majority, and an effort must be taken to have a majority of women. A facilitator from the implementing organisation, supported by a GALS expert.
Timing	One day
Objective	To compare information from each stakeholder group on challenges, achievements and ways forward; to define win-win strategies that incorporate both ethical and business concerns through negotiation; and identify gaps that need to be resolved.
Suggested procedure	- Symbol introductions - Sharing progress in each stakeholder group, challenge-action trees and agenda's for negotiation - Win-win tree analysing which challenges are mutual or stakeholder-specific, possible solutions that require collaboration, partnerships or action by single stakeholder groups, and actions by individuals after the meeting.
Outputs	- Win-win tree with challenges, win-win solutions and action commitments; - Detailed documentation of the content of the tree - Plan for a follow up meeting.
Tools	- Challenge Action Trees - Win-win Tree

These win-win events are ideally initiated by the stakeholder groups that are currently most vulnerable in the value chain, at a venue convenient to them. Other stakeholders come into their own environment. For example smallholder farmers usually attend meetings organised for them by other people. At the event, they:
- present their issues;
- listen to the views of the other stakeholders, and
- mingle with them to develop a win-win tree with mutual and actor-specific challenges and solutions related to issues related to production, gender and marketing, with action commitments for individuals beyond the event .

It may be agreed that the events are held regularly to monitor progress and address issues as they emerge.
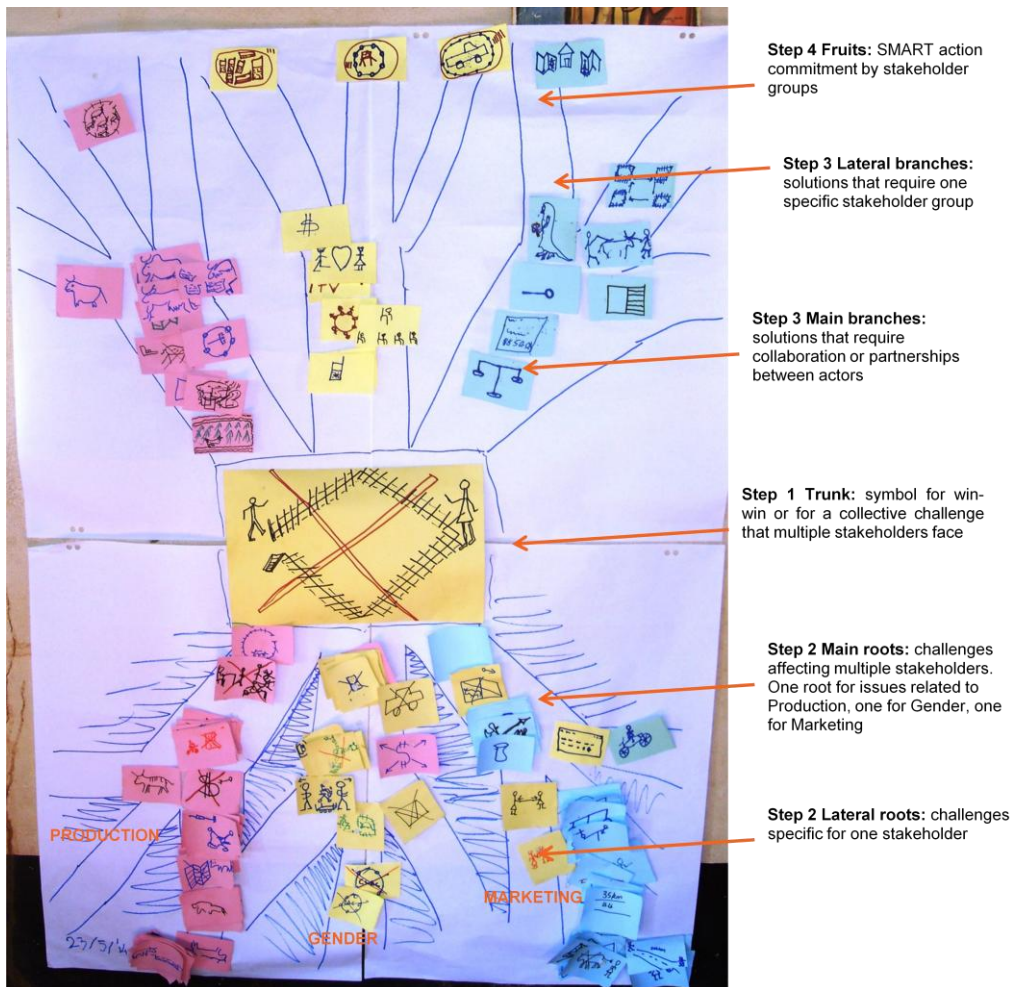
Figure 22: win-win tree by stakeholders in the cattle value chain in Muzarabani, Zimbabwe (FACHIG, 2014)

Activity 4: Value chain multi-stakeholder visioning and planning events

As a follow up of the win-win negotiation event, the representatives of the different stakeholder groups meet to develop a collective vision for the value chain, and plan their action commitments and ideas for partnerships and collaboration in a vision road journey, following the same basic steps as the individual vision journey. The road can be subdivided into different lanes, for example one with collaboration / partnership or individual activities related to production, one related to gender and one related to marketing.

Figure 23: example of a multi-stakeholder vision journey from Uganda presented in Muzarabani (Bukonzo Joint Cooperative, 2014)

Activity 5: Conduct a feedback meetings

The representatives who attended the win-win negotiation and planning events should give feedback to the rest of their stakeholder group. During feedback meetings participants should reflect on the decisions from the win-win events and agree on the way forward in their groups, households and individually. Individual GALS diaries need to be updated during these meetings.

> ***Box 12: Feedback meetings***
>
> In the case of FACHIG, some of the issues that emerged could not be resolved as they were statutory requirements for compliance in the livestock production process. The farmers then initiated an all-stakeholder meeting at the national level to discuss, lobby and advocate issues of competitiveness in the livestock value chains. Issues with regards to legislative compliance that increase the cost of production were raised and discussed for review. FACHIG farmer representatives attended this workshop and shared their views on the competitiveness of the livestock sector and lobbied for appropriate legislative changes.

4.3 NOTES FOR FACILITATORS

☑ Make an extra effort to ensure that women are included in all the stages of the win-win negotiation process. Do not select only those in leadership positions for the all-stakeholder events, include vulnerable women that have been able to create changes in their lives;

☑ Based on experience in Zimbabwe and elsewhere, during the multi-stakeholder win-win negotiation event the discussions very easily shift to agro-technical issues rather than social and gender issues. Therefore the win-win tree tool has a specific root and branch for gender and household level issues. Still the facilitators need to continue asking gender questions to bring out sensitive issues.

> ***Box 13: Sensitive issue during win-win negotiation in the cattle value chain***
>
> One of the constraints for women to sell cattle at the auction was that they were discriminated by the police, agricultural extension and Rural Council officials during the process of clearing their cattle for sale.

☑ The results from the community action learning must be visualised in digestible chunks of simplified visual information that participants of the win-win negotiation events can easily understand. Allow for sufficient time for participants to discuss the information from the market research and agree on the agenda for the win-win negotiation events;

☑ Representatives from vulnerable actors need to prepare their issues for the multi-stakeholder meetings well. With flip chart drawings on the issues already prepared and presentations ready with sketches, poems and songs to deliver their messages.

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4.4 NOTES FOR PROGRAMME DESIGN

☑ The value chain map and the individual market maps can therefore be used as a baseline of the relationships in the value chain, and to track the changes. Although changes in relationships in the value chain depend on many factors, it is possible after a value chain promotion intervention to attribute clear changes to GALS. In the cattle value chain for example women became business partners with decision making power. The relationship with the buyers changed radically from ad-hoc house to house purchase of cattle with farmers as price takers, to an auction system.

☑ As indicated earlier, the GALS process does not aim at value chain development per se. It uses a market and value chain approach to address underlying gender inequalities that limit both women and men in achieving their visions and improve livelihoods. When setting indicators for change this needs to be taken into account.

☑ The multi-stakeholder win-win negotiation meetings need to be sustained and before the end of a project become a routine integrated into existing forums or events.

MONITORING AND MANAGING IMPACT

Figure 25: FACHIG staff member in Zimbabwe following up with a farmer group

Generic VCD methodologies offer a wide range of guidelines and tools for monitoring and measuring impact. Value Links identifies three main tasks:
• Formulating impact hypotheses of value chain promotion
• Verifying the impact hypotheses
• Managing for development results

Standing MEL methods often fail to have tangible benefits for the participants being monitored and in many cases also for the people collecting the information. Trying to minimise time on something that does not benefit them, information often becomes inaccurate. GALS complements established methodologies with a community-led approach to monitoring, evaluation and learning. The added value of this is that it empowers participants, who monitor and evaluate themselves for their own information

needs. This also increases the reliability of the information and usefulness for organisational decision making[18].

In GALS, monitoring is an ongoing activity starting immediately after people draw their first diagrams in their diaries in a notebook, often after the change catalyst workshop. Monitoring can be done at the individual, group and organisational levels with both quantified as well as qualitative data. The Participatory Gender Review (see chapter Catalysing Change and Action, and more details in the GALS Phase 1 manual) brings these together periodically, and is a key moment for the implementing organisation to extract information for organisational decision making and reporting.

Box 14: Key features of participatory action learning systems (adapted from Mayoux, forthcoming GALS Phase 2 manual)

- The focus is on **improving future action** rather than policing/measuring past impacts. This uses the principle of 'optimal ignorance' whereby information is gathered only on issues and with to the degree of accuracy required to make decisions.
- The basis of MEL is **individual self-interest** in the information gathered because individuals, communities and organisations can use it directly to improve their performance.
- The MEL process aims to **empower and further catalyse change** through the methods used and improvements in relationships, understanding and respect between stakeholders.
- MEL changes from being a one-off or periodic impact assessment to **ongoing participatory information systems**, motivating people to collect information they need with sufficient depth to be more useful for answering the important questions. Individual information is shared, aggregated and analysed on diagrams at group meetings, then further aggregated and analysed by staff at organisational level, then fed back to participants as input to their continuing learning.
- GALS preferably does **not start by collecting baseline information** – the relevant indicators and best criteria for sampling are rarely known at the start. Extraction of information at the beginning detracts from empowerment and community ownership. Instead the information needed on the current situation is included in the diagrams and analysed later. Recall based on in-depth analysis and consideration of the various contributing factors is likely to be more reliable if combined with adjustments and questioning to correct for known sources of error.
- Follow up on **people who exit from the process and/or are not benefitting substantially** is crucial. This information is used to answer many of the questions normally addressed by baseline and control groups.
- **Control groups are used in a purposive manner** for in-depth study on specific issues and as a means of bringing new people into the peer training process.

How this is done and with what level of detail depends on participatory monitoring skills of the organisation as well as resources. The time frame of the pilot in Zimbabwe was too short for extensive work on this. A possible monitoring form is shown below, keeping information to a minimum at this stage. It can be downloaded as an Excel file at www.wemanresources.info. Which information is recorded will depend on the precise aims of the GALS process, any indicators required as a condition of funding, any existing M&E/Management Information Systems and context.

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[18] See Mayoux, L., (2005). "between Tyranny and Utopia: participatory evaluation for pro-poor development. And Mayoux, L. and Chambers, R. (2005). Reversing the paradigm: quantification, participatory methods and pro-poor impact assessment. Journal of international development 17: 271-298.

5.1 MONITORING IMPACT AT THE INDIVIDUAL LEVEL

Individuals monitor themselves and in turn can be easily monitored through their diaries by tracking progress on the multilane highway, the framework linking the main tools (vision journey, gender balance tree and social empowerment map) in a coherent way (see annex). The multilane diagram shows personal individual commitments on production, gender relations at the household levels and social empowerment plan. This diagram should be the main source for monitoring the achievement of individual household visions and this should be done:
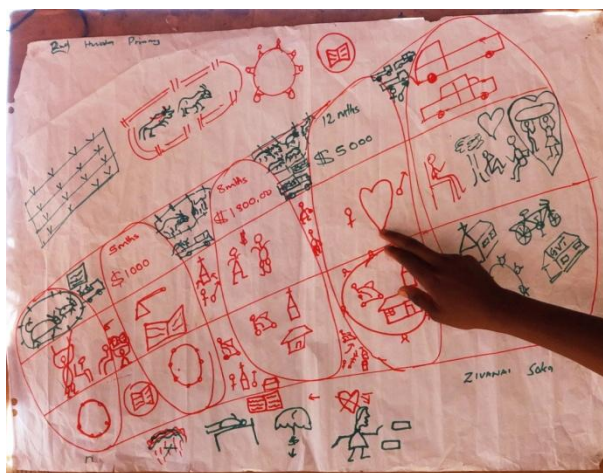

Figure 26: Example from Muzarabani, Zimbabwe of how an individual achievement road journey can look like for an individual. These are kept in personal diaries or on flip charts for sharing in group sessions.

- During group meetings that are part of the existing structures where individuals can report on their visions and what they have achieved and what the impact has had at the household level. Participants can encourage each other through sharing personal testimonies of change. Testimonies should be cross validated by neighbours or family members who agree on the authenticity of the changes that are being testified. Group meetings 'cement', the individual-level action learning process. These meetings are ideally integrated into existing activities eg savings and credit meetings (Mayoux, 2014).

- Using the social empowerment map, individuals are expected to keep a record of how many people they have reached and plan to reach. This can be the basis for measuring how many people are being reached through the sharing of the GALS concepts by individuals.

5.2 MONITORING IMPACT AT THE GROUP OR CLUSTER LEVEL

Livelihoods:
At the group level, participants can track various issues relevant to them. In Zimbabwe this included simple indicators such as the number of new women and men members joining the group from their community. This made sense to them because before the pilot groups had been falling apart due to lack of shared goals. As a group they can also track and measure indicators like:

- The level of incomes and savings from the group activities. For building mutual trust it is essential to do this since it concerns group assets.
- The production for the group if they have a joint income generation projects, including the level of effort by men and women. If farmers are bulking produce and selling together these can also be tracked and monitored.

In terms of the Cattle VC Development, the following indicators were developed for monitoring:

	Men	*Women*	*Comments*
Number of farmers selling their cattle through the auction system			
Number of buyers coming to the auction			
Number of farmers selling their cattle outside the auction system			
Other agricultural produce being sold at the auction e.g tomatoes,			

Auctions and Date	Number of cattle sales at the auction	Total value of the cattle sales by each auction	Average price of cattle per each auction
Auction 1			
Auction 2			
Auction 3			
Auction 4			
Auction 5			

The Farmer Cattle Auction Committee and The Rural District Council can be tasked to follow through and collect this information to support future stakeholder discussions. Tracking women's participation and benefits as both buyers and farmers at the auction is important. Noting the value of cattle sales is vital as well as tracking those farmers selling outside the auction system.

Gender Relations:

Support groups and cluster meetings for sharing and comparing progress and experiences on the issues emanating from the gender diamond can be organised. In these group meetings, community participants can share and track the challenges that they are facing in trying to change relationships at the household level and get ideas from those that are getting positive results.

The review tools in the GALS Phase 1 manual are used for that. As a group the farmers can discuss the common challenges that the group/cluster is facing and develop challenge action trees and come up with collective strategies for addressing such issues. For example in one of the Cluster workshops with 80 people in FACHIG, the following matrix was used by staff of the implementing organisation to assist the consolidation of changes in gender relations from individual diaries and group diagrams. Participants are guided through each question and changes are continuously quantified.

Issues discussed at the Catalyst Workshop	Number of people who say this was a problem for them	Number of people who say that it is still a problem	Number of people who say things are changing	Number of people who say things have changed	Comments
Workload					
Domestic Violence					
Asset ownership and control					
Promiscuity/Unfaithfulness					
Decision making					

For areas where there is slow or no progress, participants discuss collective strategies to address these issues. The groups/clusters can develop new poems, songs and theatre highlighting the lack of change and the issues underpinning the resistance to change, usually religious and cultural practices, patriarchy, men and masculinity.

Box 15: Example

In the FACHIG case, views on polygamy and lobola (bride price) were found to be unchanged 6 months after the inception of the GALS programme. Women still strongly supported the payment of lobola while men were against it and men supported polygamy while women were against it (after one year however this started to change). The group collectively agreed that these are areas where change will be slow to come but that work should start now through community awareness campaigns aimed at discouraging polygamy, early marriages and extortionist payment of lobola that are targeted at the custodians of cultural traditions.

5.3   ORGANISATIONAL LEARNING/CHANGES

Changes at the organisational learning level can be tracked through a number of aspects including the following;

- The level of understanding of the GALS concepts by peer trainers and champions and the community in general.

- Establishment of community structures to deal with collective problems eg Gender Based Violence Committee, Men's Forum etc

- The total number of people reached with the GALS methodology, and the number of people actively using it. The extent to which GALS is being shared beyond the groups shows institutional growth. For example, farmers in Muzarabani reported an increase in new membership to FACHIG as a result of participants sharing information about GALS.

- The establishment of an "all stakeholder consultative forum" and the number of meetings held, resolutions implemented etc

- The frequency with which value chain mapping is done to track changes. Areas where there is no progress should be noted for discussion at stakeholder meetings as this will support organisational learning. Where unresolved issues are

persistent, a challenge action tree analysis should be done to get to the root of those issues.

- Organisational replication of the GALS in VC methodology by other organisations in other programme areas and different settings. This illustrates organisational learning and the creation of new knowledge.

ANNEX: GALS METHODOLOGY AND IMPLEMENTATION PROCESS

HOW HAVE PARTICIPANTS LEARNED ABOUT GALS?

The GALS methodology has catalysed the changes in the livestock value chain and empowered women into community leadership positions. FACHIG has experimented with a shortened version of the GALS methodology delivering concrete replicable changes that are possible to adapt in other organisations or scale up within FACHIG. The pilot applied a more streamlined process than in Uganda, one of the countries together with Nigeria and Rwanda which pioneered the implementation of GALS and it was designed with a lot of flexibility to accommodate changes in midstream. FACHIG was able to implement a streamlined version of GALS developed with Linda Mayoux based on experiences in a number of projects, including an earlier collaboration between GIZ and Oxfam Novib. This can contribute to the wider replicability of the GALS approach.

The programme was designed into two phases (see figure 23). The first phase introduced the GALS methodology to transform gender relations at the household and community level. Once transformation began to take shape at the household level and farmers acquired analytical skills, market and value chain mapping was introduced followed by community-led value chain action learning and engaging powerful stakeholders.

Adaptation Workshop:
The first group of farmers were introduced to the GALS concept and tools through a three day inception workshop that was attended by 25 farmers representing 18 Investment groups (IGs) from the 3 participating CHIGs. The remaining participants were from key stakeholders like the LPD, DVS, Councillors, MRDC, ZRP and other Community Leaders.

Change Catalyst Workshops
After the first workshop, a series of three day Change Catalyst workshops were conducted in four clusters attended by 112 farmers from 28 IGs. Each workshop had approximately 25-30 participants. At these Change Catalyst workshops, participants from the Inception workshop were encouraged to bring their spouses. These workshops were also used to identify peer trainers who could champion community led action learning. The objective of the CCW was to develop gender analytical skills and catalyse change for women and men as '*GALS champions' or peer trainers* from each of the targeted communities or groups. These workshops were facilitated by the GALS

consultant together with the core implementing staff of FACHIG. The aim of CCW is for participants to;

- Be inspired by the possibilities of moving forward to achieve a vision
- Analyse for themselves the negative consequences of gender inequality for their ability to achieve this vision
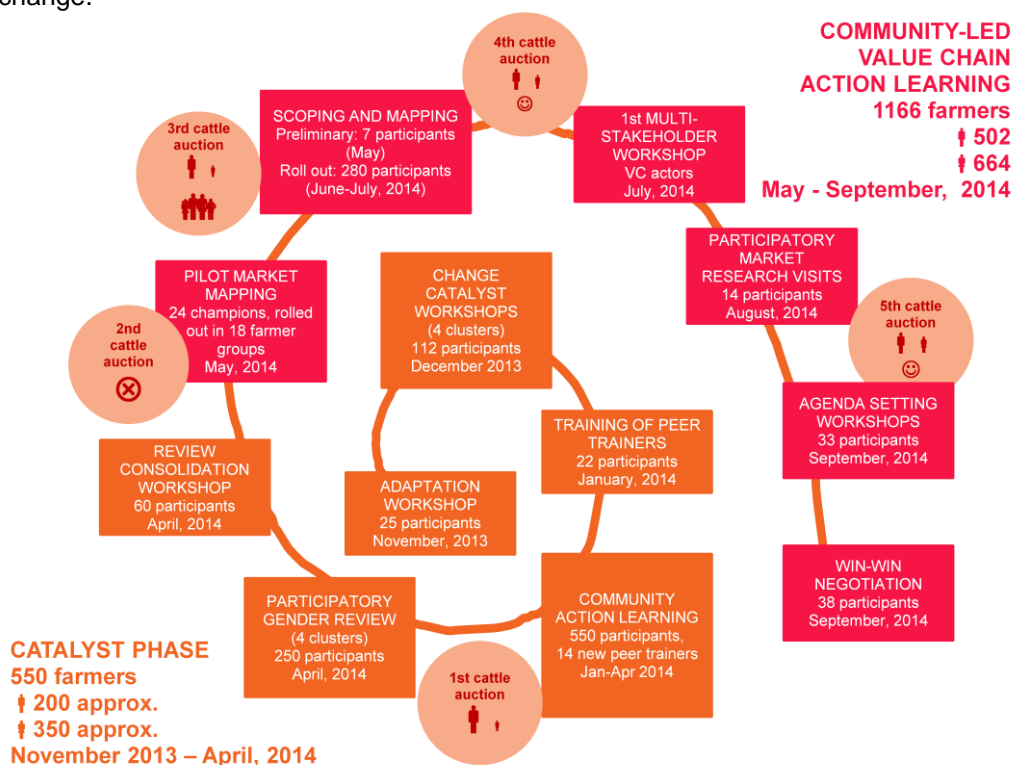- Be motivated to share what they have learned and leave with a clear plan for change.

Figure 27: GALS workshops over the period 2013-2014

At the end of these workshops, 22 peer trainers were identified who went through more in-depth learning on how to facilitate the tools by FACHIG staff. The trained peer trainers were expected to facilitate the sharing of GALS tools starting with their families, extended family, IGs within the vicinity, friends and neighbours. They were supported by two FACHIG field staff in the Community Led Action Learning Process. After the initial three months, 317 farmers had been reached. Out of this number an additional 14 peer trainers were identified. By the time the review workshops were facilitated, the numbers reached and using the GALS methodology was 550.

Community Action Learning (CAL)
The Community Action Learning process is a continuous process but for the purposes of this project was implemented between January and March/April before the review process. Famers through their IG groups have meetings led by the peer trainers with support from the core FACHIG team who monitor and document the progress, and give advice on how challenges may be overcome based on experience of other champions or other processes elsewhere. As far as possible this staff support was integrated into existing group meetings and activities. Care was taken not to overload farmers as this was also the peak planting season and famers were quite busy. peer trainers continued to replicate CAL after the reviews and a quick assessment carried out October 2014 to more precisely determine the status of GALS revealed that more than 1166 farmers

had been reached (73% by diffusion-peer replication) and now incorporating methodology in their livelihood systems.

Participatory Gender Review
Four, 2-day Cluster Review workshops were facilitated with the objective of quantifying changes using the Monitoring Matrix, theatre and live testimonies of changes by farmers, reviewing and reinforcing the use of GALS tools and checking the quality of training by peer trainers and encouraging farmers to keep their diaries and consistently record changes.

WHAT ARE THE MAIN TOOLS USED AT DIFFERENT LEVELS, HOW ARE THEY USED AND TO WHAT EFFECT[19]?

Note: catalyst phase only

The Diamond Dreams:
The Diamond is used to engage the participants to open up freely on the inherent gender inequalities based on lived personal experiences. The participants are first asked to draw three things that they like of being men or women and three things that they dislike. They are then put into two separate groups of men and women. In these groups they then build the '***Diamond***' which is a summary of their likes and dislikes as men or women categorised into 'best', 'good', 'bad' and 'worst', see illustration given on the side showing a women's only diamond. In plenary the men and women then build
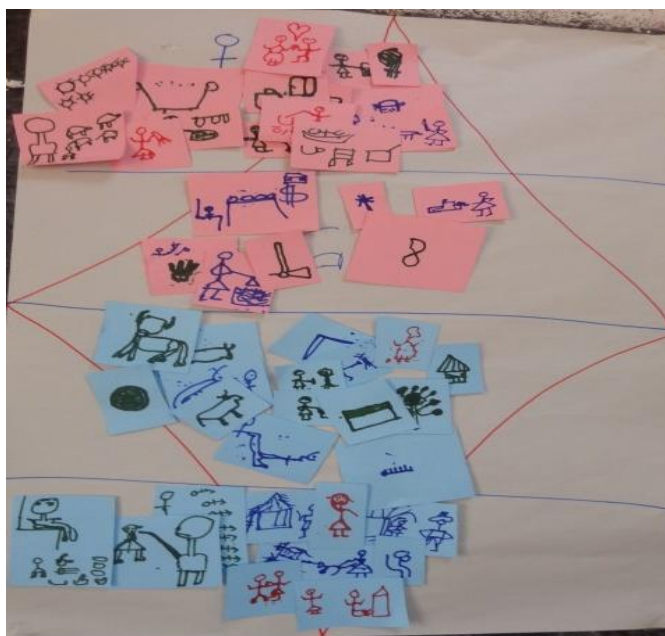

Figure 28: Example of a Diamond Dream by a women with women's issues in the top.

together a 'Mother Diamond' with discussions of the different perceptions as they merge the men's and women's diamonds. The analysis of the mother diamond reveals the deeply held gender beliefs rooted in religion and culture through socialisation. Thus heated debates usually ensue highlighting the gender gaps. Through role plays and role reversals and discussions the issues of property ownership, division of labour/workload, poverty, domestic violence, polygamy and promiscuity and alcoholism usually emerge.

The Challenge Action Tree
The gender issues emerging from the Mother Diamond are collated and further analysed using the Challenge Action Tree. As a demonstration a tree is drawn clearly indicating the roots, trunk, branches and fruits. Participants were then appraised of the significance of the tree in analyzing challenges where the roots represent **causes** of

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[19] Details are given in the case study "having a vision" (Makanza and Reemer, 2015)

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the problem, the trunk the **challenge/problem** being analyzed, the branches the **solutions** to the problem and the fruits the **actions/commitments** for change undertaken by the partners/spouses in the household responsible for the challenge. The purpose of the challenge action tree is to move discussions of issues identified into

Figure 29: Overview of challenge action trees, Muzarabani, Zimbabwe

possible solutions. This is also the beginning of developing analytical skills which the farmers would later use when analysing challenges along the value chain. Issues that came out loudly and repeatedly in all engagements with farmers on diamond dreams for which specific actions and/or commitments were made for seeking solutions and hence behaviour change were men's authority depicted by the stick of authority giving men unfettered powers of decision making, ownership and control of assets, mobility and leisure (alcoholism, promiscuity, polygamy, domestic violence on women etc) and uneven workload. Various variables were tested in a quick assessment conducted October 2014 which recorded major shifts of perceptions in the problems outlined. On decision making, power had largely shifted from men to joint decision making. Big strides had also been recorded on ownership of assets where more than 100 women

now own cattle in their own right and more than 150 households (hhs) had established joint registration on stock cards and more than 500 hhs had verbal wills restraining male in-laws grabbing assets in the event of death of male spouse. Domestic violence has significantly declined from 425 cases before GALS to 46 after. A huge shift in perception has occurred on polygamy where 288 subscribed to the practice before GALS as opposed to just 40 now. Again GALS has brought harmony to otherwise disjointed polygamous unions where 146 families had disharmony before GALS and only 19 face condition after dissemination of methodology.

Figure 30: Example of a Gender balance Tree.

The Gender Balance Tree
Workload is one of the issues that emerge from the Mother Diamond

with each group discussion. Therefore, instead of using the Challenge Action Tree, the Gender Balance Tree is used as it allows for deeper analysis of the gender dynamics on the division of labour and benefits at the household level disaggregated by gender. Participants are asked to draw, individually, those chores that women or men do in their household/home and outside (that which brings income). *What household chores do men/boys and women/ girls do and who gets what?* They are then asked to take turns putting these up on the Gender Balance tree with an explanation until all cards are exhausted. The participants are then asked to again draw how they use the money in the household as men and as women. The analysis also differentiates between paid and unpaid work.

The Gender Balance Tree therefore used to analyse who contributes most of the household work and who benefits most from the income generated by the household. The tool is intended to increase participant awareness of who benefits most from the household income and the inherent gender inequalities in workload in relation to ownership and control of assets as well as decision making and authority. And based on that identify what they want to change. According to quick assessment conducted October 2014, 630 households are now equally sharing domestic, care and productive work as opposed to 65 households sharing productive work only. From FACHIG's perspective, analysing different household structures and dynamics i.e. female headed households, polygamy etc feeds into the Social Empowerment Map.
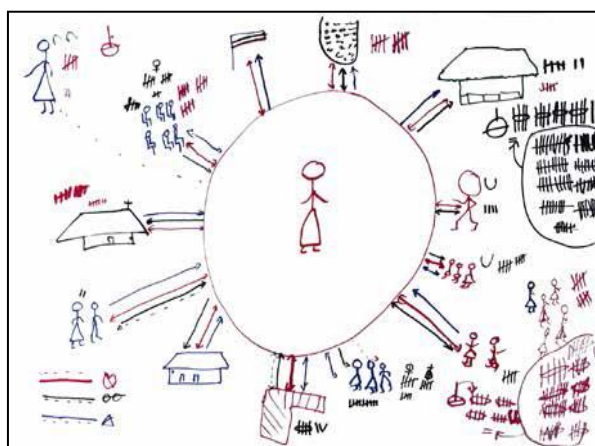
Social Empowerment Map

Figure 31: Example of a social empowerment map

The Social Empowerment Map is a tool that seeks to empower farmers by analysing their relationships with other stakeholders that they interact with at the community level and within the Livestock or whatever value chain they are working in. In this exercise the farmers put themselves in the middle and identify all those around them and the nature of their relationship in terms of power, social/emotional (love) and economic (money). These three factors determine how

close and strong the relationships are (shown by different coloured arrows where thick arrows depict strong relationships and thin or even dotted ones weak relationships, while double arrows depict mutuality and single ones the direction of benefit or lack thereof) This process begins to identify relationships that are strong and must be kept or weak relations that affect one's business and needs nurturing. The social empowerment map is the link between the individual
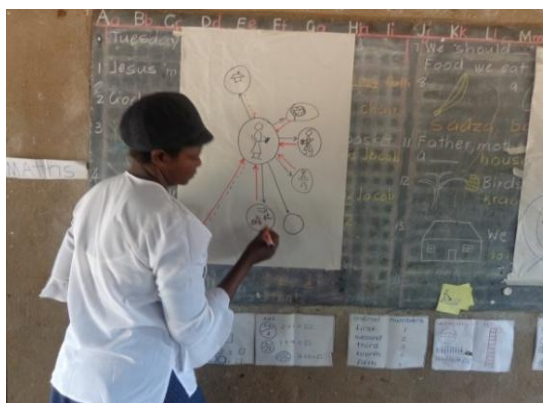

Figure 32: Drawing a social empowerment map

and collective change process. Participants began identifying stakeholders whom collectively as farmers did not have good relationships with them or vice versa. In this analysis, famers identified their relationships with the Cotton Ginners Association (CGA) as *exploitative*, with private cattle buyers who send traders/middlemen to their homesteads as '*daylight robbers',* with crop traders as *'unfair measuring containers'* and the police as '*corru*pt'.

The Vision Achievement Journey, Multilane Highway

This tool allows participants to visualise their future and draw in concrete terms what they would like to achieve and the timeline. They also analyse their current circumstances/reality and map possible income generation streams or activities that they can engage in to achieve their vision. Setting of achievable targets that can be measured is a key element of the Vision Achievement Journey. The Multilane highway combine the business plan as the top lane, the household gender issues as the middle lane and the social empowerment issues as the bottom lane. The top business lane links with the value chains as vision holders identify what livelihood systems they have comparative advantage and make more business sense to their circumstances. The 3rd lane naturally links the household to the collective as there are certain things that need a critical mass to achieve such as taming a market. A farmer acting singularly will fail to make an impact in the market where economies of scale are the way to go. Issues like labelling are a case in point where the power of the collective is paramount.

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