

# **GROWING TOGETHER FROM SEEDLINGS TO A FOREST**

Gender and Livelihood for Youth Empowerment  
using the Gender Action Learning System (GALS)



## **A Facilitators' Guide**



**BASED ON A YOUTH  
PILOT IMPLEMENTED  
BY CEFORD  
IN WEST NILE, UGANDA**

2022

## ABOUT THE TITLE

### *'From Seedlings to Forests' Inspired by the Tick Trees.*

This title was suggested by Poroporo Youth saving group who likened their life to that of growing seedlings that need light, water and good soil to flourish and grow into a forest. Inspired by the tick tree woodlot near the site where they sit every once a week to reflect, they see a future where they will all grow together and merge with other trees who are their peers into a gender justice forest.

The mentioned tick trees in Poroporo were planted by Isa Abu Arita and his wife both GALS champions and members of the Poroporo multipurpose Cooperative society. Very many visitors National and international who visit Poroporo have sat and enjoyed the shed of the numerous trees in their compound. It is also the site of the Poroporo ELC.<sup>1</sup>



**Picture 1:**  
Youth from Poroporo saving and production group in a GALS session under a mango tree, with the Tick tree woodlot in the background.

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<sup>1</sup> Poroporo is the name of a local stream that flows through the community targeted for GALS

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## ACRONYMS

<b>ARJ</b>	Achievement Road Journey
<b>CAL</b>	Community Action Learning
<b>CAT</b>	Challenge Action Tree
<b>VRJ</b>	Vision Road Journey
<b>ELM</b>	Empowerment Leadership Map
<b>PGR</b>	Participatory Gender Review
<b>IFAD</b>	International Fund for Agricultural Development
<b>CBO</b>	Community Based Organization
<b>CCW</b>	Change Catalyst Workshop
<b>CEDAW</b>	Commission on the Eradication of all Forms of Discrimination Against Women
<b>CEFORD</b>	Community Empowerment for Rural Development
<b>GALS</b>	Gender Action Learning System
<b>GBT</b>	Gender Balance Tree
<b>ELCs</b>	Empowerment Learning Centers
<b>HHM</b>	Household Methodologies
<b>IGAs</b>	Income generating Activities
<b>GOU</b>	Government of Uganda
<b>ON</b>	Oxfam Novib



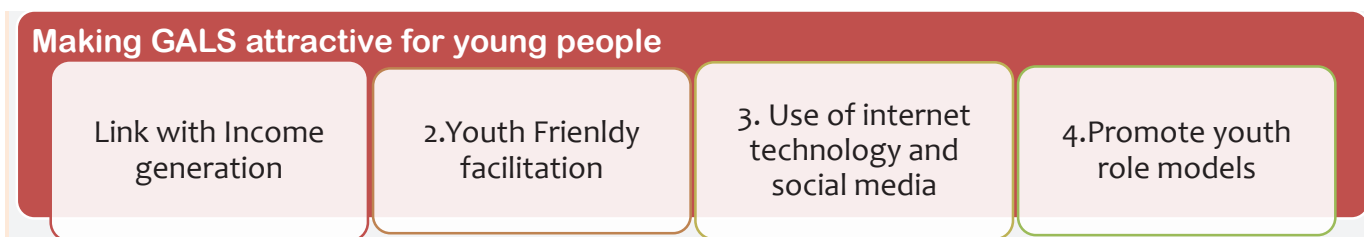
## SECTION 1.0 INTRODUCTION AND BACKGROUND

### 1.1. Introduction

#### 1.1.1 About the facilitators guide

This facilitators guide has been written as part of the Empower@Scale (E@S) project (May 2018-May 2022) resource materials, for youth gender justice and livelihood improvement using GALS. The E@S project is being implemented under the Oxfam Novib (ON) and Hivos Consortium with local development Partners in Uganda, Kenya and Nigeria. It is based on experiences of female and male youth living in rural farming communities in the West-Nile sub- region of Uganda implemented by the Community Empowerment for Rural Development (CEFORD) coordinated by ON with funding from the International Fund for Agricultural Development (IFAD).

The E@S project aims to contribute to gender equality and sustainable livelihoods for rural women, men and youth who live in poverty and in marginalized situations and to reach more youth through a sustainable scale up process. In order to understand more the needs of youth in the context of the GALS process, ON commissioned a preliminary survey and the report (Gobezie, G. 2019)<sup>2</sup> makes mention of at least 4 conditions to make GALS attractive for youth, as shown in the figure below.



**Figure 1:** Four (4) Conditions of making GALS Interesting for youth young people based on Gobezie Report.

The preliminary survey report also did make recommendations on how these 4 conditions can be integrated in the GALS process for youth This guide is an example of how others did it in their context. Other users must also make GALS work for them based on their context.

#### 1.1.2 What this facilitators guide offers

##### For young people

<sup>2</sup> This report can be accessed at <https://www.emotiveprogram.org/challenge/youth-gender-champions/empowerscale/analysing/>



Specifically, for young people this facilitators guide is the story of their reality. This guide is an inspirational story and an example of how other youth conducted the GALS process in their context.

### **For facilitators**

GALS is best learned through practice. This youth facilitators guide offers experiences from a youth based process that can inform facilitators of how it was done. These experiences' can be a reference for designing, adapting and coordinating a youth led GALS process.

### **For coordinating organizations**

This facilitators guide proposes a group entry point. In this facilitators guide it is proposed that the GALS process be Youth Led from the start. Based on the success in the Uganda pilot, the fact that youth participated effectively from planning it made work less for the coordinating organization (CEFORD) and created less dependency. The youth groups quickly innovated and started savings to ensure they had financial resources for their meetings and other youth activities as well as having activities on which GALS could be anchored.

#### **1.1.3 Purpose**

The purpose of this facilitators guide is;

- To demonstrate the adaptability of the GALS process to any context with youth in the lead.
- To inspire and guide any development organizations and agencies interested in engaging youth to promote gender justice using the GALS methodology in a way that scales up quickly and sustainably.
- To promote youth to youth peer sharing and scale up of GALS to more youth.

#### **1.1.4 Intended users**

This facilitators guide attempts to answer the question: How can GALS be more attractive to young people? And so the intended users are;

- Experienced GALS facilitators, who would like to offer technical support to development practitioners, community leaders, youth associations and cooperatives, organizations and government institutions who wish to adapt GALS to youth programs.
- Other organizations already using GALS who would like to adapt the process for meaningful youth engagement.

#### **1.1.5 Structure**

This facilitators guide is divided into 5 Sections.

Section 1: Presents the Introduction and Background.

Section 2 Is a discussion of the GALS Catalyst Phase adaptation

Section 3: Is a presentation of the Change Catalyst Workshops

Section 4: Is a presentation of the Participatory Gender Review

Section 5: Are the recommendations

## 1.2 Background

### 1.2.1 The Social-Economic Context

The communities where the pilot is being implemented are located in the West Nile- sub region of Uganda. It is bordered by the Democratic Republic of Congo to the south and west, by South Sudan to the north and by the Albert Nile to the east. And so being a border region, trade and business is very vibrant especially in the towns of Arua, Zombo, Yumbe and Adjumani. CEFORD organization operates in all the districts of the west Nile sub -region including; Koboko, Maracha, Moyo, Nebbi, Pakwach, Zombo Yumbe, Adjumani and Arua. The pilot is situated in three rural communities of Arua, Yumbe and Nebbi districts and these communities derive their livelihood from farming, trading both locally and cross boarder and also providing services in the agriculture, food processing and fishing sectors.

### 1.2.2 Existing GALS process

In these communities where the youth pilot has been implemented, GALS has been implemented with adult groups and their households since 2011 and so there exists locally available GALS resources (local GALS trainers, training videos, pictorial materials and pictorial facilitators guide that has enabled the successful implementation of the youth Pilot. These resources are organised under the ELCs. There are also several men and women who have changed and their stories are well known as inspiration for others. There exists a number of farmer cooperatives like Wadelai and Poroporo who are now selling in bulk and making big earnings for their cooperative translated into wellbeing of both men and women members. Because of this there is a general acceptance and belief that GALS works based on the positive changes they are seeing and this conducive climate is what the youth pilot is riding on.

### 1.2.3 Social Norms

Youth in most societies undergo a transition between being a child and an adult. It is a critical period of life socially and economically with certain gendered expectations, roles and responsibilities for male and female. From conversations with youth in the pilot in Uganda, it was realized that what really takes place inside households is dictated by cultural norms where girls and women mostly bear predetermined roles and responsibilities regarding production, ownership, work and consumption. Consequently, this distribution of roles and responsibilities, is often to the disadvantage of women and young girls. For male youth the social pressure to become a man and peer pressure to be more masculine leads them into destructive behaviors like violence, aggressiveness, alcoholism and petty theft.

In the context of the pilot, youth and children are taken care of and are expected to obey elders. Boys do not inherit property until they are married and girls are expected to find property where they will be married and so they are not expected to own property from their parents. In a family once the girls are married part of their bride price is also used by the brother to marry. Though young men are at an advantage, the pressure to conform to what a man should be becomes a heavy burden for them to bear. From conversations with male youth in Uganda, they said that boys

become men only when they marry and they can at this point inherit land from their fathers. They also said this puts them on pressure to look for money, build a hut/house and marry.

Societal norms like ‘*Adults take care of the young*’ and ‘*the young do not speak in the presence of adults unless requested to*’ does limit youth to voice out their issues. Breaking some of these norms can lead to some form of ‘punishment’ like isolation, naming and shaming. This fear makes one to withdraw. For female youth there is a norm that says “*girls learn from their mothers and do what their mothers do*”. This means most times they are engaged in domestic work and have very little time to attend trainings, and meetings. What are some of the consequences of these social norms? Below is a simple explanation of the effect of social norms based on the sharing of female youth in the pilot.



**Figure 2:** Consequences of a social norm (based on conversations with a female youth from Pakwiyo youth group, Wadelai, Uganda)

#### 1.2.4 Participants

The main participants in this pilot are the youth themselves. The youth Champions in the pilot involved vulnerable youth most of whom were out of school, some had no work while others were engaged in some form of small scale agriculture and selling a variety of agriculture produce in small volumes in local markets. Some mostly male youth were employed as casual labors on other people’s farms or businesses and paid daily or weekly wages. Most of the female youth however were working at home (domestic unpaid work) while others were living with their husbands (married at a very young age) and working on their small plots.

- **The youth Champions**

5 youth groups participated in the pilot.

1. Drileba Youth group, Asianzu Youth group, Pakwiyo GALS youth group, Poroporo production and saving youth group and St. Mary Choir Youth group.

- **CEFORD organization**

CEFORD was founded in 2000 and since 2008 has been at the forefront of promoting the GALS methodology in all its work. The organization has integrated GALS in a number of community development projects targeting children, youth, women and men. Currently ON is coordinating Empower@Scale project in Uganda with CEFORD as the implementing partner.

- **The ELCs**

ELCs are organised groups of champions working in partnership with facilitators from implementing organisations. There are three ELCs in the area where CEFORD operates, these include Wadelai, Nafa and Poroporo. ELCs are a major resource in the youth pilot project for the following reasons. They have experienced GALS trainers (champions) who live and work in those communities and are certified by CEFORD organization. Some of these are youth. They are locally and nationally recognised and have a legal mandate to exist as a training resource. They live and work within the communities, speak the local language and are respected. They are role models of change in their communities.

### **Local GALS experienced trainers**

Each ELC has over 50 GALS Champions who have over 5 years of experience facilitating GALS in various communities. Those who actively facilitated youth in the pilot were mainly youth themselves or had experience working with youth for some time. Some of these experienced trainers included; Ajuga Ahmed (Male), Leo Draniga (Male), Teddy Achiru (Female), Faidha Rahaya (Female), Alex Tema (Male) and Ajonye Joyce (Female).

Picture 2:



Ajuga Ahmed one of the GALS experienced trainers from Poroporo ELC.

Picture 3:

A female youth trainer in a group reflection session.



- **GALS youth trainers**

At least each of the 5 youth groups had 4 youth trainers within their group who were guided by experienced local GALS trainers and the CEFORD GALS facilitators. These youth were trained in the adaptation workshop.<sup>3</sup>

## SECTION 2.0 GALS CATALYST PHASE ADAPTATION

### 2.1 About GALS catalyst phase

A brief two page document summarizing the GALS methodology can be accessed at <https://empoweratscale.org/resource-centre/gals-summary/>. It serves as a hand-out and basic information sheet for people who want to have a first idea of what GALS is.

GALS catalyst phase is described extensively in the Rocky Road to Diamond Dreams (RRDD) GALS manual for facilitators developed by Linda Mayoux and ON. It can be accessed at <https://empoweratscale.org/resource-centre/gals-phase-1-manual/>. Below is a brief description of the GALS catalyst phase.

The catalyst phase mainly involves male and female community members that are currently most vulnerable or marginalized. It focuses on visioning and catalyzing change by:

1. Introducing the framework of the “life journey” as a basic planning process for changing gender inequalities and improving livelihoods.
2. Analyzing gender-based opportunities and constraints and reinforcing gender principles in relation to this vision through mapping relationships of people within their families and other social networks.
3. Setting up the skills and networks for positively influencing others through peer learning as the basis for sustainability of a strong partnership.

In the pilot in Uganda, GALS phase one was adapted to the context of youth for the following reasons.

- Understand and learn from youth what works for them.
- Develop a pool of female and male youth champions who will train others.
- Develop a simplified pictorial GALS guide in every champions diary to support the scale up process.

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<sup>3</sup> Adaptation workshop will be mentioned in detail in section 2. It is a visioning and planning workshop to adapt the methodology and tools to the local context and to build a small team of local trainers to support the process. Even if local GALS experienced trainers exist, it is very important that youth do the training.

## 2.2 Activities of GALS catalyst phase based on the pilot

**Table 1: A summary of the GALS phase 1 steps and what was done.**

STEP	ACTIVITY	WHAT HAPPENED	OUTPUT
STEP 1	ADAPTATION WORKSHOP	CEFORD organized a 3 day adaptation workshop in a centralized place with 8 youth representatives from each of the 5 targeted groups, CEFORD core staff facilitators and local experienced GALS trainers.	Learn from youth, have a pool of youth trainers within each group and have a clear understanding of how the Youth catalyst workshops would be implemented.
STEP 2	5 CATALYST WORKSHOPS Held in three locations. 1 CW in Poroporo with one group 3 CW in NAFA with 3 groups 1 CW in Wadelai with one group	For about two months and in 3 locations, in rural communities where youth live, they were simultaneously introduced to a phased GALS training. Their trainers included youth who had participated in the adaptation workshop and the local GALS experienced trainers and GALS facilitators from CEFORD organization.	To introduce 3 GALS tools (VRJ, GBT and ELM) to the 5 participating youth groups and strengthen the peer sharing mechanisms with a simple guide.
STEP 3	COMMUNITY ACTION LEARNING	<p>Started immediately after the adaptation workshop for the selected trained youth and immediately after the first session in the catalyst workshops.</p> <p>The Community Action Learning (CAL) and the Change Catalyst Workshop (CCW) went along side each other because of the number of days in between the training sessions. And in this period innovative ways of peer sharing like interactive drama and problem solving skills were introduced.</p> <p>Youth champions also started using smart phones to record their training sessions.</p>	<p>Each youth champion had their completed tools in their diaries.</p> <p>Each youth champion had pictorial steps of each tool at the back of their diaries to share with other youth.</p>
STEP 4	PARTICIPATORY GENDER REVIEW	Was done every 3 months using the Achievement Road Journey (ARJ) and the Challenge Action Tree (CAT). The COVID 19 Situation in Uganda and the subsequent lock down interrupted this activity	At least each youth tracked progress on their tools using their Achievement Road Journeys.



### 2.2.1 Adaptation Workshop



**Picture 3: Youth in a group exercise during the adaptation workshop**

This was a 3 days' centralized workshop where 8 youth from each of the 5 participating groups were introduced to 3 GALS tools by CEFORD GALS facilitators and the experienced local GALS champions. It was also a process where youth, CEFORD GALS facilitators and experienced local GALS champions through a visioning exercises, and by listening to youth, were able to tailor the process to the needs of youth. From this workshop the coordinating organization and the local experienced GALS trainers (champions) were able to;

- Map the local resources needed to hold community workshops.
- Understand the meeting routines of the participating groups.
- Plan how to divide the tools into activities based on the time.
- Understand the season and the labor demands of youth in agriculture.
- Adapt the phases based on this knowledge.

### 2.2.2 The CCW and the CAL

#### **The process**

These two steps happened at the same time. Because of the long process of the CCW.

5 catalyst workshops in 3 locations for 5 youth groups were conducted (3 groups were trained within the same location in NAFA ELCs because they are near each other) while Poroporo youth saving and production group and Wadelai youth group were each trained from different locations because they are far apart from each other. These were trainings held once every week for a period of 8 weeks. Each training with a maximum of 2-3 learning hours. All trainings happened at the same time because each group was supported by 2 local GALS experienced champions attached to the local ELCs.

Other important points to note about these catalyst workshops:

- The catalyst workshops were an extension of the youth group savings and borrowing activity. So no mobilization for this activity was needed.



- The tools were introduced to enable them plan and analyze their situation in relation to how they save and borrow and what intention they have for their savings individually and as a group. This interested youth very much and created a bridge between these sessions.
- The youth targeted for this project came from walkable locations near the ELCs and so there was no need for transport, both male and female youth could go home safely after 5pm.
- Youth decided the best time for them to be trained in GALS would be between 2:00pm-5:00 pm (at least 2 hours) after the savings activity. Sometimes in consultation with both male and female youth the training would take more than two hours.
- Youth Champions would go home with some homework since the period between trainings was long (7 days) in order to keep the momentum.
- CEFORD core staff, and the experienced GALS trainers and the youth champion trainers would meet weekly to evaluate how the process was going and make adjustments whenever an issue was raised but mostly learn from the information that was being generated by youth. Such information included what kind of visions are coming through and what challenges are being mentioned for male as well as female youth.

One common thing among the visions was the need to engage in farming high value crops, as well as crops that have a short farming period but with high market like beans and to engage in agro technology (green-houses<sup>4</sup>) so that they can have continuous produce. One major challenge that youth had was land availability for farming however there were opportunities within the community where land could be lent to youth to do their agriculture projects, some of this land was at the ELCs.

### **What happened during and after the catalyst workshops?**

Due to the phased nature of the catalyst workshops, peer sharing process started immediately and so the CAL and the CCW workshops reinforced each other. Individual youth, based on the steps they had accomplished for each tool, every week went out and trained others in the same phased out way giving each other enough time to reflect. From the first day of training, some youth practiced the facilitation skills, began to establish their leadership networks and reinforced their own understandings of the steps of the tools through continuous practice.

#### **2.2.3 What was learnt in this step**

- The process of peer sharing might not happen for everyone at the same time but it is important to know what is happening through supporting the group to provide safe platforms and time for all to share. It is also important not to push every-one to share.
- It is good to learn why peer sharing has failed and what can be done to address it.
- Note that for some champions as the training progress some changes happen. It is important before training after the recap to provide for these stories to come out. To motivate and encourage others that it is possible.
- The organization needs to have a very efficient information flow system to learn and document the process to be able to make use of this information that is being generated at the beginning.

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<sup>4</sup> This was learnt from youth in Tanzania following the youth online exchange that was organised by ON through the E-Motive programme.

- Youth generate and use their information immediately as individuals and later as groups. They do not need to store this information for organizations. It is up to the organization to utilize this information at the time when it is generated to remain relevant to the needs of youth.

#### 2.2.4 Documenting the process

In the pilot the youth groups do the following to keep records and track who is doing what:

- Capture emerging issues. These could be challenges or opportunities as well as gender and livelihood changes (changes being seen both in terms of improved relationship as well as changes in their business).
- Weekly registration: who has attended and who has not and what could be the reason.
- Take photos of some completed tools.
- They keep track of whom they have been sharing GALS with by circling on the empowerment map what they have been able to achieve and quantify these numbers weekly.
- CEFORD core staff gets these records from the group book during their periodic visits for their reporting.

### 2.3 The Participatory Gender Review

#### 2.3.1 What it is

The Participatory Gender Review (PGR) is for participants to appreciate the changes in livelihoods and gender relations that they have been able to achieve in the given period, to deepen their understanding of gender (in)equality, and how this is linked to existing laws and conventions especially CEDAW and to evaluate vision, strategy and peer learning and map the way forward for scaling up.

Participatory reviews were a self-monitoring process that was introduced to the youth champions in CAL step. For this purpose, the ARJ and the CAT tools were introduced to the champions.

The ARJ was introduced to reflect on progress made by bringing together achievements, challenges and opportunities coming from the three tools used by champions (VRJ, GBT and ELM) and therefore to monitor progresses. The ARJ was specifically used to measure;

- The gender changes (even if few at this stage) that the champions said they would make on their GBT to address the gender issues.
- The peer sharing and leadership plans that were made using the Empowerment leadership maps. How many had been reached so far? Were there differences with what was planned? Why? Were there any surprises?
- The activities towards fulfilling their visions on individual and group VRJs and whether these activities had led to the realization of the planned short term SMART milestones and planning the next milestones.
- What opportunities were utilized.

The CAT was introduced to deepen their understanding on challenges faced (analyze causes, find solution and identify actions that can be taken) so as to plan better strategies to overcome these challenges and achieve their visions.

### 2.3.2 How it was done

It had been planned that every 3 months, (3 months, 6 months and at the end of the year) a Participatory Gender Review (PGR) would be done for all groups to measure progress and plot new steps or new visions. However, this process was challenged by the COVID 19 situation in Uganda (particularly in March-December 2021). In the times that the groups were able to meet, the Achievement Road Journey (ARJ) was used to assess their progress individually and as a group. This process was facilitated by the youth themselves however a representative from CEFORD and the local GALS experienced champions from the ELCs would be invited to participate from behind in order to capture the changes for their own internal review.

In Uganda the review was facilitated in two activities:

**Activity 1:** 5 Group level Workshops (one for each group): To introduce the review methodology and the ARJ and CAT tools and to build capacity within groups to be able to facilitate their process (2-day training of 4 hours each in locations where youth live).

**Activity 2:** Conduct the 3 month reviews and quantify changes using the Monitoring Matrix (see GALS phase I manual pg. 98), use live testimonies of changes from participants.

In these sessions the groups also reviewed and reinforced the use of GALS tools, strengthened the quality of peer training and encouraged participants to keep their diaries and record changes.

## SECTION 3.0 CHANGE CATALYST WORKSHOPS

### 3.1 Introduction

The session plan below provides a general picture of how the CCW workshops were designed and how the selected tools (VRJ, GBT, and ELM) were divided into short activities (adapted to 2-3 hours of learning mostly in the afternoons 2:00 pm -4:30 pm or sometimes 5:00 pm after agreeing with the youth champions). These trainings were done once a week. This was to address the need of youth to earn some income in the course of the week so as to be able to bring their savings to the group every once a week. It also emphasizes how in between there was continuous learning through completion of tools as homework and enhanced through peer sharing.

## 3.2 Individual Vision Road Journey Facilitation Guide. Week 1 and Week 2



Picture 4:

The VRJ of Nancy Ayiyorwoth, a female youth champion from Pakwiyo Youth GALS group, show the past (small circle) present (middle big circle) and vision (bigger top circle)

In the pilot youth used this kind of VRJ. It was noted in the adaptation workshop that youth were very much interested to go back into their past.

### 3.2.1 Introductory narrative

The youth in the pilot are mostly engaged in substance agriculture as wage workers paid daily or weekly or as farmers on their own plots or providing labor on their parent's farms and some especially girls are not paid for this work. Some male youth are casual laborers at building sites. They are paid little money daily which they immediately consume. Identifying these challenges, CEFORD encouraged poor youth to form saving groups. Since then, with whatever little income they make, the youth make weekly savings and borrow to invest in their business. Saving became more attractive as an incentive for youth to join groups.

For youth the challenge has been how to use their savings because of peer pressure to use their money in things like gambling, alcohol consumption and entertainment. For female youth who work at home, there is nothing to save, they are not paid for work done in the home. And so for them working in a group is an opportunity to earn something.

The youth sometimes do have 3 years VRJ. Which is broken down into 1 year detailed plan, like in the picture above. The milestones are also based on the farmer's calendar. Nancy's VRJ has a milestone after 6 months and another 6 months to complete activities for the one-year target. After the one year she would then assess her progress and draw her detailed second year, and after that year also draw her detailed final third year to reach her 3-year vision.

### 3.2.2 Aim of the VRJ

The VRJ Introduces a plan to help youth work towards a number of realizable elements of their vision in terms of business, relationships, assets, and peer sharing. It is a planning tool to help youth (female and male) use their money wisely and combine their resources to achieve their

visions. Some of these included: going back to school, setting up individual and group businesses, buying bicycles, renovating their houses.

### 3.2.3 Week 1 day 1 session flow (Introducing the VRJ framework)

**Session purpose:** Bridging session from the savings meeting to GALS by linking savings to a simple investment plan through the Vision Road Journey tool.

#### Session objectives:

- To introduce the first step and start the second step of the tool and have them drawn in the note book of every champion.
- To Introduce basic facilitation skills by encouraging youth to come forward and draw.
- To appreciate local songs and drama and make more intense use of these because they are much more appreciated by youth and encourage the formation of new ones especially on the vision.

**Time:** 2 hours (2:00pm-4:00 pm)

**Facilitators:** One local GALS experienced trainer (champion) as a guide and two local youth GALS trainers (champions): Selected site near the community where youth come from.

**Session output:** By the end of this session at least every youngster had one or two elements in their vision circle and at least two or three elements in their past and present situations. After the training the tool they have drawn, becomes their motivation and guide to make changes in their life and also share the tools with others.

**Table 2: VRJ day 1, week 1 session flow**

TIME	SESSION
20 minutes	Session 1: Welcome and purpose Activity: 1.A welcome song which they already know. 2. A pictorial drawing of what is GALS
1 hour	Step by step introduction of the VRJ steps 1 and 2 and joining the road. Step 1: what would you like to achieve (Vision) Step 2a: How was your past situation /where did you come from? (Past situation) Step 2b: where are you now? (Present Situation)
30 minutes	Home Work and Happy Closure: The idea of peer sharing starts at this stage even if they have not yet done the Empowerment Leadership map. At least meet one person during the week and share what you have so far. This is someone near you and whom you find it easy to talk with (family member or a friend). Look around your home, community and work and think of what you might need to use as opportunities to achieve your vision (the focus was put on as much opportunities as possible and less on looking for challenges). Next meeting this will be further discussed. HAPPY CLOSURE: In the pilot youth ended the training with song and dance. Each case was different depending on what they wanted to sing. These are songs they had but were able to innovate and include words that reflected the steps 1 and 2 of the VRJ. For example, in one

	group they used words like “the vision is like the sun and the current situation is like our earth where we are standing now.....we will stand everyday looking up to the sun.”
10 minutes Evaluate	The facilitators introduced the smiley faces to see how youth feel at this stage. A flip chart was placed at the back and each one by one ticked on the face they feel says how they are feeling now. And a discussion was held for volunteers to say why they felt that way.

### 3.2.4 Week 2, day 2 session flow.

**Session purpose:** Continuation and completion of the VRJ tool and pictorial steps.

#### Session objectives:

- To create space for youth champions to share their progress and learn from each other.
- To identify opportunities that will help them achieve their vision.
- To identify and map challenges that they might face.
- To identify milestones and action commitments which participants can take immediately after the training to start the journey to their vision.

**Time:** 2 hours (2:00 pm-4:00 pm)

**Facilitators:** One local GALS experienced trainer as a guide and two local youth GALS trainers (trained at the adaptation workshop).

**Location:** Selected site near the community where youth come from.

**Session output:** By the end of the 2 hours the youth champions will have drawn and completed the VRJ and drawn the pictorial steps at the back of their note books as a resource for peer sharing.

**Table 3: VRJ Day 2, week 2 session flow.**

Session 1 20 minutes	Welcome, opening remarks, bridging session from last week with a song or energizing game.
Session 2 30 minutes	Reflection, sharing the home phase experiences of peer sharing, what happened during the week? (It is important to attend to emerging issues here and not move to the next step when some things regarding the first two steps of the VRJ or the peer sharing process are not clear).
Session 3 1 hour 30 minutes	Introduce step 3a the opportunities and 3b challenges step 4 the target /milestones and step 5 the activities/action plan in the same way by encouraging youth to come forward and draw on the flip chart. Afterward youth were given time to sit in twos and share and ask any question. Complete the pictorial steps of the VRJ at the back of their note books.



20 minutes	Pictorial smiley faces evaluation. As done in the session on day 1.
20 minutes	<p>Tips on peer sharing from a local youth champion.</p> <p>At this stage as all participants had completed their VRJ, it was possible in the pilot to invite youth who had participated in the adaptation workshop and completed some GALS tools to share their experience on peer sharing. Youth were very happy to interact and ask questions from one of their own who had become a local role model.</p> <p>HAPPY CLOSURE: with locally innovated song/game.</p>



**Picture 5:**

**Example of a partial VRJ by week 2 can be seen from the Youth Lucy Ayiyorwoth of Pakwiyo GALS youth group. This was taken 2 weeks into the process. She later completed drawing the activities.**

### **Box 1: Tips for success**

1. Start simple even if the energy to have many elements in the visions achieved in one year for youth is very high. This allows even the timid ones or the ones who are not sure to keep up with others.
2. Ask at every step how youth champions are feeling. It is very easy for some to fall off and you as a facilitator might not realize this because their might be a very active group pulling others along.
3. Attend to what comes out of the day's evaluation immediately. This will motivate the youth and they will feel their needs are heard and respected. In the pilot youth said they wanted more time because they liked the VRJ so the next session they planned to start at 12 pm for the Savings and loans activity and then start GALS from 1pm- 4 pm.
4. Existing group leaders are not the only leaders. Even if the groups have selected their leaders for the savings activity with GALS everyone is projected to the front. This might create tensions at the beginning in some cases but with good facilitation of encouraging everyone to use the front this was overcome.



### 3.3 From the Individual Visions to The Group Vision.

#### Week 3

##### 3.3.1 Introductory Narrative

The group VRJ produces a group plan based on the visions that youth have generated. Individual visions are quantified to help the group come up with priorities for group projects and through realizing group achievements, members are also able to realize their own achievements. It is a planning tool to help the youth group practice better gender relations through sharing workload and challenging existing cultural norms. Regardless of the gender of a member each one had equal rights in the benefits of the group.

##### 3.3.2 Week 3 session flow (Group VRJ)

**Session purpose:** Place individual youth business and activities in the context of the group so that by working together and combining efforts the group helps vulnerable individuals, even those without assets, to achieve their respective visions more quickly.

**Session objective:** To identify and develop a group vision as a plan that brings the youth together to pool resources and collectively work together to achieve their vision.

**Time:** 3 hours (1:00 pm-4:00 pm)

**Facilitators:** One local GALS experienced trainer as a guide and two local youth GALS trainers.

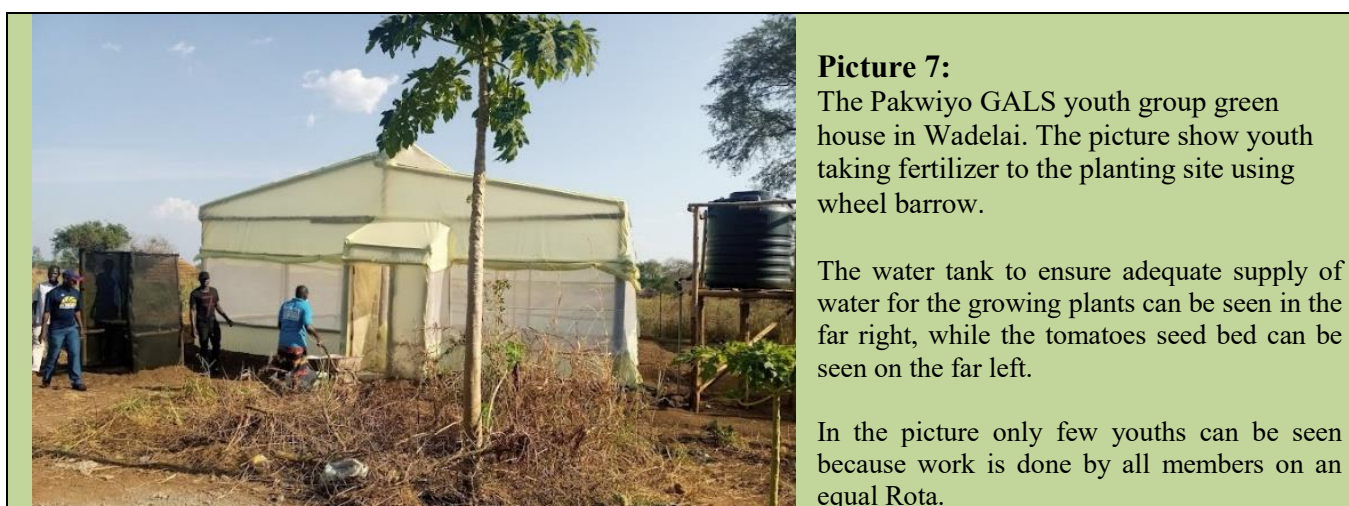
**Location:** Selected site near the community where youth come from.

**Session output:** By the end of the 3 hours the youth champions will have drawn and quantified the group VRJ on pig paper or any other improvised material as seen in the picture above.



Picture 6: Poroporo Saving and Production VRJ.

#### Example from Uganda



The example above shows a project developed from group visions as explained earlier. Youth in the pilot had learnt of the benefits of Nyanya Bora youth group in Tanzania during an online exchange facilitated by ON and since most members had a vision of growing tomatoes (also based on the fact that tomatoes are on high demand but affected so much by dry weather) they discussed that it would be better to grow tomatoes in a greenhouse for better control of weather factors and bigger harvest. There are 3 greenhouses in the pilot project and by the time of completing this facilitator guide the youth had started to harvest the tomatoes. Technical training and construction was done with support from CEFORD and a local technical person.

**Table 4: Group VRJ session flow**

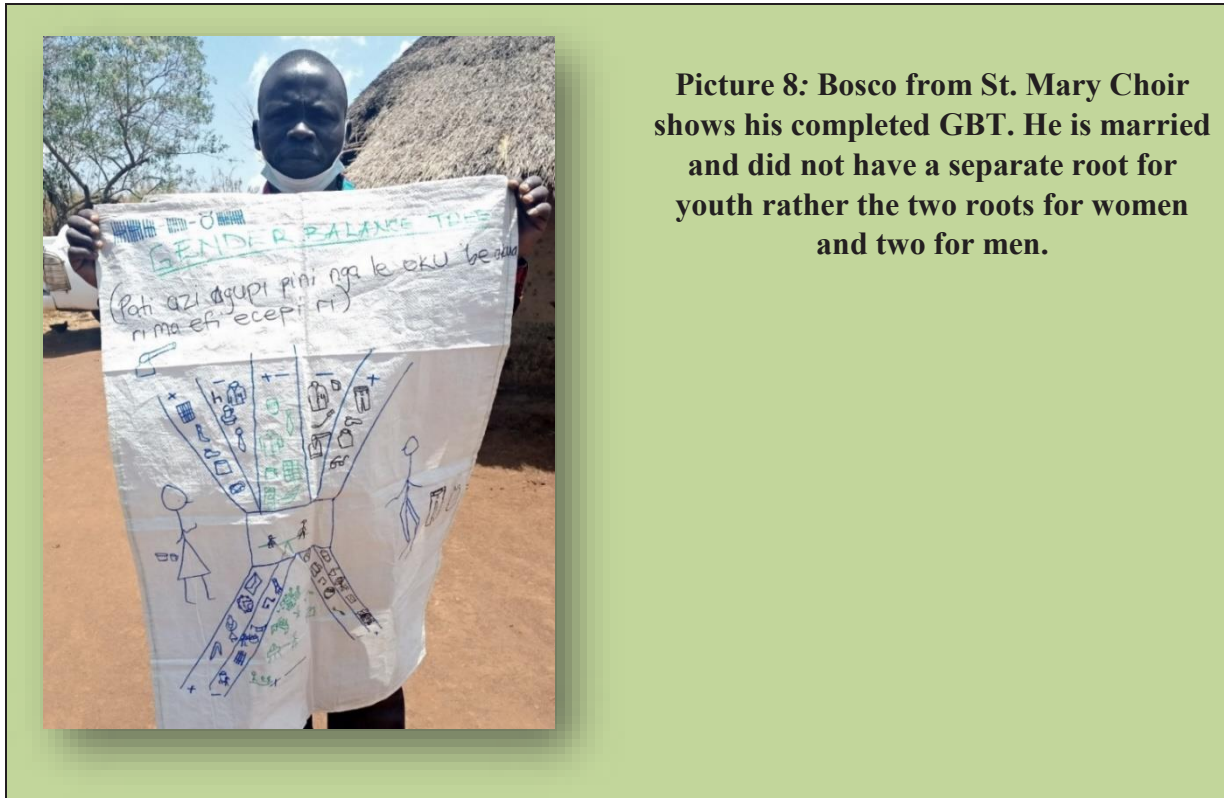
TIME	SESSION
5 minutes 20 minutes	<p>Session 1: Welcome and purpose</p> <p>Activity:</p> <p>1.A welcome song which they already know about the VRJ.</p> <p>Reflection on the week about the peer sharing experiences allowing as many champions as possible to come forward and share. As they innovate through deferent styles of clapping and stamping appreciating each other.</p>
5 minutes	Briefly introduce the group VRJ ensure that it is linked to the individual VRJ.
Session 3: 2 hours	<p>Step1: what would we like to achieve</p> <p>1. Ask a participant to draw a framework of the VRJ in the same way as the individual VRJ on a double flip chart ensure it is big enough to accommodate all the details.</p>

	<p>The trainer encourages the champions to come one by one in the front, get a marker and draw one element of their vision in the first circle. The one holding the pen then asks who else has a similar vision. They raise their hands. Female first and then male. Just so as to keep the counting in order. And then using a different colour for male and another for female draws and quantifies (could be on sticky notes) or directly on the flip chart. Champions choose how to write these numbers in pictorial form so that all can understand them.</p> <p>Another champion comes and does the same thing. Encourage as many as possible to come forward.</p> <p>The facilitator or ensures there is someone to count the hands</p> <p>(In the pilot only the Vision was quantified.)</p> <p>Step 2a: where did we come from? Step 2b: Where are we now as a group?</p> <p>Step 3a: what Opportunities do we have?</p> <p>Step 3b: what challenges might we face?</p> <p>Step 4: what are the milestones that will lead us to achieve our vision?</p> <p>Step 5: what activities will we do and when?</p>
25 minutes	Sharing what the group has produced, and prioritising what visions the group will focus on in the first year, looking at least 2-3 visions where both male and female champions had the highest score.
5 Minutes	Closure with celebratory song on the group VRJ and the group has to agree who will keep the group VRJ.

### 3.4 GBT Facilitation Guide

#### Week 4

*(Households are like trees - they need to be properly balanced if they are to be healthy and bear rich fruit. (Mayoux, 2017)*



**Picture 8: Bosco from St. Mary Choir shows his completed GBT. He is married and did not have a separate root for youth rather the two roots for women and two for men.**

#### 3.4.1 Introductory narrative

The Gender Balance Tree (GBT) tool analyses workload, expenditure, asset ownership between men and women at the household level. It maps out 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. For youth the tool provided them an opportunity to negotiate their position in the household to start to value the work that female and male youth contribute and listen to their needs when it comes to benefiting from their labor in a way that puts the whole household into perspective.

#### 3.4.2 Aim

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.

## BOX 2: Aims of the GBT

### AIMS FOR PARTICIPANTS:

- identify who contributes most work to the household: women or men;
- identify who spends most for the household: women or men;
- identify who benefits most from household income: women or men;
- identify inequalities in ownership and decision-making;
- decide whether the household tree is balanced;
- decide priority areas for improving the gender balance of the tree so it can stand up straight and bear richer fruit equally for women and men.

### AIMS FOR ORGANISATIONS:

- investigate different household structures, including incidence of polygamy and female headed households for input to the empowerment leadership map;
- clarify and quantify broad gender inequalities in work contribution, control over income and expenditure to avoid relying on gender stereotypes;
- get an overview of the types of strategies which women and men see as ways forward to balance the tree;
- see which households 'break the gender norms' as a basis for change;
- start to think about the types of services which might be needed to complement individual actions and group sharing.

## BOX 3. Example from Uganda

In the pilot, based on the context and the life situation of the youth champions where most of them are married, the GBT was one of the most liked tool. For youth who were not married, none was living alone, most were in large families and still living with parents or guardians. They were able to draw their roots as well as that of their parents.

For youth the GBT tool provided them an opportunity to negotiate their position in the family and to start to think of how they too could have a distinct root that puts their work as important as the work of other adults in the household. It also helped to start to value the work that female and male youth contribute and listen to their needs when it comes to benefiting from their labour in a way that puts the whole household into perspective.

Female youth said that a number of social norms that affect their livelihood, especially how they participate and benefit from the work they do in the home and how they invest their savings, are addressed within the GBT. Some of them are:

- Youth should not have financial privacy from their parents or guardians.
- Women and girls should not have savings of their own.
- Women and girls should not have assets in their names.
- Women and girls should not own large business or big domestic animals like cows.

### 3.4.4 Week 4, Day 4 session flow

By week 4 the confidence of the youth champions and skill to draw had increased. Even then the GBT could not be rushed. It required deep reflection and patience to enable all youth champions to move together. The youth added more hours to complete the GBT.

**Session purpose:** The GBT illustrates the distribution of productive and reproductive roles, assets, decisions and responsibilities between household members, group members and they benefit they each accrue. It critically examines what women and men see as a problem and how they would want to see it changed.

**Session objectives:** To analyse workload, expenditure, asset ownership between men and women at the household level and map out who contributes most of the household work and who benefits most from the income generated by the household.

**Time:** 3 hours (1:00 pm-4:00 pm)

**Facilitators:** One local GALS experienced trainer as a guide and two local youth GALS trainers (trained at the adaptation workshop).

**Location:** Selected site near the community where youth come from.

**Session output:** By the end of the 3 hours the youth champions will have drawn and completed the GBT and drawn the pictorial steps at the back of their note books as a resource for peer sharing.

**Table 5: GBT session flow**

TIME	SESSION
10 minutes	Session 1: Welcome and purpose
20 minutes	Activity: 1. A welcome song which they already know about the VRJ. Reflection on the week about the peer sharing experiences allowing as many champions as possible to come forward and share. As they innovate through different styles of clapping and stamping appreciating each other.
10 minutes	Briefly introduce the GBT ensure that it does not become a lecture. <sup>5</sup>
Session 3: 1 hour	Drawing step of the GBT. In the same way as the VRJ the trainer encourages the champions to come one by one in the front, get a marker and draw the steps of the GBT. With every tool it is very important that this process continues. Step 1: Trunk: who is in the household step 2: Roots: who contributes what work? Youth who are single or not yet married draw two roots for themselves, two roots for women and two roots for men Married Youth draw two roots for women and two roots for men Step 3: Branches who gets what fruit? step 4: What is pushing the tree? (property and decisions) Step 5: action: what do we want to change?
1 hour	Small group work. It was possible to complete the GBT because of small teams working together first individually and then later by sharing in group.
10 Minutes	Evaluate using the mood meter

<sup>5</sup> Detailed introductory notes on the GBT can be got from the RRDD manual pages 54-55



### 3.5 ELM facilitation guide

#### Week 5



Picture 9:

A female youth from Pakwiyo GALS youth group sharing her ELM, during a group reflection meeting.

#### 3.5.1 Introductory Narrative

##### *“Building role models and leaders of change in their communities”*

One of the conditions to make GALS attractive stated in the Gobezie 2019 report was that young people desired to be role models and become leaders of change in their communities. This would earn them respect but they would also be able to help many young people particularly youths in their communities to have improved lives and join them in the Gender justice youth movement. Many youths in the pilot came from poor families, dropped out of school and were not regarded as important. Female and male youth targeted in the pilot were poor vulnerable youth, ignored in other existing formal leadership structures like political leadership because they have no education, low social status and are generally not known, neither do they have the resources to do campaign for political or civil leadership. But 3 months into the GALS process these youths started being noticed and respected for reaching out to change other youth. They have now become a major resource for the ELC and change makers in their communities.

#### 3.5.2 Aim

The Empowerment Leadership Map (ELM) helped youth champions map out who and where they will be sharing GALS. They were able to share using their tools and stories as inspiration for others. The more they shared, the more they became clearer about their own journeys. Some of the people with whom they shared challenged them, but this challenge was also good because they challenged them to think more. Those with whom the youth champions shared GALS in turn shared with others.



### 3.5.5 Week 5, Day 5, session flow

#### Session objectives

- Connect what they have been doing in terms of sharing with others in the last months
- Encourage those who had been challenged in sharing to be inspired by others
- Help them identify and map out other youth groups as part of their sharing networks
- Lay a foundation for wider sharing of the other tools (VRJ and GBT)
- Be realistic and work within what each one can manage (this is not a full time Job)
- Gain the courage and skills to talk to parents and other adults in a non-confrontational way.

**Time:** 2 hours (2:00 pm-4:00 pm)

**Facilitators:** One local GALS experienced trainer as a guide and two local youth GALS trainers (trained at the adaptation workshop).

**Location:** Selected site near the community where youth come from.

#### Session outputs

By the end of the session each champion has the following in their diary:

1. Steps of the Empowerment Leadership Map.
2. A complete Empowerment Leadership Map.
3. At least 3 relationships that make them happy and they would like them to know GALS so that together they can make a change force.
4. Relationships that challenge them and they would like to see them transformed into good relationships. These relationships are analysed in terms of money, love and power.

**Table 6: Session flow week 5 a**

ACTIVITY	PREPARATORY NOTES
<b>YOUTH CHAMPIONS PREPARATION FACILITATOR PREPARATION</b>	<p>The youth champions come with their note books. They all now have a completed VRJ and a completed GBT.</p> <p>Come earlier than everybody else on the training day. Visit the training site again at least 3 days before the training and few hours before the training and assess if it is conducive for learning. In the pilot since most training was done under trees this was very important in case it had rained and the place was not conducive. See possibilities of putting up the flip charts on walls of buildings; flip chart stands if any or on big tree trunks. See where the champions will sit and how possible it is for them to draw.</p> <p>Once the youth come in, from this moment always ask for the youth to volunteer. Ask for a volunteer (different from the ones that volunteered in the last training) to put the flip chart up or down. Another to organize the markers near the flip chart possibly on a chair or stool and others to organize the sitting where it is possible for champions to see each other's faces like in a semi-circle.</p>

<p><b>LOCAL MATERIALS</b></p> <p><b>HOMEWORK FOR CHAMPIONS</b></p> <p><b>PREPARATION FOR FACILITATOR FOR THE NEXT WEEKS SESSION</b></p>	<p>The marker pen must be held by the champions, as you guide from the side. See if all the marker pens still have ink and can write.</p> <p>Each youth comes back with their notebook diaries from previous day/or previous week training with their colored pens/pencils or whatever they managed to get.</p> <p>In the pilot by now most youth had transferred their tools to big sisal bags (about 1/2 meter square locally available and cheap sisal bag cut in two and stitches at the sides, sued to pack 50 kilograms of produce so as to have back up in case the books got lost or destroyed by water but also for visibility. Some put these in the sitting room of their homes to interest more people and raise their curiosity this would then start a conversation of peer sharing).</p> <p>A flip chart page for each champion. Most youth loved to draw the ELM on flip chart first and be able to draw a big picture that they could easily color then transfer it later into their books as home work.</p> <p>A blank flipchart at the front (better to have a tripod stand) if there is no room and colored markers placed in a bowl or small box for champions to come up and draw.</p> <p>To complete the ELM, clear pictorial steps of the tool at the back of their books, share what they have learned with at least 2 persons (maybe siblings or friends) before the next session, keep and bring their Notebook Diary and colored pens well and bring them back to the next session.</p> <p>Note down emerging new places and people that the youth say they want to share GALS with, capture the numbers for female as well as male youth. This is important for the coordinating organization to be aware of, and to be able to track these numbers.</p>
	<p><b>WEEK 5 SESSION FLOW</b></p>
<p>10 minutes</p>	<p><b>Session 1: Welcome and recap</b></p> <ul style="list-style-type: none"> <li>• A welcoming song/dance</li> <li>• Pairwise discussion of previous session What did you like, what did you not like?</li> <li>• Sharing of the completed GBT by a few volunteers focusing on what was not clear for them</li> <li>• Facilitators respond and clarifies on what was not clear</li> <li>• Unique thank you for this session/clapping in style</li> </ul>
<p>1 hour</p>	<p><b>Session 2: Practical drawing of the ELM</b></p> <p>Step by step introduction and drawing of the ELM.</p> <p>Drawing the steps at the back of the diaries</p> <p>STEP 1: draw yourself in the center of the paper</p> <p>STEP 2: Who is important in my life?</p> <p>STEP 3: Why are they important?</p> <p>STEP 4: What can I change?</p>

20 minutes	<b>Session 3: Sharing</b> Allow few volunteers to share what they have so far At the back of the note book each champion writes the pictorial steps Give homework Volunteers for next week, arrangement of sitting place, training materials and coordination. These should be different from the ones of the last week.
20 minutes	Innovative way of peer sharing Youth come up with suggestions. In some groups like St. Mary Choir they already were doing local drama and so used these platforms to sing songs about the tools.  Other groups like Poroporo Youth agreed to use their savings and buy a smart phone and record their training sessions. They would keep and use these later by sharing among other groups.
10 Minutes	<b>HAPPY CLOSURE:</b> In the pilot youth ended the training with song and dance each case was different depending on what they wanted to sing. In these case these were songs encouraging their friends to use the GALS methodology. Interesting their peers of the benefits they themselves have got.

#### Box 4: Tips for Success

- At this stage the youth have enough energy and skills to lead their process. Begin to guide from the sides and try not to interrupt. Agree on times when you can give advice without embarrassing anybody. With youth, image is very important.
- Let the youth champions decide what to share from their ELM. This tool compared to others has sensitive information and might be for reflection on the part of the champion rather than for others to know.
- In mixed groups there is need to have small sharing pairs of the same gender and for them to feed back to the group in general.
- Group Leaders are not the only leaders. Facilitation must be based on the GALS principles. Enabling all to lead sessions and to run away from the old group system of having only leaders speak. Remind the group of the principles and observe how the meetings will be held more or less in a voluntarily or rotational basis not facilitated by the group chair person.
- Maximize the usage of local resources.
- The group action learning process utilizes group resources and incentives for a sustainable and cost effective process. These come in form of group regular meetings, group record keeping, group meeting hours and spaces, group projects for collective learning and accountability to each other.

### 3.5.6 What is the use of the information generated

#### For youth Champions

- Analyse personal and institutional relationships that present opportunities for change including relations within joint families, relations with natal families, between co-wives, and power relations between men within families and sources of peer pressure

- Identify challenges in personal and institutional relationships that need to be addressed in order to achieve the vision
- Highlight the importance of pyramid peer sharing of the GALS learnings and methodology in helping people to move forward
- Establish a culture and develop strategies for leadership, peer sharing and upscaling of the gender messages and methodologies
- Develop more advanced analytical and diagramming skills - diversifying drawings of people so they can be recognised, using distance, colour, different types of lines and directions.

### **For Organisations**

- Provide understanding of different household compositions that the youth come from and some of the issues that are emerging and power relations between youth and adults and what this implies for your work and their progress.
- Identify the stakeholders that youth regard as critical and whether this needs another level of engagement with the youth.

## **3.6 Strengthening The Peer Sharing Process**

### **Week 6 and week 7**

#### **3.6.1 Enhanced use of drama for peer sharing**

In order to reach more youth in a way that would educate as well as entertain, the youth groups used what had previously worked for them, and that is staging drama shows in central places, churches and markets where youth would converge. St. Mary's choir Youth group mainly used this approach.

It was not only drama but interactive discussion. After the drama the group would facilitate some discussions on what the people saw, and what they think are examples in the local community about the issues in the drama and its effect on youth and what they think can be done to solve it. Some of these issues included alcoholism, violence and laziness.

Though this was not a typical peer sharing session with books and pens it created mass awareness on societal issue that were affecting youth as well as gaining interest in learning more about GALS.



Picture 10:

St. Mary Choir dramatizing problem solving. It is derived from the need to work together in order to solve problems. After the drama there is always a conversation on what people saw and what they think the skit was all about. It means followed by what lessons are learnt. So drama is used as a problem posing material.

## SECTION 4.0 THE PARTICIPATORY GENDER REVIEW

### 4.1 The Participatory Gender Review

By week 8 there were some achievements already on all the 3 tools the livelihood achievements from the VRJ, the gender achievements from the GBT and the peers sharing achievements from the ELM. Based on these achievements it was important to track progress, and see whether the activities and opportunities being used are helping to reach the vision or whether they need to be changed. Two tools were used: the ARJ and the CAT.

The PGR process included two activities;

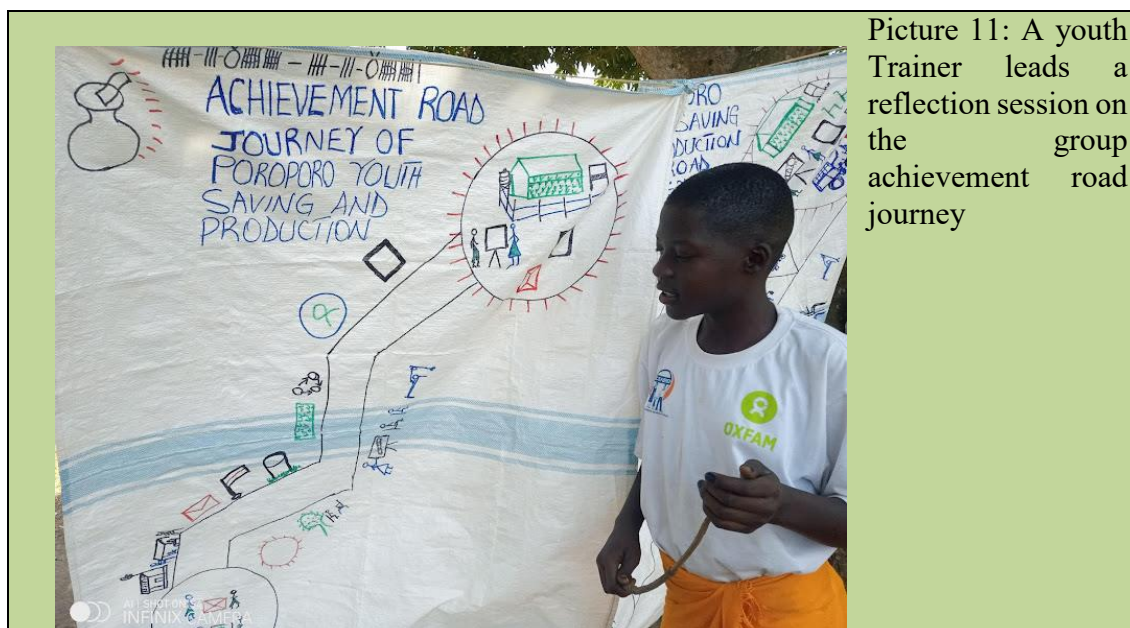
- Introducing and training the champions on the tools. In the process of introducing the tools, the champions begin to populate them and in so doing achievements are captured.
- And checking progress after 3 months, these tools are again re-visited and information is added.

In terms of the sequence of the ARJ and the CAT, the ARJ was introduced first because it generates the issues that are then deeply analyzed using the CAT.

### 4.2 The ARJ facilitation guide

#### 4.2.1 Introductory Narrative

The Achievement Road Journey follows the same steps as the Vision Journey but looks back from the present to the past. In the pilot the Achievement Road Journey was done for purposes of tracking what progress had been done in the last weeks as well as introducing the tool and how it is facilitated.



Picture 11: A youth Trainer leads a reflection session on the group achievement road journey

#### 4.2.2 AIM

To reflect and understand what has been achieved in relation to what was planned. In the case of the pilot because this was done some weeks after introducing GALS. It was important to understand what had been achieved in relation to what was planned.

#### Box 5: Aims for participants and for organizations

**For Organizations:** To assess and appreciate actions and achievements so far accomplished.

- To identify targets which were not achieved and the reasons why.
- To reassess opportunities and challenges which may be relevant for the next month or road journey.
- To share experiences with others and ways of addressing challenges.
- To reassess opportunities and challenges which may be relevant for the next month or road journey.

**For Participants:** Quantification of achievements so far accomplished or since starting GALS.

- Better understanding of other opportunities and constraints.
- Better understanding of the organization's role in relation to these other factors.
- Potential use of these journeys later for sampled follow up as detailed case studies and retrospective impact assessment.

#### 4.2.3 Week 8, Day 8, Session flow

##### Introductory narrative

The Achievement Journey follows the same steps as the Vision Journey, and in the PGR it was used to look at the achievements that were made in the last 3/6 months.

**Session purpose:** Explain the usefulness of tacking progress (livelihood, gender and sharing) as a continues process of critical reflection and action, consolidate progress made, quantify progress



and bring everyone up to speed including all stakeholders for their learning (champions, trainers, facilitators and the coordinating organization)

**Session objectives:**

- To introduce the ARJ and explain its purpose.
- To draw the ARJ and preview the progress made whilst identifying other strategies and opportunities of moving forward.
- To draw the steps of the ARJ in their diaries.

**Time:** 2 hours 2:00 pm-4:00 pm

**Facilitators:** One local GALS experienced trainer as a guide and one GALS facilitator from CEFORD.

**Location:** Selected site near the community where youth come from.

**Session Output:**

- Individual Achievement Journeys in champions notebooks.
- Quantified Achievement Journey with quantified current situation, opportunities and challenges.
- Set of opportunities, challenges or other issues to examine through the Challenge Action Trees.

**TABLE 7: Session flow**

TIME	SESSION
Session 1 20 minutes	Welcome and purpose of the ARJ
Session 2 1 Hour	Step by step facilitation of the ARJ from the sides. Step 1: what was my vision? Step 2: what was my starting point? Step 3: which milestone targets have I reached? Step 4: did my road go up or down? Step 5: what were the reasons, key opportunities and challenges? Step 6: what were the implications, which actions did I take?
Session 2 30 minutes	Youth share the completed ARJ in small groups of four people first for the purpose of making sure all understood the steps. Once every one is clear and has understood then they draw the pictorial steps of the ARJ at the back of individual diaries.
10 minutes	Home Work and Happy Closure: Using the steps drawn in your diary share with your network of peers. This will inspire them to even do much more seeing the achievements accomplished in a short time. HAPPY CLOSURE: By this time the youth have made many innovative ways of celebrating. Provide enough time for the Achievement Road Journey it is a milestone celebration. Let the youth decide what to do either sing or dance.

## 4.3 The CAT Facilitation guide

### 4.3.1 Introductory Narrative

Challenge Action Trees are a version of Problem Solution Trees. In the PGR the emphasis was to move beyond the problems that the champions might have faced which limited their ability to



accomplish activities and reach their target for that period. Challenges were not seen as problems but as challenges that can be overcome through concrete action commitments. Many gender challenges, for example gender-based violence, often appear so complex and entrenched that it is difficult to see a way forward. In the Challenge Action Tree participants look at the issues raised by the different tools not as problems to depress them but as challenges which they can address if they think them through, have determination and support each other. A Challenge Action Tree is a way of improving the planning on the Vision Road Journey, as a way of also digging deeper into gender challenges and developing new strategies to address them.

#### 4.3.2 Aim

The aim is to identify root causes of a challenge, identify solutions and come up with SMART action to address the roots of the Challenge. When the root cause of challenges is addressed, it can improve the planning on the Vision Road Journey. It is used as a strategy for addressing the gender and livelihood challenges that will have been earlier on identified on the VRJ or on the GBT.

#### Box 6: Aims of the CAT

##### FOR PARTICIPANTS

- helping people to analyze the reasons for, and interrelations between different dimensions of the challenges they face. These can be gender challenges as well as livelihood challenges;
- providing a pictorial basis for sharing and exchanging ideas for solutions to address different dimensions of the challenges;
- identifying action commitments which they can immediately start to implement.

##### FOR ORGANIZATIONS

- improving understanding of challenges which people face;
- improving understanding of the types of strategies people think they themselves can implement before asking for organizational support

**Example:** In the pilot in regard to the CAT, only one single problem was analyzed and drawn in the middle (see picture no. 11). The roots were divided to reflect the different aspects of the problem which included social, economic and cultural aspects. In others we will put different kinds of roots for different aspects of the issue (RRDD page 136).



### Picture 12: A Champions completed CAT

## AN EXAMPLE FROM A YOUTH FEMALE CHAMPION

The challenge symbolized by an inverted envelope is that of little savings. Though she would make some money through farming she was not saving enough and this led to very little assets or growing her business. The three roots here represent the different dimensions of the problem being social, economic and cultural. For example, the economic root she identified that because of little land she produced little and so could not get a good market since buyers wanted to buy in bulk. Solution: Coming to join others and market as a group and manage the problem of transport by interesting buyers to come to them since

they have much produce to sell.

The fruits were the concrete actions. For example, through farming with others she had an increase of two more bags of produce and increased her income. She then saved some of that in the group.

### 4.3.3 Week 8, Day 9, session flow

**Session purpose:** This is to introduce the CAT through a practical session where participants take time to look back through their VRJ, GBT and ELM diagrams and tracking and learning about how best to progress towards the visions. It was used at both individual and group level. Participants drew their CAT on a new page / double page in their notebook diaries and for the group it was drawn on a double flipchart or local sisal bags.

### Session objectives:

- To introduce the CAT and explain how it is facilitated.
- To help youth, identify a key challenge and analyze the different dimensions of the challenge they selected.
- To provide a space for youth to share and exchange practical and relevant ideas for solutions to the identified challenges.
- To enable each youth, generate at least 3 individuals 'SMART action fruits' as their commitment to starting the road to change.
- To identify dimensions of the challenge they have chosen.
- To draw the steps of the CAT in their diaries so that they can be able to facilitate other youth.

**Time:** 2 hours (2:00 pm-4:00 pm)

**Facilitators:** One local GALS experienced trainer as one CEFORD GALS facilitator.

**Location:** Selected site near the community where youth come from.

**Session output:** From this session the champions come out with a completed CAT in their note books. The issues on the CAT come from their VRJ. Particularly, challenges below the road that they encountered and would like to address so that they can progress. And also challenges on their GBT trees that they would like to address so as to progress to achieve their visions. They also come up with concrete actions on how to solve the problem.

**TABLE 8: Session flow**

TIME	SESSION
Session 1 1:30 minutes hour	<p>Step by step facilitation of the CAT from the sides.</p> <p>Step 1: Defining the trunk or challenge. Draw a box in the middle of the sheet of paper. What is the main issue or challenge for the Tree? Draw it in the middle of the box.</p> <p>Step 2: Draw and defining the roots or causes Each issue has a range of different causes or symptoms which people experience, many of these issues are interrelated. In the pilot, based on the issue analyzed, the roots were categorized in three: social, economic and cultural.</p> <p>Step 3: Defining the branches or solutions For each root draw one branch. Then for each element on the roots identify an appropriate solution.</p> <p>Step 4: Identify action commitments or SMART action fruits that can be taken to practically start to bring about the solutions</p>
Session 2 30 minutes	<p>Youth share the completed CAT in small groups of four people first for the purpose of making sure all understood the steps.</p> <p>Once every one is clear and has understood then they draw the pictorial steps of the CAT at the back of individual diaries.</p>
10 minutes	<p>Home Work and Happy Closure: Using the steps drawn in your diary share with the youths whom you are already engaged and shared with other tools. It is important to be consistent rather than introduce each tool to different youth. This is your network of peer sharing. Follow up these youths and together form a sharing group. Write down their names and where they live and bring this back to the group in the next meeting. Encourage those youths to also share with others and also record with whom they share.</p> <p>HAPPY CLOSURE: In the pilot youth ended the CAT training with song and dance each case was different depending on what they wanted to sing.</p>

## SECTION 5: RECOMMENDATIONS

The most frequently asked question for many organizations and practitioners interested in GALS is: how does one start? Especially for those to whom GALS is new. This section provides a guide.

### 5.1 Getting information about GALS

It is important first to access the existing information on GALS. Please visit the resource center of the Empower@Scale platform to find relevant material and links to other relevant websites <https://empoweratscale.org/resource-centre/>. Some information concerning materials and other websites is also included in the references. Another way would be establishing communication with those organizations who are already using GALS. And if they can be physically visited, that would be the best.

### 5.2. Learning from Champions

GALS is best learnt from those who are practicing it. One of the ways of learning from the practitioners who are called champions, is by visiting and hearing their stories in the communities where they live. And so it is important to identify an organization implementing GALS and contact them to organize how you can visit them physically (resources permitting) or have an online exchange so as to experience the methodology and understand if there are any conditions attached to the visit like fees. You could for example visit one of the ELCs in Uganda. The contact information can be found on the Empower@scale platform at (<https://empoweratscale.org/empowerment-learning-centers-elcs/>).

Otherwise, the experience of GALS in any context itself is very powerful.

### 5.3 Visioning and planning

After the physical visit or online exchange, take time as a team to reflect on the methodology and discuss internally (management, staff and representatives of the organization like Board members): Its relevance and potential application in the context of the organization and the realities of youth in your context and how it can work.

#### **Box 7: CEFORD example**

CEFORD Organization was introduced to GALS in 2008 through a visit of some senior leadership staff to Bukonzo Joint Cooperative. CEFORD then trained other staff and began introducing a few tools to their existing projects until it spread out to the whole organization as a methodology for engaging communities. The leadership and staff in CEFORD has been very instrumental in ensuring that any new staff is oriented on the GALS methodology by the communities doing GALS themselves. Staff have also used GALS at a personal level and from stories shared male staff have improved relations with spouses, enhanced rights of women on land ownership and incomes, created happier homes where the men are active participants in the lives of their children.

This is also the time when the organization identifies and starts conversations with a potential GALS expert to support the process of reflection and implementation. This GALS expert can either come from or be recommended by the organization visited or can be recommended by other organizations using GALS (such as for example, Oxfam Novib, Hivos, IFAD and partner organizations) or identified through the E@S platform. The expert needs to be a GALS facilitator

as well. With the support of the GALS expert and facilitator, organizations can be encouraged try out some GALS tools in existing activities.

#### **An example of a session plan for organizational visioning exercise**

TIME: One day with a total of 5 hours (break, energizers have not been added on this time)  
 LOCATION: Organizational offices  
 FACILITATOR: GALS expert  
 WHEN: Before starting

**Table 9: A suggested content for an organizational awareness and planning workshop**

PURPOSE	GALS TOOL	TIME
PART 1:  One day organisational planning workshop within before the youth project (at least two months before the project)	1.Organisational soulmate visioning to develop a collective vision for the whole process	1 hour
	2. Organisational vision journey –how this vision will be achieved	2 hours
	3.Organisational challenge action trees to look at likely challenges in achieving the VISION and the ways to address this challenge	1 hour
	4. Organisational empowerment Map-Showing the key stakeholders and analysis of this relationship in order to make it work to achieve the vision.	1 hour

#### **5.4. Develop Capacity for GALS**

This step is to build the capacity of staff and youth representatives in GALS and use the training as an opportunity to refine plans. Management can be included in exchange visit and in visioning and planning. In this part, space should be reserved to those who will be involved in the implementation. The risk is otherwise that you get all staff members and management and then there is no space for community members. To make it clear that staff and community members have different roles in the GALS process and give more value and ownership to community members, it is recommended that staff and community members are trained together (equal and together).

#### **5.5. Some tips on designing the GALS phase 1.**

- **Investing time and resources.**  
The catalyst phase requires a sustained one- year commitment in terms of time, skills and financial resources for it to pay off and kick start a robust process. The adaptation workshop and the catalyst workshops are designed to create ownership, local trainers and the skills needed to sustain the process. Picking tools and integrating them in an ongoing process might compromise on these areas and very soon the tools might be forgotten.
- **Start large or small?**

This will be determined by the expertise you have, the experience of the organization with GALS and internal capacity. In case these are not there, to start small in one or two communities, and spread out later is better than scattering your efforts. The GALS process is best sustained when people within the same community meet and support each other to learn, they also do not need to go far to do peer sharing they work within the local means that they have. The success and lessons learnt can then be used to roll out to other communities later.

- **Length of workshops**

This will depend on the context. In the pilot workshops were divided into 2-3 hour activities because the champions were also engaged in other activities for their livelihood. It is also good to involve the champions and plan with them. They might spare more time for GALS once they appreciate its usefulness.

- **Timing the peer sharing process**

This process should not be forced or stopped but encouraged, and can start from day one. It is important to track how this process is going and whether the quality of the tools and the analysis is still there. It is also good to listen to those who have failed to peer share and encourage them to find solutions. For example, the group can be facilitated to do a CAT on why peer sharing is not possible. Or listen to how others have done it. Or even first work in pairs to support each other.

- **Is there a special group of champions who do peer sharing?**

No one should be left behind in peer sharing just because they have limitations. It is good to learn from each one what is possible and what is not. Peer trainers are not experts otherwise this might create classes among the champions. Ensure that every-one knows that this is a role they can play starting with those people they feel comfortable with. Both male and female champions are peer shares however female champions might be limited by social norms with whom to share. Try to understand what these norms are and how they can be overcome. In one of the youth groups in Uganda half of the champions are Moslems and the female champions cannot just share GALS with any male person in private. Instead they work in threes or twos and the places where this is done is most times in the courtyard not in the privacy of a house.

- **The group approach**

It's good for quick replication and tangible benefits because the group and the individual reinforce each other. Progress may be very slow if the youth are not in a form of organization.



## REFERENCE MATERIALS

CEFORD (2022) Youth GALS adaptation workshop report.

Gender Action Learning for Sustainability @ scale accessible at <https://gamechangenetwork.org/methodology/galsatscale/>

Gobezi, G. (2019) Conditions to make GALS interesting for young people, E-Motive, Oxfam Novib accessible at <https://www.emotiveprogram.org/challenge/youth-gender-champions/empowerscale/analysing/>.

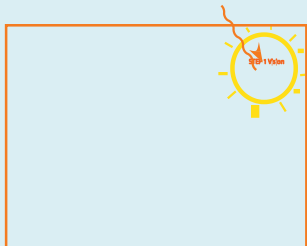
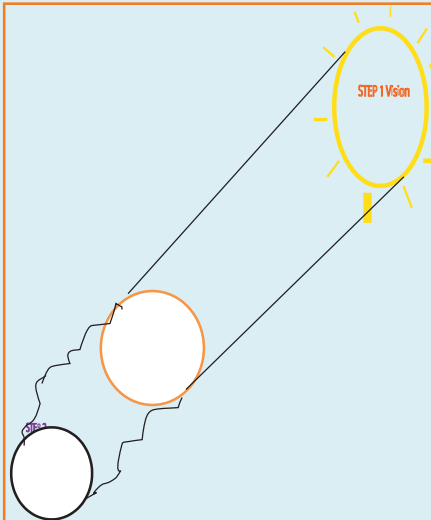
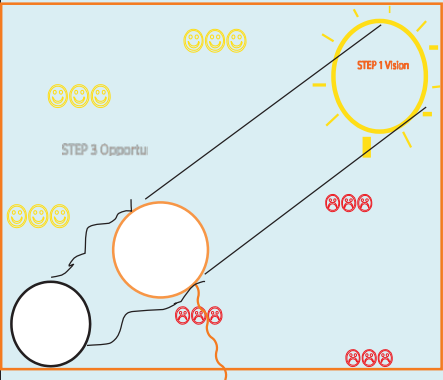
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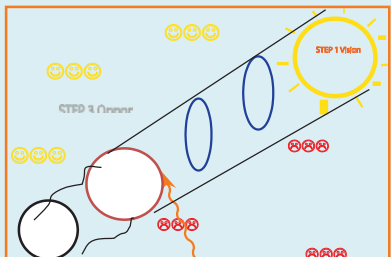
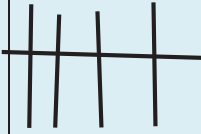
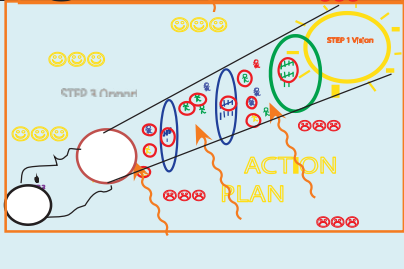
Mayoux, L. and ON (2014) The GALS Phase 1 manual: Rocky Road to Diamond Dreams, (revision of Steering Life's Rocky Road) accessible at <https://empoweratscale.org/resource-centre/gals-phase-1-manual/>

Reemer, T. and Makanza, M. ( 2003) A Practical guide for transforming gender and unequal power relations in value chains, accessible at <https://empoweratscale.org/resource-centre/gals-phase-1-2-guide-value-chains/>

## ANNEXES


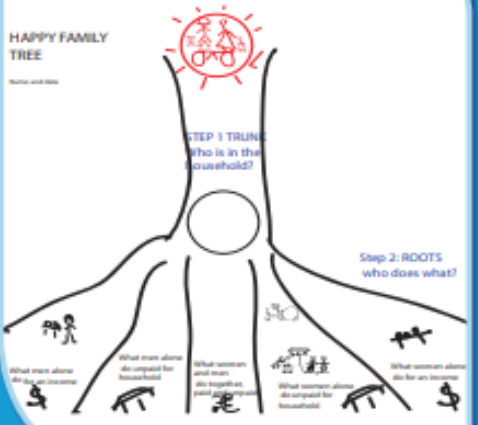
### ANNEX 1: PICTORIAL STEPS OF THE VRJ


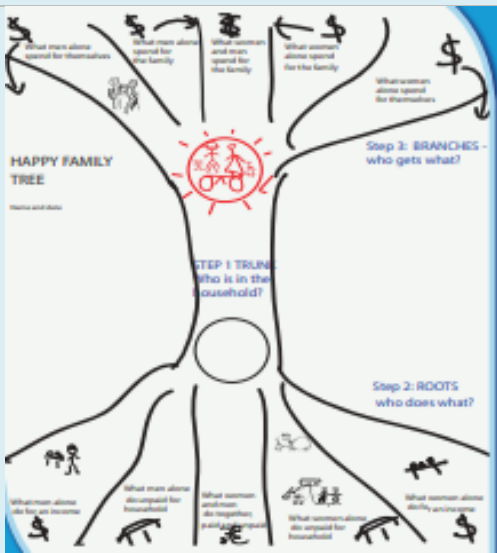

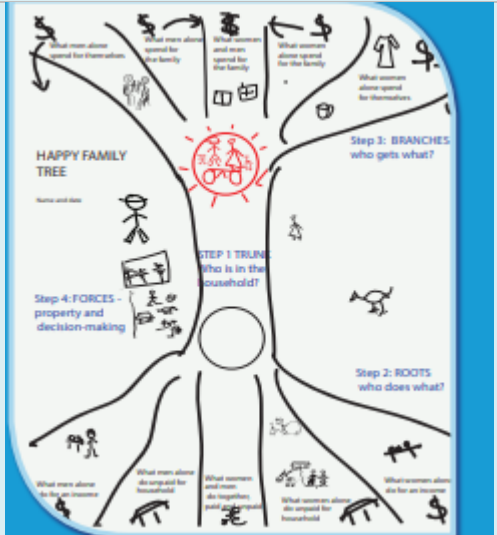
EXPLANATION	STEP/NUMBER	PICTURE OF THE VRJ AT THIS STEP
<b>Step 1: First circle – future</b> Draw a large circle at the top right hand corner of your page, it represents the future. It is a large circle at the top because it is like a sun and you are reaching for the sky. It is the vision which will inspire you to pick yourself up, and continue to move forward.	1	
<b>Step 2: Second and third circles – present and past situation drafting the road</b> Draw a second large circle at the bottom left hand corner of the flipchart. This represents the present situation. Draw two straight lines to link both circles. This represents your road from the present (bottom) to the future (top). The road is straight and upwards, because this is how you hope you will reach up to your vision. In the bottom circle draw how see yourself now in relation to your dream. E.g Talent, skills, youth networks and groups, relations, resources.  Draw a third circle below the second circle This represents the past Join the second and the third circles What was the situation like in the past (can be 5-10 years back) how was your livelihood, gender? Where were you?	2	
<b>Step 3: Opportunities and constraints</b> On either side outside the road you will draw: insert at least 10 opportunities at the top of the road– the things which will lift you up if you fall down. The more opportunities you can think of, the easier it will be to advance. At least 5 constraints go under the road because these are the things that can drag you down. Focus more on the opportunities as they are the ones that will help you to turn the challenges into opportunities. It is important to foresee and avoid them if possible. The things which are most under your control are placed nearest to the road. The things which you cannot control go furthest from the road.	3	

<p><b>Step 4: SMART Objectives</b></p> <p>Participants draw a circle immediately next to the vision and fill in how far they think they can get towards the vision.</p>		
<p><b>Step 5: Stages in the Road</b></p> <p>Ask participants to draw a minimum of five activities that they will conduct in order to achieve their SMART objectives. These are drawn the space between the second circle and the SMART Objectives circle.</p>		

## ANNEX 2: PICTORIAL STEPS OF THE GBT

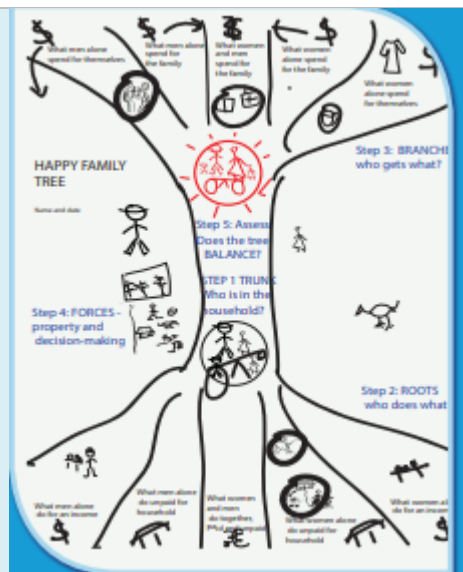
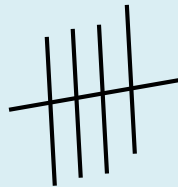
References: adapted from GYEM PALS Toolkit © Linda Mayoux : December 2017 (Page 8 of 12).

EXPLANATION	STEP/NUMBER	PICTURE AT THIS STEP
<p><b>1.Trunk: Where I am I in the household? Who else in the household</b></p> <p>Draw two lines in the middle of the paper for the trunk. At the top of the trunk put a vision circle in red with a symbol for a Happy Family - women on the right and men on the left. At the bottom of the trunk put a black current circle - here you will later put your assessment of your current balance in the family</p>	1	
<p><b>2 Roots: what work do I do? What about others?</b></p> <p>a) Draw two roots for women and two roots for men on the respective side of the trunk. Youth who are single or not yet married draw two roots for themselves, two roots for women and two roots for men</p> <p>Married Youth draw two roots for women and two roots for men. The central root is for joint activities.</p> <p>b) On the outside root on each side (mark with dollar sign) put the activities which people of that sex performs alone for themselves for an income. Draw the things that take more time larger, things that take less time should be small. c) On the inside roots on each side (marked with house sign) put the activities which people of that sex perform alone for the family i.e. housework following the same size convention.</p> <p>d) In the central root (marked with joined hands cooperation sign) put those activities which both women and men do unpaid for the household and/or to contribute to income, putting the symbol on the side of the sex who</p>	2	

<p>does most. Again using the same size convention</p>		
<p><b>3. BRANCHES: How do I benefit from my labour? What do others get?</b></p> <p>a) Draw five branches corresponding to each root, women, men and central trunk for joint household expenses. b) On the outside branch on each side (marked with arrow going out sign), draw symbols for personal expenditure that each sex makes for themselves. Draw the largest expenses large, and the smallest expenses small - put monthly amounts if you can. c) On the inside branch on each side (marked with arrow going in sign) put household expenditure which only one sex pays for. Follow the same size convention as above. Draw the largest expenses large, and the smallest expenses small - put monthly amounts if you can. d) In the middle top branch (marked with an entwined dollar sign) put symbols for joint expenditures - following the same size convention and putting the symbol to the side of the sex who contributes the most.</p>		
<p><b>4. FORCES: What do I own? What about others?</b></p> <p>On their respective side of the trunk put symbols for: a) the property which women and men own - e.g. who owns the land? who owns the livestock? who owns the house? b) the types of decisions which women and men make - which decisions are made by women only, which by men only, which are made jointly? Is one person overall decision-maker or do they always sit down together</p>		

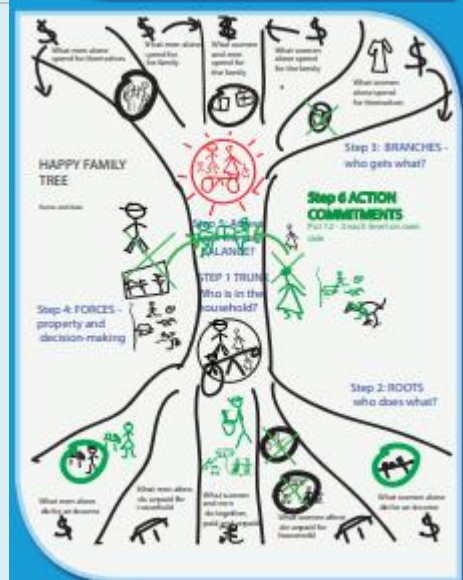
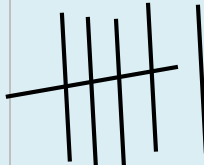
**5. Assessment: does the tree balance?  
Are you happy?**

Is everyone working and benefitting equally in terms of expenditure, ownership and decision-making? Are women doing most of the work with men owning most of the property, income and getting most expenditure? Or are women sitting back and letting their husbands and children do all the work? Put a symbol representing the degree of gender balance in the black circle at bottom of the trunk.









**6. What can I do to improve the tree?  
What can others do?**

Identify 6 action commitments on your own side of the tree - things you yourself will change to make the tree balance. These should be 2 tuber fruits on the roots, 2 mango fruits on the branches and 2 cocoa fruits on the stem. Which changes can you yourself make to increase income earning activities, or decrease time on unpaid or low income activities? which tasks would you start to do jointly for efficiency or fairness? Which unproductive expenditures could you yourself cut? Can you make changes in your expenditure to increase income for yourself or the household e.g. investment in economic activities and/or labour-saving devices for yourself or other household members? What property and decisions will you start to share? Mark these in green or cross the original symbol with a green cross and draw a new green symbol in the appropriate place - as unripe fruits which you want to change and turn red.



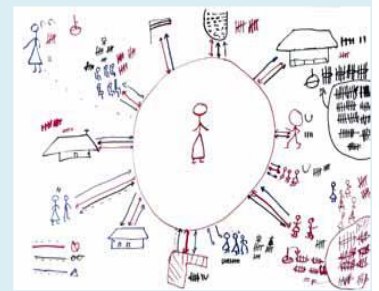
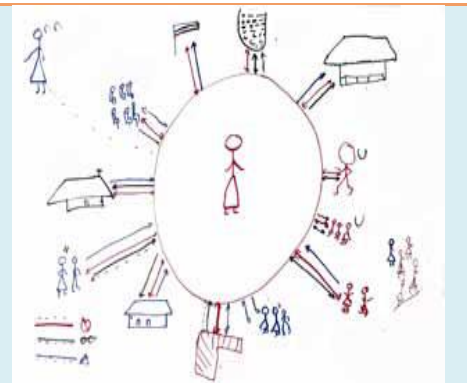


### ANNEX 3: PICTORIAL STEPS OF THE ELM




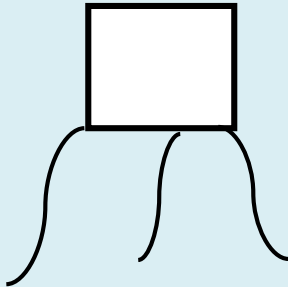
EXPLANATION	STEP/NUMBER	PICTURE AT THIS STEP
<p><b>Step 1: Who am I?</b></p> <p>First draw yourself in the center of the sheet of paper.</p>		
<p><b>Step 2: Who is important in my life?)</b></p> <ul style="list-style-type: none"> <li>• Draw around you the different people who are 'important' in your life;</li> <li>• Draw around your institutions which are 'important' in your life;</li> <li>• In both drawings, put those who are most important closest to you.</li> <li>• Important people' are not necessarily only your immediate household or even the wider family. It could include friends.</li> <li>• Put men/boys in one colour and women/girls in another.</li> </ul>		
<p><b>Step 3: Why are they important?</b></p> <ul style="list-style-type: none"> <li>• Map the social/emotional relationships, economic and power relationships as arrows coming from or to yourself, or between other people on your map. Use different colour lines and symbols for: <ul style="list-style-type: none"> <li>a) Love (red): Who do I love most? Who loves me?</li> <li>b) Money (green): Who gives me money? Who do I give money to?</li> <li>c) Power (black): Who has most power on me? Do I have power on them?</li> </ul> </li> <li>• Think about the direction of the arrow and strength of the relationship - stronger relationships should be a thicker line. Weak relationships a thin or dotted line</li> <li>• Include a key to show the meaning of each colour used. Let the community decide on which colour to use for love, money and power</li> </ul>		


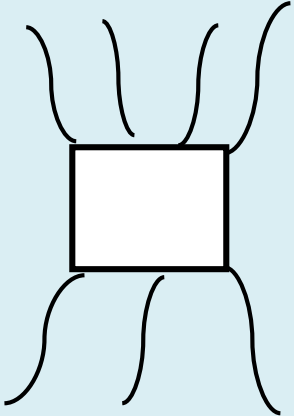
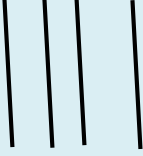
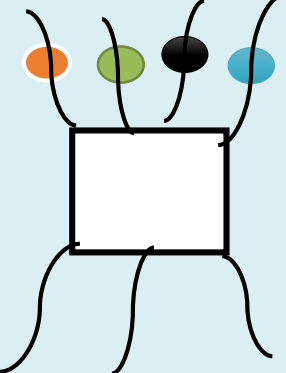
#### Step 4: What can I change?

- a) What/who can change?
- b) What or who can I retain?
- c) What or who should I leave?
- d) What do I like and want more of?
- e) Put a sign for teaching/or a particular tool next to 3-5 people you want to change, 3-5 people you want to retain and 3-5 people you want to leave in the next 6 months.
- f) Select at least 2 of these people to share with immediately on your return home from this workshop or at least within 1 week.

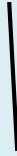


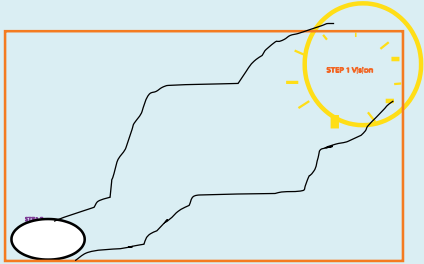

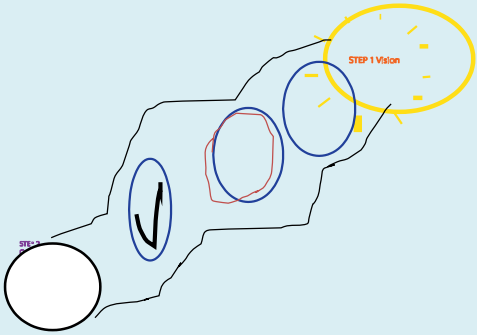


#### ANNEX 4: PICTORIAL STEPS OF THE CHALLENGE ACTION TREE

EXPLANATION	STEP/NUMBER	PICTURE AT THIS STEP
<p><b>Step 1: Defining the trunk or challenge,</b></p> <p>Defining the trunk or challenge.            Draw a box in the middle of the sheet of paper. What is the main issue or challenge for the Tree? Draw it in the middle of the box.</p>		
<p><b>Step 2: Draw and defining the roots or causes</b></p> <p>Each issue has a range of different causes or symptoms which people experience, many of these issues are interrelated. In the pilot, the roots were categorized in three: social, economic and cultural.</p>		

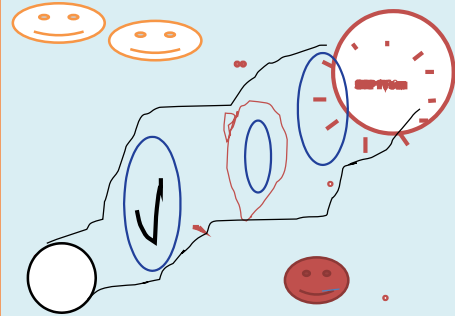
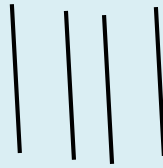
<p><b>Step 3: Defining the branches or solutions</b></p> <p>For each root draw one branch. Then for each element on the roots identify an appropriate solution.</p>		
<p><b>Step 4: Defining action commitments or SMART action fruits</b></p> <p>Defining action commitments or SMART action fruits that can be taken to practically start to bring about the solutions</p>		

## ANNEX 5: PICTORIAL STEPS OF THE ARJ

EXPLANATION	STEP/NUMBER	PICTURE AT THIS STEP
<p><b>Step 1: What was my vision?</b></p> <p>This goes in the top right of the paper. Even if you think things have got worse, the vision must still be at the top to inspire you in future. Put the symbols in the vision circle from your VRJ /Multilane Highway in the vision circle on the Achievement Journey keeping the different lanes. You can make changes to the original vision if you wish.</p>		
<p><b>STEP 2: What was my starting g point?</b></p> <p>At the bottom left of the paper put a circle to represent your starting point at the beginning of GALS. Then join the two circles up with two irregular outside lines for the road. Looking at the current circle on your VRJ what was your starting point?</p>		
<p><b>STEP 3: Which milestone targets have you reached</b></p> <p>Looking at the milestones on your VRJ which milestone have you reached by the time of this workshop? How many of the targets in that milestone have you achieved? Mark those achieved with a tick. Circle those you still have to achieve. Have you achieved anything you did not predict? Mark this with a symbol in the appropriate colour.</p> <p>The VRJ is joined by an irregular road symbol because the Journey to the vision has ups and downs it is not very straight.</p>		

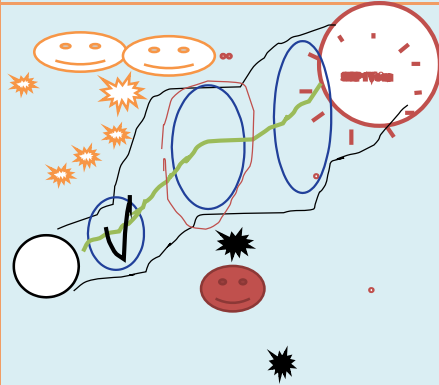
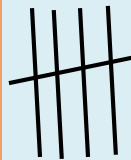
#### Step 4: did my road go up or down?

Put a line for your actual progress along the VRJ to show the ups and downs. Considering what you achieved, has the lane gone up or down? Mark this with a smiley face or sad face by the latest circle. Has your road gone up? Mark this with a smiley face above the road by the latest circle. Has your road gone down? Mark this with a sad face below the road by the latest circle.



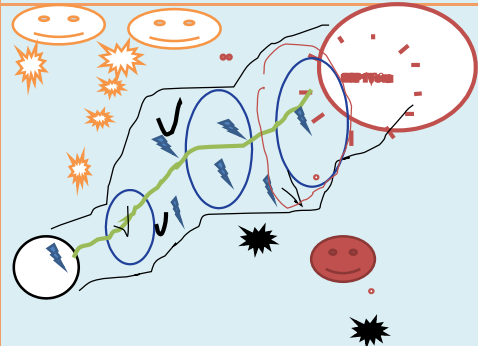
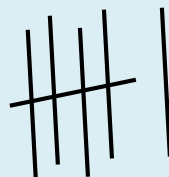
#### STEP 5: what were the reasons, key opportunities and challenges?

Place opportunities and strengths above the road. Those nearer the road were more controllable than those further from the road. Bigger ones are more important. Place challenges, weaknesses and/or threats below the road. Those nearer the road are more controllable than those further from the road. Bigger ones are more important. Mark with a smiley face those on which action was taken. Mark with a sad face those opportunities which were missed or constraints which remain.



#### STEP :6 what were the implications, which actions did I take?

Looking at the actions on your VRJ, which actions have you taken by the time of this workshop? How many of the targets in that milestone have you achieved? Mark those achieved with a tick. Did you do anything you did not predict? Mark this with a symbol in the appropriate place. What are your main conclusions on actions for the future? Put a big circle around those actions you still have to take.







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