Participatory Action Learning System

TRAINING MANUAL
DRAFT ONLY Feb 2005

Written for TUP

By

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Based on piloting with TUP partners Jamghoria Sevabrata, India and Green Home, Uganda and earlier material written for Kabarole Research and Resource Centre, Uganda, ANANDI, India, and Port Sudan Association for Small Enterprise Development (PASED), Sudan.
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Revisited and Empowerment Assessment

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The Collective Vision Journey

Summary Assessment: Poverty Diamonds Revisited (Staff)

PART 4: FURTHER RESOURCES
INTRODUCTION:
TRICKLE-UP’S
PARTICIPATORY ACTION
LEARNING SYSTEM:
OVERVIEW AND AIMS OF THE MANUAL

**TUP’s Mission:**
First Step Out Of Poverty For The Poorest Households
SECTION 1. PALS IN TRICKLE-UP (TUP): AIMS OF THIS MANUAL

1.1 PALS IN TUP: BACKGROUND

PALS (Participatory Action Learning System) is an innovative methodology which aims to empower people (particularly the very poor, and as individuals and communities) to collect, analyse and use information to improve their lives and gain more control over decisions which affect them. The PALS tools and processes discussed here were first developed and piloted by Linda Mayoux with Kabarole Research and Resource Centre (KRC) in Uganda, starting in October 2002. Based on new and existing participatory diagram tools, PALS was originally developed as a methodology for participatory monitoring, evaluation and impact assessment. Most of the funding for PALS to date has come from impact assessment or monitoring and evaluation budgets. However PALS tools are also extremely effective as a training methodology, particularly for nonliterate and very poor people in marginalised communities for whom existing training methodologies are not appropriate. PALS Tools are also useful for people with high levels of education as a means for clarifying ‘fuzzy’ concepts and summarising information. Many of the ideas underlying PALS developed from L. Mayoux experience teaching Study skills for BA and MA students at the open University, UK. ‘Even in management boardroom Powerpoint presentations’ a picture speaks a thousand words’. This also makes them extremely powerful tools to summarise information for advocacy and lobbying arguments where busy policy makers are unlikely to spend a long time reading long reports. PALS Tools therefore offer the possibility of a methodology for bridging at least some of the language and communication gaps between very poor people and ‘those at the top’.

PALS diagram tools and participatory processes are currently being developed for a number of complementary purposes:

- **Awareness raising and training** where people learn to use PALS Tools to collect, analyse and use information useful to them as individuals and groups to increase the effectiveness and sustainability of training.

- **Participatory monitoring, evaluation and impact assessment** where programmes and/or donors and social research organisations aggregate PALS information into an overview analysis for programme decision-making, supplemented where necessary by more extractive participatory, qualitative or quantitative methods.

- **Participatory action research for grassroots-based community planning, lobbying and advocacy** where people and programmes use the Tools for specific individual and collective research for local lobbying and policy advocacy.

The same PALS Diagram Tools can be adapted for many different issues and contexts. In addition to UGANDA, PALS has so far been piloted for women’s empowerment, poverty-targeted micro-finance, organizational development and enterprise
diversification by ANANDI in India, LEAP in Sudan and by members of the Pakistan Micro-finance Network¹.

TUP and partners have been involved in PALS from its early stages. Marinke van Riet of TUP and some of the TUP partners in Uganda, notably Green Home and BETT attended the second KRC PALS training workshop in Uganda May 2003. PALS was then considered as a potential participatory monitoring and impact assessment methodology in the formation of TUP’s new impact assessment system by Jan Maes in 2004. This led to the first PALS training for TUP New York staff in July 2004 by Linda Mayoux. This began to look at the ways in which PALS tools, hitherto mainly developed for group-level participatory planning, monitoring and impact assessment could be adapted for rigorous monitoring and impact assessment by a funding agency. It also started to look at how this monitoring and impact assessment system could build on a PALS-based enterprise training to both improve the enterprise training itself and the reliability of information for the TUP’s information system.

At the time of writing PALS had been piloted with two TUP partners: Jamghoria Sevabrata in West Bengal, India who were completely new to the methodology and Green Home in Uganda where the piloting took further what they themselves had already developed from KRC training. In both locations it was clear that the PALS tools could be extremely effective in helping people to progress in a very short period of time from never having held a pen to rudimentary drawings to quite complex analyses and recording of their businesses and aspirations. People also very soon started to help each other and discuss similarities and differences between the drawings and share information. Very rapidly even non-literate trainees became facilitators of others, and teachers to programme staff. Partner staff have learned many new things and felt their relations with communities improved.

It must be stressed that PALS is a new methodology at the ‘cutting edge’ of participatory methods. TUP in turn is at the cutting edge of PALS development for pro-poor enterprise training and impact assessment. This means that there are inevitably challenges. Some are due to the very complexity and multiplicity of challenges in the lives of very poor people. Some are due to the newness of the methodology and the learning curve involved. Others are due to challenges specific to TUP’s role as a US-based funding agency working through grassroots-based partners working with very poor and marginalised communities. In PALS terminology, PALS itself is a Vision Journey which will have ups and downs. But none of the challenges are ones which cannot be resolved - with firm commitment to learning from and supporting the entrepreneurs themselves and openness and mutual support in working through ways of addressing them.

¹ Further details of PALS developments elsewhere and a copy of the original draft Manual for KRC (Mayoux 2003a) can be obtained from www.lindaswebs.info or from Linda Mayoux at lmayoux@ntlworld.com. For more general discussion of PALS Tools for Impact Assessment see Mayoux 2003 a,b,c,d on the DFID EDIAIS website. For URL references and a full list of manuals available at the time of writing see Resources at the end of this Manual. For details of ANANDI see ANANDI’s website www.anandiindia.org and for LEAP www.leap-pased.org.
1.2 PALS INTEGRATION IN TUP: SUGGESTED PROCESS

PALS has potential to make both TUP's training and the monitoring and impact assessment more cost-effective and empowering. Given that one of TUP's key interventions is enterprise training, this offers an ideal context for integration of much more systematic individual recording, monitoring and planning. This would improve the effectiveness of the training itself through helping people strategically plan their businesses and livelihoods. This information from trained entrepreneurs would also provide a much more reliable record from which TUP can use very specific indicators for its own impact assessment and learning. TUP partners, once trained in the methodology for the administration of the TUP grants, could then adapt the methodology for their own learning and planning on other issues with the communities.

It is suggested that PALS tools are integrated into TUP's existing activities in 3 Phases:

1) Entrepreneur training for Business Plans and first grant instalment
2) 3 Month monitoring for second grant instalment
3) One year impact assessment.

The ideal (where funding and context permits) would be a set of three cumulative entrepreneur trainings each of 3 2-3 hour sessions facilitated by Partner organizations. For new partners these would take place during a 5 day TUP partner field-based training. The main data for baseline, monitoring and impact assessment is collected during these sessions or produced by entrepreneurs as homework.

Once partners are trained and have completed one PALS grant cycle with TUP the partner training should be no longer needed. The same entrepreneur training sessions could then be integrated into their other ongoing activities eg savings and credit meetings. This would enable the training to make more use of 'Homework' and move at the entrepreneurs' own speed, both of which have been shown from impact assessments of other training, to contribute to training impact (Mayoux 2005 forthcoming ILO report). For the partners involved in the PALS pilots this latter seemed to be an attractive suggestion to help focus these meetings and increase group solidarity and commitment. For TUP this leaves only the task of supervision of monitoring and impact assessment for new grant recipients, but with a more reliable and empowering system than existing systems at no anticipated extra cost.
**BOX 1: TRAINING AND ASSESSMENT PHASES**

**PHASE 1: Viable Grant Business Planning**

*TUP Process Output*: A viable Business Plan and Grant Contract for the grant activity Phase 1.

*Entrepreneur training*: Basic training in business planning, income-expenditure analysis and recording. Basic drawing, diagramming, and analytical skills.

*TUP Monitoring*: Provides the key entrepreneur Vision indicators, preliminary Baseline data for the business and wellbeing, and specific business targets to be monitored in Phase 2.

**PHASE 2: From Grant Investment to Livelihood Planning**

*TUP Process Output*: A viable Business Plan and Grant Contract for the grant activity Phase 2.

*Entrepreneur training*: Reinforces skills from Phase 1 and progresses from business planning to broader livelihoods, wellbeing, and empowerment planning. Refines recording and monitoring and planning tools based on entrepreneur needs.

*TUP Monitoring*: The Baseline data are cross-checked and expanded where necessary. Grant use is monitored. Livelihood plans with recording schedules useful to the entrepreneurs are produced for the use of the second grant instalment. These incorporate livelihood diversification and wellbeing and empowerment goals.

**PHASE 3: From Improved Livelihoods to Sustainable Development**

*TUP Process*: Help people and partners plan for ‘Life after TUP grant’

*Entrepreneur training*: To share the lessons from individual experiences and examine the implications for the future. The focus here is very much on collective self-sufficiency and collaboration between entrepreneurs and the support they might need to access from different agencies outside TUP and the partner organization.

*TUP Impact Assessment*: Assesses progress in relation to the Livelihood Plans, in what ways TUP grants and training have contributed to this progress and the implications for further improving TUP support.

### 1.3 PURPOSE OF THIS MANUAL

PALS as a participatory and empowering methodology is inherently a constantly evolving and developing set of tools and processes. Most of the innovation and refinement will come from entrepreneurs themselves as they develop effective recording and planning tools and teach programmes and TUP what they find useful and how TUP partners and staff can best help them move forward. This Manual should not therefore be in any sense treated as a ‘Bible’ of precepts set in stone for all time. At the same time, one has to start somewhere and clear and simple. Otherwise ‘challenges’ (problems) and complexities become so overwhelming that everything becomes confused and discouraging.
The Manual gives proposals for integration of PALS throughout the one year TUP grant cycle: first instalment, 3 month second instalment and one year impact assessment. The focus is on PALS Process and Tool Guidelines for TUP staff and partners for the field Entrepreneur training. Guidelines for initial introduction of PALS to partners will be provided in a subsequent Compendium Manual by Janet Heisey building on the PALS Overview below.

The manual summarises what is currently known about the best ways of introducing PALS to entrepreneurs and programmes, and suggest ways in which the information can then be fed into impact assessment and monitoring at programme and TUP level for the specific indicators required by TUP. It is based mainly on the TUP piloting, Uganda and India presented different social and organizational contexts and different training arrangements. The Tools were being developed as well as tested, and slightly different Tools were used in the two settings in order to test possibilities and try some new things. Many things did work. Many things which did not work so well were because if factors external to the methodology itself (eg lack of time because vehicles were stuck in mud, meals or transport were late and continuing confusion between all concerned about whether the Schedule was 'British time' or 'local time'). The Tools and processes presented in this Manual do not necessarily correspond exactly to what was taught in New York or in either of the pilots, but a subsequent reflection on and distillation of combined learnings. It attempts to address what did not work so well as well as using those things which clearly were very successful. It also draws on the author's experiences of PALS elsewhere.

Parts 1-3 of the Manual discuss details of use of the Tools in the three PALS phases. Goals and expected outputs are stated, suggested training timetables for new partners to incorporate both entrepreneur and partner training, general training guidelines, detailed description of each Tool and how it should be used for monitoring and impact assessment. The piloting covered only the first stage and it must be stressed that proposals for the second two phases are only tentative, but important in seeing where the whole process could be leading and how it could all fit together. Part 4 gives a list of further resources with URL addresses where possible.
PALS builds on a long-established tradition of grassroots participatory action research. Community conscientisation with organizations following Paolo Freire and community-level planning processes have used participatory diagram exercises and involved people collecting their own information eg in housing, sanitation, resettlement and environmental management programmes\(^2\). User-led technology development based on peoples’ own experimentation and record-keeping started in the late 1970s and early 1980s, forming the basis for diagram techniques used in Rapid Rural Appraisal (Chambers 1994; Biggs and Matsaert 1999). In REFLECT methodology for literacy and community empowerment developed by Action Aid non-literate\(^3\) people start by using participatory diagram techniques to explore problems and their solutions through drawing and then gradually progress to documenting these in writing. These individual and community drawings and writings are kept in the form of diaries which are then used for local level lobbying and advocacy as well as awareness-raising. 4 The Internal Learning System (ILS) being developed by Helzi Noponen in a number of micro finance programmes in India women use diaries for local level lobbying (Noponen 2005). The very positive experiences of some of these processes indicates the considerable potential for a system like PALS.

PALS is nevertheless distinctive in the way it attempts to systematically sequence and integrate participatory processes and diagram tools into an integrated and coherent empowerment process. Wherever possible it builds the normally separate activities of training, assessment and community development into an integrated and coherent process which makes each element both more developmentally effective and cost-efficient. In the the case of TUP the enterprise training builds entrepreneur action learning capacity, produces rigorous information for programme monitoring and impact assessment and will (after TUP’s role is finished) feed into local lobbying and policy advocacy for sustainable local development.

### 2.1 PALS PRINCIPLES

PALS is based on three underlying principles outlined in Box 1\(^5\). The main goal is to empower individuals and groups to collect the information they need in order to achieve their aspirations, solve at least some of their problems and ultimately to increase pro-poor accountability of the whole development process. PALS is therefore clearly in tune with TUP’s mission commitment to providing the poorest with the first steps out of

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\(^2\) See for example the Asian Coalition for Housing Rights who use community-based enumerations, mapping exercises, and horizontal exchange programmes in and between grassroots community networks for advocacy on housing rights and also environmental improvements. Details can be found on their website: www.achr.net. See also examples in Chambers and Mayoux 2005.

\(^3\) In PALS the term ‘non-literate’ is preferred to the term ‘illiterate’ which has come to have derogatory connotations beyond the fact that these people have not had access to the benefits of literacy education.

\(^4\) Details of REFLECT (Regenerated Freirean Literacy Through Empowering Community Techniques) can be found at www.reflect.org.

\(^5\) This Section updates and extends an earlier discussion in Mayoux 2003d.
poverty and TUP's multidimensional definition of poverty. The TUP grant process is an ideal starting point for introducing PALS to entrepreneurs and partners. It provides a concrete and useful purpose to focus PALS learning and introduce and reinforce habits of recording and analysis and participatory processes. After the TUP cycle is finished PALS Tools can then be further developed to strengthen other areas of partner intervention and support.

**BOX 2: PARTICIPATORY ACTION LEARNING SYSTEMS (PALS): BASIC PRINCIPLES**

**PARTICIPATION FOR EMPOWERMENT**
- Individual and group information needs determine the whole learning and assessment process
- Ensures the inclusion of the views and interests of the most disadvantaged throughout, and at all levels
- Develops participatory, listening and analytical skills of the more educated and better-off within groups to become effective partners in inclusive and equitable development
- Recognises difference and negotiates potential conflicts of interest in attempting to reach collective consensus.

**ACTION LEARNING**
- 'Improving future practice' rather than 'policing past failure': all investigation includes not only 'what' and 'who' questions, but 'why' and 'how to improve'
- Learning has both immediate and tangible inputs into individual, group and programme decision-making, as well as longer term planning
- The participatory process of investigation and dissemination strategically builds partnerships and networks for decision-making and action.

**SUSTAINABLE SYSTEM**
- Information is collected and analysed at first point of use in order to maintain interest and commitment.
- Integrates learning into existing training and information systems and all routine programme/participant interactions to minimise cost and time.
- Networking events form a focus for aggregation, crystalisation and converting individual and group level action learning into grassroots-based advocacy and programme decision-making.

In TUP the primary focus is to build livelihood action learning skills, capacities and networks at individual, group and community-levels, particularly for the most disadvantaged and marginalised people but also establishing clear development roles for those who are poor but have more skills and 'entrepreneurial flair'. In TUP the starting point is the enterprise training process, reinforced by TUP's monitoring and impact assessment. In this focus on individual and community information collection it most resembles the REFLECT process. However PALS itself does not require literacy, although the drawing and analytical skills learned are a good step in this direction, in a short time lead to elementary recording of numbers and as such are a good preparation
for subsequent literacy development. PALS itself focuses mainly on developing skills which can be used by non-literate people to increase their voice in programme discussions and local governance. PALS also differs from ILS in that people themselves draw and collect all the information at individual and group level and determined by their own information needs, with no externally produced formats or checklists. The tools used and the information collected continue to be innovated, designed and determined by people themselves as a continually evolving process.

The longer-term goal is for this process also to build networks and institutional structures between entrepreneurs, partner organizations and TUP for participatory decision-making and collective action to promote sustainable livelihoods and sustainable development. In order to maintain the interest and usefulness for entrepreneurs the networks built up during training need to be reinforced by partners through their ongoing activities. It is envisaged that partners would for other purposes progressively and cumulatively reinforce use of diagrams, participatory process and analysis through use in lobbying and advocacy, aggregation for participatory events, routine staff appraisal and monitoring processes and any in-depth research processes. In ANANDI in India networking events or ‘melas’ provide a focus for bringing the different interests together for grassroots-based advocacy and programme and policy change. Possibly partners could arrange such melas with other NGOs in the area. The TUP grant disbursal process offers another opportunity for bringing people together for more useful and participatory discussion than the more conventional ‘celebrity’ speech giving - and a welcome opportunity for local celebrities to learn from poor people in partnership.

The basis of the whole system is therefore developing information systems useful for entrepreneurs themselves. Unless there is a solid basis of entrepreneur recording what is useful for their own learning, the whole system fails - or rather reverts to conventional extractive and often unreliable monitoring processes. As discussed below, contrary to common reports that entrepreneurs generally ignore training in record-keeping, experience from BETT indicates that this is not the case if the recording system is developed for their needs rather than dictated by trainers. All diagram sheets are kept by the groups or individuals who drew them to guide their own activities, monitor and evaluate programme interventions, and also lobbying and advocacy campaigns.

At the same time specific information needed by programmes or donors for their accountability can then be extracted from the individual and group-level recording. Where it is judged and agreed that information needed by programmes and donors is also useful for improving livelihoods or other entrepreneur goals, systematic recording and provision of such information by entrepreneurs can be made a condition of support (provided they are trained and supported). In the case of TUP this includes most of what TUP needs to know eg prudent investment of grants, recording incomes, profits and savings, household wellbeing achievements and market diversification. Information which is not directly useful for people themselves (eg possibly poverty targeting in the case of TUP) and therefore potentially unreliable, should be collected through other means eg specific focus groups, management information systems or separately funded reviews and research in order that people are not used as unpaid data collectors.
2.2 PALS TOOLS

**PALS DIAGRAMS**

At all levels PALS is based on the use of a number of very basic diagram types which analyse different types of logical relationship. Those used in TUP PALS are summarised in Box 2. In TUP these five basic diagram types are progressively developed over the 3 Phases of integration and are used by both individuals and groups for different purposes to give a good basis for reinforcement of skills and learning as well as increasing analytical skill for business success and collaborative action. Some of these diagrams are derived from PLA and/or had already been used by the programmes who have been involved in piloting. For example it was ANANDI which contributed the road journey tool to the PALS tool kit at the Uganda workshop. The Diamond Tool was developed at that workshop itself. KRC has also been developing other diagram forms like pots and some partners use bean matrices. Each tool, depending on its purpose, can be used to collect both qualitative and quantitative information on a range of economic, social and political issues.

What follows in this Manual focuses on very specific tools for very specific purposes as the first steps in training and integration. Particular attention is paid to ensuring that individuals who are not used to drawing and expressing themselves are given every opportunity to gain confidence and skills. A recent innovation with TUP has experimented with ways of rapidly developing the drawing skills of those who have never held a pen over a one hour period from first circles and lines to complex symbols for different types of livestock, houses, people and so on. This then increases their confidence and skills to participate equally in group PALS processes.

Once the methodology has been fully learned and integrated many different diagrams and adaptations are possible (For ideas see Resources in Part 4). Group-level and organizational training includes identification of group goals and objectives, how groups can use diagrams for their own participatory planning and monitoring and how group diaries of minutes can be kept in a way which avoids long pages of documentation through focusing on the diagrams supplemented by notes relevant to understanding differences of opinion, participatory process, particular problems of poorer members and so on.

**BOX 3: DIAGRAM TOOLS USED IN PALS IN TUP**

**ROAD JOURNEYS**
Chart a journey from point a to point b, generally over time. Stages in the issue being

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6 Full details of these tools and methods and how they can be made rigorous for qualitative and quantitative analysis are presented in ‘Thinking it Through’ Mayoux 2003b and the PALS Manual Mayoux 2003c and reproduced with ANANDI diagrams on ANANDI’s website www.anandiindia.org

7 This was developed in recent work for TUP and will be described in detail in the forthcoming TUP Guidelines and a paper on L. Mayoux’s website www.lindaswebs.info .
analysed are portrayed inside the road. External opportunities and constraints are presented as signposts or bugbears along the outside of the road. Arrows point out from the road to the opportunities and risks to indicate strategies to be undertaken. Use in TUP:

- **Grant Business Vision Journey**: Phase 1 to clarify Vision and get Baseline data
- **Livelihood Vision Journey**: Phase 2 to look at relationship between business and household wellbeing and provide basis for IA
- **Livelihood Achievement Journey**: Phase 3 to assess impact on livelihood, wellbeing and attribution

**TREES**

Start from a trunk representing an issue or an institution like a household or community. Inputs are then shown as roots and outputs as branches. These can analyse incomes and expenditures, costs and benefits, problems and solutions, causes and effects and so on. Both roots and branches can be of different sizes and quantified. They can also be arranged or coloured, grouped and ranked for qualitative analysis. The roots or branches can represent targets which can be quantified and revisited for assessment. Those which should grown or be cut are clearly marked in action plans. Use in TUP:

- **Grant Business Tree**: Phase 1 as the Grant Use agreement
- **Livelihood Strategy Tree**: Phase 2 as the business recording tool
- **Problem/Solution Tree**: Phase 3 to identify problems and future strategies

**CIRCLE MAPS**

Show the relationships between different elements represented as overlapping circles eg markets, institutions. Circles can be of different sizes, with different colours, lines and other shapes can also be used for qualitative and quantitative analysis and re-analysed for changes at a later date. Those circles which are to be targeted, accessed and changed are ringed or marked with arrows. Use in TUP:

- **Business Market Map**: Phase 1 to look at marketing issues
- **Marketing Strategy Map**: Phase 2 to identify specific potential areas and targets for diversification which can then be tracked in IA
- **Institutional Map**: Phase 3 to identify steps beyond TUP

**CALENDARS**

Show the seasonal changes in livelihoods, health problems and other issues. These can be put along the margins also of other diagrams eg road journeys or trees. Use in TUP:

- **Profit calculation calendar**: Phase 2 to put on the Grant Business Tree to track profits

**DIAMONDS**

Show distribution around an average. These start by investigating local indicators. Numbers of people are then marked at each level. Plans are made for addressing the situation of those at the bottom of the diamond. Use in TUP:

- **Poverty diamonds**: Phases 1-3 to identify indicators and aggregate data from individual diagrams on different dimensions of poverty for poverty targeting and IA

For other PLA diagrams see Part 4.
EMPOWERING ENQUIRY

The sequencing of the exercises themselves and the ways in which different diagrams is combined is guided by principles of Empowering Enquiry (See Box 3). The focus is not on ‘identifying and examining problems’ or ‘policing correct implementation of programme or donor prescriptions’ but on looking at:

- what different people themselves want and what they have achieved
- why things are as they are and the opportunities and risks for the future
- how to improve strategies and support to better achieve those goals which both people themselves and programmes have identified.
- who is involved, differences and potential conflicts of interest

Every Session, and as far as possible every exercise, begins by clearly stating the practical purpose of the exercise – what people may need to know (in the case of TUP, generally how they can best use the Grant to sustainably increase incomes and improve livelihoods), always comes back to focus on that issue when discussion deviates too much, and concludes with discussion of what can be done and how to move forward. Discussion should not get too bogged down in details of what is happening, or even why, if this is not directly related to thinking through how to improve. Generally the ‘what’ and ‘why’ questions are relevant to the ‘how to improve questions’, but it is for the facilitator to continually help the entrepreneur to think this through if it is not clear.

Analysis of ‘who’ questions come from comparison of different individual diagrams or the aggregate analysis. This can be done in much the same way as disaggregation of survey information to identify different patterns of strategies, challenges and impacts. In PALS much of this discussion and analysis takes place as a lateral learning process rather than ‘expert analysis’ back at HQ. This enables a lot of crosschecking and triangulation of information to establish what really are differences between people, and what differences are due to mistaken information or misunderstanding or misrepresentation of the question.

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8 The discussion here substantially updates and clarifies the discussion of Empowering Enquiry in Mayoux 2003b. This in turn built on and developed ideas from Appreciative Inquiry (see the 2003b paper).
**BOX 4: EMPOWERING ENQUIRY: KEY STEPS**

**STEP 1 WHAT FUTURE? VISIONING CHANGE**
- What future do people want?

**STEP 2 WHAT PAST? APPRECIATING ACHIEVEMENTS**
- What positive changes have already been achieved?
- What do people still want to change?

**STEP 3 WHY? IDENTIFYING OPPORTUNITIES AND CHALLENGES**
- How were past changes achieved? What were the opportunities? What were the crises and challenges?
- What is preventing further positive changes from occurring? What opportunities exist which have not been seized? What risks and challenges need to be addressed?
- What have been the relative roles of people themselves, programmes and external factors?

**STEP 4 HOW TO IMPROVE? IDENTIFYING STRATEGIES**
- Which past strategies indicate ways forward for the future?
- How can other opportunities be taken advantage of? How can risks and challenges be addressed?
- What are the implications for what people themselves can do individually? As a group? For support needed from programmes? For policy changes needed through lobbying and advocacy?

**STEP 5 WHAT, WHO AND WHEN? NEGOTIATING CHANGE**

**UNDERLYING CONCERN: WHO? STAKEHOLDER ANALYSIS**
Continual awareness of areas of difference, consensus and conflict of interest between stakeholders:
- Who is benefitting?
- Who is participating in the PALS process?
- How can the interests of the most vulnerable and disadvantaged be promoted?
- What is the role of external agencies and the currently powerful?

For impact assessment the diagrams are revisited and redrawn at intervals to track changes over time or following changes in programme interventions or economic policies. The degree of rigour and cross-contextual standardisation with which each tool is used depends on the precise purpose. For consciousness-raising it is not necessary to spend a lot of peoples' time in rigorous quantification. For livelihood or enterprise training however very detailed discussion of costs and incomes is needed over a period of time and enables far more reliable information to be collected than in one-off survey questions, or even repeat recall surveys. Where quantification is needed eg for lobbying,
this is included on diagrams or put on easy-fill formats, again mainly using symbols. For use at programme level diagrams are photographed using a digital camera and filed together with checklist and points needed by programme staff for programme implementation and programme improvement. The integration of 'why' and 'how to improve' questions on the diagrams themselves, and use of specific tools like preference matrices enables much more systematic and accurate assessment of attribution and action recommendations.

2.3 PALS TRAINING PROCESS: PARTICIPATORY PRINCIPLES AND GUIDELINES

However PALS is not just a set of diagram tools, however well sequenced, but an empowerment process where increasing equity and participation and changing power relations are an integral part of the training and assessment process itself. Attitudes and behaviours together with participatory guidelines and sequencing of individual and group reflection and activities are as important as the sequencing of Tools themselves. Facilitation of a participatory process and helping people develop participatory skills which will help them work together and engage with other institutions after the TUP grant cycle are as important as the tools at all stages. Many of the Tools below start with individual reflection and drawing. This is to ensure that everyone develops confidence and has time to reflect on their own situation sufficiently to make an informed contribution to the group. In group discussions a number of participatory process guidelines are followed to ensure more equitable participation and particularly to reinforce participation of the poorest and those who are non-literate. At the same time it is also important to ensure that those who are more confident, skilled and experienced also advance, but in such a way that they can then help the others once the development agency has gone (See Box 5).

At all stages of training all Sessions must begin with a clear explanation of the practical purpose of the Session and Tool and make sure that this is understood by everyone. This is essential to capturing everyone's attention and helping to focus the whole Session and refocus it is discussion goes off at a tangent. This essential first step was often omitted by partners in the pilot Phase. To some extent this was through nervousness in the training process. In other cases it was because the trainers had not clarified the practical purpose in their own minds. The goals of each Session are stated for the Tools below.

BOX 5: PARTICIPATORY TRAINING GUIDELINES

9 This has been most fully thought through in recent Manuals for training and monitoring in Sudan and for TUP partners. For further details and links see L.Mayoux website www.lindaswebs.info.
GENERAL PROCESSES

- Everyone is respected and equal
- Ensure people at all levels of enterprise experience and literacy are catered for
- Ensure that sufficient space is allowed for expression of minority views and/or clarification of differences of opinion and experience
- Ensure that the poorest and most vulnerable feel included, confident and equal
- Ensure that the skills and contributions of the more able are also developed so that they can help others

SPECIFIC STEPS

OPENING THE SESSION

- Make the practical purpose of the exercise clear and ensure everyone has understood
- Pairwise energiser

DURING THE SESSION

- Use of symbols rather than words
- All materials are drawn and designed by trainees rather than predesigned formats
- Open space for lateral learning
- Passing the ‘microphone’

CLOSING THE SESSION

- Make sure everyone has contributed
- Make sure the practical learnings are summarised (by participants) and clear
- Identify steps and further things for Homework
- Agree assistance where necessary for people who have any difficulties so they can come properly prepared for the next session

This explanation is followed by a PALS pairwise introduction unless there are preformed groupings from a previous Session. People should talk in pairs for five minutes about the topic in hand and then report back on what the other person has said. The choice of partner and specific questions on which the discussion should focus vary between Sessions as indicated in the detailed instructions below. This is extremely important and substitutes for normal individual introduction:

- It encourages people who might not otherwise speak to come forward.
It is important for people in training, and in groups, to listen and learn from each other and to speak up for each other. This will also be important after the training because if they can collaborate with each other to get facilities, many voices are louder than one.

This pairwise discussion also provides an important way of immediately getting people involved as soon as they arrive. This serves to encourage early arrival and penalise late-coming. All Sessions should proceed to Stage 2 at the allocated time. Otherwise there is not enough time for the all-important Action Learning Stage 3.

Experience in the piloting phase was that this immediately helped people to start talking and increased confidence as well as leading to much better feedback on the questions. There was a very clear difference between those sessions where the Pairwise Introductions were done, and those where normal individual introductions had been done. Although sometimes the pairwise introductions take a bit more time to get started, the rest of the session goes more smoothly because people are already confident.

Use of symbols and drawings, rather than words enables non-literate people to fully participate in discussions and also to remember and recall discussions based on the drawings produced. Diagrams are accessible to everyone - including foreign outsiders like TUP staff and across language barriers. This may take more time initially, but people soon get very good at devising shorthand hieroglyphs. Then for many purposes drawing becomes quicker than writing. Words should only be used where necessary. More literate people feel this is ‘dumbing down’, but explain that this is a very important skill and one picture is worth a thousand words' even in Multiational Board Rooms and very important for clarifying ideas. Use of PALS diagrams means that the training itself is more participatory and responsive to the needs of these people than is frequently the case.

Individual diaries rather than pre-designed training materials form the main focus for training programmes. These enable people to progressively think through concrete and realisable plans for their business, lives, participation and contribution to groups or whatever the particular subject of the training might be. This includes designing their own questions and recording procedures to track progress in relation to these plans, analyse why their progress (or lack of progress) is occurring and how they can improve.

Throughout the training everyone's word must be valued and respected, particularly the views of those who may be more disadvantaged than others in the group. This includes women, non-literate people and also men if they are in a minority and not in leadership positions. This principle should underly all the facilitator's actions eg starting Feedbacks with encouragement to people at the back or who have not spoken before. In some circumstances it may be necessary to explicitly state this as a principle and get participant consensus. This is helped by 'Passing the Microphone'. Introduce some sort of tool like a stick, or some groups prefer a banana or other object to represent a microphone. It is only the person holding this tool who is allowed to talk. It is then possible to ensure that everyone has a turn to hold the stick and limits on the numbers of time or length of time anyone can hold it can also be introduced. At the end of each stage anyone who has not spoken or drawn on the diagram must be given the 'microphone' or pen and encouraged to comment/draw on the diagram.
At the same time, it important both for inclusion, speed of progress and sustainability of progress, that those with greater initial skills, education and experience are also helped to advance as far as they can. This will also help maintain interest and enthusiasm within communities. These are the people who can also provide initial leadership. At the same time it is very important to help them develop listening, participation and delegation skills, so that they help others to develop more confidence and skills rather than top-down teaching. In both the pilots however those who were quicker to learn were very good at explaining and helping the intermediate people, which then enabled the facilitators to focus on those with most difficulties and also bringing the quicker ones along fast. In India the final session was with 30 women who came along in 3 batches and women from the first batch were effectively teaching women from the last batch, which gave them a lot of confidence. In Uganda the market map was done by the entrepreneurs teaching the programme staff once the basic principles had been explained to them!

It is often more useful to have participatory discussions in an 'Open Space' where different areas of a room are reserved for specific discussions and people can then circulate freely to contribute to different discussions as they wish. These must still be carefully facilitated and followed up, but for many purposes give more room for open discussion than more formal fixed small groups or large plenaries. In some contexts and for some purposes separate interest groups (eg by gender, age, ethnicity, health status etc) are formed to enable people to develop and discuss particular viewpoints before presenting these in a more general participatory forum.

Finally, following the discussion of Empowering Enquiry above, make sure that the practical questions identified at the beginning of the Session are summarised and clear. In some cases below, this is through use of a group diagram tool. In others it is done on an individual level. In a few cases it will need to be a facilitator summary, but this should use questions wherever possible. This can then be followed by recapitulation in the pairwise discussion of the following Session in order to maintain continuity and cumulative progress between Sessions. Relevant homework of some sort should always be given to encourage self-reliance and confidence. But ensure that anyone with difficulties can get assistance so that Homeowkr is a way of catching up, not something which makes them fall further behind.

2.4   PALS IMPACT ASSESSMENT: GENERAL GUIDELINES

TUP’s own information needs are fairly modest and are generally in line with what entrepreneurs themselves need to know in order to improve their businesses and fully benefit from TUP support. As noted above most of the information needed by TUP is produced by entrepreneurs during the training Sessions. Where the level of entrepreneur skill does not make this possible, then this is given as homework and one of the other trainees are asked to help them.

The training sessions below are designed with impact assessment in mind to cumulatively build up the information in ways which are useful, and in most cases necessary, for the
entrepreneur to increase their incomes and improve livelihoods. Detailed instructions are then given as to exactly which information will need to be recorded and crosschecked by TUP as the minimum bottom line information.

The impact indicators proposed (See Box 6) cover all those from TUP’s poverty indicator tree, together with some others (indicated in red): necessary for fulfilment of grant criteria (savings and reinvestment profits), essential to enterprise and could be expected to be outcomes of training (skills) or a slight refinement of the well-being indicators to include indicators mentioned by people in the pilot (health, healthy environment and family harmony). Improved health could be an expected outcome from livelihood improvement, even if health care expenditure or access to health services has not increased. Increased family harmony is often mentioned by both men and women and would be a good thing to track.

The use of the enterprise training process so that entrepreneurs themselves learn to record and track their own process in relation to these indicators as a means to increasing their ability to attain their business and well-being goals, is likely to considerably increase the reliability of the information for TUP impact assessment. The use of individual Tools like the Road Journeys, Trees and Calendars means people have time to reflect carefully on things like incomes and attribution and have a clear incentive and means to track this information. As noted above, the experience of BETT in Uganda (See Profit Calendar Tool) indicates that entrepreneurs can benefit from keeping records regularly if the system has adapted to their needs. This means ensuring that the pattern, precision and frequency of recording is that most useful for the entrepreneur and that they themselves develop and draw the Calendar rather than having a preset format.

Entrepreneur recording will be more detailed than that required by TUP. Only the monthly, or maybe in the case of agriculture and some other activities yearly, summaries will need to be recorded in TUP’s monitoring. This data can be entered directly into monitoring sheets by program staff as is currently done and in exactly the same way as data from questionnaires. The main difference being that the data is likely to be more reliable and the entrepreneur themselves also have a clear understanding of the information and implications, and retain the diagram for their own planning.

**BOX 6: TUP IMPACT ASSESSMENT INDICATORS FOR PALS**

**TUP MISSION**

**First steps Out Of Poverty For The Poorest Households**

Implications:

- Multidimensional definition which takes account of local priorities as well as global criteria
- Importance of poverty targeting

**INCREASED INCOME**

- Cash incomes
- non-cash incomes
**INCREASE ASSETS**
- Business assets
- Savings

**DECREASED VULNERABILITY**
- Diversified income sources
- Income smoothing
- Reinvestment of profits

**INCREASED WELL-BEING**
- Food security and consumption of valued foods
- Housing
- **Health, healthy environment (e.g. latrine, safe drinking water) and health care**
- Education
- Household assets

**SOCIAL AND POLITICAL EMPOWERMENT**
- Skills
- Self-esteem
- Social status
- Political participation

For some purposes group diagrams are used, either to clarify and gain consensus on local indicators and/or to aggregate the data from the individual diagrams and/or to collect new information. The main Tools here are Diamonds and Circle Maps. Particularly with group diagram is it very important to keep a key. In Uganda an experiment was made with program staff to see how far they understood each other’s diagrams without a key. Groups drew Achievement Road Journeys for an imaginary business. The groups were then asked to swap diagrams and try to ‘read’ the diagram of another group. Remarkably the readings were 95% accurate even without a Key. Unfortunately for the foreign facilitators the Journeys were not so easily understood because we did not know enough about coffee and cassava production. So it is crucial that for TUP Keys are included and clear. Group diagrams, and some of the individual diagrams, should also be recorded with a digital camera for filing and reference. Qualitative information necessary to interpreting the diagram should also be recorded eg who was present? How open was the discussion? Sensitive points? (For details of use of group participatory methods and recording see Mayoux EDIAIS papers on participatory and qualitative methods in Resources Section)

However the wealth of detail which comes out from the PALS process, and its likely greater reliability than information collected by other methods, does not resolve all the problems and challenges faced by conventional survey methods. Livelihoods are extremely complex. The common stereotype whereby TUP gives a grant to a very poor person who previously had no economic activity and whose income and well-being depend completely on the grant activity did not hold for most of the entrepreneurs and the pilot study. Most poor people already have a range of other income and subsistence activities which they are desperately trying to juggle in order to survive. There are also trade-offs between the different indicators which TUP has set: income from business may be reinvested, it may be put into savings, it may be spent on consumption and well-being. Or it might be spent on things which increase self-esteem but maybe unsustainable e.g. religious ceremonies, clothes, watches or expensive hairstyles.
The issue of attribution is also extremely difficult to assess. Even if the grant business is totally due to the grant itself, which is unlikely to be true in many cases, this may be at the expense of other economic activities. Any changes in household income or household well-being may not be due to the grant business, but activities of other household members and/or inflation and market factors. It is therefore crucial that TUP focuses very clearly on grant use, the grant business and what goes out from that for the entrepreneur. Other economic activities in the wider household context need to be brought into the picture, but cannot be looked at in great detail.

In all this TUP will have to make decisions about its 'optimal ignorance' in view of the time and resources needed to collect and analyse information for entrepreneurs, program staff and TUP itself. In focusing the impact assessment a number of key principles are important:

1) What is it that entrepreneurs themselves will find it useful to track in order to achieve their own goals? With what degree of precision?
2) What does TUP need to know in order to improve its grant programme and/or convince its funders? With what degree of precision?
3) What do people know and/or what are they willing to tell outsiders? With what degree of precision?
4) What is the trade-off between detail and precision and time needed to collect and analyse the data? Where should the line be drawn?

Box 7 suggests the key questions which TUP needs to answer.

**BOX 7: PHASE 3 ASSESSMENT QUESTIONS (COPIED FROM PART 1 AND PHASE 3):**

**1) INDIVIDUAL LEVEL ASSESSMENT OF ACHIEVEMENTS**

**CONTRIBUTION OF THE TUP GRANT TO THE GRANT-FUNDED BUSINESS**

1) What is the entrepreneur's vision for the future? One very lucrative business? Diversification of income streams to decrease vulnerability? To have year-round income in the off-season? Food security? To get some income with low-labor input? Asset building?
2) Was the grant used for business? How much?
3) Have cash, non-cash income, assets and savings from the grant business increased? For each, how much (quantified as precisely as possible)?
4) Why? How far is the change in the grant business due to the TUP loan? To other factors?
5) Implications: are there any ways in which the grant delivery could be improved to increase its contribution to grant business growth?

**CONTRIBUTION OF THE GRANT BUSINESS TO DECREASED VULNERABILITY?**
1) Has the grant business contributed to or detracted from other economic activities? Not at all? A little? Quite a lot? A lot?
2) Have savings increased?
3) Has seasonality of income earning decreased?

CONTRIBUTION OF GRANT BUSINESS TO HOUSEHOLD WELLBEING
Has grant income contributed to any of the following:
1) Food security
2) Housing improvement
3) Health
4) Education of children or adults
5) Household assets

CONTRIBUTION OF GRANT, GRANT BUSINESS OR PALS TRAINING TO
1) Skills development - what?
2) Self-esteem - precisely how?
3) Social status - precisely how
4) Political participation - precisely how?

CONTRIBUTION OF PALS TRAINING TO LIVELIHOOD SUCCESS AND DECREASED VULNERABILITY
1) Improved identification of opportunities - in what ways did PALS help?
2) Improved planning to avoid risks - in what ways did PALS help?
3) Record-keeping - in what ways did PALS help?
4) Product/market diversification - in what ways did PALS help?

BROAD LEVEL OF SATISFACTION WITH ACHIEVEMENTS IN RELATION TO VISION
Completely satisfied, very satisfied, satisfied, OK, not satisfied, very dissatisfied.

FOR WHOM HAVE THE CONTRIBUTIONS OCCURRED
All the above disaggregated by:
1) Initial poverty levels
2) Gender
3) Disability
4) Ethnicity/caste

IN WHAT WAYS COULD SUPPORT BE IMPROVED?

1) COMMUNITY-LEVEL IMPACTS

LOCAL ECONOMIC DEVELOPMENT

1) Have grants and/or training led to product innovation and diversification in the local economy? Examples, how many people?

2) Have grants and/or training led to people accessing new markets? Examples, how many people?
COMMUNITY PROBLEM-SOLVING AND REDUCTION IN VULNERABILITY

1) Has the training led to examples of collective problem-solving? Examples? How many?

IN WHAT WAYS COULD SUPPORT BE IMPROVED?
2.5 PALS BEYOND TUP

Once entrepreneurs and partners have fully learnt the Tools to collect specific information on TUP grant business and entrepreneurs have become accustomed to regularly recording and analysing information on their businesses and livelihoods, the same Tools can subsequently be adapted for many different action learning purposes. TUP should also therefore stress the long-term potential usefulness of the Tools and discuss some of the possibilities in more detail at the end of Phase 3 training. For details of use of diagrams for other purposes see the Resources Section in Part 4 of this Manual.

Partners interested in women’s empowerment, food security and poverty should be encouraged to look at the ANANDI website www.anandiindia.org where full details of all these tools are given. Those focusing on organizational development could be given the LEAP Organizational Training Manual. These and other resources will be put up, or linked as they are available on L.Mayoux website www.lindaswebs.info.
PART 1
PALS PHASE 1:
PLANNING A Viable
Grant Business
3.1 GOALS AND OUTPUTS

TUP PROCESS OUTPUTS
Phase 1 training focuses on the first 3 months of the Grant process within the context of the entrepreneur's long-term grant business and livelihood/wellbeing Vision. It produces:

1. Viable 3 month Business Plan
2. Grant Business contract for use of TUP first grant
3. Marketing strategy to decrease risk of market saturation and grant business failure

OTHER ENTREPRENEUR GOALS

- **Non-literate**: to move from holding a pen, sometimes for the first time, to confidently drawing and doing simple written calculations based on multiples of 10 (ie just using 1s and 0s to represent bank notes of different sizes)

- **Advanced**: to develop detailed Business and Marketing Plans with full consideration of potential risks and opportunities and recording structure

- **Both**: to develop ‘finding out’, analytical, participatory and collaboration skills.

TUP MONITORING GOALS

1) To establish intended grant use for monitoring in Phase 2.
2) To provide **Baseline** data on the business and specific well-being indicators in order to assess effectiveness of poverty targeting and (when crossed checked and further refined in Phase two) as input to the one-year impact assessment.
3) To assess the **broad goal** of the entrepreneur in relation to the Grant business.
4) To identify **concrete three month targets** for the Grant business for TUP 3 month grant monitoring.

For details see Box 7 below.

PARTNER GOALS

1) To increase staff understanding of entrepreneur achievements and problems
2) To increase staff knowledge of different markets and potential for economic diversification
3) To develop participatory and facilitation skills and improve communication and understanding between staff and the communities they serve
PHASE 1: VIABLE GRANT BUSINESS: TUP PROCESS, TRAINING AND IA

TRAINING

NEW PARTNERS 6 DAY TRAINING BY TUP
- PALS principles and process
- Phase 1 entrepreneur trainings
- Poverty diamond analyses for income, assets, well-being and skills

PHASE 1 ENTREPRENEUR TRAINING VIABLE GRANT BUSINESS 3 DAYS

Grant Business Vision Journey
Grant Business Tree
Grant Business Market Map

Key learnings:
- Good use of grant money
- From business vision to staged strategy
- Separation of family from business to reach longer term well-being goals
- Possibilities for new markets and products
- Developing skills in drawing, analysis, numeracy and participation

Outputs
- Grant Business Plan
- Grant Contract
- Market Map

TUP 10 STEP ...

1. COORDINATING PARTNER AGENCY APPLICATION

2. SELECTION AND TRAINING OF ENTREPRENEURS
   Using PALS staff poverty diamonds

3. PREPARATION OF THE BUSINESS PLAN
   by entrepreneurs during entrepreneur training

4. FIRST DISBURSEMENT OF $50:
   Review and approval of individual PALS Business Plans
   Analysis of staff poverty diamonds
   Grant disbursement
   All completed PALS Plans to TUP together with key aggregated data from PALS diamonds.

TUP BASELINE DATA
   Poverty targeting
   Intended loan use
   Business progress targets for income, assets, wellbeing and skills by Phase 2
   Market diversification targets by Phase 2

TUP IMPACT ASSESSMENT
3.2 GENERAL TRAINING GUIDELINES

Throughout Phase 1 the focus is on learning how to plan and analyse one specific activity - the grant-funded business. In Phase 2 this business will then be placed more in the context of the broader livelihood strategy. But things MUST start simple and clear with the grant business. Otherwise there are arrows and links all over the place. As soon as discussion starts to deviate, explain that it is necessary to focus narrowly at this stage, otherwise things will become too confusing.

Each staff member should be allocated to specific trainees to follow up through the whole of the Phase 1 training. Make sure the most experienced staff are with either the real beginners or the advanced trainees. The other staff should take the intermediate trainees. Each staff member is then responsible for tracking and monitoring the same trainee, and feeding back the information in the Diamond on the final day. They will then work with a different entrepreneur in Phases 2 and 3 to increase their experience.

ENSURE PARTICIPATORY PRINCIPLES are followed by all and that staff do not lecture the entrepreneurs, but support them in doing everything themselves and that staff see themselves as learners as well as trainers. The least experienced entrepreneurs still have far more experience of coping with poverty and difficult circumstances than staff and this expertise should be explicitly recognised.

STAFF DO NOT HAVE ALL THE ANSWERS People generally have very good reasons for doing what they do based on their own priorities and understanding of their situation. Always try to understand the reasons for peoples’ strategies and decisions, even if they appear ‘illogical’ at first. Unless this is understood any advice may at best be ignored (because it does not respond to peoples’ perceived needs and priorities) or at worst be plain wrong and thus jeopardise all trust in the future.

**BOX 8: SUGGESTED TIMETABLE FOR PHASE 1 PARTNER AND ENTREPRENEUR TRAINING**

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Staff training at training HQ</th>
<th>Entrepreneur training in community</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning</strong></td>
<td>9-10 Pairwise introduction, experience of PLA and expectations</td>
<td></td>
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<tr>
<td></td>
<td>10-12 Overview of PALS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12-1 Discussion</td>
<td></td>
</tr>
<tr>
<td><strong>Afternoon</strong></td>
<td>Programme Vision Journey: broad goals and concepts of the organization</td>
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<tr>
<td></td>
<td>Participation discussion</td>
<td></td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
<td>GRANT VISION JOURNEY</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td></td>
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<tr>
<td>-----------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Morning</td>
<td>9-10 Recap of Vision Journey steps</td>
<td></td>
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<tr>
<td></td>
<td>10-11 Participatory process: role play</td>
<td></td>
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<tr>
<td></td>
<td>11-12 Role play of VJ in community</td>
<td></td>
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<tr>
<td>Afternoon</td>
<td>1-6 Travel and VJ in community</td>
<td></td>
</tr>
<tr>
<td>Day 3</td>
<td>GRANT BUSINESS TREE</td>
<td></td>
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<tr>
<td>Morning</td>
<td>9-10 Feedback on Vision Journey</td>
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<tr>
<td></td>
<td>10-11 Grant Business Tree overview</td>
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<td></td>
<td>11-12 GBT Role play</td>
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<tr>
<td>Afternoon</td>
<td>1-6 Travel and GBT in community</td>
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<tr>
<td>Day 4</td>
<td>GRANT BUSINESS MARKET MAP</td>
<td></td>
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<tr>
<td>Morning</td>
<td>9-10 Feedback on Grant Business Tree</td>
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<td></td>
<td>10-11 Product Market Map overview</td>
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<td></td>
<td>11-12 PMM Role play</td>
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<tr>
<td>Afternoon</td>
<td>1-6 Travel and GBMM in community</td>
<td></td>
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<tr>
<td>Day 5</td>
<td>POVERTY DIAMOND</td>
<td></td>
</tr>
<tr>
<td>Morning</td>
<td>9-10 Pairwise feedback of what learned and remaining problems</td>
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<tr>
<td></td>
<td>10-11 Poverty Diamond Overview</td>
<td></td>
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<tr>
<td></td>
<td>11-12 Poverty Diamond filling in data from VJ</td>
<td></td>
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<tr>
<td>Afternoon</td>
<td>Selection of grantees from PD and GBT</td>
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<tr>
<td></td>
<td>Discussion of ways forward on partner market research from GBMM</td>
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<tr>
<td></td>
<td>1-6 Travel and GBMM in community</td>
<td></td>
</tr>
</tbody>
</table>

**PREPARATION**

**ENTREPRENEURS**

1) To have thought and discussed with others their proposals for use of the TUP grant.
2) To bring any existing record keeping formats and records.
3) To think of any songs or cultural events they would like in order to have some fun between the serious work.

**PARTNERS**

1) To have clearly explained the purpose, timings and venues of the training to the entrepreneurs.
2) To think of any songs or cultural events they would like in order to have some fun between the serious work.

**FACILITATOR**

1) To have read through the instructions on both participatory process and diagrams.

All other drawing should where possible be done in the field to make things more spontaneous and lively.

**VENUE**

At this stage all the training takes place in the communities with very basic equipment.

- Make sure the environment is as peaceful as possible, that there is sufficient shade and space for people to form small groups and draw on the Flipcharts.

- There must be sufficient tables or mats on the ground to be able to form groups of three to four people.

- If possible identify a number of nearby houses where group discussions can take place and with clear walls which can be used for the Open Space activities.

- Stones or similar objects are useful for holding down the Flipcharts if there is any wind.

**MATERIALS**

The following must be provided for each participant:

- 1 large white Flipchart per tool. For more literate people Flipcharts can be divided into two because they are able to draw smaller diagrams. These must be rolled and not folded so that they can be photographed if required.

- 4 coloured felt tip pens: Black/brown, red, green/blue and one more bright colour (yellow/orange/pink/purple). These can be shared that there must be sufficient pens for each participant to use different colours. In what follows the colours used are brown, red, green and yellow. Substitute alternative colours as appropriate.

- The main facilitator must also have a Notebook large enough to put down some information in table form. Other facilitators should also have small notebooks for more qualitative and quantitative notes.
### 3.3 IMPACT ASSESSMENT GUIDELINES

NB Each staff member should be allocated to specific trainees to follow up through the whole of the Phase 1 training. Make sure the most experienced staff are with either the real beginners or the advanced trainees. The other staff should take the intermediate trainees. Each staff member is then responsible for tracking and monitoring the same trainee, and feeding back the information in the Diamond on the final day.

They will then work with a different entrepreneur in Phases 2 and 3 to increase their experience.

<table>
<thead>
<tr>
<th>IMPACT GOALS</th>
<th>INCOME</th>
<th>ASSETS</th>
<th>VULNERABILITY</th>
<th>WELL-BEING</th>
<th>EMPOWERMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDICATOR</td>
<td>cash incomes, non-cash incomes</td>
<td>business assets household assets</td>
<td>diversified income sources income smoothing</td>
<td>housing healthcare, food security, education</td>
<td>self-esteem, social status, political participation</td>
</tr>
<tr>
<td>Grant Business Vision Journey</td>
<td>Longterm vision, Baseline data on cash incomes and non-cash incomes</td>
<td>Longterm vision, Baseline data on assets</td>
<td>Longterm vision, Baseline data on income sources</td>
<td>Longterm vision, Baseline data on housing, healthcare, luxury food and education</td>
<td>Longterm skills vision, Baseline data on skills</td>
</tr>
<tr>
<td>Grant Business Tree</td>
<td>3 month target cash and non-cash income from grant activity</td>
<td>3 month intended grant use</td>
<td>3 month intended grant use</td>
<td></td>
<td>3 month intended skills acquisition</td>
</tr>
<tr>
<td>Grant Business Market Map</td>
<td></td>
<td>potential for product diversification with targets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poverty Diamonds (Staff)</td>
<td>aggregated baseline data on incomes</td>
<td>aggregated baseline data on assets</td>
<td>aggregated baseline data on housing, health, luxury food and children's education</td>
<td>aggregated data on skills</td>
<td></td>
</tr>
</tbody>
</table>
GRANT VISION JOURNEYS: GRANT BUSINESS PLAN

Total time 3 hours.

WHAT ARE VISION JOURNEYS?

Vision Journeys are a type of Road Journey.

Road journey diagrams chart a journey from point A to point B over time. Vision Journeys look forward. A second type of Journey: Achievement Journeys look back. The complete Road Journey combines the two.

The Grant Vision Journey serves as the staged Grant Business Plan for the business which the entrepreneur intends to start with the first TUP grant over the first 3 months. It shows:

- The vision or ultimate aims in relation to business income, assets, wellbeing and skills as long-term individual indicators for achievement
- The starting point which serves as Baseline indicators and data on business income, assets, wellbeing and skills
- 3 month target for the Business and skills with timed stages along the way which serve as monitoring points for the entrepreneur
- Opportunities and obstacles along the way which serve as planning tools and in impact assessment as attribution indicators.

The 3 month targets are monitored and progress analysed in Phase 2. Phase 2 then draws a second Livelihood Vision Journey which relates the Grant Business to other economic activities and household wellbeing and projects forward to 1 year. This Livelihood Vision Journey is then subjected to detailed retrospective analysis in Achievement Journeys and aggregated in Phase 3 impact assessment.
FIGURE 1: GRANT BUSINESS VISION JOURNEY

Negligible/Institutional Constraints/Risks

Step 6: Risks

Step 4: TUR Monitoring

Individual Resources Lacking

Step 7: Business Stages

Structural/Institutional Indicators/Risks

Step 3: Baseline Indicators

Grant Business

Present

Skills

Other Activities

Wellbeing

Step 1: Basic Road

(eg loans, training)

Favourable Events

Step 5: Opportunities

Skills

Indicators/Strategies

can be taken advantage of ring and

which events and opportunities

Business

Grant

Skills

Target

Assets

Income

Three Months

Business Growth

Figure 1:

Some Examples of Vision Journeys from the Field

Note: these are examples only and do not correspond directly to the revised steps indicated below.
Vision Journey 1 for cooking oil
Produced by an entrepreneur in Uganda who had not previously held a pen. Notice she is already putting numbers on the two rectangles in the circle at the bottom left to represent bank notes.

Vision Journey 2 for a male coffee trader in Uganda

Vision Journey 3 for a woman fish trader in Uganda
**PURPOSE OF GRANT BUSINESS VISION JOURNEY**

**FOR ENTREPRENEURS:**

The Vision Journey has been carefully designed to introduce people to:

- **drawing**: starting with circles, then straight lines, then more and more differentiated drawings as indicated below.

- **elementary concepts of business planning**: importance of having a clear staged goal for the business in order to achieve whatever vision they have; importance of separation of grant business, other activities and household wellbeing in order to plan how their business can grow in order for them to achieve wellbeing goals; necessity of thinking through opportunities and risks and ways they can be taken advantage of/addressed; importance of tracking business ups and downs over time.

- **basic conceptual analysis** and what can be charted on drawings: concepts of time, importance of spatial organization, using different colours and sizes.

- **basic numeracy** - using symbols of money in multiples of 10 and adding and subtracting these on paper. Using sets of 5 marks to quantify things:

  ![Mark Symbols](image)

- **give them a learning plan** for skills acquisition

It is very important that for those who have little experience of drawing this first diagram is kept simple with a clear focus on the grant business in order to develop the drawing and analytical skills at the same time as getting the necessary output for monitoring. Other economic activities and well-being goals will also come in, but these can be given as homework and will in any case be examined in much more detail in later phases. For those with more experience and drawing skill, much more detailed analysis of the relationship between business and household, risks and opportunities etc is possible.

**FOR PARTNERS AND TUP:**

Of the rich information coming out of the discussion, facilitators only need to record very specific and concrete data:

1) **Baseline data** for the business and household in the first Circle for Present situation. Also literacy levels. These serve as poverty targeting data.
2) **Monitoring indicators** in the 3 month circle for intended grant activities.
3) A broad sense of the **different goals** which people may have and how they expect the grant to contribute to this.

For details of exactly how this feeds into the monitoring and impact assessment process see Monitoring Details at the end of this Section.
**PROCESS STAGE 1: PAIRWISE INTRODUCTION**

**30 minutes**

Begin with a PALS pairwise introduction (see above) explaining that the PALS pairwise introduction is extremely important and substitutes for normal individual introduction. Explain that it is important for people in training, and in groups, to listen and learn from each other and to speak up for each other. This will also be important after the training because if they can collaborate with each other to get facilities, many voices are louder than one.

In this particular exercise explain people should identify someone they do not know so well (but they must speak the same language) and ask:

- name
- type of business
- whether they have been to school (how many years) and whether or not they have had other types of training
- what skills they think they need for a successful business
- expectations from the training

Each participant then feeds back to the group what their partner said.

The facilitator should note name, business, literacy and skill details on the Monitoring Form (See IA Guidelines and form at the end of this Section). But do this in such a way as not to make the whole exercise like a Census and so that it does not disrupt the flow of conversation. On a separate sheet for monitoring the training, entrepreneur expectations should be listed together with numbers of people having similar expectations.

Pairwise introductions are a very important part of the participation skills training and cannot be omitted. Experience in the piloting phase was that this immediately helped people to start talking and increased confidence as well as leading to much better feedback on the questions. There was a very clear difference between those sessions where the Pairwise Introductions were done, and those where normal individual introductions had been done. Although sometimes the pairwise introductions take a bit more time to get started, the rest of the session goes more smoothly because people are already confident. People soon get used to having these pairwise introductions at the beginning of each training and this stage will be much smoother in subsequent Sessions.

**PROCESS STAGE 2: DRAWING THE VISION JOURNEY**

**1 hour 30 minutes**
Explain the purpose of this particular activity (See Goals above and adapt as appropriate). Show a Flipchart of the Vision Journey framework from Step 1 (opposite) but no further.

Based on levels of literacy, divide participants into three groups:

➢ those with no schooling at all and who have never or rarely held a pen
➢ those with some elementary schooling
➢ those who are obviously more advanced

Ask them to find somewhere comfortable to sit together and spread out their flipcharts. Make sure each group has at least one pen of each of the three colours between them, particularly black and red.

Participants are then helped to do the drawings with facilitators circulating and ensuring that those who have most difficulty receive sufficient attention, but also that those who are more advanced kept continually busy and stimulated with more complex analysis and drawing. They can also be asked to help the intermediate level participants - not the elementary ones though as they are likely to dominate and do everything for them.

**STEP 1 Map the road.**

See figure above. BUT ALL ENTREPRENEURS DRAW ALL. The facilitator should at no time be holding a pen - see Drawing Note.

**STEP 1.1 First Circle – future**

Ask the participant to draw a large circle at the top righthand corner of the flipchart. Explain that this represents the future.

**STEP 1.2 Second circle – present**

Then ask them to draw a second large circle at the bottom lefthand corner of the flipchart. Explain this represents the present situation.

**STEP 1.3 Lines for the Road**

Then ask them to draw two straight lines to link either side of the circle. This represents their road from the present to the future. It is straight and upwards, because this is how they hope they will reach up to their vision. Things may not work out that way (as will be examined in the follow-up Achievement Journey), but this is how we hope it will be.

**STEP 1.4 Grant Business**
In the middle of the vision circle ask them to draw a symbol to represent the business for which they want to take the TUP grant.

**Step 1 cautionary note:** In the pilot projects we found it was very important to make sure that the symbolic meaning of 'up' and 'down' are agreed and clear. In order to link with the other diagrams and maintain consistency, it is important that it is clear that up will signify good in the sense of reaching to the sky and moving up. Moving up is also difficult, as in going uphill, but is worth the effort. Down

**Step 1 drawing notes:** For those participants who have not previously held a pen it is extremely important that they themselves should draw everything. The first circle will be quite large and their hand may shake. Reassure them that this is quite normal and reassure them that this always happens. Many other people have gone through this stage, but if they persevere with drawing it will become much easier, and then it is even a short step to doing numbers and eventually learning to write.

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

The real next test comes with the symbol for the business activity. Explain that now they have drawn circles and lines. All drawings are just combinations of circles and lines - long ones short ones, squishy ones, bent ones etc. So how would they start to draw a symbol for their activity. Continually probe to ask them how you know that what they have drawn is what they mean. For example initially a pig may just be a circle, but it needs four legs, it also needs a curly tail so we know it's a pig and not a goat, it also needs something to show whether it is a local or exotic pig, male or female etc. By this time people are generally laughing and having fun. Then continue this probing for all subsequent drawings till they are confident and making these sorts of distinctions on their own.

In the middle of the vision circle ask them to draw a symbol to represent the business for which they want to take the TUP grant.

**Step 2**

Examine the future long-term vision

TUP is interested in matching the outcomes of the grant investment to entrepreneurs’ long term goals which for many very poor people

NOTE: The ordering of Steps 2-4 needs to follow the entrepreneur’s own logic and what they have thought about most. Some entrepreneurs found it easier to do Step 3 first. If people have difficulty thinking about the Vision move to Step 3 and then back to Step 2. In some cases it may be best to focus mainly on Step 4 of how they intend to use the grant. The important point is to keep people drawing and gaining confidence with what they can draw. And to ensure that the Grant Use in 3 months at least is clear. The rest can be given as Homework with assistance from another trainee to be checked the following day.
may inevitably be food security and well-being from a diversified livelihood and income smoothing rather than one business enterprise. Step 2 aims to identify the long term vision, and also how concrete this vision is in terms of content and timing. In Uganda and India some entrepreneurs had very concrete one or two year plans, others only a vague dream. This difference did not seem to be clearly correlated with education or income level, or with gender.

**STEP 2.1 Make sure things so far are clear**

First ask the participant to say which of the circles represents the future to make sure they have understood.

**STEP 2.2 Wellbeing Vision**

Then outside the main circle ask them to draw another circle in green to represent their vision for themselves and their family.

How would they want this to be? Common things here are children going to school, types of housing, good food, clothing etc. This step could feasibly be done after the business, but experience indicated that it is easier to focus on the business once these wider visions have been dealt with.

The wider vision is also a useful way of encouraging people to dream and smile and have some fun drawing.

If they automatically come up with business goals, this is important to note and these symbol should go inside the first circle. TUP can also here use its own checklist of indicators if some things do not come up and there is enough time. But this is more important in Phase 2.

**STEP 2.3 Business Vision**

Then ask how much do the person need their grant activity to grow in order to achieve their vision. Or do they wish to diversify? Draw these in the central circle as a clear indication of Grant activity and other economic activities. This circle might also include productive assets like land for agriculture. If things appear complicated focus on increased output from the grant activity. This will depend on how complicated the person's livelihood is.

As noted above, these goals are not critical for monitoring outputs from this activity and will be investigated in more detail in future. The main thing which needs to be noted is how far in the future this vision is, whether the aim is one enterprise or diversified sources of income, and how far the vision is business rather than family focused in the way in which the participant expresses themselves.
**STEP 2.4  Skills Vision**
What does the person feel they need to know in order to be successful? Numeracy, literacy, technical skills, business skills. Mark these in the Vision Circle but in a different prominent colour, those directly related to Business in the Business Circle. Others under wellbeing.

**STEP 3 Baseline Data for the Present situation**
This is the critical information for TUP monitoring.

**STEP 3.1  Check all is still clear**
Ask the participant to say which of the circles represents the present to check they still understand the diagram.

**STEP 3.2  Baseline Business Indicators**
Then ask them where they are now in relation to their intended business activity and wellbeing vision:

- Are they already involved in the activity, if so what is their level of production? Put this in the middle of the first circle.

- What necessary inputs do they have: fixed assets, working capital, savings, skills (make sure all are covered). Draw these also in the circle at the bottom lefthand corner.

NOTE: Trainees will differ widely in the speed at which they progress. It is crucial that they draw everything themselves to gain confidence, that they are not hurried and feel in control. If this means that not all the wellbeing indicators can be drawn in the time, then these questions should be asked and filled in later.
**STEP 3.3 Other economic activities**

Ask them if they have any other economic activities. They should put symbols to represent levels of production and assets in a second ring around the grant business. Only Baseline data is required in Phase 1. The interrelations between the grant business and other activities as part of a broader livelihood strategy will be followed up in more detail in Phase 2.

**STEP 3.4 Wellbeing Baseline Indicators**

- As them to draw a third green circle around the Present Business Circles.
- In relation to the household vision what do they have now? Check from checklist of TUP wellbeing indicators: food security, health status, children’s education, housing and environment.
- They should draw these in the green outer circle.

**STEP 3.5 Skills Baseline Indicators**

Skills: numeracy, literacy, technical, business and life skills are both a key component of enterprise development increasing incomes, decreasing vulnerability and improving wellbeing in many different ways. It is also a likely outcome from TUP training. It is therefore desirable that skills increase should be monitored as a key component of empowerment which then contributes to all the other dimensions of poverty reduction as well as the other dimensions of empowerment: confidence and social status. The Vision Journey begins this discussion which should continue to be emphasised throughout.

- Mark those related to Business in the Business Circle but in a prominent colour.
  Others in the Wellbeing Circle.

**STEP 4 TUP 3 month monitoring data**

Discussion of savings is a very good point at which to start getting people to draw banknotes with numbers on. They may need to do this in a thinner pen or biro.

If the person is new to writing numbers use multiples of 10 adapted to the particular money system (eg do not start with 10 if the lowest normal denomination note is 10,000). Agree different sizes of Note and put on the appropriate numbers. 10 is just a line and a circle which they have already drawn. Then when they come to do addition and subtraction it is easy to just add more notes of strike some off.

People in both pilots progressed very rapidly to this stage eg the Notes in the first Vision Journey from Uganda above.
**STEP 4.1  Make sure process and aims of TUP Grant are clear**

Explain again that the immediate purpose of the Vision Journey is to help people think through how they can best use the TUP grant to help them achieve their vision. If they want to achieve their wellbeing vision they must first focus very clearly on the business and not get sidetracked into spending the money on the family now. A second instalment of the grant will be given in 3 months so the main focus will be a discussion of what they will spend the first instalment on and what will happen in those three months. Then TUP can decide whether they have used the first grant wisely and would qualify for the second instalment.

**STEP 4.2  Draw the 3 month circle**

Draw a third business circle in the middle of the road close to the future vision to represent the three month timeframe. Ask them to put in this circle exactly where they expect their business to be e.g. expected sales, number of pigs, level of savings.

Do not discuss wellbeing indicators at this stage - stress the importance of reinvestment and keeping the money rotating in the business. But include indicators for the Business-related skills.

**STEP 4.3  Grant Use**

Then at the beginning of the Road just after the present circle they should put exactly what they will use the TUP grant for. This will then be followed up in the Grant Business Tree the next day.

Again stress the importance of reinvestment and keeping the money rotating in the business. It may be however that they may use the grant money to cover immediate expenses so that they avoid eg paying interest to moneylenders later so that money will then be invested in the business. It may also be that the timing of grant disbursement is not the best time for them to use it in terms of markets. These issues must be discussed fully so that entrepreneurs are open about their strategies and at the same time are discouraged from making decisions which may harm their progress towards their Vision goal.

**STEP 4.4  Cross check**

Then cross check back to what was put in the circle representing the present and make sure that all the baseline indicators are clear and make sense.

**STEP 4.5  Congratulations and encouragement**

For those entrepreneurs who have not drawn before this is all that should be expected by the end of this Session. They have done very well! Congratulate them.
MORE ADVANCED TRAINEES

Advanced trainees

So far the main focus has been on drawing skills and helping people to think about a staged process of business growth linking with family well-being i.e. what and who questions. Some entrepreneurs (eg the coffee and fish traders from Uganda above) grasp the whole idea and concept very quickly. They should be left to draw while the beginners are helped. Then checked when they reach this stage.

Steps 5 and 6 then go on to examine how and why questions in relation to opportunities and risks. For them this is the really useful part so encourage them to go as far as possible, particularly Step 7.

STEP 5 What are the opportunities

STEP 5.1 Mark on the opportunities:
Participants should mark on the section above the road what they see as the probable inputs and opportunities, which will help them to move upwards (it is important here to continue the symbolism of upwards meaning good). TUP capital is one of these opportunities, others might be savings and credit, training programmes, markets, family support and so on. This gives some sense of the relative role of TUP grants in relation to other resources which people have. These points should also be noted for future discussion in Process Stage 3.

Make sure the symbolism of good things on top is maintained: ‘good things pull you up to the sky’. (Avoid any suggestion that ‘bad things push you down’, and be very careful about the way the words ‘push’ and ‘pull’ are used – this was a problem in Uganda)

Those opportunities which are nearest should be drawn closest to the road and if possible in the order up the road in which they could be taken advantage of.
Those which are to do with the family e.g. family support, help etc should be drawn within the green verge.

Those opportunities which are more difficult to obtain or which are further down the road should be drawn in the appropriate place.
**STEP 5.2  Action step arrows**

Ring in green those opportunities which the participant intends to take advantage of.

Few opportunities ‘fall from heaven’ most require active effort to access them. So most of these arrows will go out from the road to the opportunity. Clear arrows should be drawn in green out from the road to the opportunity at roughly the stage in the road where they may be expected to occur.

If time permits possible strategies for access may also be discussed and marked with a symbol on the arrow.

Use very large arrows for the most important opportunities.

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**STEP 6 What are the constraints/risks**

**STEP 6.1 What are the risks/constraints?**

Participants should mark in red on the section below the road what they see as the probable risks, problems and constraints, e.g., disease, weather/natural disasters, family illness, market insecurity.

Those problems and constraints which people think they could do something about should be closer to the road.

Those which are ongoing and which must be taken into account in future should be furthest from the road.

Again take great care about language and symbolism of up and down: ‘Bad things suck you down into a hole’. (Avoid any suggestion that good things push you up)

**STEP 6.2  Action Step Arrows**

In the case of risks and constraints, not all are under the control of the entrepreneur - though action can be taken to reduce vulnerability. For those which cannot be avoided put arrows from the constraint into the road. Use larger arrows for bigger risks/constraints.

Of those left put arrows from the road to the contraints for those which people intend to take action on. Again put the arrow out from the rough point in the road where they expect to take action and use different sizes of arrow to indicate importance. Put symbols on the arrows to indicate what the strategies might be.
None of this needs to be monitored but the points should also be noted for future discussion in Process Stage 3.

**PROCESS STAGE 3: ACTION LEARNING WRAP UP**

30 minutes - 1 hour

It is crucial that at least 20 minutes, preferably 30 minutes, is left at the end of the exercise for group discussion about:

- Different visions and linking between people with the same activity.
- Some discussion of general opportunities and risks and beginning discussion of how some of them can be overcome.
- Get feedback on how people felt about the exercise, particularly difficulties in drawing for those with little previous experience and also ensuring that those who are most advanced are aware of the power of drawings as a planning tool.
- Giving homework to fill in gaps and ensure that people will help each other if necessary.

**HOMEWORK**

**STEP 7 Grant Business Stages**

**STEP 7.1 Names and labels**

Participants should be asked to think of a symbol which they think characterizes themselves, and draw this as their signature on their diagram. If they can write, they can also put their name, but this is not necessary.

They should together think of a symbol for the group if it does not already have one and put this also at the top of the sheet. If they can write, they can also write this name, but this is not necessary.

**STEP 7.2 Business Stages**
They should also be asked to fill in more of the business stages along the inside of the road - where they want to be after one month and two months. This will help with the work the following day.

**PREPARATION FOR NEXT SESSION**

1) Ask people to look out their business records and bring these along because they will be sharing experiences of business recording the following day and trying to develop methods which are useful for everyone.

2) PARTICIPANTS SHOULD BRING THE VISION JOURNEYS TO THE NEXT SESSION.

3) Stress that it is very important that people keep all their diagrams safe because these will form the basis of the next Sessions, and also further trainings. The papers should always be rolled and not folded.

4) OVER THE NEXT 3 MONTHS PARTICIPANTS SHOULD MONITOR EACH MONTH whether they are achieving their monthly targets referring to the Calendar on the GBT in the next Session and the diagram will be examined at the beginning of Phase 2 training. They should put a smiley or sad face in each circle as appropriate.

These can also be used as a key focus for discussion at programme group meetings.
Facilitators should not forget to take photographs of the drawings.

The Vision Journey will be further refined for the Life Vision Journey in Phase 2, for the wellbeing impact assessment. Its main purpose is as an easy way to start drawing, writing numbers and understand planning concepts as above.

**TO BE FILLED IN THE PHASE 1 MONITORING SHEET**

The main data of importance for TUP monitoring, and hence which need to be verified and reliable, are:

1) Baseline and Poverty Targeting assessment data from the first Circle of the present situation which should contain:
   - Business Circle: business assets, income, savings and skills
   - Household Circle: food security, housing, children's education, health status and environment
   - Either Circle: skills

2) The Vision Business Circle is also of importance to indicate the main goal for the grant activity:
   - One very lucrative business
   - Diversification of income streams to decrease vulnerability
   - To have year-round income in the off-season
   - Food security
   - To get some income with low-labor input
   - Asset building

These data should be filled into the relevant columns of TUP PALS Phase 1 Assessment sheet in Part 4 of the Manual.

**USEFUL DATA TO BE VERIFIED LATER**

The 3 month monitoring circle is followed up in detail in the Grant Business Tree and at this stage the data may not be reliable. So do not fill these in at this stage.

The discussion of opportunities and risks are followed up in the market maps and discussions and again are only tentative at this stage.
**GRANT BUSINESS TREE: GRANT CONTRACT**

**WHAT ARE GRANT BUSINESS TREES?**

Trees start from a trunk representing an issue or an institution like a household or community. Inputs are then shown as roots and outputs as branches. These can analyse incomes and expenditures, costs and benefits, problems and solutions, causes and effects and so on. Both roots and branches can be of different sizes and quantified. They can also be arranged or coloured, grouped and ranked for qualitative analysis. The roots or branches can represent targets which can be quantified and revisited for assessment.

In Phase 1 the main focus is to produce a Grant Contract the first 3 months of the period after getting the grant to provide a record of agreement on:

- grant use in relation to necessary inputs
- hoped for cash and non-cash incomes from the activity over that time
- intended savings and reinvestment targets
- intended family labour contributions

To serve as a basis for monitoring input to Phase 2.

In Phase 2 this 3 month Grant Business Tree will then be redrawn as a Livelihood Analysis Tree projecting the following 9 months and incorporating wellbeing targets. Achievements in relation to this plan will then be assessed in the impact assessment in Phase 3.

The Tree starts discussion of Business Record keeping. If the entrepreneurs are already keeping records effectively, then notes are taken on the ways they do it to feed into TUP's experience bank of different methods. The entrepreneurs are then asked to teach the others. If not then a rudimentary system is devised on the tree and followed up in detail in Phase 2.

The monthly conclusions from the record keeping are entered into the circles on the GB Vision Journey to reinforce the idea of upward progress over time, and also the relation between the detailed snapshot analysis of the tree with the timesketch board brush of the Vision Journey. This linkage will be taken further in Phase 2.
FIGURE 3:  GRANT BUSINESS TREE
FIGURE 4:
GRANT BUSINESS TREE: FIELD EXAMPLE

NB This tree is not complete.
**PURPOSE**

**ENTREPRENEURS:**
To get a detailed 3 month input/output analysis and cost/profit analysis of their particular grant business activity. The degree of sophistication of each tree will vary depending on the literacy, knowledge and skills of individual participants. For those whose goal is to make a profit, they should come out with a properly quantified estimate of net profit and reinvestment by the time of the 3 month monitoring for a particular timeframe. For those whose goal is food security, they should come out with a proper assessment of time input, the diversity of outputs and a plan for sustainability (eg livestock to be retained for breeding).

**TUP:**
To get a good idea of the variation in expectations, analytical capacity of participants and a range of analyses of expected profits for specific activities and inputs and outputs that people are receiving.

**BOTH:**
Set up a preliminary recording system for data gathered for recording activity performance, which can then be used to track success over the 3 months.

**PROCESS STAGE 1: PAIRWISE INTRODUCTION**

30 minutes

Again begin with a PALS pairwise introduction (see above). This time people should pair with a different person they do not know so well (but they must speak the same language), share their Vision Journeys and ask:

- Name and symbol they chose and why
- Type of business
- What they learned from the Vision Journey the previous day and from their homework.
- Anything they found difficult which they need to be clarified today.
- Do they keep any business records? Did they bring any with them to show how they do it?

This who come up with the most questions needing to be clarified today will get the biggest clap. Those with no questions get a Boo. It is only through asking questions that one learns - and that the trainer will learn how to train better.

Each participant then feeds back to the group what their partner said.
This introduction is very important to understand what people are learning and what they are finding difficult. Again the pairwise process enables people to speak more freely before reporting back to the trainer.

Spend a short time discussing any examples of reliable record-keeping. Then follow this up with the entrepreneur/s concerned during the Drawing Phase.

Check that the group has chosen a group symbol and that this is on all the sheets.

**PROCESS STAGE 2: DRAWING THE GRANT BUSINESS TREE**

**1 hour 30 minutes**

Explain the purpose of this particular activity (See Goals above and adapt as appropriate). This time the Facilitator can explain and draw the tree framework. Show people a Flipchart with a drawing of a Grant Business Tree like the one show above and briefly explain the steps. Now everyone has confidence drawing it should be possible to go a bit more quickly and they will not be discouraged by seeing what it is hoped they will be able to draw by the end of the Session.

Divide participants into groups depending on type of activity. Ask them to find somewhere comfortable to sit together and spread out their flipcharts. Make sure each group has at least one pen of each of the three colours between them, particularly black and red.

Participants are then facilitated to do the drawings with facilitators circulating and ensuring that those who have most difficulty receive sufficient attention, but also that those who are more advanced kept continually busy and stimulated with more complex analysis and drawing.

**STEP 1 Starting off: chart identification and basic frame**

**STEP 1.1 Naming the chart**

The person should put their own symbol at the top left hand corner of the Flipchart. But the entrepreneur and group name may be written by their neighbour if necessary.

**STEP 1.2 The trunk**

Ask people to draw two parallel lines like the trunk of a tree.

**STEP 1.3 The grant business activity**

Ask the person to put the symbol for the grant business activity in the middle of the trunk.
Where the aim is to diversify into one new activity and use the whole of the grant for this, the participant's other activities should be drawn outside the trunk on the left hand side (refer to their Vision Journey to check). These may be relevant to either the roots or the branches of the tree e.g. sources of extra investment/uses of profits.

If the grant itself is to be used for more than one activity then both activities should be put inside the trunk.

But try to keep things as simple as possible. The levels of complexity possible will depend largely on the analytical skills and experience of the particular entrepreneur. But be careful not to get too complicated — greater complexity will be possible in Phase 2.

**POSSIBLE COMPLICATIONS**

Most very poor people will only want to invest in one activity to start with. Where more than one activity is involved see specific instructions in Steps 2, 4 and 5.

*STEP 2 What are the Stages of the proposed activity? Who is involved?*

**STEP 2.1 Stages of the activity.**

Then on the right hand side of the trunk put stages up the trunk for all the different activities needed from beginning to end of the planning, production and marketing process. If the grant is intended for more than one activity then the stages of each should be drawn up the side of the trunk in columns.

**STEP 2.2 Household member contribution**

TUP has a requirement that the entrepreneur and their family should contribute most of the labour required.

To the right of the activity stages put the symbols for the different family members — children small, differences for male and female etc.

Put links between the family members and any relevant activities.

NB For beginner drawers this stage can be omitted for the moment and given as homework as a means of crosschecking all their roots.

**STEP 3 What are the inputs needed in the first 3 months?**
**STEP 3.1 Draw the roots**

Draw roots for each of the following and mark each root with symbols and/or words. Roots from left to right should be:

- **fixed assets** (eg land, house site, equipment which does not need to be renewed in less than a year)
- **working capital** (anything which needs to be purchased or input more frequently than once a year).
- **labour time** (employees only, household input should have been captured on the right hand side of the trunk)

If the grant is to be used for more than one activity is involved then these will need to be put on different sides of each root.

**STEP 3.2 Consider skills required**

As highlighted on the Vision Journey, skills are a key component of enterprise development. Skills are drawn up the trunk as a supporting creeper to reinforce consideration of how they can grow over time. They will be tracked in more detail on the Livelihood Vision Journey. But if time is short this can be omitted for now unless the entrepreneur is needing to pay for training, in which case the creeper should have roots at the bottom, quantified like the other roots.

**STEP 3.3 Ensure that inputs are discussed for all stages of the activity.**

The person must fully understand all that is required. They should appreciate that the grant is intended to complement the skills, initiative and resources they can bring in from other sources – not create total dependence. Otherwise the activity will not be as profitable as it could be and/or will not be sustainable. However small their resource base people should gain confidence in their abilities and life achievements.

**STEP 4 What are the expected products and outputs after 3 months?**

Refering to the 3 month target on the Grant Business Vision Journey, draw branches for each of the following from left to right:

- assets (ie products which constitute an investment and can be sold eg offspring of livestock)
- cash outputs (ie ongoing sales)
- in-kind products (for own consumption)
Then from the main branches put sub-branches for each category.

The left-right order is important to be able to link with the roots. Assets and cash income will feed into savings and reinvestment below.

**STEP 5 Quantify the inputs and outputs for the first 3 months**

**STEP 5.1 Inputs**
Some of the inputs are already there (refer to the Vision Journey). Ring each new input and put an estimate in local currency notes of how much is needed in the first 3 months.

**STEP 5.2 Outputs**
By each output put an estimate in local currency notes of how much is expected after the first 3 months.

**STEP 6 Where will the grant be spent?**

**STEP 6.1 Grant Use**
Ring in red and check that the total amount adds to the grant amount.

**STEP 6.2 Where will any remaining inputs be obtained from?**
Check that provision is made.
**STEP 7** Identify an appropriate monitoring schedule for the 3 months

**STEP 7.1** Drawing the record Table

Entrepreneurs should put a box at the bottom of the tree with 6 columns, two for each month and 6 rows for costs, incomes, profits, savings, reinvestment and consumption from the grant activity profits.

**STEP 7.2** Fill in the estimates

Those trainees who are able should then add up and plan the roots and branches to fill in the 'anticipated' columns.

**STEP 7.3** Other activities

Is it expected that income from the grant activity will be invested in other activities? Or that income from other activities will be invested in the grant activity? Put green arrows as appropriate from the Other Activities to the large reinvestment arrow, using rough size of the arrow to indicate importance of these flows. Note also whether other household members are involved in these activities, or only the entrepreneur. These issues will be followed up in Phase 2 but need not be discussed in detail here. The main point of importance is to make sure the calculations in the Table refer to the grant activity only. Otherwise things can get very complicated and confused.

**STEP 7.4** Check against Vision Journey

NB Does this tally with their Road Journey.

**PROCESS STAGE 3: OPEN SPACE WRAP UP**

1 hour
Drawing the diagrams will take different amounts of time depending on the skill and experience levels of the entrepreneurs, the diversity and complexity of the activities and the degree to which staff are familiar with details of the activities. It is important that at least 1 hour is left to share experiences and make sure everyone is clear what more they have to do for homework.

First ask people to group with people doing similar activities and put the Flicharts next to each other in a particular area of the room or wall of different houses if in a village. Entrepreneurs should then feed back in turn to their group what they have put on the diagram. They should question and make suggestions to each other for improvements. The facilitators should check on the participatory guidelines being followed - particularly respecting and helping those with lower levels of literacy, experience and confidence.

Then people should be given about 10 minutes to work further on their own diagrams.

Then in a Plenary people discuss the things they have learned and what they have changed through discussion with others.

Finally any questions or things which are unclear.

They should then be told that in preparation for the Phase 2 training, and as condition of the second grant disbursal, they will be asked to keep a record of their costs, incomes, profits, savings, reinvestment and consumption expenditure from the grant activity. In Phase 2 they will then draw a second tree for the next stage and planning their household development.

**HOMEWORK**

For immediate Homework people should be asked to:

1) Compare the details on the tree with the estimates in the 3 month ring on their Vision journey and revise this as appropriate.

2) Fill in the estimates on the 3 month Table.

Over the next 3 months people should fill in the actual figures on the Table and then put their happy/smily faces in the corresponding circles on the Vision Journey.

These can also be used as a key focus for discussion at programme group meetings.

**TUP MONITORING CHECKLIST**

Facilitators should not forget to take photographs of the drawings.
All the trees should be photographed as they form the Grant Contract to which Phase 2 will refer. It is therefore crucial that these should not be lost and should be available for the Phase 2 training.

**FOR TUP PHASE 1 MONITORING SHEET**

1) The details of intended grant use should be filled into the Phase 1 Monitoring Sheet in Part 4.

2) Details of anticipated 3 month business incomes, assets and skills should be now filled in.
Market maps can be of different types depending on the questions and purpose. Two types are used in the TUP enterprise training:

1. Grant Business Market Map which starts from the business and maps the different types of products, the markets where they can be sold, the relative advantages and disadvantages of different products and markets and implications for marketing strategy.

**Figure 5:** Grant Business Market Map

**Figure 6:** Grant Business Market Map for Fish
2) Livelihood Diversification Map which starts with a market place and looks at the
different products sold and gaps in the market which might be filled and implications
for innovation.

The two maps complement each other and some elements of each can be combined into
eg:

3) Local Economic Diversification Map which can serve as a collective marketing
planning tool.

But given the limitations of physical space on any one sheet of paper, the two maps need
first to be done separately.

In Phase 1 the focus is the Grant Business Market Map done first as a group and then
for homework as individual activity. In Phase 2 the focus is Product Diversification Map
and brainstorming about innovation. In Phase 3 these two are brought together into a collective and collaborative Market Diversification Map.

**PURPOSE**

**FOR THE ENTREPRENEUR**

They form a focus for exchanging information between entrepreneurs to clarify:

- different types of product from the same activity
- the markets where they can be sold
- the relative advantages and disadvantages of different products and markets
- implications for marketing strategy

and particularly:

- gaps in information which they need to fill through asking others
- exactly what they might need to enter different markets
- how entrepreneurs can help each other through targeting different rather than the same markets

**FOR PARTNERS**

They form the basis for identification of possible new services and support which might be needed by entrepreneurs. They also serve as an educational process for staff whereby they learn from entrepreneurs as well as their own ideas and knowledge as relevant. Qualitative notes can be taken as required.

**FOR TUP**

Together with the Marketplace map drawn in Phase 2, they form the baseline data for assessing aggregate impact of the grant programme on markets and local economic development. The maps are photographed and revisited in Phase 3 impact assessment to see which markets people have actually entered.

**PROCESS STAGE 1: ACTIVITY GROUPS**

30 minutes
These Maps are done collectively in the training to maximise the time for sharing of experiences and ideas, particularly for those entering a new activity. Also to ensure that they are not going to put each other out of business.

The facilitator should put on a Flipchart the basic layout of the map as indicated in the diagram above. This should be pasted in a prominent place.

As soon as people arrive they should be allocated to the same activity-based groups as the Open Space feedback of the day before. Each group should be given one Flipchart and four pens. The facilitator should briefly explain to each group the purpose of the exercise indicating the Flipchart diagram. They should then go round each group explaining each step one at a time as each group completes the previous step.

**STEP 1 Draw the activity and possible products**

**STEP 1.1 Put name and symbol**

**STEP 1.2 Draw the product**

Draw a big circle in the centre of the Flipchart with symbol in the middle for the economic activity they are intending to use the grant for.

**STEP 1.3 What sorts of product are they intending to sell**

Mark in this the different types of product which they are intending to sell (eg fish of different qualities, meat/milk/manure from livestock).

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**STEP 2 Map the markets**

**STEP 2.1 In which markets are people currently selling the product**

Mark each with a circle, large circles for large markets and small ones for small markets,
distant ones further away from the central circle.

STEP 2.2 Put a symbol to name each market

STEP 2.3 Are there any other markets possible
Mark these with a dotted line and put a symbol for the name.

STEP 3 What are the opportunities and risks in each market and the relative prices?

This should consider things like: relative numbers of customers, numbers of competitors, types of facilities, market regulations and requirements, likelihood of theft, cheating or ethnic and gender discrimination and so on.

STEP 3.1 Opportunities
Put symbols to indicate the different types of opportunities, or good things about those particular markets.

STEP 3.2 Risks/constraints
Put symbols to indicate the different types of risk/constraint. In the fish market map above there were many languages and people could not understand and got cheated etc.

STEP 3.3 Relative prices
Put currency signs of different sizes to indicate in which markets prices are higher or lower, or if known actual prices in multiples of 10 so that non-literate people can also read.

STEP 4 What is the cost of transport and the relative ease and risks along the way?

STEP 4.1 Draw roads
Link each of the markets with a road. Those which are good roads mark with thick highways. Those with difficult/dirt roads mark in red. Those with only seasonal roads mark...
in a dotted line. Or use other such symbolism as appropriate for the context.

**STEP 4.2 Transport**
Mark along the roads the different types of transport and the costs.

**STEP 4.3 Risks**
Mark along the roads any extra risks eg thieves and burglars, wild animals, can't go at night and so on.

**STEP 5 New markets?**
Are there any new markets possible? Marke these with a dotted line

**STEP 6 Market Strategy**
What are the conclusions about the best markets in which to sell and possibilities for increased sales?

**STEP 6.1 Conclusions in an ideal world**
Bearing in mind the balance of opportunities and risks and the transport, which are the best markets which to sell if you had sufficient income? Put these with a yellow line around the circle - the sun is the light.

Which entrepreneurs can concentrate their sales here?

**STEP 6.2 Conclusions for the future**
What are the best markets in which to try and increase sales over the 3 months of the grant activity? Put a green line around the circle.

Which markets are already saturated? Put a red circle around here.

**STEP 6.3 Collective strategy**
Can the entrepreneurs agree a collective strategy which would stop them being too much in competition with each other? Eg those entrepreneurs with more resources would try and concentrate on the more difficult, but possibly more lucrative markets. They would leave the easier markets which are becoming saturated to the poorer entrepreneurs? Or how can they cooperate to mutual benefit?
STEP 6.4 Information needs

Put question marks for all those things which are not known, particularly possible new markets.

Can the entrepreneurs agree a strategy for finding out?

PROCESS STAGE 2: PLENARY DISCUSSION OF POSSIBLE INNOVATION

Each group feeds back the findings from each market activity map

Can anyone add information in answer to the question marks?

Brainstorm and discuss other types of product and market which have not so far been discussed. Participants or programme staff can follow these up.

HOMEWORK

As homework people should draw their own individual market maps and:

1) Ring in green those markets where they are already selling with rough amounts.

2) Ring in yellow at least one new market which they will try to enter, or existing market where they intend to increase sales. Put this as an opportunity on the Vision Journey with an arrow outwards. This should be done immediately.

3) Ring in red any markets they will now try and avoid.

4) Fill in as many of the question marks on other markets through discussion with friends and relatives, or if they go to that market. This should be done over the next 3 months so they can bring a complete market map of their own to the training.

5) Try and think of new markets over the following 3 months. Or new products they could sell in existing markets. This as possible uses of the second grant instalment.

6) Try and think of new products in the same markets over the next few months. Mark these in red in the appropriate market circle. This as possible uses of the second grant instalment.

7) Document through symbols their experience of entering these markets on the Vision Journey and/or Market Map.
These maps should be checked by programme staff as follow-up to the training and discussed at group meetings. They will be followed up and further discussed in the first Phase 2 training.

**MONITORING CHECKLIST**

The diagrams should be photographed and qualitative notes taken as relevant.

Any particularly innovative ideas should be noted, together with the gaps in information which would need to be filled by the programme staff.

But none of this goes on the TUP Phase 1 Monitoring sheet.
**POVERTY TARGETING DIAMOND (STAFF)**

**WHAT ARE POVERTY TARGETING DIAMONDS?**

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

Note: Poverty diamonds were first introduced to the author (and may have been invented by) Rosette Mutasi of SATNET at the KRC workshop. It was also piloted and further discussed by participants at the workshop. The poverty diamond idea has then been further developed by the author and adapted to other types of issue in the light of discussions and field experience.

![Poverty Diamond](image)

Poverty diagrams drawn during fieldwork at the KRC workshop.

**FIGURE 7: POVERTY DIAMONDS**

They can be used to investigate many things: empowerment, entrepreneurship, incidence of different types of violence and levels of group participation.

In the TUP process only one is used:

- **Poverty and wellbeing diamond:**
This clarifies locally specific poverty and wellbeing indicators eg rich/poor food consumption, housing etc, where most people are and how many people are below average and particularly how many are at the very bottom. This then leads to a discussion of how they can move up. It compares programme participants with those outside, particularly how many very poor people are excluded as a prelude to discussing how they can be brought in.

In the first PALS round with partners new to PALS it is used by staff as a summary diagram on which to track progress. There is not sufficient time in the busy schedule to use it with entrepreneurs. It is however a valuable tool for examining and ranking different indicators of poverty and wellbeing and discussing how they are brought together into a composite poverty measure. It is used to provide a visual summary of progress using information from the individual Road Journeys in order to aggregate, cross-check and validate this information.

Once partner staff are familiar with the Tool through the first Round, and where the programme has a good relation with the communities, it can be used as a reliable and rapid Tool for establishing the poverty levels of programme participants and identifying other people within communities who are extremely poor. In this way it could be used for selecting further batches of very poor entrepreneurs. As with any poverty targeting tool, including the current TUP Tools, there may be errors if people know the tool is being used to select potential grant recipients just before grant disbursal. The particular value of this Tool is in making transparent and accountable the different criteria for assessing poverty, gaining community consensus on this, and gaining consensus on the morality of targeting the extremely poor. In many contexts it will be harder for people to give false information in front of others than in answer to individual surveys. It also teaches people a Tool which they themselves can subsequently use without external facilitation in order to increase the social inclusion of their groups.

**HOW TO DO IT**

What follows gives instructions for its use by staff. These will need to be adapted to the field realities but this has been documented elsewhere (Mayoux 2003a).

For this staff will need their Notes from the final versions of the individual Road Journeys.

**STEP 1 Sketching the Diamond**

The facilitator should first explain the purpose of the Diamond based on the explanation above and give an overview of the main steps below.

On a large Flipchart the facilitator should draw a diamond shape with a line across the middle to represent the 'majority poverty status' ie the position of most people. Then below and above this line further lines to represent different poverty levels depending on TUP's requirements for differentiation (suggest 3 lines (ie 4 segments) below as this is where you are most interested and 2 lines above.
This 'Master Diamond' will then be followed up below for composite indicators.

Explain that this is also a good exercise in learning to draw symbols which can be readily understood. There should be a tally and some sort of penalty for anyone drawing a symbol which is not understood by more than three people.

**STEP 2 Open Space: Brainstorming indicators for each poverty dimension**

30 minutes

**STEP 2.1 Drawing Diamonds for each dimension of poverty**

Flipcharts should be put up in different corners of the room to represent different dimensions of TUP’s Poverty Framework:

- increased income (cash and non-cash)
- increased assets
- food security
- housing
- health
- education

Staff should select one of these to begin with and go there and draw a Diamond shape as above.

**STEP 2.2 Identifying indicators**

Based on their own experience and the information from the Road Journeys staff they should draw indicators of the characteristics of people in each band, focusing particularly on those below the poverty line.
**STEP 2.3 Completing each diamond**
When they have finished with one Flipchart they should go on to the next and add anything they think is needed until all have been visited.

**STEP 3 Ranking the Entrepreneurs**
Staff should then plot the people for whom they have information on each of the Diamonds, using the entrepreneur's symbol. This gives a distribution of the entrepreneur poverty levels by the different dimensions.

These can then be used to track and follow up progress along different dimensions in Phases 2 and 3.

**STEP 4 Consolidating the dimensions into one poverty measure**
Ranking people according to the separate dimensions is relatively straightforward. However for some purposes a composite measure is needed to decide whether or not one person is poorer than another eg if there are not enough grants for all people in the second 2 categories how would a decision be made?

**STEP 4.1**
The Flipcharts should be placed side by side on one wall next to the demonstration Diamond.

**STEP 4.2 Identifying key indicators**
Discuss which dimensions or indicators can be considered as key measures at each level for that particular context (eg re-evaluate in the light of the Road Journeys the key indicators which the partner has chosen in their surveys). Ring these.

For example for the poorest of the poor the main indicator might be whether or not the main income earners have sufficient food in particular months. At the next level it might be whether or not the main income earners have food security in the main hungry months. At the next level whether or not girl children eat specific food in the hungry month. The next level may then go to numbers of clothes of a specific type and so on. Or housing might be the main indicator.

**STEP 4.3 Consolidate the indicators**
Select 3-5 key indicators at each level and put these on the 'Master Diamond'.

**STEP 4.4 Plot the entrepreneurs**
Plot where the different entrepreneurs are using their symbols.
**STEP 4.5 Cross-check reliability**

Note any discrepancies in ranking by different indicators. What does this imply for the reliability of the different indicators?

**STEP 5 Social inclusion criteria**

Discuss whether or not there are any other dimensions to poverty which might need to be added to the criteria of the extremely poor e.g. disabled or HIV sufferers, women who are subordinate in polygamous marriages with men who are not so poor, women subject to domestic violence and with no control over decision-making.

Add these criteria to the relevant level of the diamond and move peoples’ rank accordingly.

**STEP 6 Final agreement to selection of entrepreneurs**

**STEP 6.1 Where are the entrepreneurs on the diamond?**

Has the existing system for poverty targeting been effective? How many are in the very poorest category?

**STEP 6.2 Should any entrepreneurs be excluded from the grant category?**

Are there any entrepreneurs who it was thought were poor, but on closer investigation do not qualify? Can their inclusion be justified in terms of their contribution to supporting and training others? How will this be monitored and ensured? Or should they be offered micro-finance or some other programme facilities?

**STEP 7 Implications for future poverty targeting**

**STEP 7.1 Very poor people in the same communities?**

How many people are there in the poorest category in the same communities? Do the staff know? How will they find out?

Should these people be grant recipients in