

PRACTITIONER RESOURCE #7: WORKSHOP OUTLINES

Workshop 1 – Introducing the Sustainable Livelihoods Framework (delivery time: 3 hours)

Topic	Suggested Time (min)	Process Notes	Tools/resources required
Learning Objectives		<ul style="list-style-type: none"> To introduce participants to the sustainable livelihoods framework and asset-based thinking To initiate a non-threatening process for participants to learn how to assess their own assets 	
Define and introduce sustainable livelihoods	30	<ul style="list-style-type: none"> Introduce and define the notion of a sustainable livelihood. Walk through the overview of the sustainable livelihoods framework. Explain the rationale for using this approach: your CED program will support participants to build assets actively, and to move along the road to self-sufficiency and independence. Highlight the fact that the program will provide a number of activities and supports to aid in asset building. Stress that it is the woman herself who will make the changes; and throughout the program she will be asked to plan how she will build assets. The role of the program is to be a catalyst for change, supporting participants to plan and take steps towards a livelihood. <p>Suggested workshop process:</p> <ul style="list-style-type: none"> Briefly introduce stages of progress towards a livelihood. Using the framework overview, present what we have learned about the progress that women make as they move towards a sustainable livelihood. Let participants know that throughout the program trainers, staff and support people will be working to check on each woman's individual progress, so that the time invested in this program will be as productive as possible. Ask people to think on their own about what a livelihood might look like for them – what kind of life do they want to create? (this could be done in pairs) 	2.4.1 Building Livelihoods

Topic	Suggested Time (min)	Process Notes	Tools/resources required
Working with the whole group, create a fictitious woman and a family tree	30	<p>Rationale for creating a fictitious woman for asset mapping:</p> <ul style="list-style-type: none"> • Women you are working with come from a wide variety of circumstances – e.g. some may have suffered abuse, some may be living in unstable housing, and many will have limited finances. • We have found that creating and using a fictitious woman and life circumstances (including her age, marital status, income level, housing circumstance, family members and friends etc.) can provide a way of discussing topics that are very sensitive if the focus is on a “real” life. • You can also create a fictitious “family” to allow for sincere, yet safe, discussions of difficult subjects. • Either the facilitator can create the character, building into her portrait what you think are the difficulties commonly experienced by women in her situation, or you can facilitate a session where together you create the woman and life’s circumstances. • Once you have the character and her family created, you can use them to introduce new ideas and opportunities. You can then collectively think through how your character and her family might react or respond. <p>Suggested workshop process:</p> <ul style="list-style-type: none"> • Create a fictitious woman and her family tree, telling her “story” and describing basic “facts” about each family member as you go. Participants should add details as you go. This activity should be fun. • Let the group create any characters they wish – we have found that, in doing so, they will build in some of their own personal challenges. • The process needs to be managed so that the character created supports the asset mapping exercise: you need to have a profile that you can use effectively in ongoing workshops. Steer the group away from more sensational characteristics and hopeless scenarios. • As they progress, the group can add more to each profile. Other characters may have to be developed throughout the follow-up workshops. • These characters can be used throughout the program. Their profiles will be left hanging on a wall in the meeting room and details can be added as needed. You may want to give her a name and even draw a picture of her. 	

Topic	Suggested Time (min)	Process Notes	Tools/resources required
Introduce “vulnerability” context	30	<p>Notes to facilitators:</p> <ul style="list-style-type: none"> • The “vulnerability” exercise represents an opportunity to build your participants’ analysis of the forces that are at work in their lives that hold them back and undermine their progress . • You may choose to make this a longer exercise and also undertake an analysis of your community’s assets and “vulnerabilities”. • Discussion often becomes very political and should be carefully facilitated, with solid closure at the end. <p>Suggested workshop process:</p> <ul style="list-style-type: none"> • Discuss the notion of vulnerability and what it means to participants. • Hand out sticky notes and ask each participant to think and jot down 1-3 things (one per sticky note) that would make her fictitious character vulnerable – one idea per sticky note. • Set up a flip chart using the vulnerability diagram. • Ask participants to share their ideas and use the categories on the flip chart to gather and organize the sticky note responses. • Place the sticky notes near the centre of the diagram if the individual has a fair amount of control over that issue, and further out if she has less control. • Help women to make connections and distinguish between factors at the individual, family, community and wider societal levels. • Go over responses again and introduce the idea of “shocks” as an overlay. Assess which items were shocks. Circle shocks in another colour so that they stand out. • A further option: re: “Root causes” – if you wish to move to a deeper level, try the “5 Whys” exercise. Ask the women to say why the factor they have mentioned holds them back; and when they answer, ask “why” again, and so on. This is an effective way of getting to root causes. 	<p>“Vulnerability” context Overheads 2.3.2 Vulnerability diagram</p>

Topic	Suggested Time (min)	Process Notes	Tools/resources required
Introduce asset and asset mapping	15	<ul style="list-style-type: none"> • Reinforce the idea that women can reduce their vulnerability by building assets: we all have assets and we intend to build on what each woman has brought to the program. <p>Suggested workshop process:</p> <ul style="list-style-type: none"> • Using the overheads provided, introduce assets as the building blocks of livelihoods. • Walk through each asset area and suggest brief examples of the kinds of assets that the fictitious character might already have. • Talk briefly about patterns of asset development: <ul style="list-style-type: none"> ○ e.g. assets tend to develop holistically, all at the same pace. If you have a weakness in one area (such as money) it can hold back all the other areas. ○ Money (and as a result physical assets) may often be the last piece of the whole picture to develop. ○ Common beginning points for asset development are often social and personal assets. People generally need a base of support and healing/self-esteem before being able to proceed. 	2.4.2 What are My Assets Handout and Overhead
As a group participants complete demographic profile, “vulnerability” context and asset map for fictitious person	45	<p>Suggested workshop process:</p> <ul style="list-style-type: none"> • Ask the group to begin to map the assets of the character that they have created. • Work systematically through each asset area and collaboratively determine where each best fits. Keep a list of assets in each area. • Now assess the extent to which the fictitious character has developed her assets and chart those assets on the asset mapping tool. • Discuss and debrief on the process. • Note that participants will soon be expected to map their own assets. 	

Workshop 2: Asset Building Strategies (delivery time: 3 hours)

Topic	Suggested Time (min)	Process Notes	Tools/resources required
Learning Objectives		<ul style="list-style-type: none"> To introduce participants to asset building strategies To support individual asset mapping and self-assessment by participants To build a foundation for participant baseline data collection 	
Check-in	30	<p>Check-in with participants:</p> <ul style="list-style-type: none"> Any comments or questions from the first workshop? Any new learning and/or reflections? Review the story and assets of the fictitious person that the group created. 	
Introduce asset building and depleting activities	45	<p>In your introductory comments to participants:</p> <ul style="list-style-type: none"> Emphasize the notion that we all have assets that we can build on. We are also involved in activities that build or deplete assets. This CED program is designed to support you as participants to identify and build your assets. <p>Suggested workshop process:</p> <ul style="list-style-type: none"> Introduce the idea of asset building strategies. Review the asset areas and give examples of one or two asset building strategies from each area, in order to get participants thinking (see suggestions below). Have the group generate a list of asset building strategies that their fictitious character might use to build a livelihood. Participants should be encouraged to draw on their own life experiences. Discuss asset depleting strategies that their fictitious character might use. Return to the stages diagram and discuss how asset development helps women move towards a livelihood. 	2.3.4 Stages of Transformation to Sustainable Livelihoods

Topic	Suggested Time (min)	Process Notes	Tools/resources required
Introduce workbook and its uses	30	<ul style="list-style-type: none"> • Introduce personalized asset building workbook, to be used throughout the program and beyond as a way of keeping participants focussed on their reasons for becoming involved – to achieve a sustainable livelihood • Identify your funder(s) • Talk about your outcomes research process • What is its purpose? How will participants be involved? What is required of them? • Talk about confidentiality, their rights and your obligations • For grantees of CWF: you will need to collect and photocopy all participants' workbooks. This assumes that your organization already has a data collection consent and release form signed by all participants as a part of its intake process to support documentation for your monitoring system. • Secure women's consent to participate in the research. Have them sign waivers that commit both practitioners and participants to the research, and guarantee confidentiality. 	<ul style="list-style-type: none"> • Provide 1" customizer binder • The baseline data collection form can be completed during this session if it was not completed during participant intake. • Prepare a point form overhead about CWF research • Organization's standard confidentiality/research consent form • Information sheet re: confidentiality

Topic	Suggested Time (min)	Process Notes	Tools/resources required
Hand out asset mapping worksheet	15	<p>Comments to participants:</p> <ul style="list-style-type: none"> • The binder provides a place for them to track how they are progressing. • Though the path is mostly “up”, there will be many “ups and downs” on the road to self-sufficiency. • The worksheet will help you to collaborate more closely with participants and thus be able to provide better programming in the future. 	2.4.2 Asset map overview with definitions 2.4.4 A or 2.4.4 B asset map (Please choose the short or long version depending on the level of depth you want to have women go through)
Participant asset mapping	60	<p>Suggested workshop process:</p> <ul style="list-style-type: none"> • Assign asset mapping (this can be as home assignment, or you could provide in-class time for the women to work through the “vulnerability” and asset mapping worksheets with staff and peer support). 	
Follow-up on asset Mapping		<p>Facilitator’s suggestions:</p> <ul style="list-style-type: none"> • Asset mapping can become a regular feature of your training program, supporting participants to assess their progress with asset building and assisting practitioners to evaluate individual and group process towards livelihoods. • At minimum, it is recommended that practitioners repeat the asset mapping exercise at the end of the formal training period and periodically afterwards during follow-up consulting meetings. 	2.3.5 Group assessment tool

Workshop 3: Goal Setting and Personal Asset Building Strategies (delivery time: 2.5 hrs)

Topic	Suggested Time (min)	Process Notes	Tools/resources required
Learning Objectives		<ul style="list-style-type: none"> To introduce participants to the value of learning how to set goals To prepare participants to be able to set goals and asset building strategies To build a cycle of goal setting and follow up review 	
Check-in	30	<p>Check-in with comments and questions from the last session:</p> <ul style="list-style-type: none"> Debrief on the asset mapping: <ul style="list-style-type: none"> How did the asset mapping exercise go? Observations about the process and findings? Do people require further help with the exercise? Collect everyone's asset mapping for photocopying and return originals to participants. 	
Introduce goal setting and its powerful potential to change lives	30	<p>Notes to facilitators:</p> <ul style="list-style-type: none"> Most people set goals and never achieve them, but this systematic approach will provide participants with powerful tools to change their lives. By systematically building goal setting and check backs into your program, you can improve outcomes for each woman. It is essential for participants to understand the connection between goal setting and identifying realistic strategies to achieve those goals. Pressing economic and social circumstances often make it difficult for women to think in the long term, so begin by identifying very short term goals and strategies, and then gradually build in a longer time frame. It is also fundamental to the process of change that participants report back on what has happened to them. 	

Topic	Suggested Time (min)	Process Notes	Tools/resources required
		<p>Introductory comments to participants:</p> <ul style="list-style-type: none"> • There is a strong connection between goal setting and personal change in women’s lives. • Yet when we are in “survival mode”, we tend to focus on the present and find it difficult to see even into the near future (e.g. how can we think about saving for our children’s post-secondary education when there is not enough healthy food on the table). • Goal setting can help, over time, to break out of this pattern. • Ask participants if they can name a goal that they recently set for themselves. What was it? Did they achieve the goal? How long did it take? How did they feel when it was or was not achieved? 	
Set goals in each asset area	60	<p>Introductory comments to participants:</p> <ul style="list-style-type: none"> • Goal setting is an integral part of our personal and paid working life. • Goals should be clear and manageable, and you should have a time frame for reaching them. <p>Suggested workshop process:</p> <ul style="list-style-type: none"> • Hand out goal setting worksheet • Ask each participant to find a quiet place and take a moment to set a goal in each asset area that can be achieved before the next program day, making sure that the goal fits with the characteristics presented earlier. • Participants should also name the steps that they will take to achieve that goal. • Organize participants into pairs or small groups to which each participant will become accountable, for reporting on her goal. • They should tell each other their goal in each asset area. This activity will be debriefed on the next program day. 	2.4.6 Setting Your Goals

Topic	Suggested Time (min)	Process Notes	Tools/resources required
Follow-up on goal setting	30	<p>Notes for facilitators re: the ongoing process of goal setting:</p> <ul style="list-style-type: none"> • Have the same pairs get together to check-in on each other (the suggested time frame for a first report back is a minimum of one week). • Determine a frequency for repeating this process so that your participants always know what they are working on and are accountable to their partner. • Gradually introduce work planning and time management tools. • Incrementally increase the planning horizon. • As the goal timelines get longer, you will have to spend more time with them to support them in thinking through their asset development strategies. • Emphasize that goals must be kept realistic and manageable. Long-term goals should be supported by a series of logical short and middle-term asset building steps and strategies. 	