

Vision Analysis

Why Do this?

This activity will help people (e.g. program participants) to better understand their current situation and to reflect on their collective aspirations. The Vision Analysis will help to identify:

- The current status and situation of program participants (and of their communities).
- The visions, goals, and aspirations participants have for themselves, others in the program, and their program overall (or their community); examples are changes in knowledge, behavior, sense of self, access to resources and opportunities, changes in the community, shifts in social norms.
- The forces and conditions that will help participants achieve their vision and those that may be obstacles and challenges holding them back from realizing their goals.

Set-Up

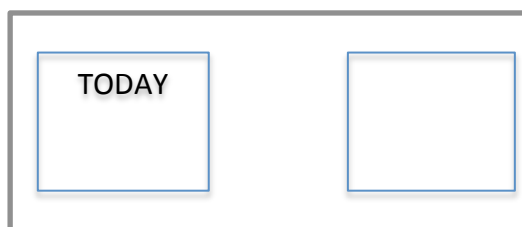
1. Make sure participants have at least 1 hour to complete their Vision Analysis and report backs. This is a minimum, you may need to consider up to 1.5-2 hours.
2. **Be aware of power dynamics, and do what is necessary to minimize them. Thinking critically about who will be in the room and what those relationships might be.**
3. This activity should be completed in small groups (i.e. no more than 5 people per group).
4. Provide each group with a large piece of paper and some markers and have them ***draw out their ideas.***¹
5. It is easier for participants to complete the activity if you provide instructions one step at a time.
6. Make sure someone (from your organization) has been identified to take notes during the group report-backs and discussion. Documentation is key.
7. **Read through the facilitation guide and documentation form before implementing. In fact, try it out with staff before working with participants. Make sure you understand the purpose of the activity, have a sense of how to implement, and what space, materials, and information is needed. Make it your own!**

How to do this?

1. **WHAT TODAY LOOKS AND FEELS LIKE:** To begin, have each group draw out one box at both ends of the paper and then label the first box, "TODAY." (See example below.) In the box labeled TODAY, have the groups draw out what their lives are like today. Have participants discuss their ideas before they draw out their collective reflections. *Here are some ideas to stimulate reflections: What is happening in their lives and in the lives' of their peers today? What is happening in their community? How do they feel about themselves, their awareness, or their skills? What makes them happy or what makes them sad or anxious? What kinds of access do they have to resources and opportunities?*

¹ Draw? Yes, draw! This activity can be completed by those who may not know how to read or write. And while some people may be uneasy about drawing, reassure them that stick figure will absolutely work. Drawing engages a different part of the brain and it's also fun...especially when you use scented markers!

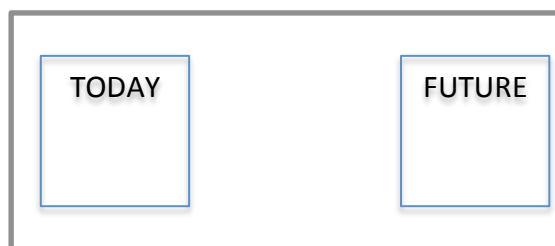
Give the groups 15 to 20 minutes to complete this first task. ***And remember to have them draw out their ideas!***



2. **WHAT THE FUTURE LOOKS AND FEELS LIKE:** Next, have each group label the second box, “FUTURE.” (See example below.) In the box labeled FUTURE, have the groups draw their ideas for what they hope the future – *a few years to 10 years from now (depends on your timeframe)* - will be like for them, their peers, the program or the community. Have participants discuss their ideas before they draw out their collective reflections. *Here are some ideas to stimulate reflections: How will their lives have changed because of their participation in the program? How will they feel about themselves, their awareness, and their skills after their participation? How might their relationships be changed or what new relationships or networks might they establish? In the future, what are their roles and responsibilities in the program or in the community? How might their status in the community shifted because of their participation in the program? What kinds of opportunities, options, and access to resources do they have? What kinds of decisions can they make or where do they have a say? What is live like in the community?*

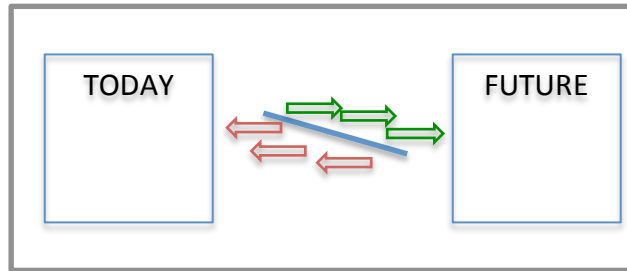
➡ **CONSIDER THE FOLLOWING** - *It might be useful to discuss as a LARGE GROUP what goals and visions might be if the participants are struggling to identify visions, goals (this can be very challenging for those who’s freedom, ideas, and rights have been marginalized). Gently push participants to dream a bit.*

Give the groups 15 to 20 minutes to complete this second task. ***And remember to have them draw out their ideas!***



3. **ANALYSIS:** Next, have the groups draw a diagonal line between the TODAY and FUTURE boxes. (See example below.) This is where participants will identify forces helping and limiting positive change; forces could be described in terms of resources, policies, cultural norms, infrastructure, access, health, skills, knowledge, etc. Have each group identify two sets of forces: (1) POSITIVE FORCES – these are the forces that try to bring about positive change (driving, supportive, facilitating) contributing to a better future and (2) NEGATIVE FORCES – those are the forces that hold back change, these are the challenges/limitations preventing or inhibiting positive change. Have participants write down their ideas in the space between the two boxes using arrows to represent positive (moving towards the FUTURE) and negative forces (moving away from the FUTURE).

Give the groups 10 to 15 minutes to complete this third task.



- 4. SHARING IDEAS:** Have each group present their Vision Analysis to the larger group. Each group member should participate in the report back, if possible. During the report backs, make sure to have someone (a member of the staff, etc.) take notes on (or video) what groups are saying about TODAY, the FUTURE and the FORCES. Report backs can take a while depending on the number of groups you have; it is best to give each group around 8-10 minutes, up to 30 minutes in total for this task.
- 5. GROUP DISCUSSION:** When each group has finished sharing their Vision Analysis, engage people in a discussion around what they heard overall; for example, *what were the major themes and commonalities across all the Force Fields (for all 3 components)? What was the most powerful or surprising thing they heard or learned? And what does this mean for them, the program, and the community?*

DON'T FORGET TO DOCUMENT! Remember to record the important takeaways from this conversation on large pieces of paper affixed to the wall or on a notepad (which, while practical, may not be transparent in the context of participatory tools implemented in group settings). Remember to take pictures of participants working (if you have consent) and of each completed Vision Analysis drawing (if practical and safe, you can include the names of each group or participant on the back of the drawing). (15 - 20 mins)

- 6. COMPLETE THE DOCUMENTATION FORM:** At the end of the meeting, the facilitators should review what they heard and learned from the participants, review the notes that were taken, the drawings that were created. **Then, complete the Vision Analysis Documentation Form.**

Vision Analysis

Documentation Form

Name of Organization and/or Program: _____

Location of Data Collection: _____

Date of Data Collection: _____ Data collected by: _____

Photographs Taken during Meeting? YES NO

STEP ONE - Summary of Who Participated in the Meeting?

1. # Participants:

In each box, please fill in the number of participants for each category.

2. Age (approx.): 18 & Under: _____ 19-25: _____ 26-35: _____ 35-50: _____ 50+: _____

3. Gender: Female: _____ Male: _____

Notes about participants (if needed):

STEP TWO - Summary of Ideas Shared by Participants

Write down the major themes in brief, point form – if possible, include any quote(s) or key stories that capture what was learned.

Include photos of the Vision Analysis drawing with the documentation form.

1. **BOX LABELED TODAY:** How did the participants describe TODAY, so themselves and their current context? *Write down the major themes/ideas from the group report backs and include any quote(s) or key story that captures what was learned.*

2. **BOX LABELED FUTURE:** How did participants describe the future they wanted to see for for themselves, their peers, their program, and their community? *Write down the major themes/ideas from the group report backs and include any quote(s) or key story that captures what was learned.*

3. **POSITIVE FORCES:** What positive forces (capacities, relationships, resources, necessities, networks, etc.) did participants describe as helping them to achieve their vision of a better future? *Write down the major themes/ideas from the group report backs and include any quote(s) or key story that captures what was learned.*

4. **NEGATIVE FORCES:** What negative forces (barriers, relationship issues, challenges, status quo, social norms, lack of resources, etc.) did participants describe as holding them back from achieving a better future? *Write down the major themes/ideas from the group report backs and include any quote(s) or key story that captures what was learned.*

5. What important points came out of the discussion with participants – commonalities, surprises, opportunities? What does this mean for them, the program, and the community? *Write down the major themes/ideas from the group discussion and include any quote(s) or key story that captures what was learned.*

6. Any other notes, quotes, stories, or thoughts/ideas that came out of the conversation that you want to mention or record? Anything important to mention about what else may have happened, taken place during the meeting?