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### ACRONYMS

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<th>Acronym</th>
<th>Description</th>
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<tr>
<td>FIAP</td>
<td>Feminist International Assistance Policy</td>
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<td>GAC</td>
<td>Global Affairs Canada</td>
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<td>GALS</td>
<td>Gender Action Learning System</td>
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<td>GBT</td>
<td>Gender Balance Tree</td>
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<td>GBV</td>
<td>Gender-Based Violence</td>
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<td>KEPHIS</td>
<td>Kenya Plant Health Inspectorate Services</td>
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<td>KFA</td>
<td>Kenya Agricultural Association</td>
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<td>LF</td>
<td>Lead Firm</td>
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<tr>
<td>LTD</td>
<td>Limited</td>
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<td>MEDA</td>
<td>Mennonite Economic Development Associates</td>
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<td>M-SAWA</td>
<td>Maendeleo-Sawa</td>
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<td>PGR</td>
<td>Participatory Gender Review</td>
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<td>SGBVH</td>
<td>Sexual and Gender-Based Violence and Harassment</td>
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<tr>
<td>SMART</td>
<td>Specific, Measurable, Achievable, Realistic, and</td>
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FOREWORD

According to the United Nation’s Women’s report on Sustainable Development Goals (SDGs), 2022, at the current rate of progress, it will take 287 years for the world to achieve gender equality. Per the World Economic Forum, it will take another 133 years to close the global gender gap.

Gender and social norms, values, and stereotypes constrain the opportunities for both women and men to start and participate on the same playing field. Biased gender and social norms undervalue women’s capabilities and rights in society and constrains women’s choices and opportunities by regulating behaviour and setting boundaries of what women are expected to do, or not to do. These norms are a major impediment to achieving gender equality and the empowerment of women and girls.

Kenya has made progress in advancing gender equality in all sectors. According to a World Bank report in March 2023, Kenya stands well above its neighbours on the World Bank Group’s Women, Business, and the Law Index, scoring 80.6 out of 100 and ranked 94 out of 156 countries in the Global Gender Gap Report 2021, with an overall score of 0.692. Despite all the efforts, the bottom line is that the current rate of “progress” is unacceptably slow for something so long overdue.

Gender inequality has led to the marginalisation of women in all nodes of the value chain development. The three domains of Mennonite Economic Development Associates’ (MEDA’s) Gender Equality and Social Inclusion (GESI) in Market Systems Framework denote the following gender constraints:

- **Access and control of resources:** GESI-responsive training, business development services and financial services, productive assets (land, inputs, technology), business networks and market linkages, and climate adaptive technology.

- **Agency and rights:** Unpaid labour, women’s triple work burden (including domestic and unpaid care work, community service, and income-generating work), limited decision-making and negotiating power, high rates of Sexual and Gender-Based Violence and Harassment (SGBVH).

- **Just and enabling environment:** Discriminatory gender norms and socio-cultural norms which lead to the systemic marginalisation of women, youth (especially young women), Persons with Disabilities (PWDs), and entrepreneurs. Access to justice is hard to reach for many due to deep-seeded patriarchal norms, limited enforcement of laws against violence against women and PWDs, and little capacity at
the local government, law enforcement, and justice system levels to address these issues.

MEDA’s work is guided by the belief that gender equality and social inclusion is foundational to just and sustainable socio-economic development. Without tackling biased gender social norms, we will not achieve gender equality or the SDGs. This belief aligns with the United Nations’ Sustainable Development Goal 5: Gender Equality, and Global Affairs Canada’s (GAC’s) Feminist International Assistance Policy (FIAP) core action area of gender equality and the empowerment of women and girls. To facilitate gender equality, equity, and justice related outcomes and impacts, projects are designed to integrate gender transformative approaches from the design, implementation, and monitoring and evaluation phases.

There are many efforts with several stakeholders at different levels to develop and implement new gender transformative approaches and methodologies to address dynamic gender inequalities at different levels.

As an organization that is passionate about the advancement of women’s economic empowerment and realisation of their rights, MEDA is working with like-minded partners around the country to tackle gender inequalities from the household level where they are perpetuated and nurtured. Over the years, MEDA has piloted and is scaling up participatory, inclusive methodologies and tools that are community-led and are sustainable beyond the life of the project. The tools and approaches are always a basis for social and behavioural change. A gender transformative approach called Gender Action Learning System (GALS) has proven to be practical and effective towards mainstreaming gender equality.

GALS is a gender transformative approach premised on identifying and tackling gender inequalities and barriers that inhibit women and men from attaining their visions and life goals. It is a community-led approach which is participatory and utilises visual tools that help individuals and households envision, develop, analyse, and document the changes needed to realise their life goals. The documentation of these visions and plans are then shared with households, peers, and community leaders for collective action towards a holistic socio-economic community development through pyramidal peer sharing and learning.

The benefit of using this approach in an economic empowerment program is to not only transform the individual, but also the household, community, and institutional power dynamics that reinforce gender inequalities within agricultural households, farmer groups, civil society organizations supporting rural development, and agribusinesses.
If men and women in a society have equal access to resources, enjoy equal rights, get equal opportunities to develop capabilities and choices, and have equal power to shape their own lives and contribute to their families and communities, then the development of a country would be much faster and more sustainable.

Geoffrey Juma, Country Director – MEDA Kenya

ABOUT THE MANUAL

The manual provides practical suggestions and guidelines to programme managers, project teams, and implementing partners to help them design and implement programmes and projects.

The manual includes best practices and case studies that can be used as models in their respective basic tools.

The manual also provides tools for Gender Action Learning System (GALS) implementation based on best practices collected at the field level. The manual guides GALS champions and facilitators step by step on how to implement specific tools of the GALS methodology.

The manual will be updated periodically based on new experiences and feedback.

ACKNOWLEDGEMENTS

This manual would not have been possible without the technical expertise of Ann Sabania (GALS Consultant), Winnie Musiomi (Gender Equality and Social Inclusion (GESI) Specialist, MEDA Kenya), and Allison Nafziger (GESI Technical Specialist, MEDA Canada).


Acknowledgements are extended to all MEDA Kenya Staff especially Geoffrey Juma (Country Director), Kennedy Mayende (Deputy Country Director), Joseph Kuria (Manager Cross Cutting Services), Walter Tinega (Market Systems & BDS Specialist), Janet Mumassabba (Regional Operations Manager), All MEDA HQ staff, Debra Bucher (Technical Specialist GESI, Strategy & Impact), Ashlea Webber (Senior Manager, Global Program Operations), David Chebbet (Coordinator, Global Program Operations) for
their immense support during the publication process. Sincere thanks also goes to GALS champions, implementing partners (Eco-Fix Ltd, Kentaste Ltd, Yehu Microfinance Services Ltd, Paves Vetagro, Transu Ltd, Goshen Farm Exporters Ltd), and the women and men Small Entrepreneurs (SEs) whose practical insights on GALS and support have been essential.

This manual has been funded by the Global Affairs of Canada (GAC), through the M-SAWA project. The manual will be used by MEDA Kenya in implementation of the GALS methodology in other projects.

INTRODUCTION: WHAT IS THE GALS METHODOLOGY?

Background

GALS is an abbreviation for Gender Action Learning System and was first developed under Oxfam Novib’s WEMAN programme with Linda Mayoux and local civil society partners in Uganda, Sudan, Peru, and India. The goal of GALS is to promote a sustainable, self-spreading, and dynamic gender justice movement for collective action and policy advocacy. This is necessary to change and transform deep-seated gendered systems and behaviour which result in negative impacts on the lives of men and women.

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

GALS facilitates gender equality improvements in the family and in the community that can improve women’s business outcomes in diverse value chains. GALS provides tools for increased family cooperation, joint decision-making and support for workload sharing (helping women to have more time for business) and generates motivation and role models in the community for adopting behaviours and attitudes that promote gender equality and shift social and gender norms hindering women’s businesses growth. GALS is also

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a great contributor to inclusive and sustainable economic growth for both men and women through improved income and greater food security.

**Objectives of GALS**

GALS facilitates gender equality improvements in the family and in the community that can improve women’s business outcomes in diverse value chains. For example, at the individual level, GALS provides tools for increased family cooperation and support for workload sharing, helping women to have more time for their businesses. At the community level, GALS generates motivation and role models in the community for adopting behaviours and attitudes that promote gender equality and shift social and gender norms hindering women’s businesses.

The overall objective of GALS is to change attitudes and behaviour in the family and community to support women’s business outcomes.

The expected results for women and men participating in GALS are:

- Fair distribution of workload, both at the household (reproductive) and production levels.
- Increased efficiency in time and labour use for both women and men.
- Increased joint decision-making on household income and expenditures.
- Improved access and ownership over economic assets and resources.
- Increased awareness of gender inequality and social inclusion issues and improved trust and respect between women and men.

**Carrying out GALS Methodology**

GALS methodology is a set of principles related to gender justice, participation, and leadership. It is comprised of a series of visual diagramming tools that are used for visioning, analysis, change planning, and tracking by individuals, households, stakeholder groups, or in multi-stakeholder settings. GALS also has peer learning mechanisms and structures for ongoing action learning in communities and scaling up.

The objective of this manual is to provide detailed guidelines for facilitators to train local actors on how to implement and monitor GALS at the household level.

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

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

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

GALS is an empowerment methodology led by communities and households using participatory facilitative techniques and diagram tools or drawings to help men, women, children, and youth create an environment for joint empowerment and decision making. GALS acknowledges that men and women have different needs and interests in any development process as a result of their traditional roles in society and how they have been socialized. As such, GALS focuses on equitable relations within the household; gender equality cannot only be the work of women and girls. If a change takes place in a woman or girls’ life such as increased agency and realization of rights as well as increased access to opportunities, it will impact others in her family. For this change to be meaningful and sustainable, men must be included in the process so that they understand the reasons and benefits of these changes and are not threatened by them. In the same way, men must change to recognize harmful perspectives, beliefs, and behaviours associated with masculinity that are ultimately disempowering for everyone. They must also act in a way which accounts for historical injustices which wrongfully benefitted men at the expense of women and vice versa. For example, women are pressured to stay at home and focus on being caregivers at the expense of their personal wellbeing and economic empowerment, while men may be expected to engage in risky behaviour, violence, and suppression of emotions at the expense of their personal safety and emotional development.

GALS training is often done with spouses from the same household and includes tools for analysing intra-household relationships to bring awareness to negative impacts of gender stereotypes and gender-based constraints.

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2 5_Practical guide GALS summary Phase 1-2 lr.pdf
importance for shared responsibilities, decision-making and financial management for health, wellbeing and income-generation, and the negative impacts of gender-based violence. GALS uses visuals and diagrams to help participants to vision and document their own roadmaps to individual, household, and community changes. They then share and monitor these through peer-to-peer dialogues. The methodology begins with a Training of Trainers where community ‘champions’ are introduced to the process and complete their own plans for change. Then, they share their experiences with others in the community to create a movement toward gender justice.\(^3\)

GALS methodology utilises a range of participatory tools and techniques such as visioning exercises, action planning, singing, celebrations, and group discussion. The most important factor that makes this methodology both participatory and sustainable is that each person sketches out the visual images and opinions that they have of themselves and certain aspects of their lives as it pertains to gender relations and decision making at the family level. The use of images is promoted as sometimes words can be intrusive and even misunderstood and may end up achieving a negative result. This fosters ownership, accountability, and accomplishment. What makes GALS different from many other gender equality training and initiatives is that participants do not just receive knowledge, they create it, and guide the process for themselves.

Drawing is important in the sense that it:

- Helps clarify concepts and ideas.
- Helps to improve communication between family members.
- Develops the capacity to plan economic activities and monitor results.
- Helps family members clearly communicate ideas, concepts, and connections in a visual form.
- Gives an opportunity to place a lot of information in a small space for analysis and to see connections between various elements.
- Helps create an environment of inclusion, engaging people with low literacy levels who often learn faster by drawing.
- Helps GALS participants to develop a range of capacities. It is fun-filled, interesting and simple.

Let’s do it!!

\(^3\) UN Women defines gender justice as “ending the inequalities between women and men that are produced and reproduced in the family, the community, the market, and the state. It requires that mainstream institutions – from justice to economic policymaking – are accountable for tackling the injustice and discrimination that keep too many women poor and excluded.”
About the GALS Implementation at MEDA

This manual is an outcome of the GALS methodology as adopted and implemented during a pilot activity by Mennonite Economic Development Associates (MEDA) between 2021 and 2022 in the M-SAWA project in Kenya. The GALS methodology was implemented with Six Lead Firms (LFs), namely Ecofix Ltd, Goshen Farm Exporters Ltd, Kentaste Ltd, Paves Vetagrow Ltd, Transu Ltd, and Yehu Microfinance Services Ltd. In 2023, impact assessments for each LF established that many households were reached through the GALS pilot activity and participants reported improvements in their family relationships, improved distribution of domestic workloads between family members, emerging business opportunities, increased income, and fewer cases of domestic violence.

Objectives of the Manual

The purpose of this manual is to provide GALS trainers with step-by-step instructions to build the capacity of GALS champions to accompany households in implementing the GALS tools. The detailed guidelines provided include the objectives of each exercise, materials needed, methodology used, and time required.

GALS Tools and Implementation Process

During this training, four GALS tools will be used: Visioning Journey, Gender Balance Tree, Increasing Income Tree, and Social Leadership and Empowerment Map. These tools are most critical for phase 1 of GALS Methodology.

These tools were selected because they have the potential to contribute towards improving households’ livelihoods and wellbeing.

According to Oxfam Novid, GALS involves using a combination of participatory methodologies through a comprehensive staged process, that is embedded and linked to other project activities and interventions. There are three distinct phases that have specific activities in each stage. The table below gives summary of the GALS implementation phases.

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4 Lead Firm (LF) is a business enterprise that has forward and backward commercial relationships with a significant number of micro-small medium enterprises (MSMEs). According to USAID, Lead Firms often provide important products or support to the MSMEs they buy from or sell to, as part of their commercial relationships with them. Examples include training, technical assistance, and inputs. LFs are often engaged in aggregating the production of MSMEs, adding value to raw materials, and selling finished products in domestic and international markets. LFs can vary significantly in size and may operate as part of either the formal or informal economy. They are often key innovators and respected thought leaders in their industries.

PHASE 1: CATALYSING CHANGE AND ACTION

**Step 1:** Adaptation workshop with representatives of the target groups and staff of the implementing partner(s): Staff are introduced to GALS together with a majority of participants from marginalized communities.

**Step 2:** Change catalyst workshops in each of the pilot communities: Participants of the adaptation workshop implement what they have learned with their respective groups. Champions are given technical support to take GALS methodology in their communities.

**Step 3:** Individual life planning and community action learning: Introduction of GALS methodologies to the family members, peer group members by the Champions and other participants who have already gone through GALS during the change catalyst and adaptation workshops. This step includes (i) envisioning and planning change; (ii) analysing, negotiating, and changing gender relations and norms; and (iii) monitoring change at the individual, household and collective levels. One tool is introduced at time for step-by-step implementation. Tools in this phase includes Visioning Journey, Gender Balance Tree, Empowerment and Leadership Map and Challenge Action Tree to address the emerging gender issues.

**Step 4:** Participatory gender review (PGR). This helps the participants to (i) appreciate the changes in livelihoods and gender relations; (ii) deepen their understanding of gender (in)equality and link to laws and conventions; and (iii) evaluate peer learning and map the way forward for scaling up.

Catalyst phase helps to localize GALS in the community project context. The catalyst phase produces pools of champions with stories of change who can train others as well as a localized GALS Guide.

PHASE 2: GALS MAINSTREAMING IN INTERVENTIONS (1 TO 3 YEARS DEPENDING ON THE SCOPE)

This involves integrating participatory decision-making and action learning into groups, interventions, decision spaces and organizations. At this phase a more advanced use of participatory tools and processes is introduced, and the steps will depend on the thematic area of focus. The steps depend on the thematic focus. For example, the following is a step critical for agricultural value chains development.

**Step 1:** Mapping and scoping: A coordination team is formed during the participatory Gender Review that helps to scale-up GALS. Other activities include value chain analysis and mobilization of marginalized stakeholders is done. Focus is to address gender issues like unpaid labour and invisible contribution and livelihoods of the marginalized households involved.
Step 2: Negotiating the win-win: Activities include participatory market research to enables marginalized value chain stakeholders define their requests from powerful actors. (Government and private sectors actors). An event that brings farmers, traders, buyers, input dealers and service providers to identify win-win strategies to collaborate on gender, production and marketing issues is held in the implementing community. Formation of multi-stakeholders’ platforms for regular review and planning meetings to support collaboration that is based on equality, respect, and mutually advantageous relationships.

PHASE 3: MOVEMENT BUILDING (CAN HAPPEN PARALLEL TO MAINSTREAMING PHASE THOUGH TIME NOT FULLY DETERMINED)

The movement building phase of GALS is still under development. It aims to create a movement for gender equality for networking and advocacy, to influence policies and decision-making processes at higher levels.

This manual therefore covers phase 1 of GALS methodology implementation. There is need to strategies on how to scale up the GALS Methodology especially to phase 2 which will create opportunities for mainstreaming GALS in the context of the relevant value chains undertaken by the farmer groups.

Tips on Usage of Facilitator’s Notes and Participants’ Notes

- **Notes to the facilitator** are meant to guide the facilitator on what they should achieve with the activity or more or new information that relates to the activity. This would not be read to the participants.

- **Notes to the participants** are meant to instruct the participants on a particular task. This helps the facilitator know what to tell the participants and what action to expect from the participants. This can be read out loudly either as it is or paraphrased to bring out the same output.
Purpose: The purpose of the visioning is to help the participants dream about their future. The participants can have a clear vision and dream about their future, set out their life goals, and demonstrate them through drawings.

Objectives: By the end of the activity, participants will be able to vision their dreams, and future life goals.

Materials: Flip Chart; Markers; Tape, and Colourful sticky notes.

Methodology: Participants work in pairs with someone they do not know and then come back together for plenary.

- Brainstorming
- Drawing
- Analysing
- Composing and singing a song
- Applauding each other for encouragement

Duration: 2 hours and 30 minutes.
Notes to the Facilitator:

- Ask participants to quickly select someone of the opposite or same sex that they do not know. Be sure to observe the cultural and religious differences.

- They must be quick, or they will be left without a partner. This immediately gets people energised.

- The purpose of working in pairs is for the participants to develop new friendships.

- Participants in each pair introduce themselves to each other and then pairs are swapped until all participants are introduced.

Step 1: Drawing the Image of the Sun on Paper according to the Tool (20 minutes)

- Ask one of the participants to volunteer and step out in front of the class and start drawing the images on paper hanging on the wall as guided by the facilitator. The participant should draw each step with help of the facilitator. The facilitator gives the volunteer the following instructions:
  
  - Please draw a big circle using a red pen.
  
  - Now draw red rays around the circle.
  
  - Facilitator to participants: “On your notebook, draw the image of a sun as shown.”
  
  - Once the facilitator has checked if the participants have drawn the image well, take some time to discuss the image for 5 minutes.

- Ask the following questions:
  
  - Why did we draw the sun?
  
  - What do you feel when you see the sun?
  
  - What is a dream? What does it mean for you to dream?
  
  - How is the sun and a dream related to each other?
  
  - Based on the answers received, say: “We have drawn a circle with rays – this is the image of the sun. Comparing our dreams with the sun means that a dream is like the sun; it stands high above us, enlightening our lives and giving us strength and warmth.”
Notes to the Participants:

Before drawing your dream, you should envision it properly. Try to envision your dream as clearly and specifically as possible, because general visioning may lead you away from your desired goals. Think about your personal dreams, then about the dreams of all other family members (men think about your wives, mothers-in-law, daughters-in-law, and vice versa but you will need to ask them later), for your neighbours and community – what does your environment look like? You will revisit these visions later and see if they have changed over time. For example, if you dream about getting an education, you should define concretely what kind of specialty you want to pursue and where you want to study. The most important thing is that visions should be beautiful dreams that inspire you. That is why they need to be concrete.

Step 2: Envisioning the Dream (20 minutes)

• Ask the participants to close their eyes for 5 minutes and envision their dream.

• Then ask the participants to open their eyes and then explain the next activity.

• Ask the participants to draw the various elements of their vision in the middle of the circle/sun.

• Explain to participants:
  • Use symbols to illustrate the different elements of your dream. Think of ways of drawing that will be clear and inspire you still – and maybe make you laugh.
  
  • Please do not feel shy because you think you cannot draw. You already drew a big sun circle and rays. Your drawings are representations with simple lines and circles, not artistic portraits with every detail. They are for you, not for the art teacher at school.
  
  • The most important thing is that you envision your dream as clearly and specifically as possible.

• Ask the participants after they have finished:
  • Did you fully reflect your own dream(s)?
  
  • To be happy, how do you imagine your life should be?
• Are all your family members in your dreams? If they are in your dreams, how do you imagine them in your dreams?

• Are your children in your dreams? What do you dream for them to have?
  • Do you want them to get an education, get married, or be employed?

• Are these dreams achievable within a short timeframe?

• How much time do you think it would take for you to achieve your dreams?

Notes for the Facilitator:
While working on the “Visioning” tool, encourage participants to draw their dreams clearly, completely, and specifically. All participants should draw their own dreams. Copying from each other is not allowed as each participant should be able to understand his or her desires and analyse their life. While drawing, the participants should envision their households. It will be helpful to remind people about the importance of considering household members in the dreams.

Step 3: Finding Visioning Partner (20 minutes)
• Ask the participants to work in pairs and present their dreams to each other, showing what they have drawn in the middle of the sun.

• Participants should identify and take note of dreams that are like their own (similar drawings) while presenting to each other.

• Pairs will continue to circulate until all participants see each other’s drawings. They should be encouraged to talk to everyone, otherwise, they will miss meeting their soulmate of their dreams.

• Participants share their dreams with their partners as they work in pairs.

• The ground rule is that the author of the images should not explain what it is, but let the partner try to figure out what the author meant.

• They can seek help if they are not able to make sense of the images.

• Ask the participants:
• Participants with similar dreams join into small groups. People who think alike and dream about similar things become soulmates or visioning partners.

• If there are participants whose dreams are not like those of any others, they should form a separate group of ‘independent thinkers’ – they should not feel worried as it is the independents who often have innovative things to say.

• Usually, 3-5 groups emerge. Now, each group should draw a collective group vision on paper. This helps the participants to fully understand the process. Each group should draw a collective group vision together with the group members.

**Notes to the Facilitator:**

Every participant should take part in the drawing process. While they are drawing, the others should watch and listen. This is also an exercise in participation to see whether people are considerate and listen to each other and make sure everyone feels confident to participate and no one dominates. After finishing the task, each group must present and describe their group drawing to everyone else.

Ask the participants:

• How many similarities do the drawings have to each other and at what level?

• Is there a difference between the drawings of men and women?

• What are the differences?

• Why are there differences?

**Step 4: Conclusion for the “Visioning” Tool (15 minutes)**

• Facilitator answers questions and clears up opinions that have arisen while implementing the tool, evaluates the work done, and makes a summary. Remind them of the importance of taking steps to implement the vision as early as possible, evaluating achievements from time to time, and adjusting as necessary, and stresses the role of the “Journey to the Vision” tool, saying that each group member will continue drawing the tool with their family and share the complete household vision during a plenary session.
Step 5: Composing a Song about the “Visioning” Tool (35 minutes)

**Note to the Facilitator:**
Refer to Annex 1 Note # 5 on the general guidelines on composing GALS song.

![Figure 2: Visioning tool](image)

**Take Home Task (10 minutes)**

**Notes to the Participants:**
Ask participants to continue dreaming, editing, and completing their drawings at home. They should also teach this tool to their family members and other people, providing assistance where necessary.
Case Study: Anna’s Journey from Wheelbarrow Seller to a Shop Owner (30 minutes)

Notes to the Facilitator:
Refer to Annex 1 Note #6 under the general guidelines on using the case study.

Anna Mutisya is one of the 2,000 farmers from Makueni County working with EcoFix (K). The company sources nuts from the Croton Megalocarpus tree, one of the most prominent indigenous species across 10 countries in Sub-Saharan Africa. From the nut, EcoFix (K) produces Megalo Oil, a highly unsaturated linoleic oil (81.9%) animal feed, organic fertilisers, and bio stimulant foliar. Besides the Croton Nuts collection, Anna practises rain-fed farming and runs a small roadside shop specialising in household supplies like vegetables and fruits. Anna was lucky to have been invited by one of her friends to attend GALS training that was implemented in her community by one of her neighbours.

During the GALS implementation training in their community, Anna, together with the other participants, were trained on how to develop a vision. At the time of the training, Anna was working under very difficult circumstances because she was using a wheelbarrow to sell her commodities. It was very tiring to push it every day. She could not stock many commodities in her

Figure 3: Graphical presentation of Anna’s visioning: From a wheelbarrow to a kiosk.
wheelbarrow because it was small. She spent a lot of time rushing home to collect her products and sometimes she would lose customers because they could not wait for her to collect items from her house. On the same note, she would only stock a limited variety of commodities. As such, she had very little income. Her health was also at stake because pushing the wheelbarrow around left her with chest pain every day. Due to these challenges, Anna had very little income which made her dependent upon her husband for most of the household needs. As a result, they would have misunderstandings on roles and responsibilities at home.

“...When I attended the GALS implementation activity in our community, we were trained on developing a Visioning Tool. This was to help us in visioning dreams and future goals through drawing. I was taught how to make my vision clearer and to develop goals that would allow me to achieve my vision. My vision was to have a shop that would allow me to stock more commodities and reduce the burden of pushing the wheelbarrow.

I had a vision of venturing into a big business that generates more income and would not have me nursing body aches and fatigue like I had with the use of a wheelbarrow. As a result of the GALS training, I talked to my husband and showed him my Visioning Tool of owning a good business shop. I began by relaying the information I received from the training and explained how my business would help me support him in meeting our family needs. He was surprised at first, but also quite excited for the steps I took to improve financially and economically. I requested him to help me construct a small shop (kiosk) since he owns a welding business which he gladly did. I started to stock more commodities, diversifying my offering. Now, I save a lot of time since all the commodities are in one place. I no longer experience fatigue and chest pains from pushing the wheelbarrow. I make more sales and profit since I have more space to stock many items. My self-
esteem and belief in myself has grown to an all new level as I feel very happy and dignified. My contribution from the kiosk is very important as I am able to help my husband in supporting our children’s tertiary academic goals. From the kiosk income, I have been able to start chicken farming at home. I have eggs and chicken and I plan to increase the poultry flock.”
Module 2: Individual and Household Visioning Journey

![Graphical illustration of a couple taking a journey through their Visioning Journey.](image)

**Purpose:** This session is intended to equip the trainee with knowledge, skills, and attitudes to identify their vision and that of their family, identify challenges that hinder them from achieving their vision, identify opportunities that they can explore to enable them to achieve the vision, as well as develop actions and targets to attain their vision. The aim is to enhance more inclusive planning practices at the family level.

**Objectives:** By the end of this module, the trainee should be able to:

- Develop individual life and household vision.
- Identify current individual and household situations.
- Identify challenges to achieving the vision at individual level and household level.
- Identify opportunities to enable individuals and households to achieve their vision.
- Develop action points and targets to meet their intended individual and household vision.
Activity 1: Individual Vision Journey (1 hour and 55 minutes)

Brainstorm for individual visions (10 minutes)

Explain to participants: As you have heard from each other’s experience, having a dream or vision for your life is something that is common to us human beings. A vision is an aspiration of where you want your life to be or look like in the future. You can have a shared vision with some people, for example in a Savings and Loans Group or investment group or even in the household. This training emphasises how to develop a vision as a household because the household is an important place where important decisions about money are made or not made.

Men and women have visions (dreams) for their individual lives and that of their families. Different household members could have different dreams/visions; this is okay because we are all different. The main goal is to have everyone in the household contribute to defining the overall vision. Our visions could be about finances, children’s welfare, investments, personal growth, among others, and they can change based on circumstances or new opportunities. Remember, for us to achieve most of our visions, we need money, but there are certain social issues that take place in the family that prevent us from making, saving, or investing money.

We want to discuss these social issues and address them so that we can achieve our vision. Malcolm X, an African American human rights activist states that “Tomorrow belongs to the people who prepare today.” Our training is helping us achieve our future goals by giving us knowledge and tools that can help us start our preparations today.

Notes to the Participants:
Before you start your visioning journey, take two minutes individually and imagine the kind of future you would like to see for yourself and your family. I would like four participants (2 females
Step 1: Drawing an individual vision (15 minutes)

- **Explain:** In this session, we will draw our individual vision. Now, we will proceed to put together our vision journey in pictures. Please group yourselves into twos and ensure there is at least one member who can comfortably use a pen and manila as a role model for the other.

- As you work on your visioning tool, please draw your dreams clearly, completely, and specifically. The vision journey helps you to develop a visual plan that will help you work towards the realisation of your vision. Remember that the road to achieving the vision can be difficult; sometimes, you may fall off the plan but engaging in this visual activity allows you to pick up and continue.

- Ask participants to draw a big circle like a sun on the upper right side of the paper. This circle represents the individual vision that you have for yourself. In the circle, draw images/symbols of different things that represent your vision (e.g., home, business, educated children, family car, happy family, among others). Note that the vision is a combination of many dreams.

- In pairs, each participant presents their dreams to each other, showing what they have drawn in the middle of the sun. Each participant should identify dreams that are similar. All participants with similar dreams form a visioning soulmate. Now, out of the many dreams you have to achieve your vision, take one that is realisable and start thinking of how to achieve it.

Step 2: Current situation (15 minutes)

Draw a second circle on the left side of the flip chart. This circle represents the reality of your current situation in relation to your dream. Draw two straight lines to connect the two circles (individual vision and your current situation), to represent the path to your desired situation. On the circle, illustrate how your situation is today, for example, unpaid loans, small business, unprofitable farming, conflict in family, poor housing, etc. This should be a TRUE representation of the situation and not imaginary or fictitious.
Step 3: Opportunities and challenges (15 minutes)

Above the path (the lines connecting the two circles), illustrate using 10 opportunities that will help you to meet your desired vision. Below the path, illustrate at least 10 challenges preventing you from achieving the desired vision. These challenges are within the household or in the community, being as specific as possible.

Step 4: Set short term targets and actions (15 minutes)

• Between the two lines, draw 3 - 4 circles inside the road and inside, draw what represents your short-term targets, and in between the circles, draw the actions you will take to achieve your short-term targets. Indicate a timeline, that is, by when you will carry out certain actions. Any journey begins with small steps. To be able to achieve the vision, which is long term, one needs to have short term targets, for example, yearly targets all related to your vision. The targets need to be SMART: Specific, Measurable, Achievable, Realistic, and Time Bound. Continue monitoring your targets and actions along the way to have better financial management.

General Discussion (15 minutes)

• How did you feel as you were undertaking this activity?
• How similar are the drawings?
• Which aspects of our dreams are (most) common?
• Are there differences between the dreams of women and those of men?
• What surprised you the most?
• What concerned you the most?
• Was this exercise useful for you in any way? How so?
  • If it was not useful, please share your thoughts as well.
• What one thing have you learnt from undertaking this exercise?
• What one thing have you learnt that you are going to start doing immediately?
Case Study: Visioning Journey at Lead Firm Level – Kentaste Ltd Provides Business Case for GALS (30 minutes)

Notes to the Facilitator:
Refer to Annex 1, Note #6 under the general guidelines on using the case study.

Figure 6: GALS Champions from Kentaste Co. Ltd displaying their Visioning Journey tool.

Kentaste is a processor of organic virgin coconut oil based in Kwale County, Kenya and has contracted over 1,500 registered organic farmers to supply the coconuts. These farmers are part of a procurement program which promotes farmer crop management training and provides seedlings for sustainable coconut production and improved productivity of the trees. Kentaste currently sources 600,000 nuts per month from farmers. Kentaste was an implementing partner for the M-SAWA project, implemented by MEDA (supporters, partners, and investors) with funding from GAC that ran from 2015 to 2022. During the GALS training, the Kentaste staff realized that GALS tools can be helpful to plan for the much-anticipated growth – the Visioning Journey Tool was one such tool.
HOW WAS THE SITUATION?
At the time of training, Kentaste had a population of 202,585 trees in Kwale County. Most of the farmers had old and drying trees, large uncultivated land with potential for more trees, most farmers said they lacked capital for clearing and sourcing seedlings, as well as a lack of certified seedlings to supply to the farmers. This led to very low annual production which led to low quality products far below the demands. The traditional variety has capacity to yield 120 fruits per year. However, due to drought and the age and quality of the trees, most coconut trees yield an average of 60 fruits per year, which is quite low.

VISION
- Kentaste Team envisioned a 5 Year plan to plant one million coconut trees in Kwale and Kilifi Counties. This would mean that they needed to onboard 5,000 smallholder farmers in Kwale and Kilifi into Kentaste farmer membership, and through extension services, improve traditional coconut tree productivity from the current 60, to 80, coconuts per tree.
- Introduce the Hybrid variety because it has capacity to yield up to 350 coconuts per year when optimal.
- Target seedlings: we target to distribute over one million coconut trees both local and hybrid varieties. The hybrid varieties take 3 years to mature which is the biggest opportunity.
- Target income: our objective is to provide a market to all the farmers and improve their household income from the current Kenya Shillings 80,000 to Kenya Shillings 120,000 per household.

THREATS
- Droughts – this was affecting the production.
- Upcoming mining – displacement of farmers by Base titanium which led to a loss of coconut trees as well as potential farmland.
- Brokers exploitation (with promise of better markets prices) only to frustrate them.
- Pest (Chonga) which was contributing to dying of trees, yet they are very difficult to control. Currently training farmer of how to inhibit like bush clearing, etc.
- Cutting coconut trees for building materials because some farmers do not consider coconut as a commercial tree that needs to be protected.
Figure 7: Seedlings distribution to farmers with support from Kentaste Extension team.

- Lack of seedling nursery with satisfied seeds. Very few seedlings were available for the farmers. They are also expensive.
- Nursery operates certified nursery operator by Kenya Agricultural and Livestock Research Organization / Agriculture and Food Authority.
- Bush fires, especially when farmers use fire to prepare land for cultivation.

**OPPORTUNITIES**

- Kentaste as ready market for the coconut virgin oil and the other products.
- A field extension team is already in place.
- Already data base for contracted farmers.
- Plenty of uncultivated land.
• Financial available through Kentaste to Farmer (Farmer Advance Loan).

• Logistics/sourcing in place.

• Trained Harvesters (they have skilled harvesters for quality fruit picking – quality check from harvesting).

**SHORT-TERM TARGETS/ACHIEVEMENTS 1 YEAR POST GALS TRAINING**

• Kentaste targets to recruit an additional 1,500 smallholder farmers to be able to expand its capacity to process 125,000 coconuts a day.

• No seedlings supplied to the farmers: 500 smallholder farmers to be reached with at least 100 coconut seedlings annually for the next five years. Kentaste will lobby other stakeholders to support the seedling distribution project.

• Farmland increase (converting uncultivated land). Our target is to grow coconut holding size per farmer from the current 2 acres to 5 acres. The local coconut variety do not produce as much as the certified seedlings.

**MILESTONES/ACHIEVEMENT**

• Kentaste has embarked the journey of seedling distribution and already 30,000 coconut seedlings of East Africa tall variety have been issued to 462 farmers in Kwale.

• Plans are underway to set up a seedling nursery with 100,000 capacity for distribution in the subsequent years.

*Participants can then take a 10-minute break.*

**Activity 2: Developing Visioning Journey at Household Level (55 minutes)**

**Step 1: Household vision journey (15 minutes)**

Now, we are going to reflect and draw our household vision regarding our economic empowerment for our families.

Repeat the same exercise that you have done individually by drawing the vision of your family. This is based on your own idea of the desired vision for them.

The questions below will help you to come up with the household economic empowerment vision for your family:

• What dream/vision do you have for your family?
• What is the current situation of your household in relation to economic empowerment?

• What are some of the challenges that prevent your household from attaining your vision of economic empowerment?

• What opportunities are within the household and the environment that you can explore as a household to help you attain your vision?

• What kind of actions and targets can you suggest that can help your household achieve their vision of improving their economic situation?

• How does your vision fit into the economic empowerment vision you desire for your family?

Take home assignment (10 minutes)

Notes to the Participants:

I would like to give you an assignment which you will do at home with other members of your household who are not in this training. When you return to your homes, I would like you to sit with your family, discuss and draw together with them the Household vision. All the things you want your family to achieve. Remember that our focus is on improving the economic situation of our households. Remember what we have done today is your personal vision and the vision you desire for your family. However, we know that our household members may have their own idea as well. Please come with the diagrams that you will draw so that we can discuss further.

I also want us to think of possible challenges you may face while introducing this activity to members of your household. Think about these questions:

• What might be the reaction of your household members when you tell them to sit and come up with a household vision?

• What are the possible challenges you might face?

• What could be some of the consequences of introducing this assignment to the family?

• How can you address these challenges?

• For those who have not told their spouse or anyone about coming to this training, how are you going to tell them and introduce the assignment?
Notes to the Facilitator:
Help the participants identify solutions to the possible challenges they may face as they try to introduce the tools to their households.

Figure 8: GALS Champions from Kentaste Co. Ltd displaying their Visioning Journey tool.

Step 2: Composing song on Visioning Journey Tool (35 minutes)

Notes to the Facilitator:
Refer to Annex 1, Note #5 on the general guidelines on composing GALS song.
Case Study: From a mud hut to a Croton Nut storage facility (30 minutes)

Notes to the Facilitator:
Refer to Annex 1, Note #6 under the general guidelines on using the case study.

Daniel Maundu is one of the 2,000 farmers from Makueni County working with EcoFix (K). Besides being an affiliate of the LF, his economic activity is farming; but due to climate change and erratic rains, he started a business of retailing household commodities such as sugar and milk. He also collects croton nuts for Ecofix Co. Ltd.

"Before GALS, I was doing my business under a small mud house. My wife stayed at home doing house chores and childcare activities. She did not have any income generating activities. She depended on me for all the household needs. Sometimes we would have conflict over resources, especially when she requested for money that I thought was too much. Our marriage was not doing very well.

I attended the GALS training, my wife was however unable to as she had activities that required her attention, for this reason, I would attend the lessons and share with her what was taught when I went back home. Though we were trained in implementing several GALS tools, the Visioning Journey tool was very helpful to me.

As much as I knew that I wanted to progress in my life and business, I did not know how to plan for it. The Visioning Journey helped me and my wife to plan for our business and household in a simple way that I could track the progress through easy actionable goals and targets. The Visioning Journey tool is also good because it helps a person to start a Visionary Journey from their current situation. In my case, I had a mud structure for my business. I was also collecting croton nuts, but we were struggling with storage and drying before Ecofix came to collect them.

My situation has really improved; I developed a Visioning Journey in which I would construct a permanent structure for my shop which would be more appealing as opposed to the mud structure that was not very appealing to the customers. Since I had a piece of land and a structure that was not complete, I envisioned and rolled out a plan on how I would complete the construction. I have since then completed the structure, installed power and have some shops to rent for income. I have set aside a shop for my wife where she can now work from and I now have croton nuts storage and drying areas."
My wife is now happy, she has something to do for income. She has her money, and she can now make decisions on expenditure. She does not have to ask me for money to buy household items and food.”

He further explains that he feels good and has great hope that his life and that of his family will change as they continue to follow through with the visioning journey.
Module 3: Gender Balance Tree (GBT)

**Figure 12: Gender Balance Tree.**

**Purpose:** Gender Balance Tree helps the participants to identify the inequalities between men and women within the households and how these inequalities can be addressed to have households where women and men are treated equally, especially in allocation of roles and responsibilities at home, decision making, as well as distribution of benefits in the households.

**Objectives:** By the end of the activity, participants will have identified and addressed areas of inequalities between men and women in a household resource allocation, access and control, and how to balance the distribution of benefits. In particular, the tool will help to:

- Who is the largest contributor in household duties?
- Who is the largest spender for household needs?
• Point on the disparities in ownership and decision-making process.
• Settle on a more gender balanced household.

**Methodology:** Brainstorming, drawing, singing, discussion.

**Materials:** Flip Chart, Markers, and Tape for each participant.

**Duration:** 2 hours and 45 minutes.

**Note to the Participants:**

A tree here represents a household. There is a need to have a balance if the tree is to bear fruit. If the roots on both sides are not equally strong, then the tree will likely tumble during a storm. If the fruit on one side is heavier than on the other side, then the tree will tumble, and it will stop yielding the fruit in the coming years. The inequalities between women and men within the household are the leading cause of disparities and inefficiencies of the “household tree” which may make the tree imbalanced. In most cases, these disparities are found in the way duties are allocated between men and women where either men or women carry more burdens. Similarly, men and women may not enjoy equal benefit from the tree’s fruit, and unproductive expenses may cause the tree to tumble. Household tree trunks often bend toward one direction or another direction due to disparities in ownership and decision making. This leads to inequalities within the household and leaves many cavities inside the trunk.

We will draw in our notebooks a tree which represents a household. We will use this tree to identify the differences between men and women, who is the largest contributor in household duties, who is the largest spender for household needs, disparities in ownership, and the decision-making process. At the end of the session, we will decide whether a household tree is a balanced tree and make decisions on how to improve the balance of the “household tree” to enable it to stand firmly straight and upwards, yielding quality fruits produced both by men and women.
Step 1: Tree trunk – Who is in the household? Identify members in the household (20 minutes)

- Draw two lines in the middle of the paper to give us a tree trunk. Then put symbols for each member of the household on each side of the trunk. Women workers including (wives and daughters) shall be put on the left side of the trunk, male workers (husbands and sons) on the right side of the trunk.

Step 2: Tree roots – who contributes to what duties/who performs which duties? (20 minutes)

- Now, on each side of the tree, let us draw two tree roots for women and two tree roots for men. The root in the middle is for joint activities. Ensure there is space between the roots to provide space for symbols on the outer part of each side gender, fill symbols of activities which are performed only by male or female family members which received payments.

- Circle with green activities which consume the most time, as something that you wish to change. Circle with black activities which generate the highest income – Note that the higher income earner is something that you may wish to retain.

- On the inner part of the root, list all the activities performed individually, both by men and women for the family. For example, household chores such as fetching water, collecting firewood, cooking, preparing children for school, etc.

- On the centre part of the roots, list all the activities performed both by men and women by putting the symbols on the respective side of the sex performing most of these tasks. Once again, draw a circle in the similar size and rules.

- Ask the participants why certain activities have been performed only by certain sex? What are the impacts for the sex concerned and for the sex who were not involved in doing these tasks? What are the implications if these tasks were not performed by a certain sex but performed by the opposing sex or performed jointly?

Step 3: Tree branch – Who receives what? / Who uses what? / How are benefits distributed between men and women in the household? (20 minutes)

- Draw four tree branches which are relevant to each root, women, men, and branches on the centre represent joint expenditures for the household.
• On the outer part of each branch, draw symbols for individual expenditures spent both by men and women only for their own individual needs. Circle the largest personal expenditures with green ink. The highest expenditure are things you may want to change.

• On the inner part of each side of the branch, draw household expenditures borne only by male or female. Circle the largest expenditures in green, the highest expenditure you may want to change.

• Put similar symbols circled for joint expenditures on the upper part of the centre branch. Circle the largest contribution with blue ink.

Step 4: Who owns which resources and who makes which decisions? (20 minutes)

• On each respective side of the tree branch, put the symbols for properties owned by men and women, e.g., land(s), farm animals, house(s), production equipment, tools, or technology relevant to the economic activity they do, etc.

• What types of decisions are made by men and women note especially all decisions relevant to their economic activities: decisions made only by women, decisions made only by men, and the ones made jointly? Or is there a single decision maker for all decisions or do they always sit together to make decisions? Why does it happen that way?

Step 5: What do we wish to change? (15 minutes)

• Look at the tree you have drawn. Is the tree balanced? Do we have some inequalities between women and men?

• Circle in black things that you like which may support a better tree balance? For example, which duties should be performed together, which expenditures should be reduced, which properties should be distributed, or which decision making should be shared?

• Is there something you can change to improve income from economic activities?

• Is there any activity or expenditure which can be eliminated? For those activities you wish to reduce or improve, circle the symbols with green ink. For those activities you wish to eliminate, cross the symbol with blue ink.

• Now identify five things you will change and mark them with green ink. Cross in red symbols that represent things you will stop doing.
• What can the participants change to make the gender tree more balanced?

• Who has the decision-making power regarding economic activities?

• Who oversees management of the entire activity?

• Who will receive the benefits from the economic activity? Do men, women, girls and boys benefit in equal measure? What are the implications for men and women, boys, and girls?

• Finally, ask the participants to bring their individual GBT trees to be discussed in a plenary. The participants will be grouped based on their sex (women or men). After the discussions, the participants will draw one common GBT for the group.

![Figure 13: A GALS champion drawing a gender balance tree during GALS Training in Makueni.](image)

**Step 6: Composing Gender Balance Tree Song (35 minutes)**

**Notes to the Facilitator:**

Refer to Annex 1, Note #5 on the general guidelines on composing GALS song.
Case Study: From a financially divided family to a unified economical front (30 minutes)

Notes to the Facilitator:
Refer to Annex 1, Note #6 under the general guidelines on using the case study.

Ruth and Fredrick live in Kalamba, Makueni County. When Ruth was selected to join the GALS Champions implementation pilot group, she did not imagine that anything good would come out of it. Ruth shares her story.

“Our main economic activity is farming; we have mangoes, oranges, and other varieties of fruits like peaches. We also farm maize and beans. My husband is a civil servant, working as an Assistant Chief in Kwakalui Sublocation in Makueni County. My main business is beauty/salon. Before GALS, my work was mostly to till the land, tend the animals, and take care of the children. My husband did not support me in any of these duties. Every day he went to work, leaving me at home to take care of the household and farm business.”

She states that she and her husband have had misunderstandings on roles and responsibilities at home. For example, her husband would not help her with any household chore, childcare or farm activities. Although she would till the land and take care of the fruit trees, at harvest, he would bring the buyers to their home, pick all the fruits, and send them to the market without involving her. He would not disclose how much income he got from the fruit sale, and he would make decisions alone on how to spend the money. Sometimes he would use money on things that were not of benefit to the family. This would make her feel unworthy and unappreciated for the work she puts in on the farm. “I felt like he did not respect me, and this would create conflict between us especially during the major fruit season when he would make a lot of money.”

She explains, “On my side, I felt that all the money I earned from my salon work was only for me. I would use the money to buy current fashionable dresses, handbags, shoes and make my hair appealing to my clients. As a member of a Table banking group where we would contribute money and loan some of the money to members of the group. When it was my turn to receive the contribution from the group, I ensured that my husband would not get to know that I have money. Sometimes, we would sleep hungry, yet I had some money in my handbag. My money was for my fashion and beauty while his was used for family and other things he financed, like entertaining his guests.”
I would spend at least Kes 1500 every one or two weeks on myself. It was his role to pay school fees, build the house and meet all the other household bills. This made him very exhausted especially when the fruit harvest season was low. He would struggle to make ends meet while sometimes I kept money for my beauty. As a result, we were not progressing as a family, and we continued to struggle economically. My husband had started the construction of our family house, in which we stayed for a very long time without the windowpanes because I did not want to support him. We endured mosquito bites every night.

I found Gender Balance Tree very useful and applicable to me and my family. After I was trained, I took the tool home and shared with my husband what I had learnt. We sat together and drew our family gender balance tree. Through the tool, it was clear that there were various areas of inequalities in the way we conducted some roles at home, how we shared resources generated and how we utilised these resources. It was clear that we were not making decisions as a family.

As a result of the GALS training, we realised that we needed to change the way we handled our household business if we were to overcome the economic challenge we were experiencing. We held discussions at home and agreed on how to share work. My husband began taking up small chores and childcare activities. Today, my husband can take care of the children without any problem. When he is not busy at work, he helps me with farm work and when he is very busy, he will pay for the labour.

We also identified things that were high spenders yet did not benefit the family. For instance, I realised that all my money was only spent on beauty and fashion. My husband also realised that he spent too much money entertaining his friends after work."

After putting up measures, she resolved to stop the extravagant use of money on fashion and beauty. To make this become a reality, she decided to cut her hair for at least one year. Many people including her husband could not believe that she cut her hair because she loved putting on new styles. She decided to start saving all the money she would use on beauty for the benefit of the family. As a result, the cash she accumulated coupled with the income from fruit sale, she has managed to buy a big tank for water harvesting. She has also started a chicken rearing project using some of her salon savings and some cash from the merry go round. She has also been able to buy her own salon kiosk using money from the chama and she no longer pays rent.

"As a family, we make the decision together with my husband on how to sell our fruits for more profit. For example, this time I was in Mombasa for 1 week to sell our mangoes. Instead of selling at the gate price which
is very low (5 shillings), my husband bought my idea to hire a truck to Mombasa where I sold each fruit for 25 shillings. I have made a good sale this year and we hope to use the money to plant more trees and improve the salon business. We are a happy family, and the household conflict has greatly reduced."

Her husband also shared “All households in my sub-location should be trained in GALS. The issues that they keep bringing to my office will be dealt through GALS including GBV and economic and livelihood issues. I am happy my wife went for this training, and she brought the lessons home. My family has been healed.”

*Figure 14: Ruth showing her GBT in her GALS Training workbook.*

*Figure 15: Ruth and her husband proudly display their Gender Balance Tree tool.*
Module 4: Increasing Income Tree

Figure 16: Increasing Income Tree.

**Purpose:** The Increasing Income Tree method helps identify production, human resources, and marketing-related business issues through the analysis of each component and finding solutions to those issues to increase income. It helps the participants to identify the problems and solutions, analyse their current situation in terms of income generation and business activity, and reflect on desired income, how to increase it, and what is needed.

**Objectives:** By the end of the activity, participants will be able to analyse their situation and identify ways to address issues that affect their income, create an enabling environment, increase financial literacy, and improve family relationships of the entrepreneurs.

**Materials:** Flip Chart, Markers, Tape for each participant.
Methodology: Working in pairs Brainstorming; Drawing; Analysing; Composing and singing a song; and Applauding each other for encouragement.

Duration: 3 hours; it may take more or less time depending on the situation.

Notes to the Participants:

- In the previous session, we learnt about “Happy Family Tree” and you all had a home assignment to review input to the drawings of a family. You discussed and implemented the “Happy Family Tree” tool together with your families and identified things that need to be changed.

- Do you have any questions about the “Happy Family Tree” tool? (Facilitator answers the questions).

- Today, we will implement the “Increasing Income Tree” tool to help you reach your vision. This is the fourth GALS tool.

Step 1: The trunk of the tree (Income generating activities) (30 minutes)

- Invite one participant (volunteer) to step to the front of the class and draw what is asked on a piece of paper pinned to the wall, providing guidance as necessary.

- Ask the volunteer to place the paper vertically (because trees grow upwards and have branches and roots) and give the following instructions:
  - Draw two parallel lines (tree trunk) in the middle of the paper with a black pen.
  - Draw a red circle at the top of the trunk (the sun) between the two black lines.
  - Draw a black circle at the bottom of the trunk between the two black lines.
  - Ask the participants to discuss what they have drawn in the red circle (the sun) and the black circle.
• Listen to the answers and ask further questions to discuss income and business activities of the participants.

• Discussion questions could be:
  • What are your income sources?
  • What is your income generating activity? For example, livestock/cattle keeping, farming, selling milk, handcrafting, etc.
  • Do you have a business? If yes, what is it? Who works in your business - members of your family or other people?

• The participants then draw the trunk of the Increasing Income Tree that represents their business and income generation activities.

• Ask the participants to show their current business or income situation in the black circle at the bottom of the trunk.

• Ask the participants to indicate what they produce and in what quantities, how much money they have, and their daily revenues, i.e., provide a monthly summary of their activities.

• Ask them to use the red circle at the top of the trunk to show their desired income levels or future business activity.

• Ask the participants to consider the following as they think about their vision:
  • How would they want to increase their income?
  • What is their desired production growth (in kilograms, litres, etc.)?
  • By how many times do they want to increase their income?

• Check on participants to ensure they draw correctly and provide guidance as necessary.
Notes to the Participants:

Questions related to present situation:
• How much land do you have for farming?
• At what price do you sell your product?
• How much do you produce?
• What is your current income level?
• Does your current situation impact your income growth opportunities?
• Does your family member(s) help you?

Questions related to the expected income:
• How much land do you want to have?
• What are your desired production levels?
• Do you want to boost your production levels?
• What is your desired income per month or season?
• Where and how do you want to sell your produce? etc.

Step 2: Roots (Enabling / Support factors for the income generating activities) (30 minutes)

Ask for a volunteer and give the following instructions:

• Please draw 4 black lines down from the black circle that represents your current situation. Leave empty spaces between the lines (3 in total).

• The empty spaces between the lines (roots) should be sufficiently large.

• When you finish drawing the roots, you will have a root system consisting of 3 segments. The first segment on the left will be production; the second segment in the middle will be human resources; and the third segment on the right will be marketing.

• Ask the participants to draw the roots of their trees as shown by the volunteer.

• Check on participants to ensure they draw correctly and provide guidance as necessary.

• Ask the participants to draw their business or income issues in the respective parts of the drawing.
• Check on participants to ensure they draw correctly and provides guidance as necessary.

**Questions to participants for discussion:**

• How do you understand production, human resources, and marketing?

• Have you come across these concepts before?

• Have you ever used them at your workplace?

**Notes to the Facilitator:**

**Production:** Production is the process of making or manufacturing something (a product) from components or raw materials.

**Human resources:** When you start a business, you may lack some skills, education, or talents. To balance this lack, you will need qualified and experienced personnel. Care should be taken when hiring experts or workers, as your choice will determine your business success and growth. You may hire assistants only if you want, but they also should meet your business requirements.

**Marketing:** It is the process of finding potential clients, producing goods that meet their needs, and advertising of goods. Marketing consists of 4 components: Product/service, Price, Sales location, Promotion (merchandising).

**Notes for the Participants:**

The following questions will help the participants as they fill in the step two of the increasing income tree.

**Production:**

• Do you have enough equipment of sufficient capacity?

• Do you use high quality raw materials or components? How much do they cost? Do you have enough money?

• Do you have enough information or knowledge? And other similar questions that will identify production related issues.

• Please include numerical data into your drawing.
Human resources:

- What role do human resources play in your current business or production situation?
- Do you have enough human resources to run your business effectively? Human resources include education, experience, and competencies of hired professionals.
- Do your family members help you with your business?
- Why should they help you?
- How do you know that they will not help you?
- Are men and women equally represented in business? And other similar questions that will help identify human resources related issues.
- Please include numerical data into your drawing.

Marketing:

- What affects your sales and how?
- Why do you keep selling your product in the same location and to the same clients?
- How does your current situation relate to your sales?
- What ways can you think of to promote your product/service?
- Do you know who your business rivals are? What products and of what quality do they offer? What merchandising strategies do they use? What are their sales volumes?
- Please include numerical data in your drawing.

Step 3: Branches – Solutions to the identified business problems (30 minutes)

- Invite one participant to come to the front of the class and draw what is asked on a flip chart pinned to the wall, providing guidance as necessary.
- Instruct as follows:
  - Draw 4 black lines upwards from the red circle. They will represent branches consisting of 3 segments.
• As with the roots, leave empty spaces between the lines.
• When you finish drawing the branches, you will have a branch system consisting of 3 segments. Label these segments as follows:
• First segment on the left will be production.
• Second segment in the middle will be human resources.
• And the third segment on the right will be marketing.
• Draw potential solutions to your business and income generation issues in the respective parts of the tree branches.
• Please draw as many solutions as there are many problems in production, human resources, and marketing.
• The facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.

**Notes to the Participants:**

Note that you need to identify as many solutions as there are production, human resources and marketing problems and draw them on the branches of your Increasing Income Tree.

<table>
<thead>
<tr>
<th>Production</th>
<th>Human Resources</th>
<th>Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw solutions to your business or income generation issues that are directly related to production. There should be as many solutions as there are problems. For example, if you do not have enough fodder to feed your cattle, milking yields will be low as well as your revenues. How can you solve this problem? One option is to take a loan, another is to borrow money from someone, and the third one is to ask your client (milk shop) to pay upfront.</td>
<td>Look for solutions to business or income generation issues that are related to human resources. Think about potential solutions as branches of your tree while analysing existing problems.</td>
<td>Identify solutions to business or income generation issues related to marketing.</td>
</tr>
</tbody>
</table>
Notes for the Facilitator:

- Check that the participants have drawn as many problems as there are roots on their tree.
- Check that the participants identify as many solutions (branches) as there are problems (roots).
- Check how many solutions can be identified for one problem.
- If the participants do not understand something, you may ask them guiding questions to help them find solutions to their problems.

Step 4. Prioritising solutions to the problems (Green Circles) – 30 minutes.

- Ask the participants to look once again at the solutions they identified during Step 3 and let them list solutions in order of priority.
- Ask the participants to circle the top priority problem solutions to their business or income issues within the Increasing Income Tree with green pen and indicate the estimated time they will take to solve the issue.
- Check on the participants to ensure they draw correctly, providing guidance as necessary, and reminding them about SMART indicators.
- Problem solutions should meet SMART indicators, i.e., they should be:
  - Specific,
  - Measurable,
  - Attainable,
  - Relevant, and
  - Timely.
- Think carefully about the time frames you set for solving your problems. Timing should be estimated accurately in accordance with SMART indicators.
**Notes to the Participants:**

You should go back to your tree after a while to see which problems have been solved. The solved problems should be circled in red (on top of the green circles). The red circles will represent ripened fruits.

You should revisit your tree from time to time to show which problems you have solved by circling them in red. This process should continue until all fruits on your tree ripen.

**Notes to the Facilitator:**

The participants should circle the solved problems in their Increasing Income Tree with a red pen. Then circle the new problem solution with a green pen as many as there are red circles. Then set the time estimate next to the green circles.

Check on participants to ensure they draw correctly and provide guidance as necessary.

Participants should also be helped to prioritise the problem they will solve first, and time frames should be well articulated. The participants must show reasons for prioritising one solution against the other. Solutions that address major problems should be prioritised. Participants would also be able to tell when a problem has been solved and if they were solved within the timeframe.
Step 5: Composing a song about the Increasing Income Tree tool (30 minutes)

Notes to the Facilitator:
Refer to Annex 1, Note #5 on the general guidelines on composing a GALS song.
Case Study: Optimisation of land resources to increase income (30 minutes)

Notes to the Facilitator:
Refer to Annex 1, Note #6 under the general guidelines on using the case study.

Benard Mutisya from Kalosio area, Makueni County, is an affiliate of Goshen Farm Exporters and is among the 4,200 farm owners whose fruit produce is collected, weighed, packaged, and exported to various parts of the world. The Lead Firm, Goshen Farm Exporters, sponsored the champions to attend the training hosted by MEDA.

Prior to attending the training, Benard and his wife did not have common financial goals and they were not united, thus causing them to struggle economically. Though he was practising farming, the income was not utilised efficiently to meet the needs of the family as he was producing average quantities where he should be producing more fruits through optimisation of the land. After being trained on the various tools as a champion, he went home and told his wife and children about what he had learnt. They all agreed that they should adopt the training to their household.

Figure 18: Mr. Benard at his farm. After attending the GALS training, he planted an additional 88 grafted pixies and 78 orange trees in his farm to increase his income besides mangoes.
Bernard states that “The Increasing Income Tree tool was so helpful as it helped me and my family to assess on how we could increase produce and have it directly translate to an increase in income.” Since then, he has added 88 pixies and 74 orange trees with the last two consecutive planting seasons. He also plans to add 100 more trees within the next season.

From the increased financial capacity, he has constructed a building that serves as an eatery and in which his wife now sells the fruits. To gain additional rental income, he constructed several structures for leasing to other entrepreneurs.

He states that “Since seeing the changes in my family’s social and financial areas, I have had the zeal to share the GALS basic tools to 18 more households that have taken up the challenge and have visualised their capabilities to begin to implement the tools in their homes.”

Figure 19: Mr Benard was able to construct rental shops from the sale of oranges and pixies bringing more income to the household.
Module 5: Social Empowerment and Leadership Map

Purpose: The Social Empowerment and Leadership Map helps to look at the relationships between individuals and the other members of the household, as well as the institutions around them. Relationships between people and institutions are important because they determine how an individual can achieve their vision. The tool helps to look at relationships that are good and that need to be sustained, and relations that are not good.
and that need to be improved/strengthened. It also shows where change must happen because individuals are helped to identify people that must use GALS tools within the community and households for change to take place.

**Objectives:**

- To help the participants identify personal and institutional relationships that present opportunities for change.
- To help the participants identify challenges in personal and institutional relationships that need to be addressed to achieve their vision.
- To help the participants establish strategies for sharing GALS within and outside their households.

**Materials:** Flip Chart, Markers, Tape.

**Duration:** 3-4 hours.

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**Step 1: Who am I? (15 minutes)**

- First draw the image of yourself in the centre of the sheet of paper. Think about what you feel concerning your situation and bring out what you feel in the image. For example, are you feeling happy, sad, confident, or frightened? Do you feel empowered or disempowered? What economic activity do you do?

**Step 2: Who is important in my life? Who are the stakeholders in your economic activities? (15 minutes)**

- Draw around you the different people and institutions that are ‘important’ in your life; working outwards from the centre, putting those who are most important closest to you. ‘Important people’ are not necessarily only your immediate household, or even the wider family; it could also include banks, or even the president.
- Put men in one colour and women in another. Make sure you draw them in different colours, sizes, attributes, etc., so that you can recognize them later.
Step 3: Why are the stakeholders important to you? What roles do they play in your economic activities? (15 minutes)

Map the social/emotional, economic, and power relationships as arrows radiating from or to yourself, or between other people on your map. Use different colour lines and symbols for:

- Social/emotional relationship: Who do I feel closest to? Who do I love most? And who loves me?
- Economic relationships: Who has money and resources, and do they give them to me? Or do I give to them?
- Power relationships: Who has the most power? Am I frightened of them?
- Think about direction and strength of the relationship - stronger relationships should be a thicker line. Weaker relationships will be shown by a thin or dotted line.

Step 4: What can I change? Things that needs to be changed to improve the situation (15 minutes)

- What do I like and want more of? What are the 5 things you really like about your situation? What do you want to increase?
- What do I want to change? What are the 5 things you really do not like about your situation? What do you want to change?

Step 5: How can I change it? Action that needs to be taken to address issues in Step 4 (15 minutes)

- What specific action should I take to address the issues that are affecting me negatively?
- What aspects of your relationship with your stakeholders do you want to keep doing?
Step 6: Composing a song on Social Empowerment and Leadership Map (35 minutes)

Notes to the Facilitator:
Refer to Annex 5 on the general guidelines of composing GALS song.
Case Study: Kentaste – My Growth Stakeholder

George Njau Mukumbu is a coconut farmer with Kentaste. George has an 8-acre farm, 350 trees, and a yearly yield of 4,200 nuts. In one year, George’s income from the coconut farm is about 46,200 Kenya shillings. In his social empowerment and leadership map, George feels quite unhappy because his farm is not fully utilised. He needs to work hard to plant more coconut trees, but he has limitations in accessing certified seedlings. He also felt unhappy because of various challenges affecting his crop, namely pests and diseases, especially Rhinoceros beetles. His trees are also old and dying, hence not producing at the maximum level. Some people also stole his crop and climate change has negatively affected the farm due to prolonged drought. Additionally, he does not have a storage facility for his crops.

While mapping his important relationships for his coconut farming, George identified the critical stakeholders that he needs to partner with to grow. These stakeholders included his workers because he needed their labour, Kentaste Company Ltd. because the company buys his coconut fruits and is willing to provide farm loans, the extension workers from Kentaste who are critical in providing extension services like disease and pest control, new farming methods among others, his family because his wife and children were supplement sources of labour, and Kenya Plant Health Inspectorate Services (KEPHIS) because they were working with Kentaste to provide coconut seedling to the farmers, Kenya Agricultural Association (KFA) because they provide agricultural loans and extension services, and the Coconut Farmers Association because they were instrumental in negotiating for farmers’ welfare in relation to Kentaste and other stakeholders.

His relationship with Kentaste was very strong because of the extension services he received from the company and with them purchasing his crop. He had a weak relationship with his family as he does not involve them in his coconut farming. However, he has a very strong relationship with his workers because they provide very critical labour at his farm.

He has a strong economic relationship with Kentaste as they buy his coconut produce. He however felt that the company has more power because Kentaste sets the price of the coconut. Besides, it is only Kentaste that buys coconut from farmers at a large scale. However, his relationship with the
extension workers from Kentaste was more cordial; they can advise the farmers on what they should do to improve production.

In identifying what he needs to do better to improve his coconut production, George wants to maintain his relationship with Kentaste, KEPHIS, and KFA so that he can access certified seedlings to increase his crop. He also wishes to keep a relationship with Kentaste so that he can access loans to improve his farm. Relationships with his workers would also be strengthened, as well as those with his family. He wants to involve his family more in coconut farming, especially his wife and children.

Six months later, monitoring reports by Kentaste indicated that the farmer had planted over 500 seedlings. With the help of Kentaste, the farmer was able to access seedlings from KEPHIS certified nursery and has been trained by Agriculture Food Authority (AFA) on coconut farming.

Figure 22: Kentaste Co. Ltd distributing certified coconut seedlings to farmers in Kwale County.
REFERENCES


1. **How to Select GALS Training Champions**

The guidelines below help the organisers of a GALS Program in GALS Champion group formation.

- Select 20 people (10 women and 10 men), to form the GALS Champions class. They should be well-mixed in terms of age and education. Other factors to consider include the geographical location of the project farmer’s group that is supported or affiliated with the small and medium sized enterprises or business association.

- The first Champions group should be formed of unrelated people to encourage openness. However, it is encouraged that during the community and household implementation, both a husband and wife, or other members of the household, should participate.

- The composition of the various household members should be achieved based on the inequalities being addressed. For example, if the GALS methodology is being implemented to address inequalities in income-generating activities within a household, then key players should participate including the wife, husband, and children.

- Whenever possible, the training of the Champions should be conducted within the community so that the Champions can take the learning home and receive feedback from their households.

- Once the training is finalised, the Champions should form a social media group convenient to all participants where they can request support from the facilitators through the GALS implementation process.

2. **How to Conduct effective GALS Training Sessions**

- Participants should bring their notebooks/diaries with them every day.

- Ensure you have enough stationery for each activity (pens in their designated colour codes, flip charts, masking tapes, handouts, etc).

- Ensure that they have clearly drawn each of the tools being implemented.

- As a Facilitator – familiarise yourself with the tool, concepts, and framework and if possible, draw your own tools.
• Make sure the seating arrangement is appropriate for people to sit comfortably in groups while doing individual drawings, and that there are passageways for people to come up and contribute from the front.

• Always seat/stand yourself to the side, not at the front. You do not hold the pen at any time.

• Go slowly. Make sure everyone is engaged all the time - either through taking their own analysis further or helping others.

• During GALS implementation, give guidelines without providing ready solutions.

• Do not offer answers or examples to the participants. Encourage participants to give their own examples.

• All participants MUST draw for themselves. Do not offer help to any participant.

• The facilitator is not allowed to use any aid, such as diagrams or drawings, when explaining the tool. Give oral guidance only.

• Avoid using examples from the participants when facilitating GALS Methodology. When it is the only way out, use examples from other communities.

• Facilitator’s own opinion should be avoided when giving examples.

3. Managing Expectations during the GALS Tool Implementation

• Tracking the progress helps to manage expectations from the participation.

• Participants are given very colourful stickers on which they can write their expectations and pin them on the flip chart or wall for each of the tools. This should happen every day with the help of the facilitator; the participant’s expectations in stickers are grouped and summarised.

• Maintain the stickers on the flip chart/wall throughout the training as a reference during the review at the end of the day/training to track what has been achieved and what has not been achieved.

• Notice any expectation that cannot be met at all and explain the reasons. For example, some participants may have an expectation that once they have been trained, they will be given business start-up capital. The facilitator should be careful to stick to the expectations that relate to the tool being implemented.
4. Tips on Conducting Applause Activity

It is important to agree with the participants on how they will applaud each other in a standard way to ensure uniformity. Applause plays an important role in the GALS toolkit, as participants use it to support each other. This activity facilitates learning and helps participants show gratitude and respect to each other. Set an applaud rhythm that is fast; vibrant, clear, and cheerful so that all members feel appreciated. This should be agreed upon before the module begins.

An Example of applause rhythm:

- Divide the participants into pairs. If the participants are couples, let them form pairs for collaboration. If participants are not couples, you can do a random assigning of partners.
- Have the participants face each other: Once the participants are in pairs, have them face each other so that they are standing close enough to clap for each other.
- Set the tone: Explain to participants that they will be clapping for each other to show appreciation and support. Encourage them to be enthusiastic and engaged.
- Model the behaviour: As the trainer, demonstrate how to do partner applause. Clap your hands for your partner and encourage them to do the same for you.
- Let the partners take turns: Once participants understand how to do partner applause, let them take turns clapping for each other. Encourage them to be creative and enthusiastic with their clapping.
- Switch partners: After a few minutes of partner applause, have participants switch partners and repeat the process. This will give participants the opportunity to interact with multiple people and build new connections.
- End on a positive note: As the activity ends, lead the group in a round of applause to show your appreciation for their participation.
- Thank the participants for their enthusiasm and engagement.

5. Tips on Composing a Song for the GALS Tools

Song singing is a good bonding opportunity for participants that creates a joyful and happy atmosphere. It also helps the participants to remember the steps of each GALS tool.
• Each participant, either alone or in a group, composes a song that describes the steps of each tool. The song composing should be done immediately after the last step of drawing the tool.

• To ensure participation, each individual suggests a lyric to the group. The others listen to the lyrics and add their lines as they compose the song.

• Use of local genres and musical tunes that participants can relate to will help the participants remember the song and sing effectively.

• When a group presents their song, other participants evaluate it, i.e., consider if the song reflects the steps correctly, think about its meaning, and suggest modifications.

• Group dynamics may be different at each meeting. If it is hard for participants to come up with the song during this exercise, the facilitator can give this task as homework and encourage people to come early to the next session.

• Participants will sing this song in all future meetings (at the beginning or end of the session, or both).

6. How to Use a Case Study During Training

• Case study is the last activity of the tool implementation session. It helps the participants to see how the GALS methodology has helped other people to address challenges in their households. Therefore, this helps the participants to appreciate the tools and see their application.

• Have copies of the case studies and hand them out to everyone.

• Let one person read through the case study slowly and clearly to allow the participants to internalise.

• Let the participants identify the key steps in the tool being implemented.

• Let participants brainstorm how the tool was useful in addressing the challenge presented in the case study.

• Let participants discuss how they think the toll will help them address the challenges in their households.

7. Tips on Managing Home Assignment

• Participants are supposed to carry the assignment as they leave for home at the end of the day’s work. The aim of the assignment is to assess how the participant is interacting with the discussions, how the
families are receiving this information, and what areas the facilitator needs to emphasise in the subsequent sessions.

- This may be different where the participants are not able to return home every day and flexibility is welcome.

- Need to be aware of work demands and competing activities. Many participants may not carry out the assignment.

- Work with those who do; facilitator may introduce an incentive for those who carry out the assignment, e.g., a hearty clap from the participants.
## 8. Gender Transformation Monitoring Tool

<table>
<thead>
<tr>
<th>Gender Transformation Indicator</th>
<th>GALS Champion’s Name</th>
<th>Group name Implementing GALS</th>
<th>Month and Date Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender Domain</strong></td>
<td><strong>GT Indicator</strong></td>
<td><strong>Was this issue a problem for you?</strong></td>
<td><strong>Is this issue still a problem?</strong></td>
</tr>
<tr>
<td>Land access and tenure</td>
<td>No. of women and men have equal access to property and assets</td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Leadership and decision making</td>
<td>No. of Women and men participate in decision making</td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Sexual and gender-based violence</td>
<td>No. of women and men reporting Reduction in gender-based violence at household level</td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Socio-cultural norms</td>
<td>No. of women and men Controlling over income by women</td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Unpaid Care work</td>
<td>No. of men and women reporting Division of labour within household</td>
<td>Men</td>
<td>Women</td>
</tr>
</tbody>
</table>
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