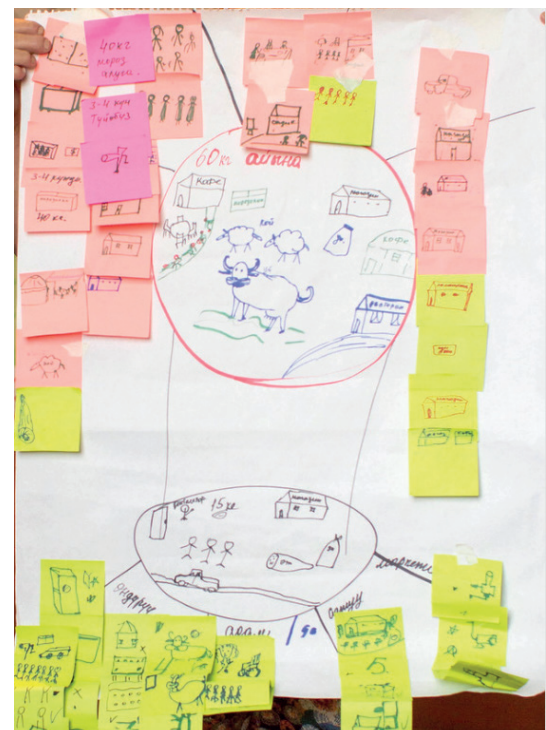




# MANUAL GENDER ACTION LEARNING SYSTEM (GALS) IMPLEMENTATION TOOLKIT

## *Gender Action Learning System (GALS)*

second edition





---

## *Gender Action Learning System Implementation Toolkit*

This manual is a translation and adaptation of the manuals developed by the author of the GAMEchange family of empowerment methodologies Dr. Linda Mayoux, as well as on the basis of methodology piloting outcomes in the Kyrgyz Republic initiated by the International Fund for Agricultural Development (IFAD) in 2016.

© Linda Mayoux and IFAD, 2020  
All rights reserved

## *Gender Action Learning System Implementation Toolkit*

**Author of the original methodology used in Kyrgyzstan and elsewhere:** Dr. Linda Mayoux (<https://gamechangenetwork.org/>, <https://gamechangenetwork.org/copyright/>)

**Co-authors of the methodology adaptation for Kyrgyzstan:** IFAD and NGO “Community Development Alliance” (CDA)

**First edition written by:** NGO “Community Development Alliance”

**Second edition of the Russian version written in 2018 by:** Asel Kuttubaeva

**Second edition of the Kyrgyz version written in 2019 by:** Gulmira Rasulova

**Artist:** Cholpon Alamanova

**Editor for Kyrgyz version:** Ainuru Bulekbaeva

**Layout and design:** Aibek Nurmambetov

**Independent peer reviewers:** Baken Dosaliyeva (NGO “Women’s Support Center”), Nargiza Eshtaeva (NGO “Ayalzat”), Nurdin Duishenbekov (NGO “Social Programme Foundation”), Myrzash Shabdanbekova (NGO “Lady Shirin”), Saliya Akulova (NGO “Agents of Changes”)

**Translated into English by:** Ulyana Ivchenko

**Photo credits:** Linda Mayoux and Vitaliy Konovalov

This publication has been prepared with financial support from the European Union. The views expressed in this publication are those of the author(s) and do not necessarily reflect the position of the United Nations or European Union.

**Our sincere thanks to the following partners for their solidarity and support:**



02.

---

## THIS MANUAL BELONGS TO

Name: \_\_\_\_\_

Family name: \_\_\_\_\_

If lost and found, please return to the owner

by contacting at \_\_\_\_\_

(cell number) or \_\_\_\_\_(email address)

# 03.

---

## VOICES ALIVE



*"This is our last training and it seems only now I connected all dots and understood what GALS is about. At first glance, it is just a set of tools that you could never believe of having such an exploding potential to entirely turn your life around for the better. It should be applied not only in the projects promoting gender equality, but everywhere at large. It heals people's hearts and minds, it reduces poverty, it makes your families happier."*

Nargiza Madumarova, GALS champion from  
Batken Province (2019)



*"GALS tools help to create happier, healthier, safer relationships between men and women. I now see that even seemingly perfect families struggle. GALS helps to overcome all challenges, the major one of which is the lack of communication within families - we stopped talking to each other, and especially to our children."*

Chinara Ordobaeva, GALS champion from  
Issyk-Kul Province (2019)



*"Before practicing GALS tools, I had never thought our family might have any problems. Now I realize how egocentric I was in the past shouldering all care work on my wife and not valuing it at all. I think we should scale up GALS and engage more men in this work - this will allow us to achieve greater results."*

Maksat Kurmanbekov, GALS champion from  
Issyk-Kul Province (2019)

---

# TABLE OF CONTENTS

- 05.** ABBREVIATIONS
- 06.** ACKNOWLEDGEMENTS
- 08.** ABOUT THE ORIGINATOR OF THE GAMECHANGE EMPOWERMENT METHODOLOGIES
- 10.** INTRODUCTION
- 13.** SELECTION OF PARTICIPANTS
- 14.** GENDER ACTION LEARNING SYSTEM IMPLEMENTATION TOOLKIT
- 15.** VISIONING
- 26.** JOURNEY TO THE VISION
- 44.** HAPPY FAMILY TREE
- 66.** INCREASING INCOME TREE
- 85.** HAPPY FAMILY DIAMOND

---

## ABBREVIATIONS

CDA	Community Development Alliance
CEDAW	UN Convention on the Elimination of All Forms of Discrimination against Women
EU	European Union
FAO	UN Food and Agriculture Organization
GALS	Gender Action Learning System
GAMEchange Network	Global Advocacy for Empowerment to Change Network
HFD	Happy Family Diamond
HFT	Happy Family Tree
IFAD	International Fund for Agricultural Development
IIT	Income Increase Tree
JV	Journey to the Vision
UN	United Nations
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
WFP	UN World Food Programme



# 06.

---

## ACKNOWLEDGEMENTS

The present manual is an outcome of multi-year efforts to pilot and adapt the Gender Action Learning System (GALS) methodology to the local context. Our thanks go to courageous women and men representing women's civil society organizations, pilot local self-governance authorities, development partners and civil activists, who have believed in the methodology and made it possible to upscale it in more than 60 target communities in Kyrgyzstan.

First of all, we would like to express our special gratitude to all those who contributed to piloting adaptation of the GALS methodology in Kyrgyzstan within the framework of the Joint Programme "Accelerating Progress toward the Economic Empowerment of Rural Women Empowerment" implemented by International Fund for Agricultural Development (IFAD), UN Women, Food and Agriculture Organization (FAO) and World Food Programme (WFP). Particularly:

- **Dr. Linda Mayoux**, originator of the methodology, who provided in-person trainings, guided and coached Community Development Alliance (CDA) team and the first cohorts of GALS champions in Kyrgyzstan.
- **International Fund for Agricultural Development** and personally to **Ms. Beatrice Gerli**, who initiated and supported GALS piloting in Kyrgyzstan.
- **UN Women team** and personally to **Ms. Jipara Turmamatova**, programme manager in 2015-2018, and **Ms. Asyl Jakieva**, community development specialist in 2015-2017, for their commitment and openness to upscale the methodology in Kyrgyzstan.
- **CDA team** for their dedicated work on piloting of the methodology in Kyrgyzstan and developing the very first edition of

GALS manual in Kyrgyzstan. Our special thanks go to **Ms. Aigul Musaeva, Ms. Asel Kuttubaeva, Ms. Gulmira Rasulova, Ms. Avazkan Ormonova, Ms. Kyial Tilebaldieva, Mr. Marat Rakhmanov** and others who contributed to the huge success of the first piloting phase.

- **43 GALS champions from 45 pilot villages** of the Joint Programme.

Our special thanks go to those who contributed to the second GALS piloting phase implemented within the framework of the **EU-funded project “Across Generations and Gender Borders – Communities Combatting Gender-Based Violence in Kyrgyzstan,”** particularly to:

- **Ms. Gulmira Rasulova** and **Ms. Kyial Tilebaldieva**, who ran the adaptation of the manual in the context of ending violence against women and girls, trained and coached four regional cohorts of champions from 16 pilot communities of Kyrgyzstan.
- **45 GALS champions**, who with their strong belief in the methodology upscaled it to the total of 11,457 individuals in 16 pilot communities of Batken, Issyk-Kul, Osh and Talas provinces.
- **European Union (EU)** for their generous contribution and personally to **Mr. Nicola Scaramuzzo** for his high level of engagement and great support provided during the second piloting phase.

- **UN Women team** for the conceptualization, documentation and wide dissemination of the methodology, personally to **Ms. Ulziisuren Jamsran**, country representative, **Ms. Nurai Mamytova**, project manager, and **Ms. Sharipa Dzhumabekova**, project assistant.

- **Working Group members**, who peer reviewed the second edition and provided their valuable inputs based on their GALS practice: **Ms. Baken Dosalieva** (NGO “Women’s Support Center”), **Ms. Nargiza Eshtaeva** (NGO “Ayalzat”), **Mr. Nurdin Duishenbekov** (NGO “Social Programme Foundation”), **Ms. Myrzash Shabdanbekova** (NGO “Lady Shirin”), **Ms. Saliya Akulova** (NGO “Agents of Changes”).

- **Ms. Cholpon Alamanova** for making these brilliant colorful illustrations in the spirit of GALS philosophy, which now decorate the present manual.

- **Ms. Ainuru Bulekbaeva** for professional and quality editing of the Kyrgyz version of the manual.

- **Ms. Ulyana Ivchenko** for professional and quality translating of the manual into English.

08.



---

## **ABOUT THE ORIGINATOR of the GAMEchange Empowerment Methodologies**

Dr. Linda Mayoux is an independent global consultant for international development agencies and local organisations promoting empowerment, gender transformation strategies and economic development, specifically around financial services and value chain development.

Dr. Linda Mayoux is the originator of the GAMEchange family of participatory empowerment methodologies for social justice: including Gender Action Learning System (GALS) and Business Action Learning for Innovation (BALI) currently implemented in Kyrgyz Republic. For more details of the GAMEchange methodologies, including toolkits and implementation experience see her website: <https://gamechangenetwork.org>.

---

She visited Kyrgyzstan in 2016 at the official invitation of the International Fund for Agricultural Development (IFAD) to adapt GALS methodology to the local context with support from the Community Development Alliance (CDA).

Until now, she has been working closely with IFAD and local actors to mainstream and upscale GALS methodology in Kyrgyzstan and developed more advanced follow-on processes: Happy Family Review that strengthens the gender transformation process within households, and Business Action Learning for Innovation (BALI) for business and value chain development. For videos, toolkits and reports see: <https://gamechangenetwork.org/network/kyrgyz-republic/>.

# 10.

---

## INTRODUCTION

The goal of a GALS process is not only to draw diagrams and share the methodology, but also to promote a sustainable, self-spreading and dynamic gender justice movement for collective action and policy advocacy.

Changing gendered systems of behaviour and perceptions is usually a long process because women as well as men frequently use the excuse of societal pressure to explain their “natural and justified actions”. We need to realize that changes should begin with visions for change, identification of opportunities as well as causes and challenges of inequality and open discussions in society to ensure full understanding by all stakeholders. In real life, people’s attitudes and behaviors will not necessarily change simply through learning about the concept of “gender” or the development of gender equality indicators.

The GALS process promotes the main provisions of the UN Convention on the

Elimination of All Forms of Discrimination against Women (CEDAW):

- The right to a life free from violence.
- The right to private property.
- The right to equal participation in decision-making.
- The right to equal access to work and rest.
- The right to freedom of expression and association.

### **GENDER EQUALITY: EMPOWERMENT IS FUN**

---

Gender equality in GALS is an integral and unconditional part at all levels of analysis and strategy. New models for gender relationships become a “normal” part of thinking and behavior for both men and women, where general principles of human rights are integrated progressively into real life as “natural things” in an interesting and lively format instead of teaching about the

“right gender” or “conceptual axiom.”

Both men and women need to understand that they will not be able to achieve their life goals unless they overcome existing gender inequalities.

GALS is based on the principles of good practice in the field of adult education and participatory methodologies. However, the goal of GALS is not to increase the knowledge of participants by imposing it from outside, but instead to focus on **examples of positive change already occurring, heightening interest in new changes, awareness and discussion between participants as opposed to the standardized methods of teaching.**

**Goal: to help participants develop strong visions for change and concrete strategies and plans to change their lives for the better and, through personal experiences, broaden the minds of their family members, colleagues and communities in order to increase their opportunities to improve the quality of their lives. As the basis for advocacy for change at the macro-level.**

**GALS helps benefit from the development of:**

- ▶ New visions, perspectives and an expanded outlook on life.
- ▶ Visual as well as oral communication skills, through creating diagrams, drawings, songs and role plays and other participatory methods.
- ▶ Listening and leadership skills, through collaborative group work between men and women.
- ▶ New cultural resources on gender transformation, through songs, art, and games.
- ▶ Improved communication and social networks, through new levels of friendly relations between men and women and across generations and different ethnicities.

This manual has been developed specifically for GALS facilitators. The facilitators select and train cohorts of ‘*champions*,’ who further cascade their knowledge and skills to their family and community members. The term ‘*champion*’ comes from the original methodology by Linda Mayoux and is used to describe persons who have successfully applied GALS tools to improve their own lives and address gender issues in their own families, and now spread them in their communities at the grassroots level. Over time, they also become certified community trainers who can lead replication of the process in new locations with some further advanced facilitation training support from sponsoring organizations. In many parts of Africa it has been shown that these champion community trainers are often more effective than external facilitators in sharing the methodology because they can also share their own practical experience.

### **EVERY PERSON CAN BE A LEADER OF CHANGE**

In the process of change, GALS supports leadership qualities of every person and helps women and men (in communities and organizations) identify their strengths, responsibilities and contributions. GALS also helps participants (and ‘experts’!) to identify their personal weaknesses, and to hone and exercise their listening skills, while further teaching them how to work with others. It provides a platform for each participant to take ownership of the process of change and supports them in the further dissemination of the concepts and transformation of others in their communities.

### **GALS – ANALYZING DATA THROUGH DIAGRAMS AND DRAWING**

In our rapidly changing world, the importance of tools such as diagrams and drawing is growing, as they offer a less lengthy, simpler and more interesting method of delivering bulky information.

The utilization of diagrams like concept maps, charts and information graphics is attractive to wide range of users, from international companies and international aid agencies to lecturers in academic institutions.

'Thinking with diagrams' is a key element in facilitating creative and non-standard thinking, which is essential for innovations.

Although drawing is not necessarily used in diagrams, it increases the visual impact and understanding of the concepts. Drawing is often considered to be only "suitable for children" and excluded as unfitting for adults. However, scientific studies have shown that **drawing leads to the development of various parts of the brain and human intellect.**

Drawing as a practical exercise has always been useful for thinking and accessing the subconscious mind and inner thoughts. It is also an important tool for inner change through analysis of own behavior and relationships with other people. In addition, drawing facilitates free expression of thoughts and ideas, including those that are difficult to say in words, strengthens friendship and encourages free relationships within the group.

The key rule is that each person has to draw for him or herself. **NOBODY SHOULD DRAW FOR ANOTHER PERSON. Participants from all types of educational backgrounds may be hesitant about drawing at first.** However, experience has shown that everyone from small children to elderly people, including those who have never held a pen before, can learn to draw very quickly. They should be supported at the beginning of the process with compliments and cheers as thus they will learn to draw faster.

### **In conclusion, DRAWING:**

- ▶ Helps clarify concepts and ideas;
- ▶ Helps 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, involving people with a lower level of education. Such people frequently learn to draw through symbols faster than their well-educated peers.

**Drawing helps GALS participants develop a range of capacities,**

**so,**

**Dear friends and colleagues, we invite you on a journey to implementing fun, interesting, and simple GALS tools!**

---

## SELECTION OF PARTICIPANTS

The first champions should be around 20 equal numbers of women and men, Ideally with mix of age and education. Selected as 4 participants from 5+ places that will form the basis of scaling up.

**None of them should be related to each other** because this will mean people can be less open, and it reduces outreach because the first people participants will share with afterwards are people in their family. Where this rule has not been followed and husbands and wives or other relatives have come the discussions have been much less rich and there has been much less sharing afterwards.

The champions can be connected into a WhatsApp/ Telegram group to get immediate support from facilitators at any point in time before/during/after GALS trainings.



# GENDER ACTION LEARNING SYSTEM IMPLEMENTATION TOOLKIT



VISIONING

# 15.

---

## VISIONING

*Time spent:*  
**2 hours and 40 minutes**

*May take less or more time depending on the pace of work.*

*Training methods:*

- Working in pairs with someone they do not know
- Brainstorming
- Drawing
- Analyzing
- Composing and then singing a song
- Applauding each other for encouragement

*Getting to know each other:*  
**25 minutes**

Participants quickly select someone of the opposite (or same) sex that they do not know. They have to be quick or they will be left without a partner. This immediately gets people energized.

The purpose of working in pairs is for participants to get to know a new friend.

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



**Participant expectations:**  
**15 minutes**

Participants are asked to share their expectations about GALS process, what they heard before about it and what they expect to learn from it. They are given colorful stickers that they pin on flipchart or wall.

The Facilitator then groups all stickers and summarizes participants' expectations.

The flipchart/ wall with stickers remain for reference until the end of the training to see what has and has not been fulfilled.

**Establishing the rhythm of applause:**  
**5 minutes**

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.

The rhythm of applause should be:

- ▶ Fast and vibrant
- ▶ Prolonged
- ▶ Clear and cheerful

**Note for the Facilitator:**

Passing each step and session, determine the duration and rhythm of applause together with the participants. This will help to keep the training session lively and moving in order to focus on important things.

**Important tips for the Facilitator:**

- *During GALS implementation, do not provide any ready solutions to participants, give guidance only.*
- *During discussions, do not give prepared answers or provide examples.*
- *Everyone should draw for him or herself. Helping each other to draw is not allowed.*
- *Never use diagrams or drawings when explaining the tool. Give oral guidance only. Even when the participants do not draw correctly, do not show the 'right' way to do it. The participants should draw everything on their own.*
- *Try not to use examples when working with GALS tools. However, sometimes the participants may not draw unless there is an example provided. In these situations, bring examples in from other communities.*
- *Never give your own opinion as an example.*



## BRIEF INFORMATION ON GENDER ACTION LEARNING SYSTEM

*Information to be delivered:*  
5 minutes

**GALS is an abbreviation of Gender Action Learning System that aims to improve the livelihoods of families.**

The GALS methodology was first piloted in the Kyrgyz Republic in 2016-2017 in 45 villages of Osh, Jalal-Abad, Naryn and Chui provinces as part of the of the **Joint Programme “Accelerating Progress toward the Economic Empowerment of Rural Women Empowerment”** implemented by International Fund for Agricultural Development (IFAD), UN Women, Food and Agriculture Organization (FAO) and World Food Programme (WFP).

In 2017, approx. 3,500 people joined the programme with support from GALS champions. The programme participants reported improvements in their family relationships, better distribution of domestic workloads between family members, emerging business opportunities, increased income, and fewer cases of domestic violence. The author of the original methodology **Dr. Linda Mayoux** visited Kyrgyzstan on several occasions to adapt GALS tools to the local context and provide trainings to champions from local communities and CDA staff to polish their GALS toolkit dissemination skills.

### Steps for implementing the “Visioning” tool:

*Purpose:*

Visioning dreams and future life goals through drawing

*Information to be delivered:*  
2 minutes

Using the “Visioning” tool, participants may re-evaluate their life priorities. In addition, this tool may help them believe in their strengths, find inspiration and take steps to implement their dreams. The “Visioning” method is used in other GALS tools too and provides a good opportunity for the participants to envision and draw their dreams.

5 minutes

***Drawing the image of the sun on paper according to the tool***

*Facilitator:*

One of the participants volunteers and comes out to the front of the class and starts drawing the tool on paper that hangs on the wall as guided by the Facilitator. More specifically, the participant draws each step with help from the Facilitator.

*Guiding comments for the volunteer:*

The Facilitator gives the volunteer the following instructions:

- Please draw a big circle with a red pencil.
- Now draw red rays around the circle.



**Facilitator:**

Helps the volunteer to draw using “interactive facilitation” method.

The method is that the volunteer shows with their hand movement what they will draw where before putting marker on the paper. Then other participants are asked if the volunteer is right. If so, s/he draws. If not, someone else comes up. This takes a bit of time, but helps people to remember and understand. And means the version of the paper at the front is not covered with messy crossings out or needs to keep being changed. This method is followed for all the tools below. When the assignment is complete, the invited person goes back to her or his place with applause and thanks from the other participants.

**Guiding comments for other participants:**

- Please draw the sun in your copybooks or on paper in front of you as shown.

The Facilitator guides the participants and checks if they draw the sun correctly.

**Discussing the image of the sun: 5 minutes**

The Facilitator asks 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 are the sun and a dream related to each other?

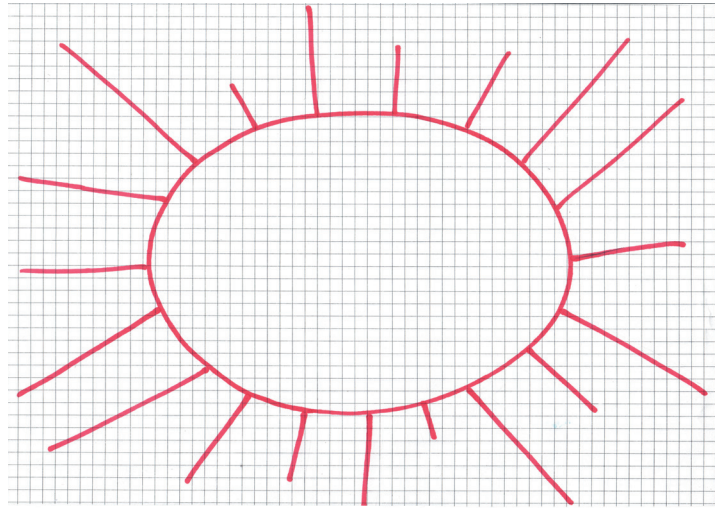
**Facilitator: 3 minutes**

Based on the answers received, give the following information:

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.**

The red color is a symbol of **love, beauty, joy and happiness. Also, when the sun rises or goes down, it becomes red in color, which is the color of flame.**





*Drawing 1. Image of the sun:*

***Information to be delivered:***  
***3 minutes***

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 dreams for yourself, for all other family members (men think about your wives, mothers-in-law for daughters-in-law and vice versa but you will need to ask them later), for your neighbors 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 is that visions should be beautiful dreams that inspire you. That is why they need to be concrete enough.

***Activity:***                      ***5 minutes***

Close your eyes for five minutes and envision your dreams



Five minutes later the Facilitator asks the participants to open their eyes and explains the next activity.





**Activity:**

**20 minutes**

Now please draw the different elements of your dream in the middle of the sun

**Information to be delivered:**

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 - when you look at them in 6 months' time.

Please do not feel shy because you think you cannot draw. You already drew a big sun circle and lines. Your drawings are representations with simple lines and circles, not artistic portraits with every hair of the head. 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. If you want to emphasize some particular dream, you may draw it bigger or smaller or circle it in green as part of your unripe plan. If applicable, you may also specify the number of objects you have in your dream.

**Guiding questions:**

- **Yourself: Did you fully reflect your own dream(s)? For better work? For education? For personal development? For helping family, friends and community? Anything else?**
- **In order to be happy, how do you imagine your life should be?**
- **Your family: 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 in a short timeframe?**
- **How much time do you think it would take for you to achieve your dreams? - and so on.**

**Note 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 analyze his or her life.*



*While drawing, the participants should envision their family members. It will be helpful to remind people about the importance of considering family members in their dreams.*

Those participants who finished drawing can go to the next step.

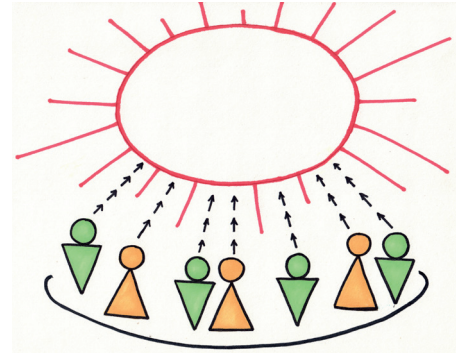
### Next Step: Finding soulmates/ visioning partners

#### Note for the Facilitator:

Participants work in pairs and present their dreams to each other, showing what they have drawn in the middle of the sun.

**Pairs will continue to circulate until all participants see each other's drawings. If you do not talk to everyone, you may miss meeting the soulmate of your dreams.**

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



**Activity:** 10 minutes

While working in pairs, participants tell each other about their dreams and find visioning partners.

**Rule: after seeing each other's drawings, participants should try to understand what they mean.** If the meaning is hard to understand, the author of the drawing should explain it to the others.



#### Information to be delivered:

Participants with similar dreams join into small groups. People who think alike and dream about similar things become *soulmates* or *visioning partners*.

Sometimes there are participants whose dreams are not similar to those of any others. They can 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.







**Activity:** 10 minutes

Each group member should think about his or her dream and then draw a collective group vision together with other group members.

**Note for 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 has to present and describe their group drawing to everyone else.

**Guiding questions for discussion:**

- **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?** – while facilitating the discussion, utilize the following questions as a guide

This activity reflects collective dreams of participants' community or organization rather than personal dreams.

**Facilitator:** 5 minutes

Clears up questions, evaluates the work done and discuss the opinions that have arisen while implementing the tool.

**THINGS TO BE STRESSED:**

- The **"Journey to the Vision"** tool is an important part of GALS that helps reach your vision and we will continue with it at the next meeting.

**Conclusion for the "Visioning" tool**

**Facilitator:** 5 minutes

Clears up questions and opinions that have arising while implementing the tool, evaluates the work done and makes a summary. Reminds the importance of taking steps to implement the vision as early as possible, evaluating achievements from time to time and making adjustments as necessary, and **stresses the role of the "Journey to the Vision" tool**, saying that the group will continue with this method at the next meeting.



## Composing a song about the “Visioning” tool

**Purpose:** 3 minutes

In order for participants to familiarize themselves with this tool, as well as remember the meaning and steps, participants will come up with a song about visioning. This exercise is used in every GALS tool.

Each song should have catchy chorus that states the main aim of the tool. One verse to describe each step. Songs should be designed through a participatory approach.

Song singing is a good bonding opportunity for participants that also creates a more joyful and happy atmosphere.

**Activity:** 10 minutes

**Participants, together or individually, compose a song that describes all steps of the “Visioning” tool.**



*When the time given for the assignment expires, the Facilitator goes to the next activity:*

**Activity:** 10 minutes

**Each group member suggests his or her lyrics to the rest of the group. The others listen to the lyrics and add their own lines, meanwhile composing music for the song.**



**Facilitator:** 10 minutes

Each group presents their song to the other participants.

**Note for the Facilitator:**

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.

**Facilitator:** 5 minutes

After all groups have presented their songs, the participants choose the best song (all steps are described correctly, the song is clear and catchy).

**Note for the Facilitator:**

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 a 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).





## HOMEWORK

**Facilitator:**

**5 minutes**

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.







JOURNEY TO THE VISION

27.

---

## JOURNEY TO THE VISION

*Time spent:*  
**4 hours**

It may take less or more time depending on the pace of work.

*Training methods:*

- Working in pairs
- Brainstorming
- Drawing
- Analyzing
- Composing and then singing a song
- Applauding each other for encouragement

*Welcome:*      **5 minutes**

Facilitator welcomes all participants and introduces newcomers, if any, to the rest of the group.

After the welcome/introduction part is over, the participants move on to working in pairs.

*Working in pairs:*

Working in pairs, participants **review what was done during the previous session, show what they have done at home, and share personal GALS experiences and achievements.**

While sharing, participants can catch up on any information that they may have missed



<b>Facilitator:</b>	<b>10 minutes</b>	<p>Pairs up the participants and gives the following assignments:</p> <ul style="list-style-type: none"> <li>• Please tell each other about what you have learnt and achieved while implementing the “Visioning” tool.</li> <li>• If anyone has missed the previous “Visioning” session, tell them about the tool, show drawings and homework.</li> </ul>
---------------------	-------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Note for the Facilitator :** Please see Note 2 on page 16 of this Manual.

### **STEPS TO IMPLEMENT THE “JOURNEY TO THE VISION” TOOL:**

**Purpose:** To reach the vision, it is important to analyze the present situation, think about challenges and opportunities, set goals and plan steps for achieving the goals set

**Introduction to the tool and discussion:** 5 minutes

- What do you think journey to the vision is?
- What challenges or opportunities can be encountered on this journey?
- Can we achieve everything we dream about at once?

**Based on the answers received, the following information should be provided:**

The advantage of the “Journey to the Vision” tool as compared to the “Visioning” method is that participants come together with their families to think about what they want in life and to set goals and then each family works together to create a specific targeted plan to reach those goals.

When this is the DREAM of one person, the individual approach should be used based on the “Journey to the Vision” tool.

When it is about the DREAM of a whole group or a family, it is important that each member has its own individual plan for achieving group/ family vision. Then they share and negotiate.

The tool requires taking immediate steps to implement the plan, with adjustments made as necessary during the process.

The first step is to choose one of the dreams envisioned during the “Visioning” session, i.e. to choose one specific element of the drawing (something well-known).



After choosing one specific element of the vision, the participants should **analyze their present situation, set targets, and develop an action plan.**

## STEP 1. DREAM

3-5 minutes

**Drawing Step 1 on paper according to the tool:**

**Facilitator:**

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

**Guiding comments for volunteer:** 3 minutes

- Position the paper correctly.
- Draw the **sun in the right top corner of the paper (a red circle).**

**Facilitator:**

Helps the volunteer to draw the sun using “interactive facilitation” method.

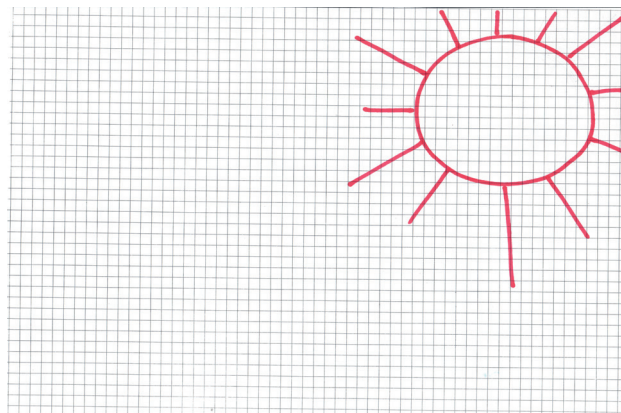
When the assignment is complete, leads the volunteer back to her or his place with applause and thanks from other participants.

**Guiding comments for all participants:**

- Draw the sun in your copybooks with a red pencil as shown by the volunteer.

The Facilitator checks on participants to ensure they draw correctly, providing guidance as necessary and gives the following information:

We have drawn the sun as we did before in the “Visioning” tool. The sun symbolizes our vision with many dreams. Like the sun, it is **high above us and we should strive to achieve it.** Our dreams give us **warmth, strength and happiness** and, like rays of the sun, **help overcome all obstacles** that may be met on the journey to our vision.



*Drawing 2. Step 1 of the “Journey to the Vision” tool:*







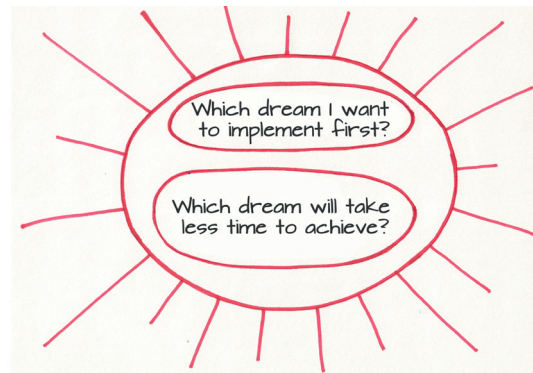
**Activity:** 10 minutes

Choose one dream element or set of related elements that was generated from the "Visioning" tool and draw it in the circle that represents the sun. You choose one dream element or set of related elements that is realizable in about a year to make one plan to learn the tool. Then at home you can do more journeys for other dreams. Or you can put new lanes on the drawing for different dream elements as a multilane highway.

*While participants are choosing one specific dream, the Facilitator reminds the following:*

While participants are choosing one specific dream, the Facilitator reminds the following: You need to think which **DREAM ELEMENT or SET OF RELATED ELEMENTS** that is realizable in about a year to make one plan to learn the tool.

Then at home you can do more journeys for other dreams. Or you can put new lanes on the drawing for different dream elements as a multilane highway. Think about dreams you want to implement first or as soon as possible; which dream will take less time to achieve.



## STEP 2. PRESENT SITUATION

5 minutes

**Facilitator:**

### **Drawing Step 2 on paper according to the tool.**

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

**Guiding comments the volunteer:**

- Draw a black circle in the bottom left corner of the paper. This circle is smaller than the red one and represent your present situation.
- Connect your present situation (the black circle) with your dream (the red circle) using two lines. These two lines represent our road to the vision. The road should be wide as we will draw many other things within it.



**Facilitator:** Helps the volunteer draw two lines representing the journey road.

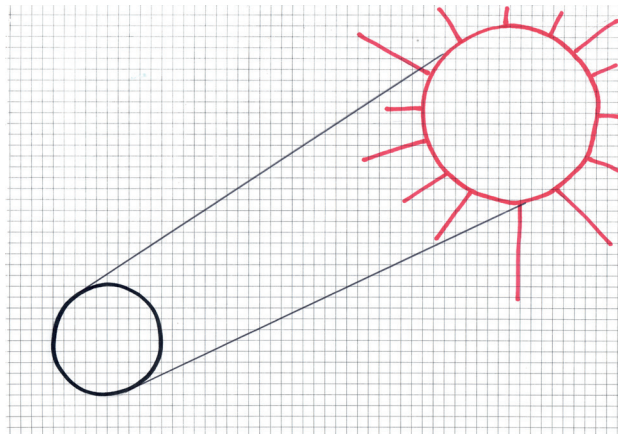
When the assignment is complete, leads the invited person back to her or his place with applause and thanks from other participants.

**Guiding comments the volunteer:**

- Draw a circle and two lines in your copybooks with a black pencil as shown by the volunteer.

The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.

**Information to be delivered:** To achieve our dreams, we need to analyze our present situation and understand what we have and what we do not have (experience, money, livestock, house, land, etc.). Careful analysis will help us build a road to our future dreams faster.



*Drawing 3. Step 2 of the "Journey to the Vision" tool:*

**Activity:** 15 minutes

Having analyzed your present situation, draw it on the paper to reach your vision



**Guiding questions:**

- **What is your present situation in terms of achieving the chosen dream?**
- **What are your strengths?**
- **What are your weaknesses?**
- **Does the present situation have any connection to the drawing that you have done?**



**Note for the Facilitator:**

While participants are drawing, check on their progress, ask guiding questions, help them understand their present situation as clearly and completely as possible.

Only bring examples in when absolutely necessary, but try to get participants to think for themselves.

Some participants may ask not to show or discuss their drawings with the others because they want to do everything on their own. In these situations, show sensitivity and care.

**Transition from Steps 1 and 2 to Step 3 in the "Journey to the Vision"**

*Facilitator asks the following questions:*

*5 minutes*

- Is it possible to reach your dream in the present situation?
- Why reaching the dream is not possible now?
- Do you think there will be opportunities and challenges on the road to your dream?
- If yes, what are these opportunities and challenges?
- Are these opportunities and challenges internal or external?
- If these opportunities and challenges are external, where do you think they should be situated?

**STEP 3. 3A - OPPORTUNITIES AND 3B - CHALLENGES**

*5 minutes*

**Drawing Step 3 on paper according to the method:**

*Facilitator:*

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

*Guiding comments for the volunteer:*

- To the upper left side of the road draw a smiling emoticon. This emoticon represents opportunities. On that upper side of the road, draw at least 10 symbols representing **opportunities**.
- To the lower right side of the road, draw a sad emoticon, which represents challenges. Draw at least 10 symbols representing **challenges**.

*Facilitator:*

Helps the invited person draw and place the emoticons correctly.

When the assignment is complete, leads the invited person back to her or his place with applause and thanks from other participants.



**Guiding comments for all participants:**

- Draw the emoticons in your copybooks with colored pencils as shown by the volunteer.

The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.

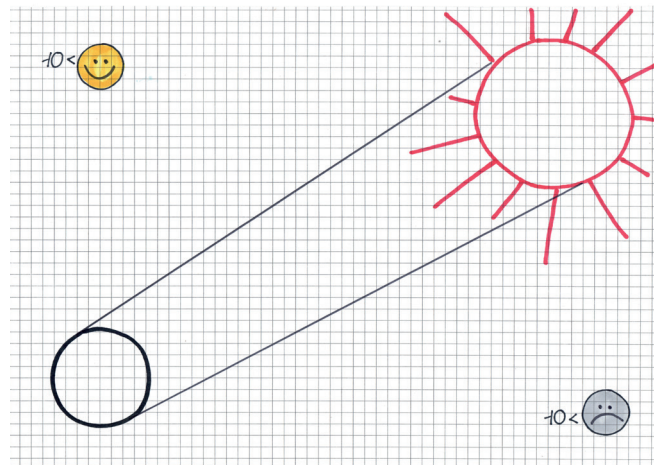
**Information to be delivered:**

The more opportunities are identified, the stronger your working plan will be, and the more likely your "Journey to the Vision" will be successful.

On that upper side of the road, draw at least 10 opportunities. The more opportunities you have, the easier it will be to achieve your dream.

Situations that you can control should be depicted closer to the road, while situations that you cannot control should be farther from the road.

Most people need to think very hard to identify 10 opportunities, because they think first of challenges without appreciating things they have. Some people also do have a more difficult situation than others. But thinking seriously and positively about opportunities is very important to developing strategies to move forward. And not just sitting back depressed waiting for someone else – God helps those who help themselves!



*Drawing 4. Step 3 of the "Journey to the Vision" tool:*

**Activity:** 15 minutes

After identifying OPPORTUNITIES on your road to the vision, draw them on paper. At least 10 opportunities have to be identified.



**Note for the Facilitator:**

For different reasons, participants usually cannot identify 10 opportunities at a time. This is usually because they only think first of challenges, without appreciating things they have. Some participants may also be in a very difficult situation or suffer from depression. It may be necessary here for once for the facilitator to help some people – first through encouraging them to discuss with other participants, or make some suggestions themselves to encourage a positive attitude. In these situations, you should remind them that the **key rule of the method is to draw at least 10 opportunities** and make sure that all participants complete this task.

**Guiding questions:**

- **What opportunities do you have to reach your dream and change your present situation?**
- **Do you need any expert help?**
- **How can your family members and visioning partners help you?**
- **How can your relatives help you?**
- **What additional training and experience will you need?**
- **Where and whom can you get more information from?**
- **What else can help you reach your vision?**

The more opportunities you have, the more successful your journey will be.

**Information to be delivered:**

The more thoroughly the challenge/obstacle/risk analysis is done, the stronger your action plan will be, and the more likely your “Journey to the Vision” will be successful. If you leave things out, then you will not have strategies to avoid/cope with them and your whole plan can fail.

To the lower right side of the road, draw at least 10 obstacles. The more challenges you are able to foresee, the more successful your action plan will be.

The challenges that you can handle on your own and can develop strategies to avoid or reduce should be depicted closer to the road, while challenges you need to accommodate and plan for but cannot control should be farther from the road.

For different reasons, participants sometimes cannot identify 10 challenges at once. In these situations, remind them that the **key rule of the method is to draw at least 10 challenges** and make sure that all participants complete the task. If they are not serious in this task they do not have a serious plan, just a pretty drawing on paper.



**Activity:** 15 minutes

After identifying CHALLENGES in your journey to the vision, draw them on paper. At least 10 challenges have to be identified.



**Guiding questions:**

- **What challenges might arise during your journey to the vision?**
- **What kind of things might pull you back?**
- **What is worrying you?**
- **Might you family members stand in your way?**
- these are model questions to ask.

### Transition from Steps 1, 2 and 3 to Step 4 in the “Journey to the Vision”

**Facilitator asks the following questions:**  
5 minutes

- In order to achieve our dreams, we have analyzed our present situation, and then identified opportunities and challenges. What do you think we should do next?

Having discussed the answers, sum up the work done and move to Step 4A to **set a target and goals**.

#### STEP 4A. TARGET

5 minutes

Drawing Step 4A on paper according to the method:

**Facilitator:**

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

**Guiding comments for the volunteer:**

- In order to move on from the present situation to the vision (the red circle), we need to set a target, taking into account all our opportunities and challenges we have.
- On the road to the vision draw a green circle next to the red one. It should be situated close to the red circle.

**Facilitator:**

Helps the volunteer to place the green circle correctly.

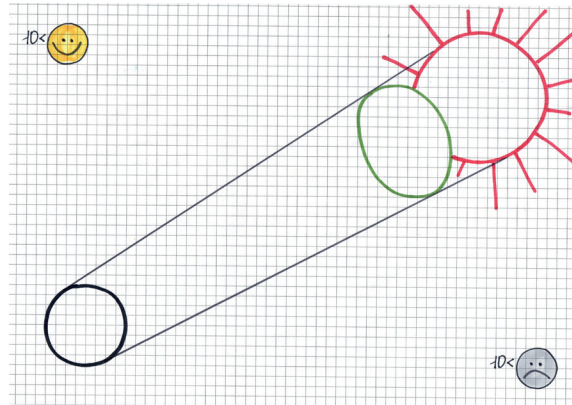
When the green circle is complete, leads the volunteer back to her or his place with applause and thanks from other participants.

**Guiding comments for other participants:**

- Draw a circle on the road to the vision with a green pencil as shown by the volunteer.

The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.





Drawing 5. Step 4A of the "Journey to the Vision" tool:

**Information to be delivered:**

We all have different dreams and it will take time for each dream to come true. Some dreams can be achieved in 5 years or more. But we need to set a goal that can be achieved within a year. That is, if your vision is to be implemented in 5 years, the journey to the vision should be planned 5 times, with a 1-year action plan prepared each time.

All targets should be in line with SMART indicators. More specifically, targets should be:

- Specific,
- Measurable,
- Attainable,
- Realistic, and
- Time-Bound.

КОНКРЕТНЫЙ		<b>S</b> pecific
ИЗМЕРИМЫЙ		<b>M</b> easurable
ДОСТИЖИМЫЙ		<b>A</b> ttainable
РЕАЛИСТИЧЕСКИЙ		<b>R</b> ealistic
ОГРАНИЧЕННЫЙ ПО ВРЕМЕНИ		<b>T</b> ime-bound

You should also be able to show how much money will be spent.

For example, if the dream is building a house, then the target for the first year could be building the walls of that house:

- Specific – location of the building.
- Measurable – size of the walls, money to be spent on building materials, budget.
- Attainable – is this really possible to build?
- Timely – to indicate the exact period of twelve months, e.g. from February 2020 to February 2021.

In short, you should be able to answer the question: "Is it possible to implement the target and meet all these indicators?"



**Activity:** 15 minutes

Draw your target in the green circle on the road to the vision in accordance with SMART indicators.



**Guiding questions:**

- What indicators did you use while drawing the target?
- What are your time frames?
- Will your vision be implemented if this target is achieved?
- Does this target meet SMART indicators? - and so on.

### Transition from Step 4A to Step 4B in the "Journey to the Vision"

**Facilitator asks transition questions, and goes to the next step:**  
5 minutes

- You have established your target based on the SMART indicators. So, how will you achieve your target?
- What should be done?

## STEP 4B. MILESTONE GOALS

10 minutes

### Drawing Step 4B on paper according to the tool:

**Facilitator:**

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

**Guiding comments for the volunteer:**

- Draw 3 black circles on the road to the vision between the circle illustrating your present situation and the circle representing your target. The new circles should be empty inside.
- The circles should be large in size, because you will draw inside these circles during next steps.

**Facilitator:**

Helps the volunteer place the three black circles correctly.

When the assignment is complete, leads the volunteer back to her or his place with applause and thanks from other participants.

**Guiding comments for other participants:**

- Draw circles on the road to the vision with a black pencil as shown by the volunteer.

The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.





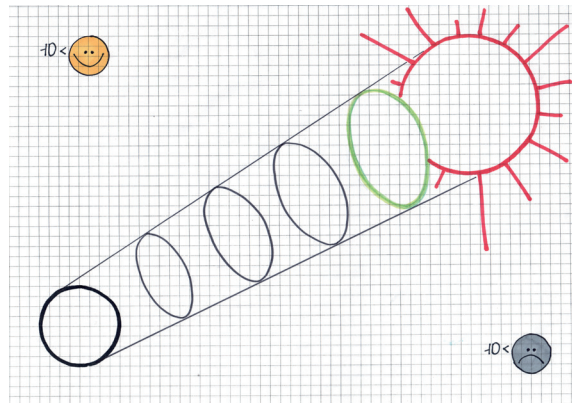
**Information to be delivered:**

**Vision** sun which is the sum of long-term inspiring **dream** elements. One element is chosen to practice the tool.

**Timebound SMART target:** green circle after eg one year, or could be by the time of a review workshop, harvest etc. It could be only 3 months, depending on the project.

**Milestone goals** in the plan: 3-3 circles along the road to the target to mark the degree of progress at specific times, not necessarily equal distance eg number of bricks for a house, amount of money earned at festival time. These are drawn in the circle. This first circle is ideally no more than one month time so that people start acting immediately, not waiting for 3 months.

**Action Steps** actions needed to progress from one milestone to another.



*Drawing 6. Step 4B of the "Journey to the Vision" tool:*



**Activity:** 20 minutes

Depict milestone goals required to achieve your target by drawing black circles on the road to the vision.

**Guiding questions:**

- Did you identify each of your milestone goals?
- What time do you need to implement these milestone goals?
- If you implement these key milestone goals, will you achieve your target?

After finishing with the milestone goals, make a transition to the 5th step.



## Transition from Step 4B to Step 5 in the “Journey to the Vision”

*Facilitator asks transition questions, and goes to the next step:  
5 minutes*

- Dear participants, you have identified milestone goals necessary for achieving your target. Do you think these milestone goals will be enough to achieve your target?
- Is it possible to achieve your future vision based just on your drawing of the milestone goals and main target?
- What action steps do we need to implement our milestone goals?

### STEP 5. ACTION STEPS

*10 minutes*

*Facilitator:*

#### Drawing Step 5 on paper according to the method:

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

*Guiding comments for the volunteer:*

Using different colors, please draw the following in empty spaces between the black circles:

- **Action steps to complete milestone goal 1:** between the circle illustrating the present situation and the circle representing the first milestone goal.
- **Action steps to complete milestone goal 2:** between the circle illustrating the first action and the circle representing the second milestone goal.
- **Action steps to complete milestone goal 3:** between the circle illustrating the second action and the circle representing the third milestone goal.

*Creating symbols together with participants:*

- What symbols can we use to illustrate our action steps?

*Facilitator together with the volunteer:*

Select one symbol based on the answers received.

*Guiding comments for the volunteer:*

- Place the selected symbol below the circles representing milestone goals.

*Facilitator:*

Helps the volunteer to draw and place the symbol correctly.

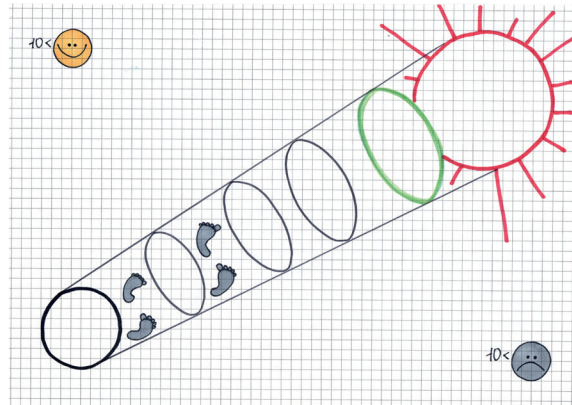
When the assignment is complete, leads the volunteer back to her or his place with applause and thanks from other participants.

*Guiding comments for other participants:*

Draw this tool step using any color you like as shown by the volunteer.

The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.





*Drawing 7. Step 5 of the "Journey to the Vision" tool*



**Activity:** 30 minutes

Think about the action steps needed to complete each milestone goal and draw them near each respective goal.

**Guiding questions:**

- What action steps do you need to implement the first, second and third milestone goals?
- How much time will you need?
- How much money will you need?
- Are these action steps depicted clearly?
- Are these action steps SMART?

**Conclusion for the "Journey to the Vision" tool**

**Facilitator:** 10 minutes

Sums up questions and opinions that have arisen during the implementation of the method, makes an assessment of the activities proposed and provides a conclusion.

**Information to be delivered:**

Each of you **travelled towards your own dream, and in the process you analyzed your present situation** in order to know what your strengths and weaknesses are.

After analyzing your current situation, you identified **opportunities and challenges**, because you need to know what you can rely on during your journey and what obstacles you may encounter.

Having analyzed your present situation, opportunities and challenges, you **set a target** that you need to achieve to reach your vision.

To achieve this target, you created **milestone goals** and action steps required to implement each milestone goal.



To sum up:

- ▶ While traveling to your dream, you should keep in mind your present situation, opportunities and challenges, set a target, identify key milestone goals to achieve this target and action steps to complete each milestone goal, and set timeframes. **IMPLEMENTATION** is the underlying principle.
- ▶ **Every action step should be necessarily based on a logical algorithm, otherwise the method will not work.**
- ▶ During your travel to the dream, you should evaluate your achievements from time to time and make adjustments as necessary.
- ▶ **Use the red color to highlight your achievements** as the red color is a symbol of a **ripe fruit, i.e. symbol of a fulfilled idea.**

### Composing a song about the “Journey to the Vision”

**Purpose:**                      *3 minutes*      For participants to remember the steps of this GALS tool and use it in upscaling the method.

Song singing is a good bonding opportunity for participants that also creates a joyful and happy atmosphere.

**Activity:**                      *10 minutes*

Participants, together or individually, compose a bright and joyful song that describes all steps of the “Journey to the Vision” tool.



*When time given for the assignment is over, the Facilitator goes to the next activity:*

**Activity:**                      *10 minutes*

Each group member suggests his or her lyrics to the rest of the group. The others listen to the lyrics and add their own lines, meanwhile composing music for the song.



**Facilitator:**                      *10 minutes*      Each group presents their song about the “Journey to the Vision” tool to other participants.

**Note for the Facilitator:**                      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.

**Facilitator:**                      *5 minutes*                      After all groups have presented their songs, the participants choose the best song (all steps are described correctly, the song is bright and catchy).



**Note for the Facilitator:**

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 a 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).

**HOMEWORK****Facilitator:****5 minutes**

The participants should continue to work on their “Journey to the Vision” at home, edit and finalize their drawings.

The participants should immediately start taking steps to implement their vision. Remind them that if they do not finish each action in their plan on time, they may not realize that vision.

Tracking progress: THINGS ACHIEVED RING IN RED. THINGS THAT DID NOT WORK RING IN BLUE. THINGS NOT ACHIEVED BUT STILL IN PLAN MOVE FORWARD IN GREEN. WITHOUT TRACKING NO PROGRESS WILL BE MADE. THE DRAWING WILL JUST STAY IN YOUR HEAD.







HAPPY FAMILY TREE

# 45.

---

## HAPPY FAMILY TREE

**Time spent:**  
**4-5 hours**

More or less time may be required depending on the pace of work.

**Training methods:**

- Working in pairs
- Brainstorming
- Drawing
- Analyzing
- Composing and then singing a song
- Applauding each other for encouragement

**Welcome:**      **5 minutes**

The Facilitator welcomes everyone and introduces newcomers, if any, to other participants. After the welcome/introduction part is over, the participants move on to working in pairs.

**Working in pairs:**

Working in pairs, participants **review what was done during the previous session, show what they have done at home, and share personal GALS experiences and achievements.**

While sharing, participants can catch up on any information that they may have missed.

**Facilitator:**      **10 minutes**

Pairs up the participants and gives the following assignments:





**Facilitator provides the following information to go to the next tool: 5 minutes**

- Tell each other about what you have learnt while implementing the “Visioning” and “Journey to the Vision” tools.
- If anyone has missed the “Visioning” and “Journey to the Vision” sessions, tell them about these tools, show drawings and homework.
- ▶ During our previous “Visioning” and “Journey to the Vision” sessions you were given individual homework.
- ▶ Do you have any questions about the “Visioning” and “Journey to the Vision” tools? (the Facilitator then answers questions).
- ▶ To reach a dream or goal, everyone needs not only action, but also family support. Today we will learn about the third GALS tool that helps improve family relationships and distribute domestic workloads among household members fairly and equally.

**Note for the Facilitator:**

*Please see Note 2 on page 16 of this Manual.*

## **STEPS TO IMPLEMENT THE “HAPPY FAMILY TREE” (HFT) TOOL:**

**Purpose:**

Improve relationships in a family through analysis of family expenditures, joint decision-making on income and expenditures, supporting and helping each other, and addressing family issues together.

### **STEP 1. TRUNK**

**5 minutes**

**Drawing Step 1 of HFT on paper according to the method:**

**Facilitator:**

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

**Guiding comments for the volunteer:**

Trees grow upwards, they have branches and roots. The Facilitator asks the volunteer to place paper vertically and draw the following:

- Draw two vertical lines in the middle with a black pencil, they will represent the trunk of the tree.
- Draw a circle at the top of the trunk with a red pencil (the sun).
- Draw another circle at the bottom between the two vertical lines with a black pencil.



The Facilitator helps the volunteer to draw the trunk of the tree.

**Facilitator asks the participants:**

Please divide your drawing of the tree into two parts: one for men and the other one for women. Use symbols for each side of the drawing:

- Which side of the tree should be given to men and which to women?
- What symbols should be used?

The participants discuss options and make a decision.

**Facilitator asks the volunteer to draw symbols suggested by most participants:**

- Draw the symbols suggested by the group on the men's and women's sides of the tree.

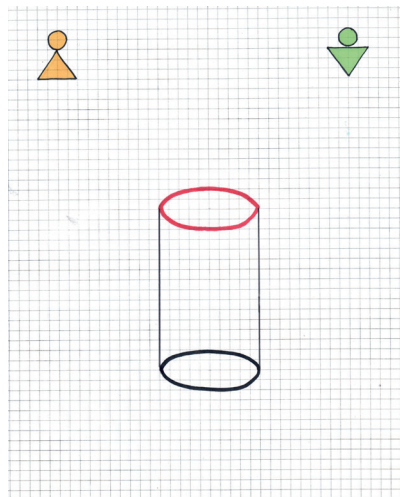
**Facilitator:**

After the volunteer has finished drawing the trunk of the tree and symbols indicating the men's and women's sides, leads her/him back to her or his place with applause and thanks from other participants.

**Guiding comments for other participants:**

- Put the paper vertically on the table and draw the trunk as shown by the volunteer, then divide your drawing into two parts, one for men and the other one for women, and draw symbols on each side.

The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.



*Drawing 8. Step 1 of the "Happy Family Tree" tool:*

**Discussion:**

- What does the red circle (the sun) represent?
- What does the black circle represent?



*Based on the answers received, the Facilitator provides the following information:*

- The red circle at the top of the trunk represents **family relationships of your dream**.
- The black circle at the bottom of the trunk represents **your current family situation**.
- Draw your **family members**, i.e. people who live with you in your household.
- Do not include families of your children and other relatives who live separately from you.



**Activity:** 15 minutes

Draw your dream – a **happy family** – in the red circle.

Use the black circle to draw your **current family relationships**.

The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.

*Guiding questions:*

- **You should draw all members of your family.**
- **Are you sure you did not miss anyone?**
- **Are you sure you did not include your children and relatives who live separately from you?**
- **Does your drawing give an accurate representation of your current family situation?**
- **Are you sure you show family relationships of your dream clearly?**

Upon completion of Step 1, go to Step 2 through the transition step described below.

### Transition from Step 1 to Step 2 in the HFT tool

*Facilitator asks transition questions and goes to the next step based on the answers received:*  
5 minutes

- Dear participants, you have shown your current family situation in the bottom circle of the trunk, and family relationships of your dream in the upper circle. If you remember, we discussed before that each tree has roots and branches. Which part of the tree do you think we will draw next?
- Do you think household work is important for family's happiness?
- Is it important who does household work in your family and how they do it?
- If yes, how important is it for you?

*Facilitator sums up Step 1 based on the answers received:*

As discussed before, the HFT tool puts great emphasis on who does household work and how. In Step 2 we will analyze household responsibilities of your family members and show them on the roots of our tree.



## STEP 2. ROOTS

5 minutes

### Drawing Step 2 on paper according to the method:

*Facilitator:*

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

*Guiding comments for the volunteer:*

- Draw 6 black lines down from the black circle representing your current family situation, i.e. draw the roots of your tree that will consist of 5 segments. There should be empty space between the lines (5 in total).

*Information to be delivered:*

The roots of the tree should be divided in two sections, with **one for women and the other one for men.**

- ▶ Outer parts of the roots (on both men's and women's sides) will represent **activities that bring in money/income**; they should be marked with an appropriate symbol.
- ▶ Inner parts of the roots (on both men's and women's sides) will represent **activities that do not bring in money/income**; they should be marked with an appropriate symbol.
- ▶ The middle part of the roots will be used to show **joint activities.**

### *What symbols should we use for the roots?*

*Guiding comments for the volunteer:*

- Draw the selected symbols on the inner part of each root.

*Facilitator*

Helps the volunteer draw the roots and symbols.

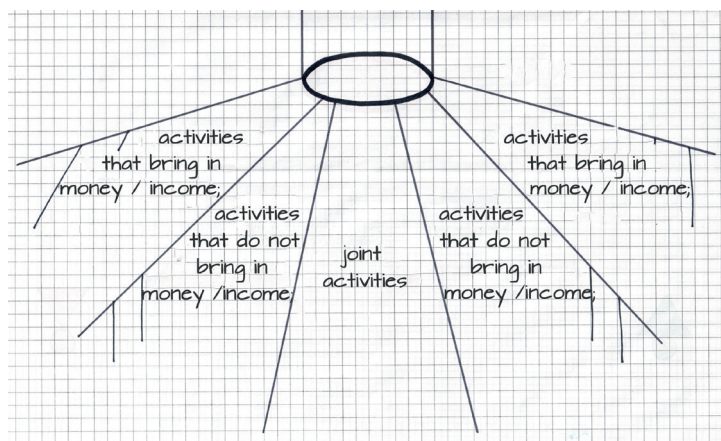
When the assignment is complete, leads the volunteer back to her or his place with applause and thanks from other participants

*Guiding comments for other participants:*

- Draw roots and symbols as shown by the volunteer.

The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.





*Drawing 9. Step 2 of the “Happy Family Tree” tool:*

**Information to be delivered:**  
**5 minutes**

The key rule is that women and men should draw on their respective sides of the tree.

On their side, in the “activities that bring in money/income” section, **men show their income generating activities or paid work.**

In the “activities that do not bring in money/income”, **men show what household work they do.**

On their side, in the “activities that bring in money/income” section, **women show their income generating activities or paid work.**

In the “activities that do not bring in money/income” section, **women show what household work they do.**

In the middle, in the “joint activities” section, the participants **show household work that both men and women do.**

While drawing **household work that both men and women do**, the participants should indicate who does most of this housework, men or women (gender-specific symbols can be used for this).

Like in previous sessions, **different sizing can be used to show if a household chore is more time-consuming or not.**

The participants should also show household responsibilities of other family members (e.g. daughter, son, father-in-law, mother-in-law, etc.). To add more male family members, the participants should draw on the men’s side **as many roots as there are men in the family.** Each root should be



marked appropriately to show whom it belongs to (use one symbol for son and another one for father-in-law).

The same goes to the **women's side**.

The main rule is that **women draw on their side and men draw on theirs. The wife cannot draw for her husband and the husband cannot draw for his wife. Drawing for other family members is not allowed either.**

**Activity:** 30 minutes

Everyone should draw their activities on their respective roots.

The elements of the drawing **may be sized differently to reflect the amount of time household work takes to be accomplished.** For example, major household chores can be depicted as bigger objects and minor chores as smaller objects.



The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.

**Guiding questions:**

- How many members are in your family? Did you show all of them on your drawing (roots)?
- What household responsibilities did you draw bigger and which as?
- What is the difference between household work and paid work?
- Do all of your family members do household work?
- Do you know how household responsibilities are distributed in your family? What housework do you do?
- What household work both men and women do?
- If your son's responsibility is to give water to livestock, in which part of the root would you show this?
- Why do you keep livestock - for own use in winter or for sale?
- Do you milk cows for own use or for sale?
- Gulmira makes 10 flatbreads a day, 5 flatbreads for her family and the other 5 for sale. In which part of the root would you show this?

*Facilitator sums up Step 2 by asking the following questions:  
5 minutes*

**You have finished the assignment. Do you think the roots of your tree are balanced?**

- When balance is possible?
- Why do we need balance?



- **Why balance is important in our lives?**
- **If a man or woman does a lot of household work and other family members are not helping, can they be happy?**

Asking these questions, help the participants focus on the balance of the roots and then go to Step 3 through the transition step described below.

### Transition from Step 2 to Step 3 in the HFT method

*Facilitator asks transition questions and goes to the next step based on the answers received:*  
5 minutes

- Dear participants, while working on the roots, you showed what household work you do at home. When and with whom are you going to draw the other parts of the tree?
- Now when we finished drawing the roots, we will try to understand how your family members spend the money they earn.
- May spending impact family's happiness?
- In which part of the tree do you think we should show family income and expenditures?

Family expenditures are analyzed during Step 3 of the HFT tool, when the participants draw branches of the tree.

### STEP 3. BRANCHES

10 minutes

*Facilitator:*

*Guiding comments for the volunteer:*

*Information to be delivered:*

#### **Drawing Step 3 on paper according to the method:**

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

- Draw 6 black lines upwards from the red circle. These lines will represent tree branches that will consist of 5 segments.
- As with the roots, there should be empty space between the lines.
- When you finish drawing branches, there should be two empty spaces on the men's side, two empty spaces on the women's side, and one empty space in the middle.

The branches of the tree are divided into two sections, **one is for women and the other one is for men.**

- ▶ Outer parts of the branches will represent **"personal expenditures"**; they should be marked with an appropriate symbol.
- ▶ Inner parts of the branches will represent **"family**



**expenditures”**; they should also be marked with an appropriate symbol.

- ▶ The middle part, which is for both men and women, will represent **“joint family expenditures”**. Use an appropriate symbol to mark this section.

*What symbols can we use for different parts of the branches?*

*Guiding comments for the volunteer:*

- Please draw symbols as suggested by the group on the inner side of each branch.

*Facilitator:*

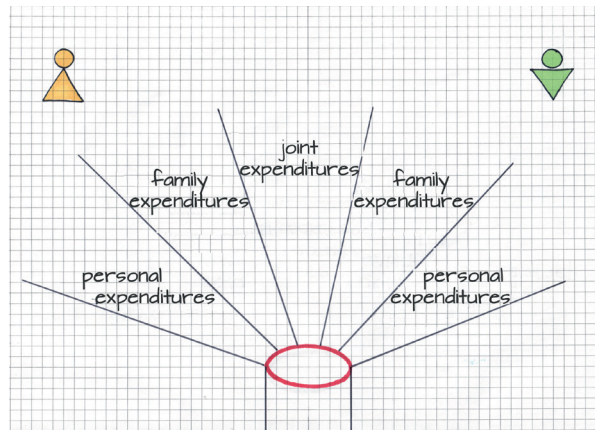
Helps the volunteer draw the branches and symbols correctly.

When the assignment is complete, the Facilitator leads the volunteer back to his or her place with applause and thanks from other participants.

*Guiding comments for other participants:*

- Draw branches of the tree and respective symbols as shown by the volunteer.

The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.



*Drawing 10. Step 3 of the “Happy Family Tree” tool:*

*Information to be delivered:*  
**10 minutes**

The key rule is that women and men should draw on their respective sides of the tree.

In the “personal expenditures” section, **men show their personal monthly expenditures, i.e. how much money they spent on their personal needs each month. The main rule is to show expenditures spent on personal needs only.**





In the “family expenditures” section, **men show family’s monthly expenditures and how much they personally spend on family needs.**

In the “personal expenditures” section, **women show their personal monthly expenditures, i.e. how much money they spent on their personal needs each month. The main rule is to show expenditures spent on personal needs only.**

In the “family expenditures” section, **women show family’s monthly expenditures and how much they personally spend on family needs.**

In the “joint family expenditures” section, the respondents should show **joint expenditures made by both women and men on family needs per month.**

It is important to show expenditures openly because otherwise it will be difficult to analyze the expenditure structure.

**The key rule is that women should draw on their side and men should draw on theirs. Men should never draw on the women’s side. The same requirement applies to other family members.**



*Activity: 30 minutes*

Everyone draws their expenditures on their respective branches.

The **size of the drawing elements may vary to reflect the level of expenditure** (bigger/smaller) and show specific amounts.

The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.

*Guiding questions:*

- **What expenditures does your family have?**
- **Who spends money in your family?**
- **What is the money spent on?**
- **Who buys clothing for your children?**
- **Who buys clothing for you?**
- **Who spends money on social events (weddings, funerals, birthdays, etc.)?**
- **What do you buy for yourself? What does your husband/wife buy?**



- **Do you spend money together? If yes, when? Would you draw these expenditures in the middle section?** and other similar questions.

**Questions to sum up Step 3:**

The assignment is complete. Do you think the branches of your tree are balanced?

- **In what situations do we need balance?**
- **Why do we need balance?**
- **How does balance improve our lives?**
- **Is there a balance between the roots and branches of your tree?**
- **How should the tree grow?**
- **Can the tree grow sidewise?**
- **Why it cannot?**
- **If the man or woman spends more money on their personal needs, can they be happy?**

Asking these and similar questions, help the participants focus on the balance of branches and then go to Step 4 through the transition described below.

**Transition from Step 3 to Step 4 in the HFT tool**

*Facilitator asks transition questions and goes to the next step based on the answers received:  
5 minutes*

- Dear participants, we have worked with the branches of our trees to show how much money we spend and on what. When and with whom are you going to draw the remaining parts of the tree?
- While working with the branches of our trees, we understood who spends the money and how, now we will see who makes decisions about how to spend the money.
- Who is the main decision maker in your household?
- What decisions are usually made?
- What decisions do you make together?
- For example, who would make a decision to sell the car and why?
- If you made this decision together, who would implement it? Why would XXX do it?
- This means XXX is the owner of the car, right?

Decision making and ownership rights will be in Step 4 of the HFT tool.



## STEP 4. DECISION MAKING AND OWNERSHIP OF MOVABLE/IMMOVABLE PROPERTY

10 minutes

### Drawing Step 4 on paper according to the method:

*Facilitator:*

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

*Guiding comments for the volunteer:*

- Divide the tree into two parts by drawing a horizontal dash line from one side of the paper to another.
- Write 4A above and 4B below the dash line.

*Facilitator gives information and, after a discussion, sums up answers to the following questions:*

- ▶ In the **4A** section, think about and list your family **PROPERTY**. Mark this section with a symbol denoting OWNERSHIP.
- ▶ In the **4B** section, think about and list your **DECISIONS**. Mark this section with a symbol denoting DECISION MAKING.

### *What symbols do you think we should use?*

*Guiding comments to the volunteer:*

- Draw symbols as suggested by the group in the 4A and 4B sections.

*Facilitator:*

Helps the volunteer divide the tree into two parts with a horizontal dash line and draw symbols.

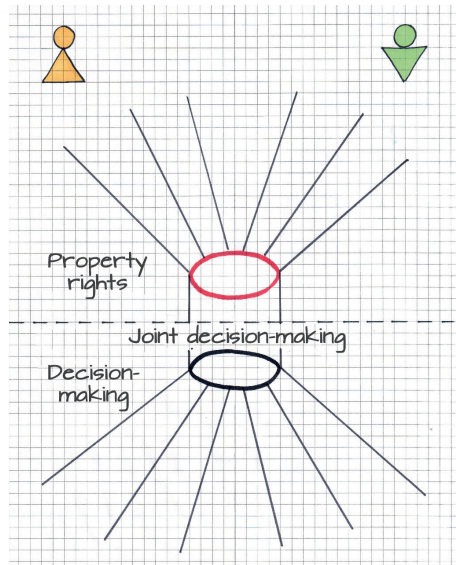
When the assignment is complete, the Facilitator leads the volunteer back to his or her place with applause and thanks from other participants.

*Guiding comments for other participants:*

- Draw a horizontal dash line to divide the tree into two parts and respective symbols on both parts.

The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.





*Drawing 11. Step 4 of the "Happy Family Tree" tool:*

**Information to be delivered:**

**4A – OWNERSHIP.** Ownership rights to movable and immovable property are enshrined in the Law of the Kyrgyz Republic. Below is a brief overview of ownership rights according to the Law of the Kyrgyz Republic:

The **right of ownership** is recognized in and protected by the Law of the Kyrgyz Republic. This is a legal right to own, use and dispose of property. The right of ownership is one of the fundamental civic rights and is a broader concept than other property rights: a property owner is entitled to own, use and dispose of property.

The **owner** has the right to manage his or her property in ways that are not prohibited by law and do not infringe on legitimate rights of third parties.

The Law of the Kyrgyz Republic recognizes personal, public, municipal and other forms of ownership. The law defines types of property in public and municipal ownership. **The rights of all owners are protected equally.**

Think about all movable and immovable property that belongs to your family. After making a list of your property, think about who owns this property (in whose name it is registered). Examples of movable and immovable property are land, a house, a shed, a car, business, etc.





**Activity:** 15 minutes

In the 4A section, each participant draws property that belongs to him or her.

The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.

**Guiding questions:**

- **What movable and immovable property does your family have?**
- **Who is the registered owner of this property?**
- **If both husband and wife were the registered owners of family property, would the family be happier?** And other similar questions.

When Step 4A is complete, go to Step 4B of the HFT tool.

**Information to be delivered:**

#### **4B – DECISION MAKING**

Everyone has the right to make decisions, individually or collectively. All families make decisions, but it is important to remember that **major decisions may have significant effects on the family.**

You are well aware of how decisions are made in your family, who makes decisions and what these decisions are about. Now think about the decisions that you made personally.

If both man and woman make decisions in your family, this should be shown on the trunk of the tree.



**Activity:** 15 minutes

In the 4B section, each participant draws his or her decisions (on respective sides of the tree)

The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.

**Guiding questions:**

- **What decisions do you (personally) make?**
- **What decisions do you (women) make?**
- **What decisions do your husbands make?**
- **Do you make any decisions together? What are these decisions about?**



- **Does joint decision making foster your family's development? If yes, how?** – and other similar questions.

### Transition from Step 4 to Step 5 in the HFT tool

*Facilitator asks transition questions and goes to the next step based on the answers received:  
5 minutes*

- Dear participants, you all have analyzed your ownership rights and decision making process. Who owns most property in your family? Who makes important decisions?
- Is solving such issues good for a family that lives together in one household?
- Is your tree balanced (stands upright) or bowed to one side? In what situations is it not balanced?
- In what situations can a family live happily?
- What can be changed to improve the situation and why?
- Is it possible to build a happy family based on mutual respect and understanding by making well-informed joint decisions?

In Step 5 we will see how the situation can be changed.

## STEP 5. CHANGING SITUATION ON THE HAPPY FAMILY TREE

*10 minutes*

**CHANGING** the situation as part of Step 5 of the “Happy Family Tree” tool

*Information to be delivered:*

**CHANGE.** The family can be happy only when their tree is balanced. When the balance is broken, changes are needed to restore the balance. The goal of the “Happy Family Tree” tool is to make families happy.

If the tree is bowed, you need to change the situation on the respective side of the tree to restore the balance and straighten your tree.

Based on the above, you need to analyze everything thoroughly and answer the following question: **“What can I change on my side of the tree to live happily with my family?”**.

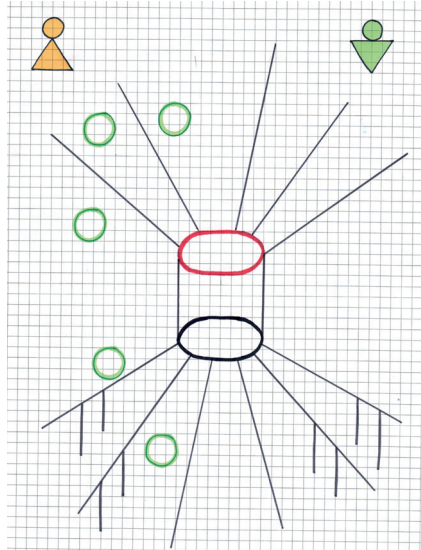
Look at the branches, roots and trunk of the tree on your side and, using a green pencil, circle the things that can be changed.

Everyone should mark at least 5 things to be changed on their respective sides of the tree (on branches, roots and trunk).



Write down timeframes for changes next to the green circles. You may ask "Why green color?".

**Green is the color of change/growth.**



*Drawing 12. Step 5 of the "Happy Family Tree" tool:*



**Activity:** 20 minutes

As required by to the "Happy Family Tree" tool, **using a green pencil, circle the things you would want to change and put a timeframe next to each circle.**

**Guiding questions:**

- **What things and in what part of the tree would you like to change?**
- **What movable/immovable property of your family is registered in your name?**
- **What decisions are you going to make together?**
- **What expenditures could you cut down?**
- **What housework could you do to help your family?**
- **Did you write timeframes next to the green circles?**  
And other similar questions.

When Step 5 of the HFT method is complete, go to Step 6 through the transition step described below.



### Transition from Step 5 to Step 6 in the HFT tool:

*Facilitator asks transition questions and goes to the next step based on the answers received:*  
5 minutes

- Dear participants, you have indicated timeframes for changes next to your green circles. How will you know whether the changes occurred or not when these timeframes expire?
- If the changes occurred, what should be done next?
- Would those changes make your family happier?

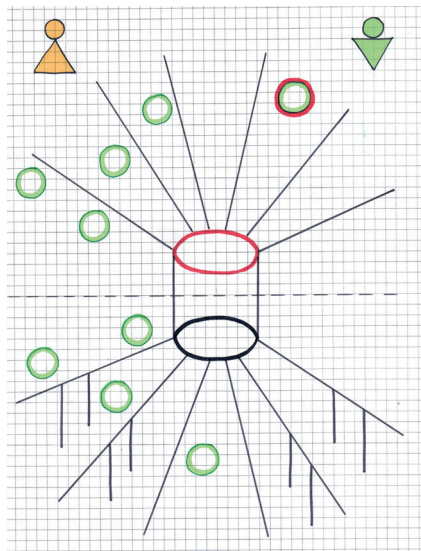
Dear participants, now when we identified the changes, we will go to Step 6 to see what actions should be taken next.

### STEP 6. IMPLEMENTED CHANGES (RED CIRCLES) AND NEW THINGS TO BE CHANGED

*Information to be delivered:*  
10 minutes

When things in the green circles changed, **circle them with a red pencil** (on top of the green circles). Red circles mean that green fruits (green circles) have ripen.

While drawing red circles to show the things that have changed, keep looking for other things that need to be changed. This process should be continuous.



*Drawing 13. Step 6 of the "Happy Family Tree" tool:*





**Provides necessary information and goes to summing up the HFT exercise.**

Do the next assignment together with the participants. Ask them guiding questions and mark the things that changed with red circles. Draw as many new green circles with timeframes as there are red circles.



**Activity:** 15 minutes

Mark the implemented changes with red circles and things to be changed with green circles. Write down timeframes next to the green circles.

The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.

**Guiding questions:**

- **Did things in green circles change?**
- **Did you mark the implemented changes?**
- **Did you draw red circles to mark the implemented changes?**
- **Did you draw as many green circles as there are red circles?**
- **Why should we draw as many green circles as there are red circles?** Asking these and similar questions, the Facilitator sums up Step 6 of the HFT tool.

**Conclusion for the HFT tool**

**Facilitator:** 10 minutes

Sums up questions and opinions that have arisen during the exercise, makes an assessment of progress made, and provides a conclusion.

Through discussion of all questions that have been arising during the HFT exercise, repeats with the participants what they have learnt and informs on the following:

The HFT tool **helps strengthen the feeling of mutual understanding, respect and care and give a boost to a happier life.**

Using the HFT tool, the participants can **analyze the distribution of domestic work in their families and see who does what in their households, thus noticing gender inequalities or, on the contrary, gender equality.** In the majority of households, women do most of household work, but their input is not valued. Domestic



---

work and income generating household activities of women are often underestimated.

The majority of men tend to avoid household work focusing on income generating activities. They control and spend the money in ways they think are appropriate. The fact that women do most of household work and cannot manage family earnings affects their economic empowerment. Women cannot invest or manage the money and improve their livelihoods.

The result of this is growing resentment and misunderstanding between the woman and man in the family that leads to fighting. This situation also upsets the gender balance increasing derogatory attitudes in the family. It is impossible to manage spending effectively under such pressure.

The men who used the HFT tool were very surprised to realize that women do most of household work while men have almost no household responsibilities but spend more money.

Women tend to save money and spend it on family needs more than men. When men understand it, they help their families more.

The above negative trends lead to fighting, unhappiness and physical, economic, moral and psychological violence in families.

Through HFT-based analysis of family circumstances, we can prevent physical, economic, moral and psychological violence that is happening now or may happen in future. **The tool also helps increase the appreciation of household work done by women and men and strengthen the feelings of mutual understanding, respect and care, laying a foundation for a happy life that is based on equality.**

Given the above, the participants, together with their families, should analyze carefully their family relationships and try to make necessary changes (green circles). Most importantly, the participants should not concentrate on their families only, but should also try to help other families become happier too by replicating the tool in their communities.



## Composing a song about the HFT tool

**Purpose:** **3 minutes** To better remember the steps of this GALS tool and use it to spread the method.

Song singing is a good bonding opportunity for participants that also creates a more joyful and happy atmosphere.



**Activity:** **10 minutes**

**Participants, together or individually, write a song that describes all steps of the “Happy Family Tree” tool.**

*When the time given for the assignment expires, the Facilitator goes to the next activity:*



**Activity:** **10 minutes**

**Each group member suggests his or her lyrics to the rest of the group. The others listen to the lyrics and add their own lines, meanwhile composing music for the song.**

**Facilitator:** **10 minutes** Each group presents their song about the “Happy Family Tree” tool to the other participants.

**Note for the Facilitator:** 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.

**Facilitator:** **5 minutes** 5 minutes After all groups have presented their songs, the participants choose the best song (all steps are described correctly, the song is bright and catchy).

**Note for the Facilitator:** 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 a 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).





## HOMEWORK

**Facilitator:**            **5 minutes**    The participants should continue to work with the “Happy Family Tree” tool at home by editing and finalizing their drawings.

- They also should work with the tool together with their families, analyzing their family situation and identifying things that need to be changed.
- The respondents should try to teach this GALS tool to as many people as they worked with during previous tool sessions.

Tracking progress: THINGS ACHIEVED RING IN RED. THINGS THAT DID NOT WORK RING IN BLUE. THINGS NOT ACHIEVED BUT STILL IN PLAN MOVE FORWARD IN GREEN. WITHOUT TRACKING NO PROGRESS WILL BE MADE. THE DRAWING WILL JUST STAY IN YOUR HEAD.





# INCREASING INCOME TREE

67.

---

## INCREASING INCOME TREE

*Time spent:*  
**4-5 hours**

*May take more or less time depending on the pace of work.*

*Методы обучения:*

- Working in pairs
- Brainstorming
- Drawing
- Analyzing
- Composing and singing a song
- Applauding each other for encouragement

*Welcome:*     **5 minutes**

The Facilitator welcomes everyone and introduces newcomers, if any, to other participants.

After the welcome/introduction part is over, the participants move on to working in pairs.

*Working in pairs:*

Working in pairs, participants **review what was done during the previous session, show what they have done at home, and share personal GALS experiences and achievements.**

While sharing, participants can catch up on any information that they may have missed.



- Facilitator:**      *10 minutes*      Pairs up the participants and gives the following assignments:
- Tell each other about what you have learnt while implementing the “Visioning”, “Journey to the Vision” and “Happy Family Tree” tools.
  - If anyone has missed the “Visioning,” “Journey to the Vision” or “Happy Family Tree” sessions, tell them about these tools in general, show drawings and homework.
- Facilitator provides the following information to go to the next tool:**  
*5 minutes*
- ▶ In the previous “Happy Family Tree” session, you were given homework to revise and update your drawings together with your family members.
  - ▶ 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.

**Note for the Facilitator:**      *Please see Note 2 on page 16 of this Manual.*

### **STEPS TO IMPLEMENT THE “INCREASING INCOME TREE” (IIT) TOOL:**

**Purpose:**      *5 minutes*      Through situational analysis, identify ways to address issues that affect your income situation, create an enabling environment, increase financial literacy and improve family relationships of entrepreneurs.

**Information to be delivered:**  
*3-5 minutes*      The IIT method helps identify **production, human resources and marketing** related business issues through analysis of each component and **find solutions** to those issues to increase **income**.

As with the HFT tool, before identifying problems and solutions, the participants should **analyze their current situation** in terms of income generation and business activity and **reflect** on desired income, how to increase it and what it is needed.



## STEP 1. TRUNK OF THE INCREASING INCOME TREE

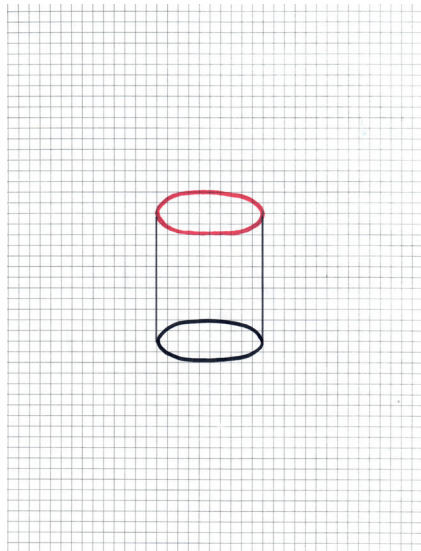
**Facilitator:**                      *5 minutes*      **Drawing Step 1 on paper according to the method:**

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

**Guiding comments for the volunteer:**

The Facilitator asks the volunteer to place the paper vertically (because trees grow upwards and have branches and roots) and gives the following instructions:

- Please draw two vertical parallel lines (trunk of the tree) in the middle of the paper with a black pencil.
- 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.



*Drawing 14. Step 1 of the "IIT" tool:*

**Discussion:**                      *15 minutes*      - What did we draw in the red circle (the sun)?  
- What did we draw in the black circle?

The Facilitator listens to the answers and asks further questions to discuss income and business activities of participants:

- **What are your income sources?**
- **What is your income generating activity: 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?**

Participants need to decide if they want to do an individual tree or a household tree or a tree for a partnership/group activity. The tools needs to be explained and adjusted by the facilitator accordingly.

*The participants draw the trunk of the “Increasing Income Tree” that represents their business and income generation activities.*

**Facilitator:**

Show your current business or income situation **in the black circle at the bottom of the trunk.**

In particular, please indicate what you produce and in what quantities, how much money you have, your daily revenues, i.e. provide a monthly summary of your activities.

Use the **red circle at the top of the trunk** to show your **desired income levels** or future business activity.

When thinking about your vision, you should consider the following:

- How do you want to increase your income?
- What is your desired production growth (in kilograms, liters, etc.)?
- How many times do you want to increase your income?

*The Facilitator discusses business and income growth opportunities with the participants and goes to the next activity:*



**Activity:** 15 minutes

Show your current business or income situation in the black circle and your desired income levels or future business activity in the red circle.

The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.

**Guiding questions:**

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?**
- **Do your family members help you?**



Questions related to desired 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?**

And other similar questions.

When Step 1 of the IIT tool is complete, the Facilitator goes to Step 2 through the transition step described below.

### **Transition from Step 1 to Step 2 in the IIT tool**

*Facilitator asks transition questions and goes to the next step based on the answers received:  
5 minutes*

Dear participants, you have drawn your current business/ income situation and desired income level/business activity in the black and red circles respectively and analyzed them. Now you should draw the roots and branches of your trees. Which part of the tree do you think we will analyze next?

- What did you think about while drawing your current business or income situation?
- What is barring you from having the desired income level or business?
- While analyzing your present situation, did you think about problems?

As said before, the IIT tool aims to identify and solve problems that prevent you from reaching your vision. In Step 2 we will focus on existing challenges and issues.

## **STEP 2. ROOTS**

*5 minutes*

*Facilitator:*

*Guiding comments for the volunteer:*

### **Drawing Step 2 on paper according to the method:**

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

- 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. Label these segments as follows:



- ▶ First segment on the left will be **production**;
- ▶ Second segment in the middle will be **human resources**; and
- ▶ Third segment on the right will be **marketing**.

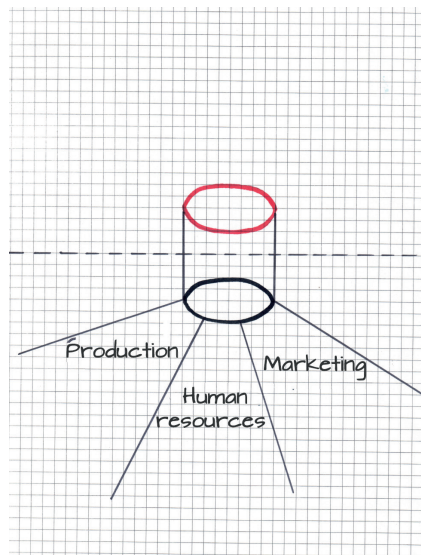
**Facilitator:**

When the assignment is complete, leads the volunteer back to her or his place with applause and thanks from other participants.

**Guiding comments for other participants:**

- Draw the roots of your trees as shown by the volunteer.

The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.



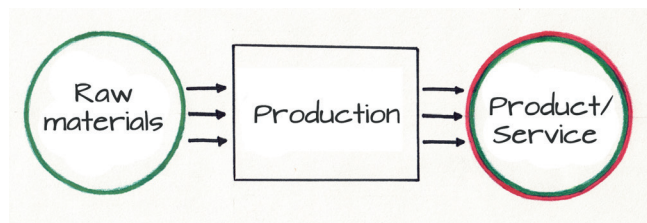
*Drawing 15. Step 2 of the IIT tool:*

**Questions for discussion:**

- **How do you understand production, human resources and marketing?**
- **Have you come across these concepts before?**
- **Have you ever used them in your work?**

**Information to be delivered:**  
5 minutes

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



There are 3 types of production:

- Commissioned production of one or several products;
- Batch production: manufacturing a batch (group) of products within a set time frame;
- Mass production: continuous production of one type of product.

**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.

So, to build a successful business, you may ask yourself the following questions:

1. What are my business goals?
2. Which goals cannot be achieved due to lack of time or experience?
3. What qualifications and experience should my personnel have?
4. How many personnel do I need to achieve my goals?

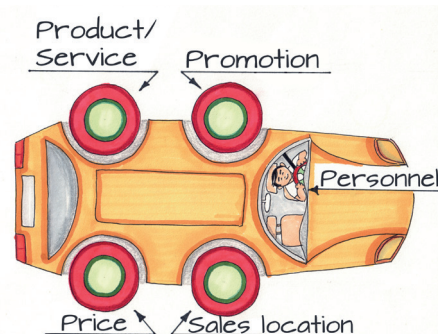
If you want to start a business without hired workforce, you should think about experience you will need.

**Marketing** 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)

Your business cannot be successful without these 4 marketing components.



Can you drive a car if one of its wheels is broken?

No, you cannot drive a car unless it has all four wheels. This means that any business needs a product/service, price and sales location, and a merchandising strategy, i.e. all the four marketing components.

*Information to be delivered:  
10 minutes*

**Drawing production, human resources and marketing related problems on the roots of the Increasing Income Tree**

Business issues or income boosting activities should be considered from three perspectives:

**Production:** problems related to the lack of technical education or experience, technical aspects of the production process.

**Human resources:** issues related to people running your business together with you or as hired professionals. For example, an important aspect is gender. If your worker is a **woman**, you should consider all details carefully. In particular, we all know very well that rural women have a lot of household responsibilities. As mothers, they care for children, wash and fix their clothing, and help them with homework. In addition to their family and social responsibilities, women often struggle to find a job to gain additional income for the family.

There are also single women. Just imagine how much more responsibilities they have.

In general, human resources issues should be addressed regardless of gender. But given that working women have much greater workloads, they deserve a more caring attitude.

In analyzing human resources, along with gender equality issues it is important to consider personal or family situations of your personnel, such as lack of time faced by working women, lack of husband's support in business activities, and other similar issues.

**Marketing:** any business may face the problem of poor sales or unsalable product/service. It is important to understand why your products or services are not selling, what you are missing. For example, you produce sour cream but you are not able to sell even a liter a day and earn 200 soms.



You should try to understand why nobody buys your product:

- Poor advertising?
- High price?
- Poor quality?
- You have clients but they can pay at the end of the month only?
- Maybe nobody buys it because of the package (bottle, carton, etc.)?
- Bad location?

**Activity:** 30 minutes

Draw **your business or income issues** in the respective part of the drawing.

You may **use different sizing to show the scale of your issues**. For example, you may draw major problems as bigger objects and minor ones as smaller.



The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.

**Guiding questions:**

**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 into your drawing.

*When Step 2 is complete, go to Step 3 through the transition step described below.*

**Transition from Step 2 to Step 3 in the IIT**

*Facilitator asks transition questions and goes to the next step based on the answers received:  
5 minutes*

Dear participants, you have worked on the roots of your trees and identified issues in three key areas.

What should we do next to address these issues and their causes in order to increase your income?

*Based on the answers received, go to Step 3 to work on the issues identified in Step 2 of the IT tool.*

**STEP 3. BRANCHES**

*Facilitator:*

*Guiding comments for the volunteer:*

**Drawing Step 3 on paper according to the method:**

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

- 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
- ▶ Third segment on the right will be **marketing**.

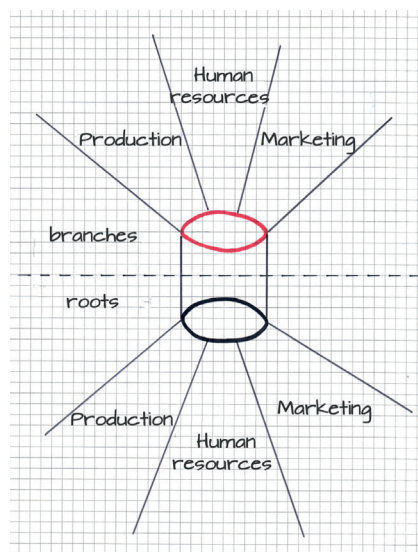
**Facilitator:**

When the assignment is complete, leads the volunteer back to her or his place with applause and thanks from other participants.

**Guiding comments for other participants:**

- Draw branches of your trees and label them as shown by the volunteer.

The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.



*Drawing 16. Step 3 of the IIT tool:*

**Information to be delivered:**  
**5 minutes**

- ▶ **Production:** 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.
- ▶ **Human resources:** 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 analyzing existing problems.





- ▶ Marketing: identify solutions to business or income generation issues related to marketing.

So, 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.



**Activity:** 30 minutes

Draw potential **solutions to your business and income generation issues** in the respective part of the tree branches.

You should draw as many solutions as there are problems in production, human resources and marketing areas.

The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.

**Guiding questions:**

- **Did you draw as many problems as there are roots of your tree?**
- **Did you identify as many solutions (branches) as there are problems (roots)?**
- **How many solutions can be identified for one problem?**
- **Can additional education be a solution to your problem?** And other similar questions.

**Note:** If the participants do not understand something, you may ask them guiding questions to help find solutions to their problems.

When Step 3 is complete, go to Step 4 through the transition step described below.

### Transition from Step 3 to Step 4 in the IT tool

**Facilitator asks transition questions and goes to the next step:**  
5 minutes

Dear participants, you have worked on the branches of your trees and identified potential solutions to your problems.

- Is finding solutions to your problems enough to increase your income?
- Who should solve these problems?
- How much time will it take to solve your problems?



## STEP 4. PRIORITIZING PROBLEM SOLUTIONS (GREEN CIRCLES)

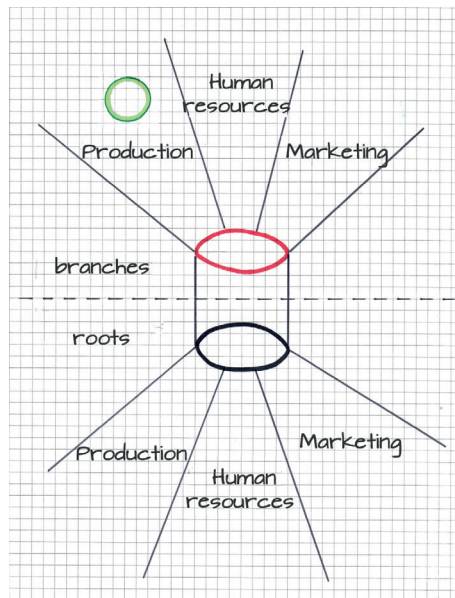
*Information to be delivered:*  
*10 minutes*

Dear participants, please look once again at the solutions you identified during Step 3 and list them in order of priority. Circle top priority solutions with a green pencil and indicate time frames next to the circles. **Problem solutions are the leaves of your tree. Leaves are an important part of any tree, but not as important as its fruits, which are the essence of the tree. You should draw these fruits, i.e. solve the problems you identified earlier.**

Problem solutions should meet SMART indicators, i.e. they should be:

- Specific,
- Measurable,
- Attainable,
- Relevant, and
- Timely.

Think carefully about time frames you set for solving your problems. Timing should be estimated accurately in accordance with SMART indicators. The process of rooting, branching, flowering and fruiting should be depicted properly.



*Drawing 17. Step 4 of the IIT tool:*





*Activity: 15 minutes*

**Circle top priority problem solutions on your Increasing Income Tree with a green pencil and indicate estimated time frames.**

The Facilitator checks on participants to ensure they draw correctly, provides guidance as necessary, and reminds about SMART indicators.

*Guiding questions:*

- **Dear participants, what indicators did you use to prioritize your problem solutions?**
- **Why should problem solution XXX be implemented first (why are you going to solve problem XXX first)?**
- **Did you indicate time frames for solving your problems?**
- **What did you pay attention to when time frames?**
- **Do you think your time frames are accurate?** And other similar questions.

When Step 4 is complete, go to Step 5 through the transition step described below.

#### **Transition from Step 4 to Step 5 in the IIT tool**

*Facilitator asks transition questions and goes to the next step  
5 minutes*

Dear participants, is it enough to identify problems and potential solutions and set priorities and time frames to increase your income?

Remind the participants that income can be increased only if all problems are addressed and then go to Step 5.

#### **STEP 5. IDENTIFYING OTHER PROBLEMS TO REPLACE THE SOLVED ONES (RED CIRCLES)**

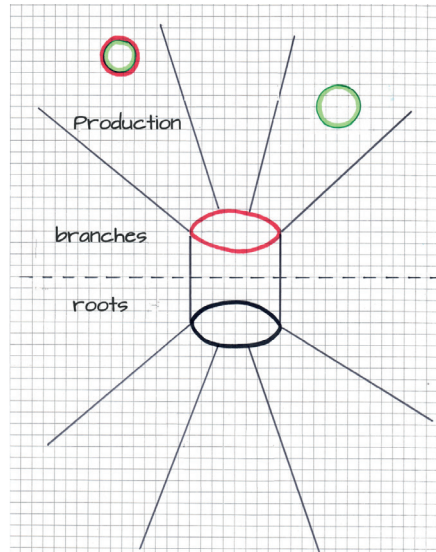
*Information to be delivered:  
10 minutes*

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 ripen fruits.

Like in the “Happy Family Tree” method, you should draw as many red circles as there are green ones. In other words, you should identify solutions for other problems, circle them in green and set new time frames for those solutions.

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.





*Drawing 18. Step 5 of the IIT tool:*

**Facilitator:** Sums up the IIT tool

**Note for the Facilitator:**

Do the next assignment together with the participants some time later.

Even if you work with one participant only, ask him or her guiding questions, help circle the solved problems in red and new solutions in green, and set time frames for new tasks.

**Activity:** 15 minutes

**Circle the solved problems on your Increasing Income Tree with a red pencil.** Then circle as many new problem solutions with a green pencil as there are red circles. Set time frames next to the green circles.



The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary.

**Guiding questions:**

- **How do you know that your problem has been solved?**
- **Do you know how many of your problems have been solved?**
- **Were they solved as scheduled?**
- **Did you circle the solved problems in red?**
- **Did you draw as many green circles as there are red ones?**
- **Why should we draw as many green fruits as there are ripe ones?** And other similar questions.



## Conclusion for the IIT tool

**Facilitator:**      *10 minutes*

Sums up opinions and questions that have arisen in the implementation of the method, evaluates progress and provides a summary.

Revisits all questions asked during the IIT session, discusses the answers and income generating opportunities, and gives the following information:

**The IIT tool helps identify business and income issues, find solutions to these issues and set time frames to implement these solutions in order to increase your income.**

**If you truly want to increase your income, you should identify problems and solutions as accurately as possible and not rely on chances. You can achieve success only if you work really hard and maintain keen interest in what you do.**

**Increased income will first of all give you more experience and trust in yourself. Secondly, increased income may help you realize your dream and dreams of your family. It is no doubt that money plays an important role in vision implementation.**

**Let's imagine what will happen if you reach your vision. How much happiness will it bring to you and your family.**

To ensure family support, we recommend that you implement the "Increasing Income Tree" tool together with you family. When family needs are met, the family is happy.

**The key goal of GALS tools is to make every family happy.**

## Composing a song about the IIT tool

**Purpose:**            *3 minutes*

To better remember the steps of this GALS tool and use it to spread the method.

Song singing is a good bonding opportunity for participants that also creates a more joyful and happy atmosphere.



**Activity:** 10 minutes

Participants, together or individually, write a song that describes all steps of the “Increasing Income Tree” method.



When the time given for the assignment expires, the Facilitator goes to the next activity:

**Activity:** 10 minutes

Each group member suggests his or her lyrics to the rest of the group. The others listen to the lyrics and add their own lines, meanwhile composing music for the song.



**Facilitator:** 10 minutes

Each group presents their song about the “Increasing Income Tree” tool to the other participants.

**Note for the Facilitator:**

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.

**Facilitator:** 5 minutes

After all groups have presented their songs, the participants choose the best song (all steps are described correctly, the song is bright and catchy).

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 a 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).



## HOMEWORK

**Facilitator:** 5 minutes

The participants should continue working with the **“Increasing Income Tree” tool** at home, editing and updating their drawings.

When doing homework together with families, you should listen to their opinions carefully. Engaging family members in the GALS process will ensure family support.



The participants should try to communicate this method to as many people as they worked with during previous GALS sessions.

Tracking progress: THINGS ACHIEVED RING IN RED. THINGS THAT DID NOT WORK RING IN BLUE. THINGS NOT ACHIEVED BUT STILL IN PLAN MOVE FORWARD IN GREEN. WITHOUT TRACKING NO PROGRESS WILL BE MADE. THE DRAWING WILL JUST STAY IN YOUR HEAD.





HAPPY FAMILY DIAMOND



86.

---

## HAPPY FAMILY DIAMOND

*Time spent:*  
**5-6 hours**

May take more or less time depending on the pace of work

*Training methods:*

- Working in pairs
- Brainstorming
- Drawing
- Analyzing
- Composing and singing a song
- Applauding each other for encouragement

*Welcome:*     **5 minutes**

The Facilitator welcomes everyone.

After the welcome part is over, the participants move on to working in pairs.

*Working in pairs:*

Working in pairs, participants **review what was done during the previous session, show what they have done at home, and share personal GALS experiences and achievements.**

This should be with the person they have so far talked to least. Probably here should be with the person of the opposite sex to promote listening and understanding – as the violence issues are done in gender-specific groups. Also



good for women and men to share economic information.

While sharing, participants can catch up on any information that they may have missed.

**Facilitator:** 10 minutes

Pairs up the participants and gives the following assignments:

- Tell each other about what you have learnt while implementing the “Increasing Income Tree” tool.
- If anyone has missed the “Increasing Income Tree” session, tell them about this tool in general, show drawings and homework.

**Note for the Facilitator**

*Please see Note 2 on page 16 of this Manual.*

**Facilitator asks transition questions to go the next tool:**  
5 minutes

- ▶ In our last session, you worked with the “Increasing Income Tree” tool, updated your drawings and received homework to do together with your families.
- ▶ Do you have any questions about the “Increasing Income Tree” tool? (Facilitator answers the questions)
- ▶ Dear participants, you learned how to use the “Increasing Income Tree” tool to reach your vision and gain family support and now are working on changes in your lives. While reflecting on income growth, you identified existing challenges and potential solutions for boosting your income and showed them on your Increasing Income Trees.
- ▶ Now, in order to reach your vision, you should go to next step of the GALS process, which is called “Happy Family Diamond” and is aimed at promoting happy family relationships.

### **Steps to implement the “Happy Family Diamond” tool:**

**Purpose of the “Happy Family Diamond” tool:**

Identify different dimensions of happy relationships and also types of violence and abuse that can prevent happiness.

**Information to be delivered:**  
5 minutes

The “Happy Family Diamond” tool will help you identify, different dimensions of happy relationships and also types of violence that can prevent happiness.

- Why diamond?

Diamond is a clear, transparent and shiny gemstone with many facets. Many people want to have diamonds. Like many people dreaming about diamonds, we dream about our goals. Diamonds shine bright like the sun. We all wish to live happily in families that are loving, based on fairness



and equality, free of violence and reach out for our dream like for diamonds.

- What does a diamond look like?

As you may have noticed, diamonds have the shape of a multi-sided rhombus. So we will draw our diamond as a rhombus.

**Preparations for the “Happy Family Diamond” tool:**  
**10 minutes**

The Facilitator divides the participants into 4 teams:

- Husbands
- Wives
- Mothers-in-law (husbands’ mothers)
- Daughters-in-law (wives)

If some participants do not fit any of these groups, they should be joined with the group that will reflect their family status most.

**Facilitator:**

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

**Guiding comments for the volunteer: 5 minutes**

Please draw a large rhombus (diamond) to implement the tool.

Divide your diamond in four equal parts:

1. First draw a horizontal line through the diamond to divide it in two equal parts, upper and lower.
2. Then draw horizontal dash lines through the upper and lower parts of the diamond to divide each in 2 equal halves.

When the diamond is divided into four parts, label them as follows:

1. Write “Very good” and draw three smiling emoticons in the uppermost part of the diamond;
2. Write “Good” and draw one smiling emoticon in the second part;
3. Write “Bad” and draw one sad emoticon in the third part; and
4. Write “Very bad” and draw three sad emoticons in the lowermost part.

Like trees in previous GALS tools, the diamond has two sides. After dividing the diamond horizontally into four parts, now divide it vertically in two equal halves.

**Facilitator:**

You were divided into four teams: “husbands”, “wives”, “mothers-in-law” and “daughters-in-law”. Use two diamonds,



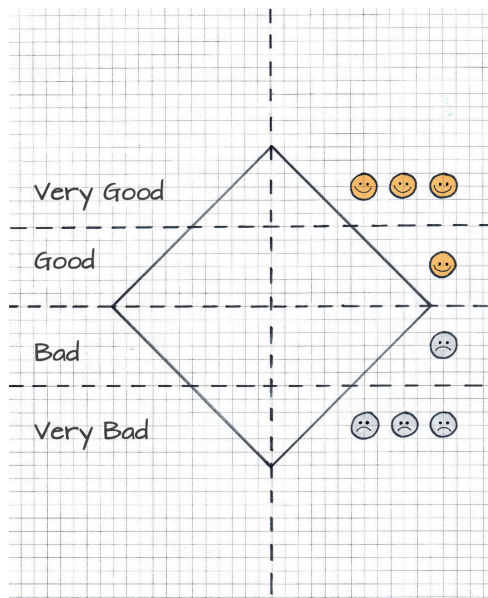
one to describe relationships between husbands and wives, and another one to describe relationships between mothers-in-law and daughters-in-law. Now that you have two diamonds, label each diamond accordingly to show which part of the diamond represents husbands/mothers-in-law and which represents wives/daughters-in-law.

- What symbols will you use to show “husbands” and “wives”?
- What symbols will you use to show “mothers-in-law” and “daughters-in-law”?

**Guiding comments for the volunteer:**

Please draw the suggested symbols on both sides of each diamond.

After the diamonds are completed and labeled, the Facilitator leads the volunteer back to his or her place with applause and thanks from other participants.



*Drawing 19. “Happy Family Diamond” tool:*

**STEP 1. WHAT KINDS OF FAMILY RELATIONSHIPS DO YOU LIKE?**

*Information to be delivered  
5 minutes*

What kinds of family relationships do you LIKE:

Dear participants, as you know, relationships in families can be very different, from good to bad.

Answering the question “What kinds of family relationships do you like?”, focus on relationships between husbands and wives and between mothers-in-law and daughters-in-



law as these relationships are perceived by society as most common and important.

At the same time, do not forget about other family members. All relationships within a family matter. The table below shows examples of relationships for you to consider:

<ul style="list-style-type: none"> <li>• Wife and husband</li> <li>• Mother and daughters</li> <li>• Mother and sons</li> <li>• Between children</li> <li>• Mother-in-law (husband’s mother) and daughter-in-law (wife)</li> <li>• Mother-in-law (wife’s mother) and son-in-law (husband)</li> </ul>	<ul style="list-style-type: none"> <li>• Husband and wife</li> <li>• Father and daughters</li> <li>• Father and sons</li> <li>• Between children</li> <li>• Father-in-law (wife’s father) and son-in-law (husband)</li> <li>• Father-in-law (husband’s father) and daughter-in-law (wife)</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Facilitator:**

Gives 4 paper cards to each participant and asks to draw examples of relationships they like:

**Activity:** 20 minutes



- “Husbands” draw relationships with wives.
- “Wives” draw relationships with husbands.
- “Mothers-in-law” draw relationships with daughters-in-law, and
- “Daughters-in-law” draw relationships with mothers-in-law.

Each participant should give one example of positive relationships per card, i.e. each participant will make 4 drawings showing 4 examples of relationships that he or she likes.

**Facilitator:**

The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary. Each participant should draw for him or herself, copying from each other is not allowed.

**Guiding question:**

- Why do you like this kind of relationships? You should show it clearly and specifically on your drawing.




---



---



---

## 1.1. TEAM MEMBERS SHOW THEIR DRAWINGS TO EACH OTHER AND GROUP CARDS INTO SETS

The Facilitator asks the participants to do the following:

**Activity:** 20 minutes

Team members show their drawings of positive relationships to each other:

1. The author of the drawing should not explain it. Other team members will try to understand and interpret the drawing.
2. Then they tell what they think the drawing is about.
3. The author says if they guessed right or not. If no correct answer is given, the author explains the drawing.



The drawings are then grouped into sets by meaning.

Cards with similar drawings are grouped into sets and pinned to the wall as guided by the Facilitator.

## 1.2. CARD RATING BY EACH TEAM

**Facilitator explains  
the rating process:  
15 minutes**

The teams rate the card sets.

1. The cards are rated on a scale from 1 to 5. Each participant should rate all sets of cards based on their meaning. If there are more than 5 sets of cards, some will not be rated, as one person can rate 5 sets of cards only.

The relationships the participant likes the most should be given the highest score, with other relationships rated in the descending order:

- Liked a lot – 5,
- Liked – 4,
- Moderately liked – 3,
- Liked somewhat – 2,
- Liked a little – 1.

- 1.2.2. When each team finishes rating the cards, one of the team members will calculate the total score for each set of cards.



1.2.3. When the total score is calculated, “husbands” and “wives” pin the cards to their respective sides of the diamond (Diamond 1) and “mothers-in-law” and “daughters-in-law” do the same with their diamond (Diamond 2).

The cards should be pinned at different levels depending on the total score. To do this, the participants should answer the following questions:

- ▶ What range of scores will represent the “Very good” level?
- ▶ What range of scores will represent the “Good” level?

The participants place the cards in the “Very good” and “Good” sections based on the score.

### **1.3. PRESENTATIONS**

*Groups present their sets of cards:  
20 minutes*

*“Husbands”, “wives”, “mothers-in-law” and “daughters-in-law” present their drawings and answer the following questions:*

- What relationships did you place in the uppermost part of the diamond?
- Why did you place these relationships in the uppermost part of the diamond?
- Are such (very good) relationships common?
- What relationships did you place in the “Good” section?
- Are such (good) relationships common?

#### **Transition from Step 1 to Step 2 in the “Happy Family Diamond” tool**

*Facilitator asks transition questions and goes to the next step:  
5 minutes*

- Dear participants, you have analyzed positive relationships, i.e. relationships you like, between husbands and wives and between mothers-in-law and daughters-in-law. Please now think about relationships that you do not like.

In the next step we will talk about family relationships that you do not like.



## STEP 2. WHAT KINDS OF FAMILY RELATIONSHIPS YOU DO NOT LIKE?

**Facilitator:** *What kinds of family relationships do you NOT LIKE:*

The Facilitator gives 4 paper cards to each participant and asks to do the following:

**Facilitator:** Dear participants, as teams of “husbands”, “wives”, “mothers-in-law” and “daughters-in-law” *please draw examples of relationships that you do not like:*

**Activity:** 20 minutes

- “Husbands” draw relationships with wives;
- “Wives” draw relationships with husbands;
- “Mothers-in-law” draw relationships with daughters-in-law; and
- “Daughters-in-law” draw relationships with mothers-in-law.

Each participant should give one example of negative relationships per card, i.e. each participant will make 4 drawings showing 4 examples of relationships that he or she does not like.



**Facilitator:** The Facilitator checks on participants to ensure they draw correctly and provides guidance as necessary. Each participant should draw for him or herself, copying from each other is not allowed.

**Guiding question:**

- Why do you not like this kind of relationships? You should show it clearly and specifically on your drawing.

### 2.1. TEAM MEMBERS SHOW THEIR DRAWINGS TO EACH OTHER AND GROUP CARDS INTO SETS

**The Facilitator asks the participants to do the following:**

**Activity:** 20 minutes

Team members show their drawings of negative relationships to each other:

1. The author of the drawing should not explain it. Other team members will try to understand and interpret the drawing.
2. Then they tell what they think the drawing is about.
3. The author says if they guessed right or not. If no correct answer is given, the author explains the drawing.

The cards with drawings are then grouped into sets by value.





Cards with similar drawings are grouped into sets and pinned to the wall as guided by the Facilitator.

## **2.2. CARD RATING WITHIN TEAMS**

*Facilitator explains the rating process:*      *15 minutes*

The teams rate the cards in sets.

1. The cards are rated on a scale from 1 to 5. Each participant should rate all sets of cards. If there are more than 5 sets of cards, some will not be rated, as one person can rate 5 sets of cards only.

The relationships that the participant likes the least should be given the highest score, with other relationships rated in the descending order:

- Disliked a lot – 5,
- Disliked – 4,
- Moderately disliked – 3,
- Disliked somewhat – 2,
- Disliked a little – 1.

2.2.1 When each team finishes rating the cards, one of the team members will calculate the total score for each set of cards.

2.2.2 When the total score is calculated, “husbands” and “wives” should place the cards on their respective sides of the diamond (Diamond 1) and “mothers-in-law” and “daughters-in-law” should do the same with their diamond (Diamond 2).

The cards should be pinned at different levels depending on the total score. To do this, the participants should answer the following questions:

- ▶ What range of scores will represent the “Very bad” level?
- ▶ What range of scores will represent the “Bad” level?

The participants then place the cards in the “Very bad” and “Bad” section based on the score.



### 2.3. ПРЕЗЕНТАЦИЯ

**Groups present their sets of cards:**  
20 minutes

*“Husbands”, “wives”, “mothers-in-law” and “daughters-in-law” present their drawings and answer the following questions:*

- Which relationships did you place in the lowermost part of the diamond?
- Why did you place these relationships in the lowermost part?
- Are such (very bad) relationships common?
- Which relationships did you place in the “Bad” section?
- Are such (bad) relationships common?
- Is it a right thing that bad relationships exist in families and society?
- What relationships are harmful?
- What are the potential consequences of persisting harmful relationships?
- Do the relationships you do not like show any signs of violence?

**Note for the Facilitator:**

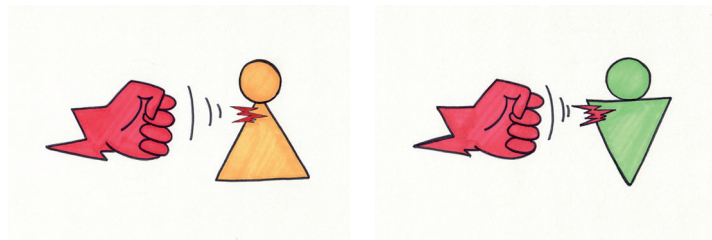
Summing up the relationships the participants do not like, provide information about warning signs of domestic violence.

You should not give this information until this moment, because otherwise the participants may feel *embarrassed* or afraid and refuse to work openly.

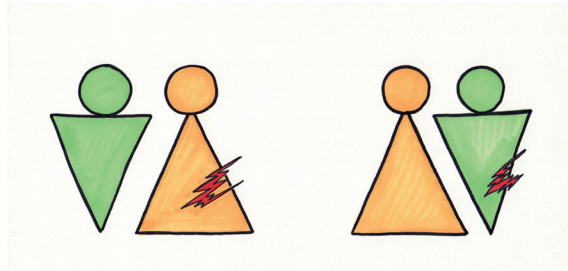
**Information to be delivered:**  
15 minutes

Types of domestic violence

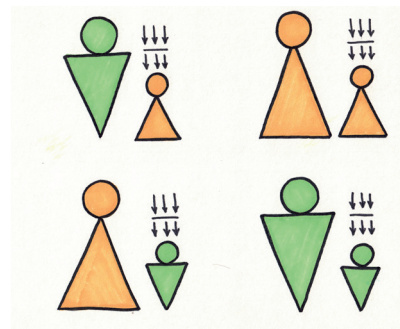
**Physical violence** is the use of physical force or power against another person that causes body injuries or pain, including beating, hitting in the head, impeding or blocking movement, battering with hard objects, tying up and restricting freedom, along with causing damage to personal belongings.



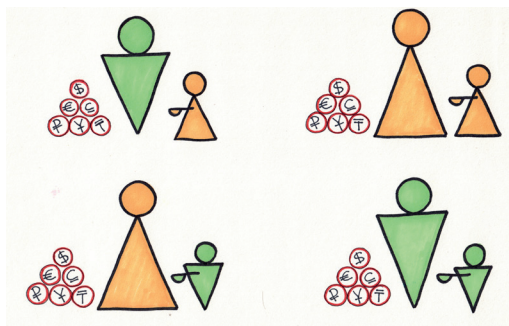
**Sexual violence** includes forced sexual intercourse, forcing or manipulating adults or children into sexual acts, forced undressing, photographing another person naked, sexual harassment, unwanted touching of another person, etc.



**Emotional (psychological) violence** does not involve physical force, but aims at humiliation and intimidation of a person, including through verbal aggression, unfair and improper treatment, mockery, threats and other similar actions.



**Economic violence** includes the intentional neglect of obligations by one family member (or a person of equal status) in respect of another family member (or a person of equal status), deliberate restriction of another person's ownership or property rights, malicious use of another person's property or earnings, etc.



**Gender-based violence** may be psychological, physical or sexual, but is fundamentally based on the imbalance of power between genders and gender stereotypes. This type of violence stems from gender gaps and goes with rejection of non-traditional sexual orientation and discriminatory action. Gender and sexual violence is often committed against girls and women, especially in traditional societies where women are regarded as subordinate to men. The higher social status of men as compared to women, aggression and abusive behaviour are other factors contributing to gender-based violence. Men and boys may demand obedience and submission from young women and use force and coercion.

- “When we say violence we usually mean physical beating or body injuries. But we all need to know that verbal assaults, mockery, humiliation, threats and violation of human dignity are also violence.”

Law No. 62 of the Kyrgyz Republic “On Social and Legal Protection Against Domestic Violence” as of March 25, 2003 provides the following definitions of violence:

**Family (domestic) violence** is any willful act of one family member against another that violates legitimate rights and freedoms of the victim, causing physical or mental suffering and moral damage, or threatens physical or personal development of an underage family member.

**Domestic physical violence** includes willful torture, physical assault or bodily injury of one family member by another, deliberate deprivation of freedom of movement, shelter, food, clothing and other basic living conditions of one family member by another, forcing into hard physical labour, and intentional failure to provide care and protection for a minor by his or her parents, care providers, trustees or adoptive parents that may cause harm to physical or mental health, affect honour and dignity, damage mental, physical or personal development of that minor or lead to his or her death.

**Psychological domestic violence** is the willful humiliation of honor and dignity of one family member by another or forcing (coercing) a family member through threats, verbal abuse or blackmail into offences or actions endangering his or her life or health or causing harm to mental, physical or personal development of an underage family member.



**Sexual domestic violence** is any violent act against sexual integrity or freedom of one family member by another as well as the acts of sexual nature towards an underage family member.

### Transition from Step 2 to Step 9 in the “Happy Family Diamond” tool

*Facilitator asks transition questions and goes to the next step:  
5 minutes*

- Dear participants, you have analyzed relationships that you do not like between husbands and wives and between mothers-in-law and daughters-in-law. Now please think about consequences that may follow if such relationships persist.
- How to avoid such harmful relationships?

In the next step we will analyze the consequences and implications of harmful relationships.

### STEP 3. WHAT CONSEQUENCES MAY HAVE THE RELATIONSHIPS THAT YOU DO NOT LIKE?

*Discussion: 5 minutes*

Brief discussion of family relationships that the participants do not like:

We should make every effort to address negative and harmful practices in our family relationships or other areas of life, right?

We should also try to avoid negative consequences of existing situations.

To prevent harmful relationships in the family, which is our small unit of society, we should understand what consequences and implications such relationships may have. If we fail to identify such consequences, harmful relationships will persist with violence growing and becoming a common thing. This is why first of all we need to understand and identify implications of negative relationships.

*Facilitator:*

Gives each participant 4 paper cards and asks to do the following:



**Activity:** 20 minutes

Each of you, as part of your respective team, should answer the question “What consequences may have the relationships that I DO NOT LIKE?” and draw your answers on the cards.

Please draw one example of such consequences per card, so that you have 4 cards showing 4 different examples of consequences.



**Note for the Facilitator:**

Ask guiding questions to participants while they are drawing. For example, if a participant is drawing a situation where his wife would not give him money, you may ask “What will happen if she does not give you the money?” Most importantly, you should ask what he needs money for. If he needs money to buy alcohol, he should know about possible consequences. For example, he may borrow money from someone to buy alcohol and thus increase family debt (as they will have to pay it back anyway) or his health may deteriorate due to excessive use of alcohol and he will have to go to a doctor (and spend money on healthcare).

**3.1. TEAM MEMBERS SHOW THEIR DRAWINGS TO EACH OTHER AND GROUP THE CARDS INTO SETS.**

**The Facilitator gives the following assignment:**

**Activity:** 20 minutes

Team members show their drawings of negative consequences to each other:

1. The author of the drawing should not explain it. Other team members will try to understand and interpret the drawing.
2. Then they tell what they think the drawing is about.
3. The author says if they guessed right or not. If no correct answer is given, the author explains the drawing.

The cards with drawings are then grouped into sets by meaning.



Cards with similar drawings are grouped into sets and pinned to the wall as guided by the Facilitator.



### 3.2. PRESENTATIONS

*Groups present their sets of cards: 20 minutes*

*“Husbands”, “wives”, “mothers-in-law” and “daughters-in-law” present their cards and answer the following questions:*

- What relationships that you do not like may have negative consequences?
- Have you met any such consequences in your life?
- Why are these consequences bad for you?
- How can they affect you and members of your family?
- Should you try to prevent harmful relationships in your family to avoid negative consequences?

So, what should you do to avoid such negative consequences?

*Discussion and summing up the session:*

Dear participants, we have identified and analyzed family relationships that we like and do not like and thought about the consequences of harmful relationships. What do you think we can do to prevent negative consequences? What our next step should be like?

#### Conclusion for the “Happy Family Diamond” tool

*Information to be delivered: 15 minutes*

We have learned that relationships we do not like may have signs of violence. We need to make every effort to prevent negative consequences of harmful relationships.

To transform bad relationships into good ones and prevent negative consequences, you may use the “Journey to the Vision” tool.

#### Composing a song about the “Happy Family Diamond” tool

*Purpose: 3 minutes*

To better remember the steps of this GALS tool and use it to spread the method.

Song singing is a good bonding opportunity for participants that also creates a more joyful and happy atmosphere.



*Activity: 10 minutes*

Participants, together or individually, write a song that describes all steps of the “Happy Family Diamond” method.

**When the time given for the assignment expires, the Facilitator goes to the next activity:**



**Activity:** 10 minutes

Each group member suggests his or her lyrics to the rest of the group. The others listen to the lyrics and add their own lines, meanwhile composing music for the song.



This activity will take 10 minutes.

**Facilitator:** 10 minutes Each group presents their song about the “Happy Family Diamond” tool to the other participants.

**Note for Facilitator:** 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.

**Facilitator:** 5 minutes After all groups have presented their songs, the participants choose the best song (all steps are described correctly, the song is bright and catchy).

**Note for Facilitator:** 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 a 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).



## HOMEWORK

**Facilitator:** 5 minutes At home, the participants should analyze their family relationships together with other family members using the “Happy Family Diamond” tool following each step as during the session.

The participants should try to teach the GALS tool to as many people as they worked with during previous GALS sessions.







