

GALS - OVERVIEW

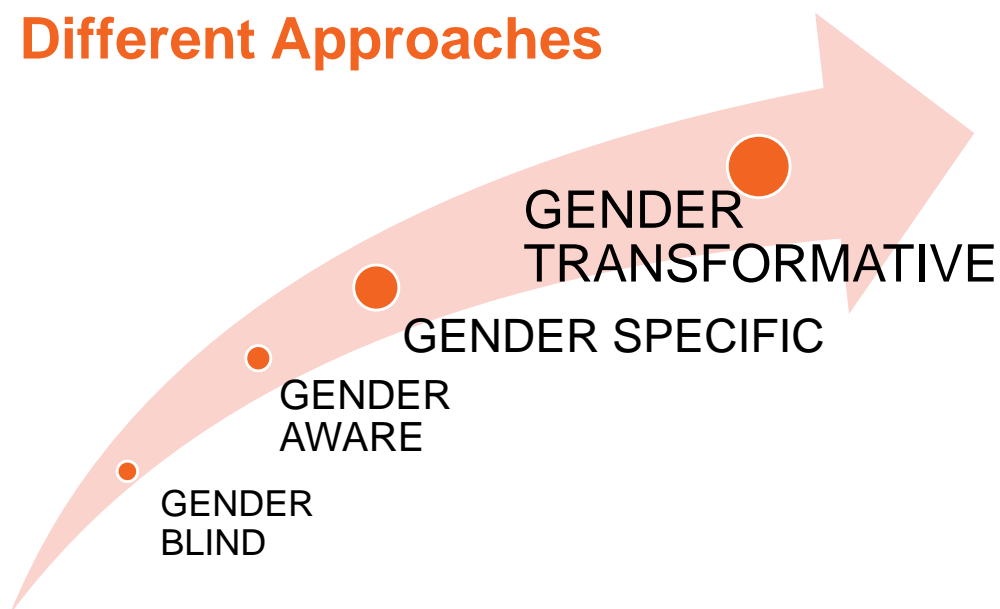


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The Gender Action Learning system is a gender transformative methodology. This means – in short - that it brings change in attitude and behaviour, access to resources, social norms and policies.



GALS: what for?

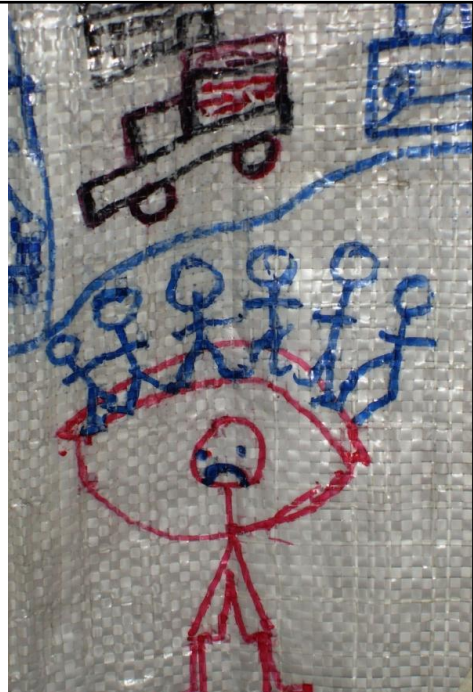
- Individual and collective life and livelihood planning
- Collective action and gender advocacy for change
- Changing power relations

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GALS is a participatory methodology for empowerment aiming at economic, social and political transformation. It increases self-esteem and agency of community members and strengthen their negotiation skills to engage in a meaningful way with others including with economic and political actors to create win-win situations. It aims at improving lives and livelihood and catalyses a movement for gender justice. It can be used for individual and collective life and livelihood planning, collective action and gender advocacy for change and changing power relations.

- Visual diagramming **tools**
- **Principles** (gender, participation, leadership)
- **Peer learning** structure
- **Integration** in economic interventions and organisations



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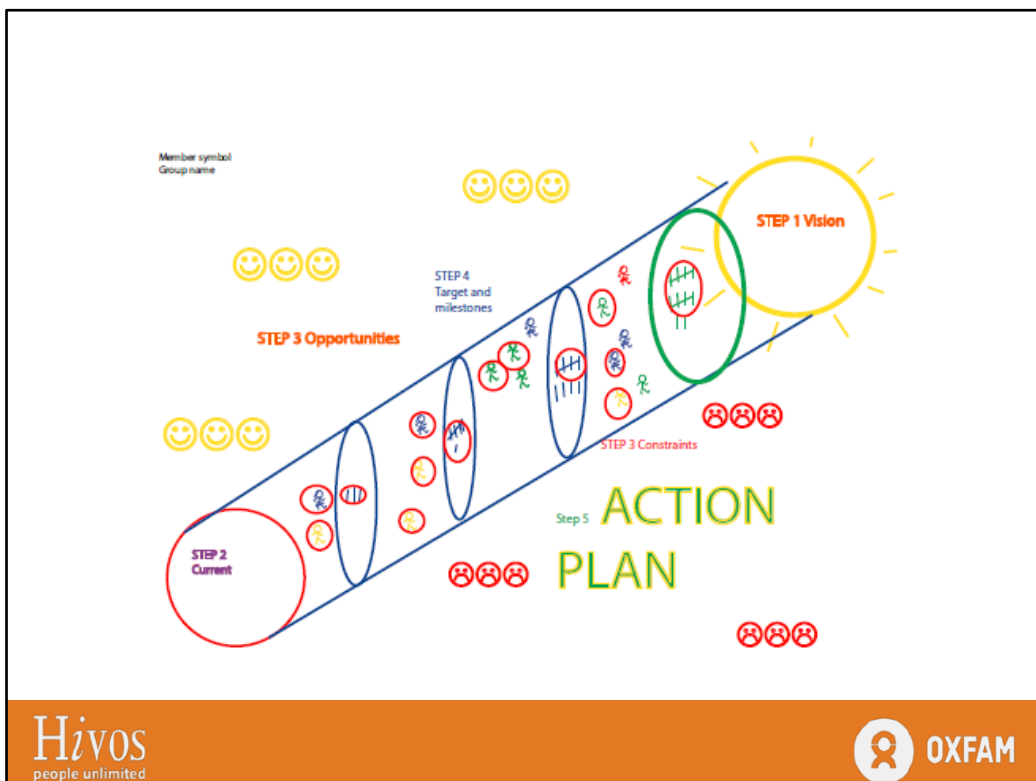


Tools are pictorial diagrams (see slides 5-8: road journeys, trees, diamonds and circle maps).

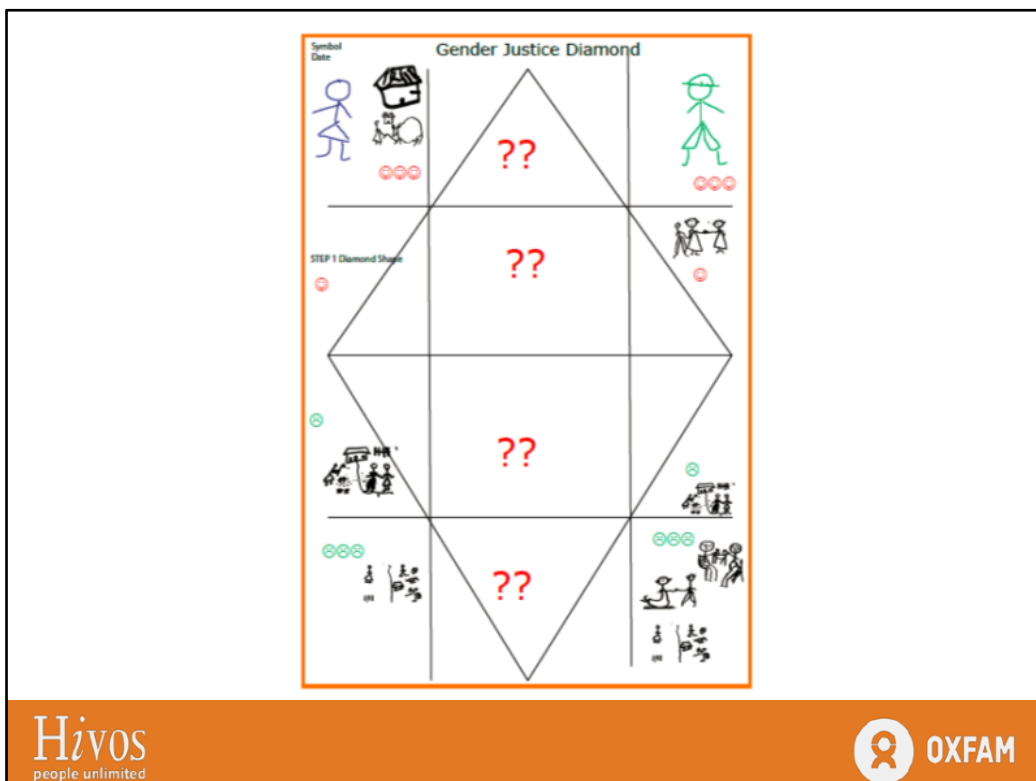
The use of a set of principles (related to gender, participation and leadership) underpin the use of the tools: if the principles are not applied, the use of the tools can increase rather than decrease inequality.

Peer learning: not paid trainers but community participants themselves are the main trainers in GALS, based on self-interest in changing other people's behaviour. Social movements are created to change norms (addressing issues like market discrimination, or increasing mobility of women).

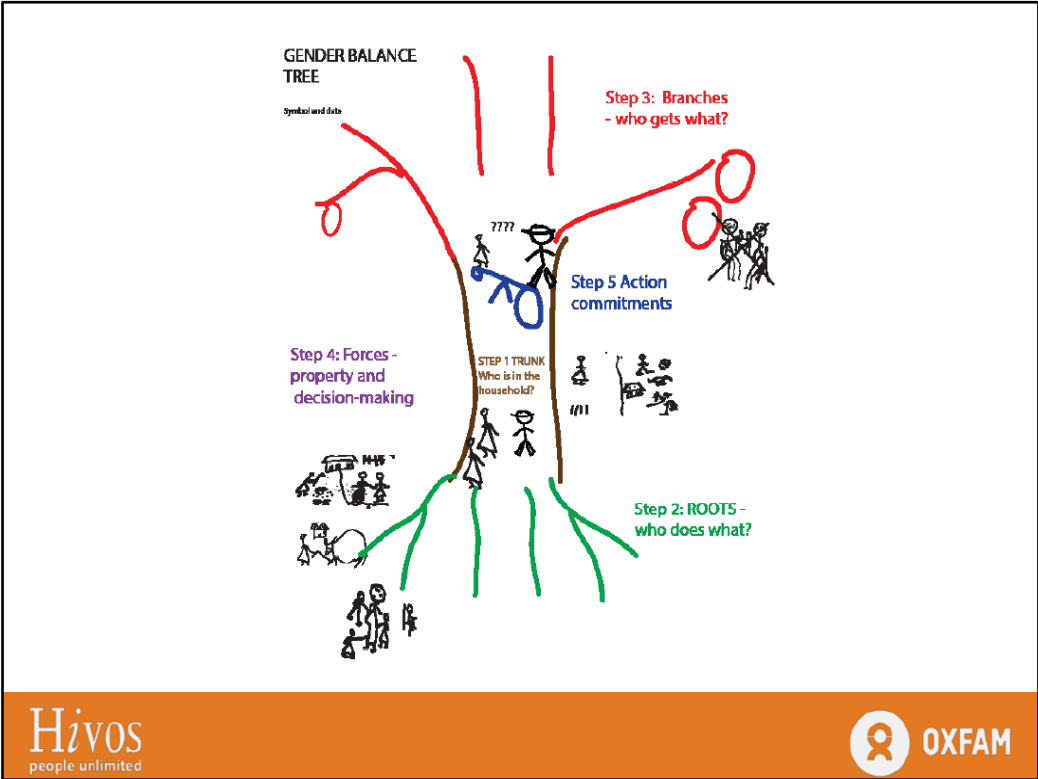
GALS can be used in agricultural value chains projects and more broadly economic interventions, agricultural extension, rural finance, nutrition, climate change, SRHR and advocacy. In terms of target group, it works both with adults and youth, non-literate as well as literate.



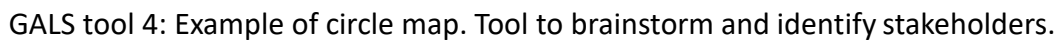
GALS tool 1: Example of Road journeys. Planning tool.



GALS tool 2: Example of Diamonds. Tool to analyse identity/gender positive and negative sides and find indicators for change.



GALS tool 3: Example of Trees. Tool to dive deeper into the analysis.





Pyramid peer learning – Nigeria. The last tool shown is the one used for peer sharing. Community members identify those they need to liaise and share the methodology with in order for them to achieve their vision.

PRINCIPLES

- 1) Gender Justice is non-negotiable**
- 2) Including Everyone**
- 3) Everyone can be a leader**



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1) Gender Justice is non-negotiable. The interests of women as well as men are equally addressed when working towards gender justice. Women's human rights as established in the UN Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) are non-negotiable, with men as partners in pursuit of social justice. Equal rights are not a favour or a gift: everyone is born equal.

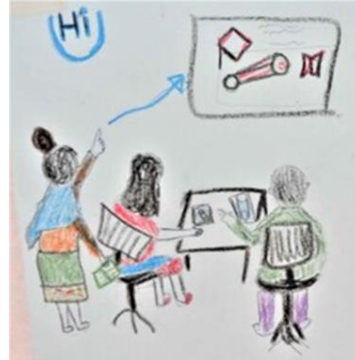
2) Including Everyone. GALS is a participatory methodology therefore based on principles of inclusion. Those living in poverty and marginalised situations need to be included in the (decision making) process. Enable them to prioritise the changes they need in order to empower themselves.

3) Everyone can be a leader. First of all everyone is leading his/her own life. Secondly, everyone can lead external change processes. Education level, age, gender identity, economic status or any other parameter does not matter: everyone can be a leader. No title is needed in order to lead change. Cultivate the leadership potential of all participants and strengthen the voice and power of those who currently find themselves in the most vulnerable positions. This empowers everyone to participate and own the change process.

**4) Make it Fun!
Excitement and
enthusiasm for change**



**5) Start with visions
and the positive**



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4) Make it Fun! Excitement and enthusiasm for change. Having fun is important to raise the necessary positive energy for change. Gender and social inequalities are rooted in social norms, beliefs and traditions. Excitement and enthusiasm help to mobilise people to address sensitive issues, change their behaviour and share with others.

5) Start with visions and the positive. This principle is linked to the one above as it serves the purpose of raising positive energy which is necessary for change. This principle underlies facilitation of tools and process. Draw visions for the future and focus on positive things. Never start with problems.

6) Drawing is believing

7) Action from Day 1 and pyramid upscaling



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6) Drawing is believing. Drawing (rather than writing) serves two purposes:

1) Stimulating the most creative side of the brain and therefore thinking out of the box and coming up with creative solutions; 2) Eliminating social and educational differences thus creating equality. It does not need to be artistic, it needs to encourage everyone to clarify their own ideas, to believe in their own voice and to communicate with mutual respect and a sense of equality.

7) Action from Day 1 and pyramid upscaling. There cannot be any change process with no action. Furthermore, change will only be sustainable and scalable when participants feel that they own the process. Every learning activity should therefore focus on what participant can replicate individually or collectively without external facilitation. Actions need to be planned and taken home from the first day of using the methodology to share with others.

