Follow up session overview GALS: diving deeper into the methodology.

GALS phases

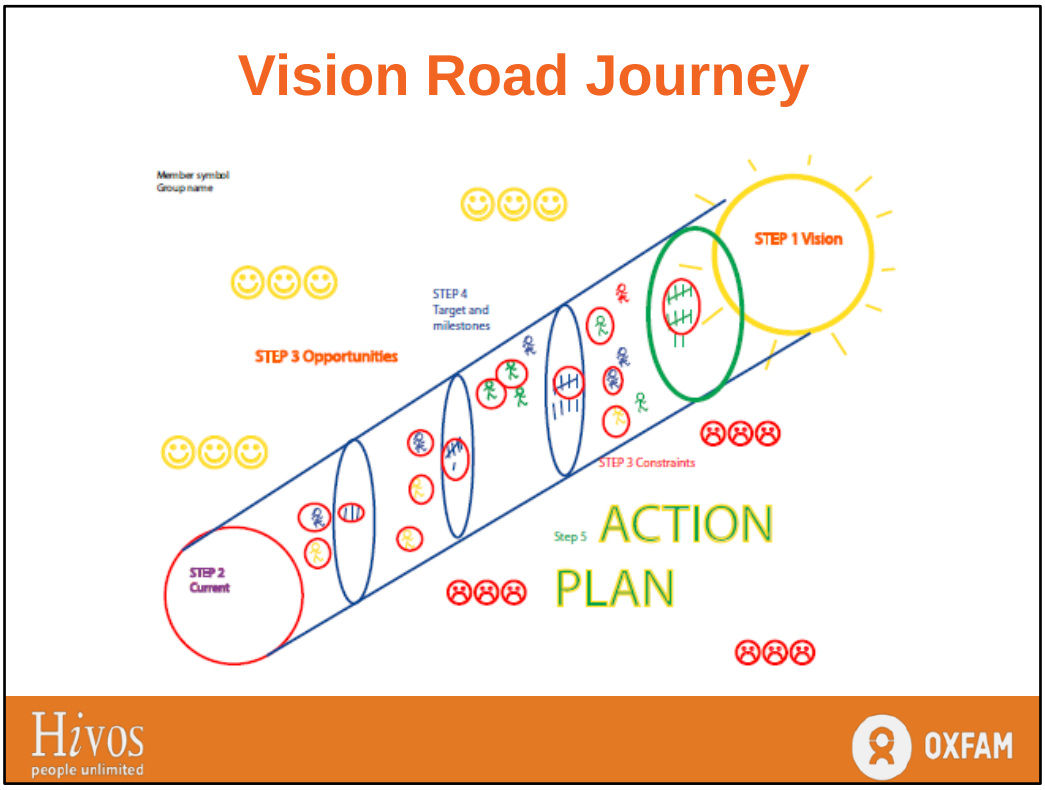
-Not a blue print process that you have to follow, phasing identified from lessons learned of applying GALS in different contexts. Adapt always.

- 3 phases = also what you can use GALS for:

1) for visioning and catalysing change linking individuals, families and collective action. Increasing agency and self-esteem. Setting up peer sharing structure.

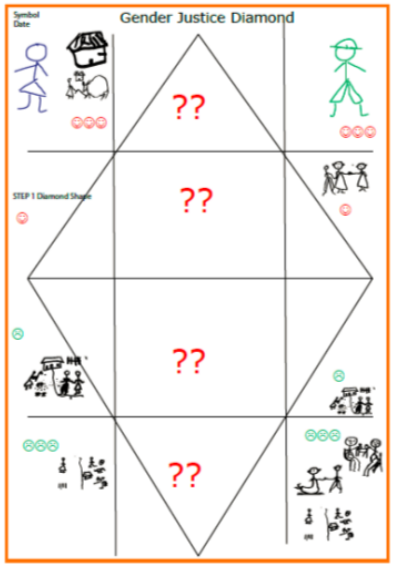
2) For Maintreaming gender justice in programs, projects, interventions and organisations ->institutional change. Strengthening negotiation skills of community members to engage with more powerful actors in the economic/political (local) field. Strengthening local networks.

3) For developing a gender justice movement: linking local networks into a national one and linking the national network to the global one.



Extra information on tools, one of the 4 elements of GALS (tools, peer learning, principles, integration into interventions). In the catalyst phase of GALS there are dedicated tools to plan livelihood, gender and peer sharing.
The Vision Road Journey can be used to plan livelihood.

Gender Justice Diamond

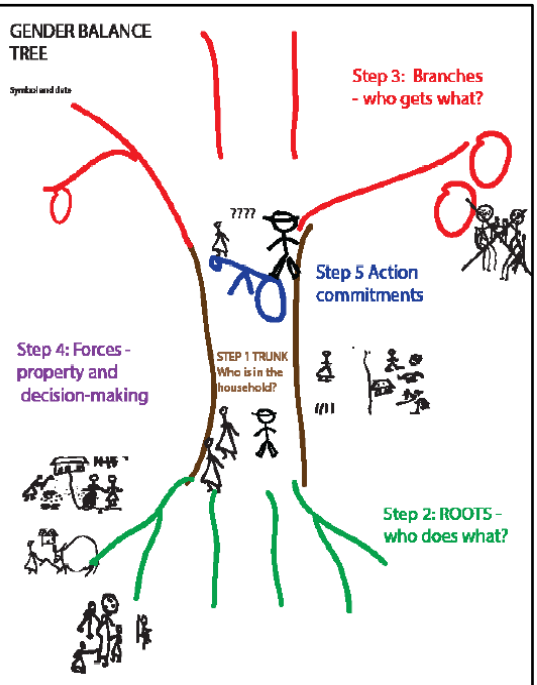


Hivos people unlimited

OXFAM

The Gender Justice Diamond and Gender Balance are examples of gender tools.

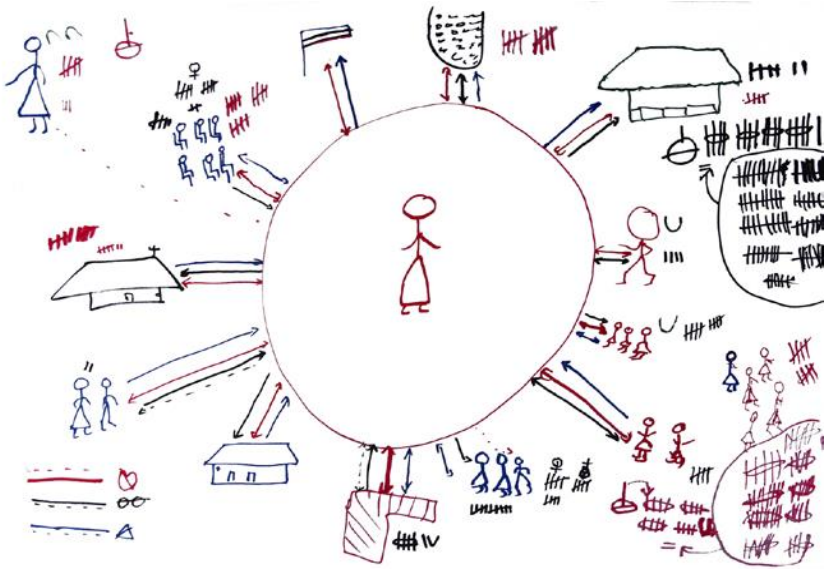
GENDER BALANCE TREE



Hivos people unlimited

OXFAM

Social Empowerment map

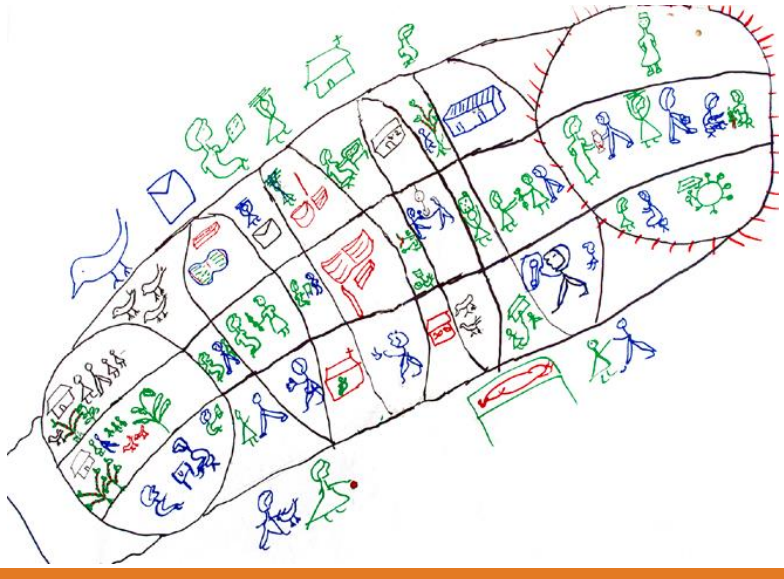


Hivos people unlimited

OXFAM

The Social Empowerment Map is a peer sharing tool.

Multilane Highway

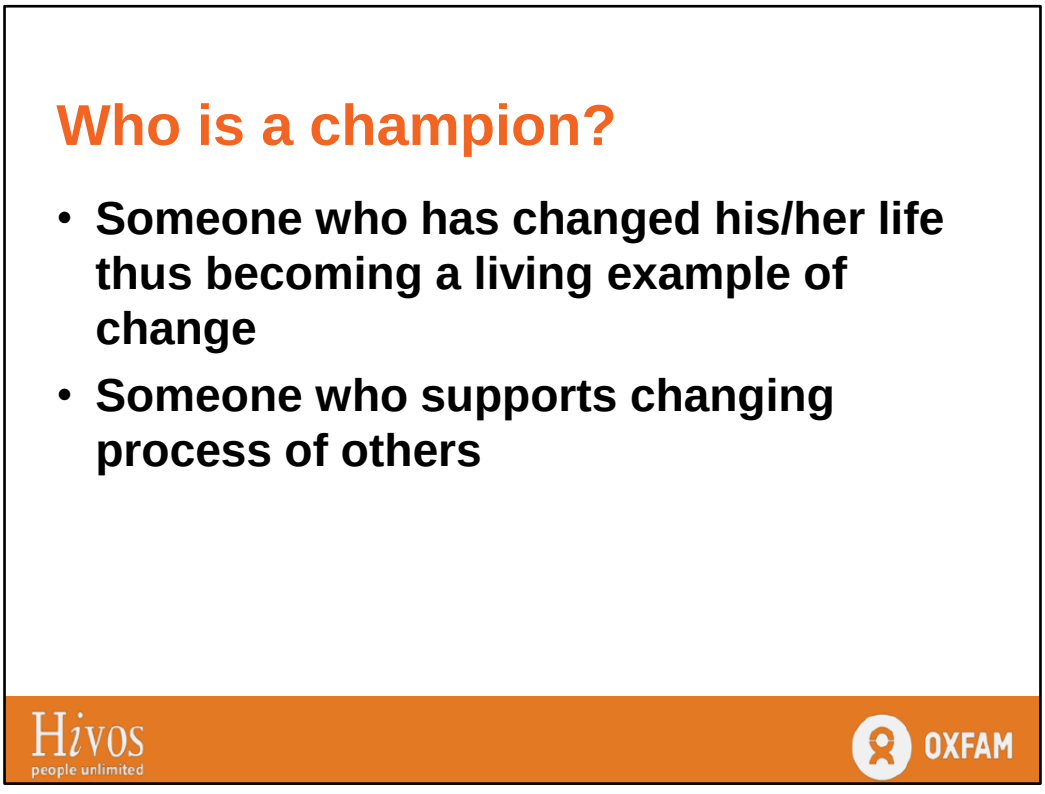


Hivos people unlimited

OXFAM

The Multilane Highway is a framework that encompass all these three dimensions.1st lane: livelihood (Vision Road Journey); 2nd lane: gender (Gender balance tree, GJ diamond etc.); 3rd lane: sharing the methodology (Social Empowerment Map)

How GALS principles shape the use of the tools and process:
In a GALS training, the facilitator or trainer doesn't draw steps of the tools by him/herself. Usually, participants are called to draw on behalf of the facilitator or trainer. A good facilitator and trainer will identify people whose self-esteem and confidence needs to be reinforced (normally they are the ones who do not propose themselves as volunteers and do not speak a lot) and call them to support facilitation or to represent a group. Another way to increase self-esteem and confidence is by celebrating achievements and showing appreciation for participants opinions, contributions and changes planned (example "GALS flowers"). This applies of course also to drawings. There is no need for drawings to be beautiful. What is important is that participants draw. So, participants should be appreciated and supported in this. The use of songs, theater and role plays also support self-esteem and confidence as it pulls participants out of their comfort zone. It also makes the process fun. By increasing self-esteem and confidence, you also increase agency. Agency is also increased by asking participants to share the methodology in a meaningful way with others.
Negotiation power is increased through creation of collective plans. It is also strengthened using tools dedicated to negotiation (for ex. the win-win tree). Participants' negotiation power needs to be strengthened before they engage with more powerful actors.



Champions are often people without prior formal leadership roles, but not always. There are also no criteria for champions related to literacy or education levels. Usually in GALS the word “champion” is used for community members who have the above-mentioned characteristics. It is the role of facilitators to make sure that people living in vulnerable and marginalized situations are strengthened in a role as key change agents rather than beneficiaries of aid.

Existing manuals are just guidelines and choices of tools and process will need to be made. There is always a co-creation moment with the project team and community members. Staff members (facilitators) will be using manuals. Normally local manuals are produced based on practical experience, reflecting the way the process has been adjusted.

Personal diaries are used by community members. Promote the use of personal diaries. This helps participants to “take GALS home” for action and peer sharing, and to track their own empowerment process.
People who have not learned how to read or write also need to learn how to use a notebook. This requires extra time or attention, so that people for example start on the first page with the vision.

What entry point to use? Best practices

- **Focus on people who live in the most difficult and vulnerable situation**
- **Link GALS activities to interventions that include self-help initiatives**

Hivos people unlimited

OXFAM

Linking GALS to self-help initiatives: Easier to move from the individual and household level to a group level; Easier to increase outreach; Easier to create a network for change