



GENDER ACTION LEARNING SYSTEM IN MARRIAGE, NO CHILD'S PLAY

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This GALS overview was written by Katja Koegler as part of the Marriage, No Child's Play project. The content is based on the various reports received from the country teams in Mali, Niger and Pakistan over the period 2017–2020 combined with observations during workshops conducted in the respective countries. The implementing partner organisations are: in Niger, SOS Women and Children Victims of Family Violence (SOS FEVVF) and the Niger Association for Family Welfare (ANBEF); in Mali, Sustainable Opportunities for Rural Organisations (Association SORO), Forum for African Women Educationalists (FAWE) and Walé; and in Pakistan, Bedari, Indus Resource Centre (IRC) and Baanh Beli. The author is grateful for all the input from colleagues in these countries and the Hague and all the previous work on GALS by Linda Mayoux in other processes.

Cover illustration: young women drawing their joint Gender Balance Tree during a Participatory Workshop, Banankoroni, Mali 2019 (workshop report)

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INTRODUCTION

The **More Than Brides Alliance** (MTBA), consisting of Save the Children, Oxfam Novib, Simavi and Population Council) received a **Sexual and Reproductive Health and Rights** (SRHR) Strategic Partnership Fund from the Dutch Government to implement a five-year project (2016–2020) on the prevention of child marriage in five countries. Oxfam Novib is implementing it in three of those countries; Mali, Niger and Pakistan.

The objective of the MTBA's project **Marriage, No Child's Play** (MNCP) is to ensure that: young people are able to decide if and when to marry and pursue their sexual and reproductive rights in a supportive environment. When adolescents are mentioned in this document, we refer to the age category between 14 and 24.¹

One of the methodologies used in the Marriage, No Child's Play project is the **Gender Action Learning System** (GALS). The Gender Action Learning System is a community-led gender mainstreaming empowerment methodology that is used in Oxfam projects in Africa and Asia. It was initially developed in 2008 in a collaboration between Oxfam Novib's Linda Mayoux and partners in Uganda, Sudan, India and Peru. Since then, it has proven its effectiveness in empowering marginalised women and also men; changing gender and power relations from individuals up to the household level; changing gender and power relations between marginalised groups or communities and powerful organisations or companies; and triggering changes in social norms².

This was the first time that GALS was used in the framework and context of child marriage prevention as part of MNCP. Previously, GALS had mostly been implemented in value chain development projects. Although GALS is not a blueprint methodology and requires adaptation to any context it will be used in, this new angle puts the focus more on girls and young women than on regular GALS processes.

The rationale for introducing GALS into the MNCP project was first of all to empower marginalised girls and young women and their families in rural areas to change gender inequalities as a prerequisite for improving their livelihoods. The dual purpose was:

1. to reduce the economic reasons for parents to marry off their young daughters, and
2. to change the social norms in the community, as well as the gender relations at household level, that encourage early marriage.

At the same time, girls and young women were encouraged to plan their future and identify alternative pathways to marriage.

This document will provide an overview of how GALS was adapted to the different country contexts and will aim to respond to the underlying questions in the chapters that follow:

1. What is GALS?
2. Why GALS in MNCP?

¹ 1 In MNCP the age categories vary between 14 and 24. According to the African Youth Charter, young people represent individuals between the ages of 15 and 35. Young Pakistanis between 15 and 29 are defined as 'youth'.

² Farnworth, C. and Akamandisa, V. (2011) *Report on Gender Action Learning Systems (GALS) Approach to Value Chain Development in Bukonzo*. Joint Cooperative Microfinance Ltd, Uganda. Available at:

<https://oxfam.box.com/s/wydflozly0sgt18zs3xo8s2zmc0bre2>. Evaluation reports of previous IFAD-funded projects are available at: <https://oxfam.box.com/s/m12p2mnl1d8j7934p7tcwv9wpau8x5q> and <https://oxfam.box.com/s/7rxvtvfaud6qutx4dc6mlx108z57fpg>

3. How was GALS adapted in MNCP?
4. What is the complementarity of GALS in MNCP?
5. Does GALS function as an empowering tool in MNCP?
6. GALS after MNCP
7. What is next?

ACRONYMS

ANBEF	Niger Association for Family Welfare
Association SORO	Association Sustainable Opportunities for Rural Organisations
Baanhn Beli	A friend forever. Community based Non-Profit Development organization.
Bedari	Awakening for Human Rights. A national-level non-governmental, voluntary, development organisation in Pakistan working with women and children for the promotion and protection of their human rights
CAT	Challenge Action Tree
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CSO	Civil Society Organisation
FAWE	Forum for African Women Educationalists
GALS	Gender Action Learning System
GBT	Gender Balance Tree
IGA	Income generating activities
ILEAD	Inclusive Leadership for Empowerment Action and Democracy
IRC	Indus Resource Centre
M&E	Monitoring and Evaluation
MLH	Multi-Lane Highway road journey includes Road vision journey, Gender Balance tree, Leadership/ Social empowerment map
MNCP	Marriage, No Child's Play
MTBA	More Than Brides Alliance
PALS	Participatory Action Learning System
PGR	Participatory gender review
SfC	Saving for Change
SLEM	Social Leadership and Empowerment map
SOS FEVVF	SOS Women and Children Victims of Family Violence
VRJ	Vision Road Journey
VSLA	Village Savings and Lending Associations
Walé	Non-governmental organisation Walé Health Action Population

1 WHAT IS GALS?

'GALS can be defined as a methodology to achieve your vision. It also provides information on good social behaviour' (according to girls in Mali).

'GALS teaches us how to trace the objectives, i.e., how to succeed even if we have no funds' – a GALS girl from Dokimana (Say, Niger 2019).

GALS – short for Gender Action Learning System – is a community-led empowerment methodology that can be adapted to different cultural contexts and can be used for any issue, including livelihoods, food security, financial services, value chain development, conflict resolution, governance, health, reproductive health rights and climate change. The methodology uses principles of inclusion to improve income and well-being of vulnerable people in a gender-equitable way. GALS facilitates women and men to develop their individual visions and planning for change to address gender inequalities in resources and division of power. It positions poor women and men as drivers of their own development rather than victims, identifying and dismantling obstacles in their life and environment; it strengthens negotiation skills and promotes collaboration, equity and respect between actors. GALS is also mainstreamed in organisations and with multiple stakeholders to increase the effectiveness of any development process.

GALS uses inclusive and participatory processes and simple mapping and diagram tools for:

- individual life and livelihood planning
- collective action and gender advocacy for change
- institutional awareness raising and changing power relationships with service providers, private sector stakeholders and government bodies.

The methodology consists of:

- a set of principles (see Annex I) related to gender justice, participation, inclusion and leadership
- specific facilitation techniques
- a series of visual diagramming tools for visioning, analysis, change planning and tracking by individuals, households, stakeholder groups or in multi-stakeholder settings
- peer learning mechanisms and structures for ongoing action learning
- mechanisms to sustainably integrate GALS in organisations or interventions such as financial services, business development services and agricultural extension.

The GALS methodology takes participants through three phases, all of which are participatory and depend on the use of drawn rather than written materials. This makes it ideal for inclusive and effective joint analysis and planning, also including people with limited literacy. These phases can be combined in different ways and adapted for different purposes.

Phase I: Visioning and catalysing change

An approximately six-month to one-year process of individual, household and collective action learning for gender equality and livelihood improvement. Through this process, participants evolve and can become so-called 'champions'. We define champions as participants who have a firm grasp

of the concept of GALS, demonstrate change and a strong commitment to continue to change, not only for themselves but also to share their experiences with and provide guidance for new participants. Usually, even early on in Phase I, these champions emerge based on their capability to initiate change. During this phase participants develop skills and structures for peer learning.

Phase II: Mainstreaming, year 1 onwards

Adaptation and integration of GALS into organisations and programmes such as value chain development, rural finance or local economic development.

Phase III: Movement building, year 3 onwards

Networking and advocacy for gender justice at all levels, including policy and decision making, linked to global networks.

GALS utilises four basic visual diagram types, from which several more specific and focused tools are derived:

- **Road journeys** to set clear objectives, identify strategies and work towards these to achieve results and change. Examples of road journey tools are: Vision Road Journey, Achievement Road Journey and Multi-Lane Highway.
- **Trees** to unpack issues and arrive at solutions and concrete SMART actions. Examples are: challenge action tree, gender balance tree, market map, increase in production and income tree, income and expenditure tree, win-win tree and CEDAW³ trees.
- **Circle diagrams** to identify and analyse relations between different actors and determine how to involve them and arrive at change. Examples are: social leadership and empowerment map, local area development map
- **Diamonds** to unpack and reflect on strongly felt likes and dislikes and to unveil people's views. Examples are: identity or basic diamond, gender justice diamond and CEDAW diamonds.



Figure 1 Example of Vision Road Journeys. Left: Mariam Fofona from Mali explains her Vision Road Journey to become a mayor, Mali 2019 (see also Figure 4). Centre: girls in Pakistan plan for a vocational centre, Pakistan 2019. Right: a girl from Niger showing the steps of a Vision Road Journey in her notebook, Niger 2018.

³ Convention on the Elimination of all Forms of Discrimination Against Women, details available at: <https://www.un.org/womenwatch/daw/cedaw/>.



Figure 2 Examples of tree diagrams. Left: Djoady Coulibaly from Mali explains her Gender Balance tree, Mali 2019. Left: CEDAW Tree as part of a participatory gender review (PGR), freedom of movement for girls, Pakistan 2019. Champion explains her leadership tree, Niger 2020.



Figure 3 Examples of diamonds. Left: participants in a PGR workshop present their joint diamond, Pakistan 2019. Centre: girl working on her diamond in her notebook, Pakistan 2019. Right: diamond drawn by a girl, Mali 2018.



Figure 4 Example of circle diagrams. Malian participants drawing and presenting a social empowerment map (left) and a business actor's map (centre), Mali 2019. Right: a Nigerian participant presenting her local area development map, Niger 2019.

2 WHY GALS IN MNCP?

Gender inequalities in power and resources negatively affect economic efficiency at all levels. In GALS we work with individuals, couples, families, groups and communities as well as with partner organisations and a range of different actors and stakeholders. In previous projects participatory analysis by women and men using GALS tools concluded that gender inequalities were not only a problem for women. The inequalities had a correlation at the household level with low productivity, low quality, and low prices obtained. Practice shows a very strong positive correlation between livelihood development and gender transformation. As GALS is focusing on gender relations, the methodology has the potential to empower not only women, but also men and young people to improve their lives, significantly increasing happiness and well-being as well as their income. These were the main reasons why GALS was introduced in the Marriage, No Child's Play project.

Through a number of complementary strategies, the MNCP project strives to enable young people – especially girls and young women – to decide if and when to marry, and to pursue their sexual and reproductive health and rights in an environment which is supportive. The strategies are as follows:

1. **Empowering at-risk and already married adolescents**, girls in particular, with life skills education (LSE), comprehensive sexuality education (CSE) and SRHR information and peer support groups.
2. **Providing alternatives to child marriage and mitigating its impact on married girls** through enhancing access to education opportunities and improving retention in school for girls by improving school safety, preventing drop-out and removing financial barriers (for example through linkage to incentive programmes).
3. Enhancing access to economic and income-generating opportunities for girls and their families and providing financial literacy training to girls to increase their ability and power in financial decision making.
4. Enhancing access to improved child protection systems for girls at risk of child marriage and girls already married so that preventive and responsive measures are taken.
5. **Increasing access to quality youth-friendly SRHR services** (that are available, affordable, acceptable and appropriate) for unmarried and married young people.
6. **Contributing to changing social norms that perpetuate the practice of child marriage**, guided by formative research and promoted through raising awareness, community dialogue, facilitating social mobilisation and supporting collective action.
7. **Influencing legal and policy frameworks**: strengthening partners and networks to conduct policy dialogue and collectively advocate towards policymakers for the development, adaptation and implementation of laws, policies and cross-sectoral action plans that reduce child marriage.

During the design of the project, GALS was considered for supporting the work in three of the project strategies: to strengthen girls' and young women's agency through Life Skills Education (outcome 1); to increase economic opportunities (outcome 3); and to change social norms related to child marriage (outcome 6). Finally, decision was made to have, as the main entry point and focus of GALS, supporting and increasing access to economic opportunities for girls at risk of and affected by child marriage, and their families' (outcome 3).

Each GALS intervention begins with an empowering process, starting at individual level with a focus on own life planning and tracking. During this first GALS phase, a girl's or young woman's agency increases by identifying their future aspirations (whether these relate to education or economic interest and plans), empowerment, awareness of their rights, analysis and life-planning skills, influence over decision making in the household, developing social networks and growing confidence. GALS starts with the individual perspective, and is implemented at different levels: family, group, organisation and multi-stakeholder.

During the second GALS phase the focus is to target the identified changes as part of the process. As GALS is more familiar for the participants, more in-depth analysis and strategy development is encouraged to deal with the realities that surround the girls and young women and hinder their change. Their choice will determine the focus on what to tackle first (for example, go back to school, save to start up a business or invest in an ongoing business) and who needs to be involved or influenced: parents, (future) husbands, teachers, government representatives, buyers, sellers, etc. Based on a clear message or common agenda, girls and young women can now explain why the proposed change is needed and what is required to make it happen. During the project several exchanges occurred to address these intended changes and developments, for example in workshops in the communities with local government representatives present, as part of festivals, via platforms and as part of forums.

The combination of life planning, supporting access to economic opportunities for girls, their families and communities and mobilising them for collective action had the dual purpose of preventing child marriage, and empowering girls and young women, both unmarried and married.

3 HOW WAS GALS ADAPTED IN MNCP?

3.1 GALS in MNCP as innovation

For the teams in the three countries (Mali, Niger and Pakistan), GALS was a new approach. Initially not all Oxfam staff were assured that this approach would work in their communities and context. After the first GALS workshops with the participants in the communities, this scepticism diminished. Representatives from the Oxfam team in Mali and partner organisation staff had the opportunity to do an exchange visit to Muhanga (Rwanda) in 2017 in order to exchange with GALS champions who had been working on this methodology for many years already.

In 2018, a larger group of the Oxfam team in Pakistan and partner organisation staff took part in a workshop with Niyo Ayavu Farmers Association (NAFA), one of the cooperatives in Arua West-Nile (Uganda) that had been using GALS methodology for many years. Oxfam staff and staff from partner organisations of the Oxfam Pakistan project 'Empower Youth for Work' also participated. These exchange visits proved to be inspiring and educational, making the GALS methodology more concrete.

GALS works best when it is integrated in and linked to other project activities. The project design and how GALS is included has a major impact on the process and its results during project implementation. In MNCP it was designed to be used to support and increase access to economic opportunities for girls at risk of and affected by child marriage, and their families (outcome 3). Initially GALS was perceived by some as a cash transfer approach linked to improved access to economic opportunities for its participants. Over time, participants started to realise that GALS supports them to take control over their own lives, identify the changes and improvements necessary, and use their own initiative to arrive at the set goals.

The GALS process and the tools were adapted to the specific circumstances of each context, district or village in Pakistan, Mali and Niger in the setting of preventing child marriage. This was new compared to previous experience and its use in value chain focused projects. In MNCP the same approach and logic were applied, starting with the principles and facilitation requirements. The difference between GALS processes in other projects and the one in MNCP was that it particularly focused on girls and young women. In the predominantly patriarchal societies in Mali, Niger⁴ and Pakistan, this choice was done intentionally to create platforms and space for girls to develop their self-esteem and express and empower themselves. The main drivers in all GALS processes are GALS *practitioners* or 'champions' – girls and boys in their communities who use the methodology to change their own lives, and share what they learn with others through pyramid peer sharing.

The main changes and adaptations were required for the tools used in GALS Phase II (see Annex I) as different actors and objectives of the change process were involved. Negotiations (using the 'win-win' tool) were now also initiated with representatives from the educational sector rather than private sector stakeholders in Pakistan, resulting in commitments to improve the educational system for girls. In Mali the tools were used to identify the increase in production and quality, therefore using the tools in the more familiar way in their value chain development framework. Phase II and its tools were also introduced in Niger but used to a lesser extent than in Mali and Pakistan. The ambition also to reach

⁴ In Niger girls with different ethnic backgrounds participated: Zarma (65%), Peuhles (23%) and Gourmantché and the Hausa and Mossi combined (12%). The majority of the girls interviewed are single (70%), 27% are married and 3% are widowed or divorced. Most of these girls are in a female-headed household (78%) while 22% are in a male-headed household. Girls are fairly well-educated, 55% with secondary school and 20% with primary school education, 2% literate and 23% uneducated. See the comparative study at: <https://oxfam.box.com/s/codwc5bpgos2a3sio2jufu2qk602uglq>

GALS Phase III was not realised in MNCP. However, to strengthen the understanding of GALS Phase II in preparation for the next phase, new tools on leadership were developed, see under GALS Phase III.



Figure 5 Left: Gourmantché girls doing group work in Torodi, at the first GALS workshop, Niger 2017. Right: girls voting during a diamond exercise, PGR, Niger 2018.

3.2 GALS Phase I tools

All three countries, Pakistan, Mali and Niger, reported that during GALS Phase I most so-called basic tools were used (see Annex II)⁵ and well understood⁶. The younger participants in the three countries (not married or running their own household) preferred the **Vision Road Journey** (VRJ, one of the Road Journey tools, to plan, get into action and trace progress), the **Diamond** (to identify personal likes and dislikes) and the **Social Leadership and Empowerment Map** (SLEM, one of the circle maps to identify who could support them to achieve their visions and planned changes or support others). The **Gender Balance Tree** (GBT, one of the trees to analyse the current situation in terms of work and expenses at household level) was often perceived as a tool for their parents rather than a tool that could help them to identify their role as a girl compared to a boy (their brothers) and



Diarra Awa Diarra, 22, secretary of Benkadi 2 group in Banankoroni, Sébougou, three years a group member:

'The training on the GALS methodology has been very beneficial to me. Before, there was a widespread misunderstanding between me and my husband. Following the gender balance tree tool, I made him aware of it to let him know that it is a very important tool for solving problems within a couple. When I succeeded in raising his awareness, we sat down to spread our problems on the tool through drawings. In this way, the hearing came back into the couple. Today, I can say out loud that mutual love becomes very much stronger towards each other.'
Mali 2019.

⁵ See the manual: Mayoux, L. (2014) *Rocky Road to Diamond Dreams: GALS Phase I*. The Hague: WEMAN/Oxfam. Available at: <https://oxfam.box.com/s/4xvvey27iqwjrl4u3rk0a48tgaeu26c>

⁶ In Mali 10 out of the 12 champions interviewed, stated that they had a very good understanding of the different GALS tools. This could confirm the quality of the training received. See the comparative study in Mali at: <https://oxfam.box.com/s/sydyw0402wmqoy89psa7qpa1434vms6q>

responsibilities in their households⁷. Couples did appreciate the Gender Balance Tree, as it helped to identify and address issues within their households.

Interestingly the market map, a tool introduced in the next phase (see under 'GALS Phase II tools') was easily adopted by participants in Mali and Niger⁸.

3.3 Participatory Gender Reviews (PGRs)

Although the main focus on girls and young women resulted in creating a platform for them, men and boys came into view during the **Participatory Gender Reviews** (PGRs). The PGRs are an integral part of the GALS process and have a dual purpose of strengthening the participants' change process while collecting quantified and qualitative data. Ideally PGRs take place periodically every three months to consolidate and advance the GALS process. The reviews build on gender and power changes that have occurred through GALS and assess these in the light of the wider women's human rights framework of the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)⁹ to deepen the understanding of gender and power dynamics. In MNCP the focus was also on children's rights, which brought topics such as birth certificates, child abuse or neglect to the discussion table. The Participatory Gender Reviews provide good opportunities to take stock, plan everyone's next phases and readapt visions of the GALS participants at the individual level, household level, group level and community level. For implementing organisations it is an additional opportunity to provide the communities with support and guidance to achieve the planned changes and project results.

The participatory process and tools for strengthening the progress of GALS participants were well understood in the three countries. However, in all countries it proved to be difficult to obtain sufficient detailed and *quantified* information about the participants to serve as a sample-based database.

3.4 GALS Phase II tools

Previous GALS implementation and experience have been mainly based on and built up in the context of value chain development. This is reflected in the tools and set-up that are part of the second phase of GALS. An important aspect of this second phase is to enable participants in the three MNCP countries to negotiate with powerful actors. For MNCP the framing of the tools shifted, to enable participants to negotiate with different actors such as education and government representatives.¹⁰

Producers and (young) women with a business mindset appreciated the 'business tools' of Phase II (market map, increase of production and income tree, income and expenditure tree) to boost their production, income and investment options. These business tools resonated mainly in Mali, and in Niger interest is growing. In Mali and Pakistan the 'win-win' tools to set joint agendas and negotiate with multiple actors were used but with a different purpose. The win-win exchanges and negotiations

⁷ 67% of the champions state that the 'Road to a Vision' tool was useful for them and a significant proportion (25%) think that it is the 'increase of production and income tree' tool. Eight percent (8%) of respondents say that the 'gender tree' tool has been useful for them. Comparative study in Mali: <https://oxfam.box.com/s/sydyw0402wmqoy89psa7qpa1434vms6q>.

⁸ Girls in Niger appreciated the Vision Road Journey best (83%), the Gender Justice diamond second (31%) and the market map in third place (28%). See the comparative study in Niger at:

<https://oxfam.box.com/s/codwc5bpgos2a3sio2jufu2qk602uglqhttps://oxfam.box.com/s/sydyw0402wmqoy89psa7qpa1434vms6q>

⁹ CEDAW is an international agreement signed by most governments and establishes that women have the same human rights as men. Available at: <https://www.un.org/womenwatch/daw/cedaw/>;

<https://www.ohchr.org/en/hrbodies/cedaw/pages/cedawindex.aspx>

¹⁰ Instead of the value chain and private sector actors.

in Mali focused on increase in production and improvement of product quality. In Pakistan the tools were used for multi-actor exchanges to discuss issues around child marriage¹¹. On both occasions the results were that participating actors engaged to contribute to maintain girls in school in Pakistan's Sindh and Punjab provinces.

In Mali, leadership for girls and young women was a recurring topic as girls and young women wanted to become active in supporting girls' education. Driven by the wish to have all girls in Mali in school, GALS champions presented their findings through GALS diagrams and played out the importance of girls' education in sketches.

3.5 GALS Phase III tools

Tailored leadership tools¹² adapted to MNCP were offered to the three country teams to bridge Phase II and Phase III, creating a change movement.

The MNCP iLEAD methodology for leadership and movement building is an introductory capacity-development methodology for the preparation of GALS Phase III, which aims to establish a sustainable movement against child marriage and enable communities to generate and use their data for advocacy. iLEAD builds on the principles of transformative leadership. The iLEAD toolkit is available online, ready to be further piloted.¹³

Only in Niger did we manage to test these tools in a mixed virtual and face-to-face set-up. The initial reactions from the participants were that these tools further strengthened their understanding of both the GALS process and tools used earlier.¹⁴ The underlying concepts and principles of leadership were better understood and it made the girls and young women more empowered to bring about further changes together.

3.6 Internal circumstances influencing the implementation of GALS

Many people are involved in in-country implementation of GALS, mainly Oxfam staff, partner organisation staff and community facilitators¹⁵. In the three MNCP countries the regular set-up of Oxfam staff involved in GALS implementation has been a project lead or coordinator, a gender advisor or focal point and an M&E officer from Oxfam and a partner organisation in country. This team was extended in late 2018 with the recruitment of a GALS coordinator (Pakistan) and GALS officers (Mali and Niger), to support the in-country process. Two of these recruited GALS staff (Pakistan and Niger) were new to the methodology and needed full training and all three received regular support

¹¹ Win-win meeting in Pakistan, data: Education Department, Social Welfare Department, Members of CPC & District task force, Police Department, Health Department, Deputy Commissioner, district media forum, GALS external circumstances influencing champions, peer educators.

¹² Available online at: <https://gamechangenetwork.org/methodology/ilead/marriage-is-no-childs-play/>

¹³ <https://gamechangenetwork.org/methodology/ilead/marriage-is-no-childs-play/>
<https://gamechangenetwork.org/gamechange-methodology/ilead/mncp-ilead-1-vision/>
<https://gamechangenetwork.org/gamechange-methodology/mncp-ilead-2-leadership-web-toile/>
<https://gamechangenetwork.org/gamechange-methodology/ilead/mncp-ilead-3-leadership-action-tree-arbre/>
<https://gamechangenetwork.org/gamechange-methodology/ilead/mncp-ilead-4-leadership-multi-lane/>

¹⁴ The iLEAD leadership tools have a particular focus on leadership and further built on the regular VRJ, the SLEM and CAT. The iLEAD toolkit includes the leadership vision, the leadership web, the leadership challenge action tree and the leadership multi-lane.

¹⁵ Facilitators are often based in and part of local communities and play a constructive part in communication and connecting involved parties during workshops. Their role and skill set may differ by country and/or project. Their involvement is at times incorporated in the GALS project but more often spontaneously organised on the spot. Most operate on a voluntary basis with only small compensation fees to cover travel costs.

and coaching, face to face as much as possible but overall mainly through distant support from the GALS specialist in The Hague.

In two countries partner organisations were replaced, with changes in staff as a result (in Niger and Pakistan).¹⁶ Oxfam Mali underwent a restructuring during the project. This influenced the continuity of the implementation of GALS.

The consortium in Mali, consisting of Association Sustainable Opportunities for Rural Organisations (SORO), Forum for African Women Educationalists (FAWE) and non-governmental organisation Walé Health Action Population (Walé), was very effective in bringing the different parties – Oxfam-partners and communities – together for diverse GALS activities. GALS peer educators and champions are familiar with each other's approaches, which mean that they are engaged with the activities and could also show some synergy between the project's approaches.

Almost all (96%) of the peer educators and all the focus groups stated that there were intergenerational debates within the community. In Pakistan there was a collaboration between Oxfam staff and partner organisations. In particular, local partners maintained regular exchanges and worked directly with the communities on GALS activities.

In Niger the set-up was different. Although the partner organisations participated in several GALS workshops, they had no active role alongside Oxfam staff in implementing GALS. The one exception was an activity conducted by partner organisation SOS (in 2019) to link the girls trained on savings and credit schemes to GALS. In addition, local facilitators with knowledge of GALS at village level were not supported by the project to have an active role. Overall, it can be concluded that successful implementation of GALS depends to a large extent on the efforts and activities of Oxfam staff, partner staff and local facilitators being well coordinated, and that it can suffer substantially when this is lacking.

3.7 External circumstances influencing the implementation of GALS

During the project implementation period, numerous changes occurred in the overall social and political context of the three countries. These circumstances affected the implementation of GALS and its progress. Practical adaptations were necessary to overcome political and security obstacles to ensure the safety of the participants. Despite different alternatives developed particularly in Niger, such as relocating the monitors (Oxfam M&E staff) to the district level, regrouping girls in one location, regrouping GALS participants at district level only resulted occasionally in more frequent follow-ups. With every adaptation, the context proved to be more volatile and changeable than expected. In contexts where conflict or no access to the communities is expected, new coping mechanisms need to be developed.

Bringing together girls from different locations is often logistically challenging. It also requires organising additional security measures and coping with multiple languages (in rural areas in Niger up to five in one workshop). As well as the quality of the translation, the background and gender (a man from the same village, for example) of the translator will have an influence on how freely girls and young women are willing to share their feelings and ideas. It also proved important to be aware of

¹⁶ SOS Women and Children Victims of Family Violence (SOS FEVVF) and the Niger Association for Family Welfare (ANBEF) were selected by Oxfam as partners in Niger. Bedari (Punjab) and IRC (Sindh) were the partner organisations for MNCP in Pakistan up to 2019. Unfortunately, not all partner organisations received their necessary Memorandum of Understanding from the government. In 2020 a new partner was contracted, Baanh Beli (Sindh). In Mali the partner organisations function as a consortium consisting of Association SORO, ONG Walé and FAWE which remained stable through the course of the project duration. However, Oxfam in Mali underwent a restructuring that affected all activities, but the team managed to deliver on its commitments.

certain cultural differences, for example because sharing ideas or dreams is not acceptable for some ethnic groups¹⁷

The restructuring at both Oxfam in the country (in Mali) and at CSO partner level (in Niger and Pakistan) meant that the team in The Hague had to take further measures and make practical adaptations, resulting in more workshops and additional training sessions to ensure capacity for the implementing actors. Since in practice partner staff and facilitators can access the communities more easily, especially when normal access is under pressure, for example due to conflict, the importance of their role in the implementation and ongoing support of GALs should not be neglected or underestimated. However, the security and safety of field staff should always be well provided for and ensured.

The final year of the project implementation meant a new way of working, with the coming of COVID-19. All international or regional workshops were cancelled. Some were replaced by virtual exchanges or with a mixed set-up of virtual facilitation and face-to-face participants working in the respective countries. Despite the willingness and enthusiasm of participants to use virtual communication, this often proved challenging.

¹⁷ Some ethnic groups such as the Fulani and Gourmanché in Niger do not allow to share dreams openly. In particular girls are not allowed to do so.

4 WHAT IS THE COMPLEMENTARITY OF GALS IN MNCP?

4.1 GALS and Save the Children financial literacy models

In March 2017, a serious attempt was made to align the GALS and the Save the Children (StC) financial literacy models in a joint workshop in Niamey, Niger. In particular, the introductory tool in both approaches has similarities as it requests the participants to draw their life plan using the Vision Road Journey. The aim of the workshop was to align the GALS approach and StC's financial education modules for girls throughout the project. StC was particularly interested in the GALS tools that introduce gender aspects. However, combining the approaches was not the chosen way forward as the principles and approach differed too much and Oxfam and StC decided to continue with their own approaches, working in parallel in their respective communities (Oxfam and Save the Children are implementing the MNCP project in different provinces, not working in the same communities).

4.2 GALS, Saving for Change and Business models

In Ségou (Mali) the GALS methodologies and Savings for Change and Business were identified as capacity-building tools for communities in rural areas in consultation and close collaboration with the partners, Oxfam in Mali and in The Hague. Economic activity is present among almost all women in rural areas. They are active individually and collectively with other women, in agriculture, small trade, and processing of market garden or agricultural products, which allows them to increase their income and better manage household expenses.

Saving for Change is an easily replicable, savings-based microfinance programme that brings basic financial and non-financial services to the poorest people living in rural areas when these are organised in Self-Directed Savings Groups. Saving for Change reaches those who generally have no access to formal financial institutions. It enables community members (women, men, girls and boys) to save, borrow money and improve their knowledge of health and life skills, business management and money management through educational sessions.

The Business models focus on providing women with the skills required to better manage their existing income-generating activities or to start new economic activities contributing to their economic empowerment and, in turn, to their social empowerment.

The complementarity between the three methodologies is that the different modules (Saving for Change and Business) or tools (GALS) can be used in a sequenced way. For example: Saving for Change builds organisational and savings mobilisation capacity among community members. The funds mobilised are invested in income-generating activities and very often reach proportions that require other skills to manage them, hence the Business model. The Business model, commonly called 'entrepreneurship', helps community members to better organise their economic activities to make more profit. GALS helps community members to identify a focus, planning and improving their lives while making use of the skills and funds acquired from the Saving for Change and Business model.

The starting point for the introduction of the three modules can be GALS or Saving for Change, but in Mali the teams introduced Saving for Change first to give a certain basis to the group, then introduced Business, and finally added GALS. The combination of these three approaches led to reactivating the initial savings groups and forming new ones in the process. Currently 36 girls' groups, 47 women's

groups and 12 men's groups, totalling 95 groups and 1783 members, are active on GALS, Saving for Change and Business.

In Mali, this combination of GALS with Saving for Change and Business worked very well and was received with a lot of enthusiasm by the participants. Participants reported that they had improved their livelihoods and gender relations in their respective households.

The group savings increased from no savings in 2017 to the following amounts in October 2020:

1. Girls groups, with 454 members in total, saved CFA 4,364,230 (equivalent to 6663 euros).
2. Women's groups, with 1171 members in total, managed to save CFA 23,681,700 (equivalent to 36,155 euros).
3. Men's groups, with 156 members in total, saved CFA 2,230,800 (an equivalent of 3405 euros).

4.3 GALS and a savings and credit approach

In Niger, GALS was combined with a savings and credit approach with the objective of increasing girls' access to economic opportunities. In total, 32 GALS and savings and credit groups for girls have been set up, bringing together 320 girls from more than ten villages. With project support (repayable over a period of six months or a year) these GALS girls and their families carry out income-generating activities to achieve their visions. The types of activities conducted depend on location and vary from catering, to small trade such as selling clothes (most common), selling cereals, and rearing cattle. More than 50% of the girls invested their support funds in fattening their animals. As such they would have a better opportunity to sell their animals for a good price at the Tabaski festival (end of July). For other girls, the activities are managed by their parents and the spin-offs contribute to payment of their school fees.

Combining GALS with savings and credit seemed to be a good approach in Niger, as it provided girls with the opportunity to plan better for their savings.

4.4 GALS and youth spaces/platforms

An important approach used in Niger are the 'youth spaces'¹⁸. These youth spaces are a structured group of young people whose aim is to promote behavioural change in relation to child marriage through education and community awareness. A 'space' is generally made up of five groups of 20 people – 100 members – with a leader who heads the space. The MNCP project has a total of 77 spaces.

The interaction between GALS girls and the youth spaces/platforms is recognised by 30% of the girls interviewed. They feel that they share information with each other and do almost the same awareness-raising activities in the villages.

The GALS approach however is not so well known by the members of these spaces. Altogether, 37% know what the GALS approach is, while 73% are unaware of it. Young men are more aware of GALS (45%) than girls (28%), which could be linked to the fact that more young men are part of these spaces (55% young men versus 45% young women in predominantly 94% mixed groups). The adolescents familiar with the GALS approach define it as an activity to empower girls economically.

¹⁸ A study conducted in Niger compared the three main approaches used by the project team and its partners in MNCP in its area of intervention: the 'youth spaces' (*espaces jeunes*), GALS and Edutainment. Details of the study are available at: <https://oxfam.box.com/s/codwc5bpgos2a3sio2jufu2qk602uglq>

4.5 GALS and Edutainment

'Edutainment' and GALS were used in a complementary way in the three MNCP countries. Edutainment (entertainment-education) is a positive motivational strategy that uses popular culture and media to share information, challenge attitudes and norms and change behaviour around various complex topics in society. Drama and storytelling, based on real-life situations, ensure audiences can identify more easily with the issues presented. Oxfam always combines edutainment products with online or real-life dialogues, as they have proved to be more effective in combination. The overlap with GALS is that both methodologies challenge behaviour, attitudes and norms. GALS uses pictorial diagrams, role-play and sketches to explain and portray either the desired or achieved changes. GALS can support edutainment in retrieving key messages from the communities, as the methodologies start with identifying individual wishes and needs. And whereas GALS initially focuses on individuals and households and realises change at these levels, edutainment from the start engages communities at large and facilitates dialogue between the various community members across generations. In our MNCP project we have developed and implemented these strategies in parallel and our recent studies show that they are indeed complementing each other, achieving positive results at individual, household and community levels.

For future projects, it is recommended that the two methodologies be combined and their use planned from the start of the project.

5 DOES GALS FUNCTION AS AN EMPOWERING TOOL IN MNCP?

Being empowered means you can represent and sustain yourself and take your own decisions without influence from others, girl and girls in Mali 2020.

Matpu Traoré: 'empowerment is taking charge without the need for others to do so,' Mali 2020.

Empowerment, according to GALS, is concerned with increasing realisable and informed choices within a framework of human rights and equality, which involves challenging existing inequalities in how power and resources are distributed. A combination of individual and collective action brings together the different dimensions (economic, cultural, legal, political and psychological) and levels (individual, family, community and beyond). For any process of transforming power relations, exchanges between and with other people are key.

GALS in MNCP focused on strengthening the transformative power of girls by supporting them to identify a dream in life, set a clear objective, understand and take the necessary steps to achieve that objective, and diversify strategies when needed. This approach, starting with the individual, makes it possible through the use of several tools to identify and address gender relations in the girls' immediate environment (household, family and even in the community as a whole). Through sharing, girls not only develop their transformative power but also influence the power relationship between men and women within the family. Several tools that girls have appropriated, and that they share with their parents, contribute to bringing about a change in gender power relations at home.

In order to address child marriage, inequalities need to be addressed first. The approach has been to put girls at the centre of interventions so that they can be empowered to take (more) charge of their own lives, make decisions on their lives, and contribute to changing the social norms that very often convey and maintain inequalities.

Based on reports received, the table below shows the outreach of GALS¹⁹

Mali	Niger
299 girls/young women	99 girls/young women
517 women	64 women
No data for boys	166 boys
126 men	96 men
Overall total of people: 942	Overall total: 426 people
24 groups of girls	32 groups of girls and women
20 groups of women	3 groups of community facilitators
10 groups of men	
1086 girls	442 girls (through peer sharing)

¹⁹ For Pakistan we could not include the outreach in the same level of detail here.

2822 women	n.a.
145 boys	n.a.
566 men	n.a.
Overall total of people: 4619	
Indirect outreach over the period 2017-2020	
1086 girls	442 girls via peer sharing (directly or through social media) and via restitution
2822 women	263 women
145 boys	704 boys
566 men	77 men
Overall total of people: 4619	Overall total of people 1486

5.1 Educational and economic

MNCP GALS participants plan their life's objectives, identify strategies, make decisions, and some manage to reach their first visions within a year. Under the current social and cultural circumstances in Mali and Niger, obtaining a bridal set is often the first priority for a girl. Once they have achieved this (for their future wedding), they can focus on other goals. The bridal set is usually considered to be the responsibility of women, mothers and their daughters. The dream most cited by the girls is to complete their schooling and obtain a diploma and then a job. Some girls manage to go back to school after initially dropping out (Mali, Niger and Pakistan) and start saving for their goal. In Niger young women manage to achieve their dream and become a restaurant owner or a seamstress. Some have longer-term objectives such as completing a full education (which can vary from professional education to a Masters degree, or continued studies at a university); getting a job; establishing their own business (beauty parlour, grocery shop, hotel and restaurant); or renovating or building their own house. Other than the usual

Afshan, from Jhookwala, Lodhran, started coming to training sessions organised by MTBA when she was 15 years old. She then did her first GALS exercise, and drew a vision of becoming financially independent. Today in 2020, Afshan is running a small business, selling shoes in her community, and is a proud breadwinner of the family after the death of her father (Five-year report, Pakistan 2020).

A GALS champion from Niger, during a joint workshop in Mali echoed the reality of exodus by telling the story of a Malian girl in exodus in Niger:

'A Malian girl, a minor, immature physiologically, psychologically, physically, etc., left Mali for Niger. She was employed by a very famous restaurateur in her locality. She made the girl do all the hard work in her restaurant. The girl swept and did all the maintenance of her house. The minor did not rest when she slept, that is to say that her time of sleep was her time of rest. What was even worse, she was raped, and as a consequence pregnant, by three of the boss's boys. The girl worked for three years with a monthly salary of 20,000 FCFA, i.e., 240,000 FCFA per year and a total of 720,000 FCFA for the three underpaid years (1100 euros).'

Mali 2019

resources required, mobility is usually an issue as not all young women are at liberty to travel to another city or area to study. The effect of GALS in Punjab, Pakistan, showed that unmarried young girls want to pursue higher education while young mothers engaged in GALS are more interested in learning about achieving their economic empowerment goals.

In rural areas of Mali and Niger the exodus of young people to seek better opportunities in the cities is a big concern and creates additional problems. Young girls and young women in particular take (or are forced to take) additional risk when finding jobs. Often, they end up pregnant and penniless, completely the opposite of what was intended. GALS has had a positive influence in the sense that it offered the girls and young women an alternative to this exodus and encouraged them to start to plan, change, save and get organised.

The communities of Cinzana, Mali, recognised and supported the importance of girls going to school, stating:

'GALS can be a tool to help children in their vocation in and out of school. They also need a future prospect.'

This has led to exchanges with 40 teachers who share their knowledge with 631 students, including 303 girls.

For girls in school to achieve their visions, they need the support of their parents, brothers and sisters. Thanks to GALS, a noticeable change has been seen in the girls, but also in the people closest to them. These girls demonstrate open-mindedness, and acquire skills such as the ability to reflect until they can identify what they want; the self-confidence of public speaking (which they did not have before); and a knowledge and understanding of other contexts apart from their own, gained through training meetings and/or shared experiences, etc.

Girls reported that their relationships improved with their parents and parents-in-law, as well as with others around them, and they gained recognition because of this. Husbands' respect for their wives increased because they helped manage the household and there was more dialogue and consultation within the couples. Unlike before, young women now participated in decision making related to household expenditure and could go to the market unaccompanied. In addition, their mobility and freedom increased because they were no longer prevented from attending workshops organised by the project or participating in events in the village.²⁰

²⁰ In Niger just over a third of young women (33%) interviewed now participate in decision making which they did not do before GALS. A comparative study in Niger is available at: <https://oxfam.box.com/s/codwc5bpgos2a3sio2jufu2qk602uglq>

The status of the families of several GALS girls changed, once family members started to take action to improve their living conditions. Girls have led their parents to become involved in new income-generating activities, so that they are less dependent on additional support. One GALS girl in Niger testified that she managed to influence her brother's behaviour from delinquent to giving up his addictions and starting an income-generating activity. Some reported that the well-being of their family improved because their parents (especially mothers taking action) now managed to cover many of the school and healthcare-related expenses.

In several cases in Mali and Niger, the age at which girls married was later (varying around 16 or 17) while other participants got married young throughout the project period and left the project area. In Niger, Jamila Aboubacar (see section 3) said that she can now discuss with her parents who she wants to marry whereas this was not possible before.

The focus on what to plan for (schooling, type of income or business) and achieving it (going back to school, obtaining a diploma, strengthening or starting a business) reflects the socioeconomic empowerment of girls and women in their respective groups in Mali: girls only, women only, and mixed women and men. The economic empowerment of girls through the GALS approach has enabled girls in the areas concerned not only to plan their lives better but also to share their knowledge with their families and friends. This has brought about changes in terms of gender relations in the communities (men's participation in household expenses and support for girls to achieve their ambitions).

In Pakistan the inequality observed is the lack of opportunities for young girls to come forward and talk about their issues collectively. Most of the young girls targeted in programme interventions are from areas with a high concentration of poverty and have reduced access to education, health and employment opportunities. Cultural norms in the target area do not permit young girls to step outside their houses unaccompanied, and discourage them from interfering in decision making or from speaking out at all.



Figure 6 Mariam Fofana presents her Vision Road Journey and shares how she wants to become mayor of her municipality Kéméni, Mali 2019.



Tata Diallo, 20, is a member of the Yiriwa Group, a group of girls who practise the GALS methodology:

'I have been in the group for three years. Luckily, since joining the group, I have learned a lot. This GALS methodology has left me with a good initiative. It has enabled me to undertake business activities. I sell fruit. My life is becoming more and more harmonious because I often have a certain decision about my own person because of my financial autonomy. I admit that my situation before was painful because I didn't have the privilege I have today.'
Mali 2019

6 GALS AFTER MNCP

The MNCP project was a five-year project and its completion date was December 2020. Over the course of the project duration, GALS has become an important part of the implementation as is seen in the diverse linkages with other activities and approaches such as life skills (all three countries); Saving for Change and Business models in Mali; GALS and income-generating activities, savings and credits schemes in Niger; and Edutainment in Pakistan and Mali. It seems likely that GALS has an added value in future project implementation in the three countries.

Sustainability is an integral part of GALS, as all processes require participants to take responsibility for changing their own lives but also to share what they know with others. Self-interest will mean that participants will maintain the pursuit of their set goals and the changes they have identified, while seeking support from others to help or join their cause, resulting in a common endeavour. An important part of peer sharing is that champions share their strategies and experiences. Once people start to change and achieve their goals, the peer pyramid sharing creates an even larger effect in terms of outreach. Voluntary peer sharers (champions) can become paid trainers over time based on community-set criteria.

The peer replication did not achieve its full potential in MNCP. Part of the reason is that the replication of GALS between participants was not clearly defined in the results for the project, and also not always possible in view of the social (lack of mobility for girls) and contextual (conflicts and security) constraints. As a result, the number of girls at the outset of the project has been maintained. Girls that left the project area were replaced with new ones who needed additional training and support. Testimonies and follow-up sessions did indicate that girls have shared GALS with their friends and family, both for support or to encourage others to start changing.

At the request of the community and GALS girls, the team in Mali introduced GALS as an additional activity to teachers in schools, who in turn shared the methodology and its tools further.

In all three MNCP countries, local GALS manuals were developed. In Pakistan, the team decided to turn these manuals and learnings into virtual/online training to support the GALS girls and other participants beyond the project.

7 WHAT IS NEXT?

For any subsequent GALS process several best practices and lessons learned should be kept in mind:

- The methodology is flexible enough to be adapted and tailored to different age categories in order to be inclusive and ensure that young women and men plan and advance in their lives. However, it should be clear from day one that action is part of the process, otherwise the tools remain merely an exercise without follow-up.
- GALS is a methodology best understood and learned in communities. Community participants are the ones using the tools for their own benefit and they aim to accomplish their identified change process. Subsequently staff are required to adapt to a new role, namely that of facilitator of another person's change process rather than teacher. The role of staff as facilitating enablers during the ongoing process should be clear and constant. Maintaining the momentum of providing follow-up and support to the community participants is crucial and was lacking frequently throughout the project due to different contextual (conflict in Niger and Mali) or administrative reasons (restructuring of Oxfam in Mali and the necessary Memorandum of Understanding in Pakistan).
- Exchange visits by project participants to communities who are knowledgeable on GALS should be part of the project design. The exchange visits of Malian participants to Rwanda and the Pakistan participants to Uganda were very beneficial for the understanding of the community dynamics and the roles of its members in a GALS change process. Joint workshops for participants from different project countries also add to understanding, sharing and mutual learning on GALS in practice.
- An initial focus on girls and young women should in time be balanced with the participation of boys and men over the duration of a project. The inclusion of boys and young men is essential as a serious contribution to the success of the necessary changes and their sustainability.
- More emphasis needs to be given to peer sharing, as this is an essential mechanism to support participants' own progress to achieve their vision and anticipated changes as well as that of others. The fact that GALS champions could not easily support one another also hampered the scaling-up process that is usually facilitated by peer sharing following the peer pyramid principle (one person shares with five, who in turn share with three, who share with a further three). In conflict and volatile contexts, the way to share and regroup, particularly for less mobile people such as girls, is to develop new mechanisms and platforms.
- The GALS process and the *basic* tools of Phase I are well understood and adopted. However, the participatory gender reviews, which are an essential part of this initial phase and recurrent throughout the process, did not deliver the quantified information as anticipated.
- Clear division and assignment of tasks and responsibilities between the diverse Oxfam staff, partner staff roles (project lead or coordinator, a gender focal point and the M&E responsible persons (monitors) and field staff) and community facilitators can support the GALS process more effectively. GALS requires a specific mentality and a combined skill set of facilitating a participatory change process in others, an ability to coordinate and mobilise people regularly, and the capacity to document both quantified and qualitative findings. Coordination and planning to implement the GALS activities effectively are key.

- GALS as a monitoring tool requires the support of M&E staff, and proper documentation should be part of the set-up of the project. The MNCP project set-up did not allow existing indicators to be refined into transformative change indicators for measuring in detail the transformation of the lives of girls and women. This led to very fragmented, non-quantified and anecdotal data that makes it difficult to define and assess the impact GALS had on participants' lives.
- In-country staff's responsibilities are to ensure the integration of GALS into the 'main' project and to play an active role in ongoing support and proper data documentation at community level. In practice, in-country staff in general tend to focus more on workshops and initial implementation than on the consequential tasks, although these are essential for the success of GALS.
- Security issues and foreseeable conflicts or natural disasters need be built into a project design. This requires flexible and easily updatable planning, new ways of working, and mechanisms that need to be further developed to ensure frequent exchange and regular support in a responsible and secure way for girls and young women. COVID-19 provided a challenge as well as an opportunity in that sense, as all teams had to rethink their planning and develop alternative ways to reach, remain in contact with and support the girls and their communities from a distance. During the MNCP project workshops with a mixed set-up (virtual facilitation and face-to-face participation and work in one country in one or multiple locations) and use of (smart)phones were tested. First, this maintains contact and exchange with the GALS participants directly, provided that internet is stable enough. Secondly, it supports learning through the exchange of strategies and experiences while showing pictures and diagrams, ideally explained by (vocal) messages. Finally this can be the first step in documenting the process of GALS.
- The Pakistan online refresher courses (downloadable on smartphones) on GALS, developed as a way to support the GALS facilitators and participants and the online tools on leadership (iLEAD), could be a good starting point to introduce the methodology to newcomers. People with smartphones can download the courses and have easy access. The main issue is guaranteeing a stable connection for all users.
- In general, the demand for GALS is larger than the pool of experienced GALS practitioners and consultants. During the MNCP project the capacity of staff in the country teams (Oxfam and partner organisations) increased and a pool of GALS champions developed. This provides a good basis for the countries to continue with GALS.

ANNEX I GALS PRINCIPLES

GALS is a change process that consists of principles and tools based on underlying principles of social and gender justice, inclusion and mutual respect. It promotes women's human rights based on the United Nations Convention on Elimination of all Forms of Discrimination Against Women (CEDAW). Concepts and analyses of equal rights and social justice for all are progressively internalised in a GALS process through fun exercises using drawing, songs and theatre. The main goal of GALS is to develop capacities, networks and ownership in women and men at all levels as the basis for a sustainable and self-upscaling movement for social change.

Its principles are:

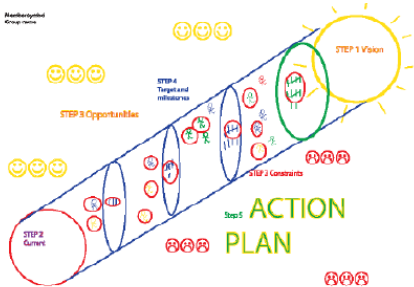

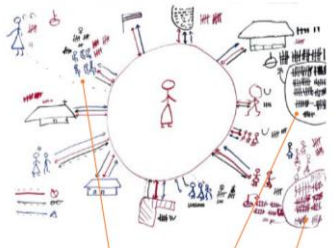
- **Gender is fun** as an integral part in a GALS process. Starting and focusing on inspiring new visions of how things could be, having fun changing cultural forms through songs, dance and theatre.
- **Women are intelligent agents of development** and might need support to realise their aspirations and build on their strengths, rather than being patronised as 'victims of subordination' by others.
- **Men are allies in pursuit of social justice** in removing gender inequalities to achieve social justice. Men are also constrained by gender norms and need support in changing established attitudes and patterns of 'masculine' behaviour to achieve fulfilment as human beings.
- **Action and change from day one** – some changes must be immediate and require instant action. Diagram tools are used to plan, analyse opportunities and challenges, and identify strategies to address them. Every tool focuses on tangible actions for change which can be taken by individuals immediately. Also, all collective action plans include immediate individual action commitments.
- **Everyone is a leader** and GALS develops the leadership potential of all participants, focusing first on building the leadership skills and networks of the most vulnerable while improving the listening and communication skills of existing leaders to hand over power as part of their own personal leadership.
- **Inspire with visions and opportunities** to catalyse change. The focus on visions promotes ownership and commitment. Focusing on opportunities avoids people becoming discouraged by all the difficulties.
- **Focus first on 'win-win' and consensus** to promote constructive communication between participants, based on an identification of 'win-win'. GALS then moves on to clarify differences, and acknowledge the potential for conflict, then renegotiating these into a consensus and/or acceptance of the need to acknowledge and adapt to different interests.
- **Sustainability plan** – sustainability is planned and monitored from the beginning, with short-term targets and activities as well as the longer-term vision. The starting point is a solid basis of skills, commitment and change owned by a small number of 'champions' in strategically identified communities. These champions then train staff as well as other participants, enabling real reversals of power – and focus resources and staff energies and expertise where they are really needed.

- **Inclusion** – in order to ensure change in power relations, the process starts with the poorest and most disadvantaged, to give them a respected voice and give them more control over the decisions affecting their lives.
- **Basis is self-interest** and the process links this to a wider process of necessary mutual support and collective action. Once the participatory skills and networks are built, people can learn and disseminate many different types of information on a wide range of issues.
- **Participation means people taking responsibility** for changing their own lives and sharing with others wherever possible so that external resources and support can be properly targeted for maximum benefit. Participants are asked to provide their own exercise books, pens and manilla sheets wherever possible.
- **'Peer pyramid' upscaling** after every workshop includes setting homework for peer sharing as a means of reinforcing learning and developing a social network. Participants train others because of a self-interest in helping or changing. These other people then go on to train five further people who in turn train three others, and so on.
- **Integration into existing activities** – the methodology can be used on its own to help people build capacities and organisation where none currently exists. The most effective, cost-efficient and sustainable strategy is to progressively integrate the tools and processes across existing activities, rather than being a one-off exercise or an extra activity.

ANNEX II GALS TOOLS OVERVIEW

Although the list below brings together the different tools per GALS phase, the tools can never be seen as separate from the GALS principles and facilitation techniques. For a better understanding of their function and use, we recommend reviewing the different GALS manuals available.²¹

GALS tools Phase I: the catalyst phase

<p style="text-align: center;">Vision Road Journey</p>  <p style="text-align: center;">Figure taken from the RRDD Manual</p>	<p>The road to the vision allows the user to set a goal for the future and to find strategies (by analysing opportunities and challenges) to move forward along the way. Several activities are often necessary to achieve the desired change.</p>
<p style="text-align: center;">Gender Balance Tree</p>  <p style="text-align: center;">Figure taken from the RRDD Manual</p>	<p>The gender balance tree helps to make analyses of the division of labour and expenditure between household members. It helps to analyse opportunities for decision making on household assets. Commitments and concrete actions are identified to balance the tree.</p>
<p style="text-align: center;">Social Empowerment and Leadership Map</p>  <p style="text-align: center;">Figure taken from the RRDD Manual.</p>	<p>The social empowerment and leadership map helps to analyse the institutional and personal relationships that present opportunities for achieving the vision, as well as sharing the methodology for bringing about change in the community.</p>

²¹ Mayoux, L. (2014) *Rocky Road to Diamond Dreams: GALS Phase I*. The Hague: WEMAN/Oxfam. Available at: <https://oxfam.box.com/s/4xvvey27iqwjrl4u3rk0a48tgaueu26c>
 Reemer, T and Makanza M *Practical guide for transforming gender and unequal power relations in value chains*: <https://oxfam.box.com/s/pfio175c0rcc1r4cs0t476fcwmbkmujx>

Challenge Action Tree

Kadidiatou SYLLA, a member of the GALS girls' group in Sékoro, aged 20, presents her 'Tree of challenges' tool for fighting against the exodus of girls from her locality. The causes: poverty, girls dropping out of school, etc. The consequences: pregnancy, illness, exploitation, etc. The solutions: mutual communication between father and mother, and between parents and children.

The GALS methodology enabled her to postpone her own exodus. She was able to convince two girls to cancel their exodus by showing them the advantages of the challenge tree. Today they are doing business like Kadidiatou. Her concerns: she wants to continue to generate her business and sensitise her friends on the GALS methodology.


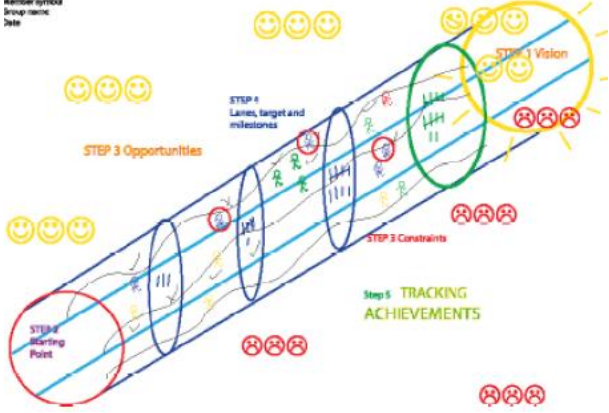
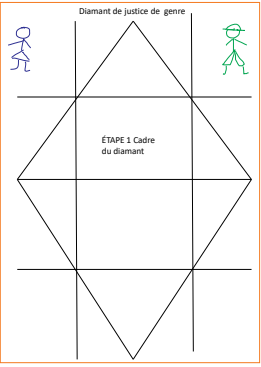
This tool helps to analyse how to resolve an issue. The diagram shows the challenge in the tree trunk. The tree allows analysis of the causes and sub-causes in the roots. The branches help to analyse and identify solutions. The SMART fruits of action are defined and planned on the road to the vision.

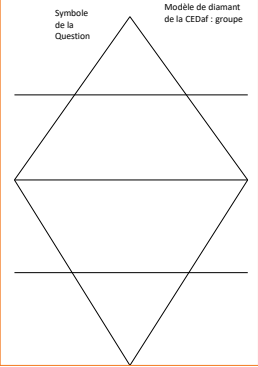
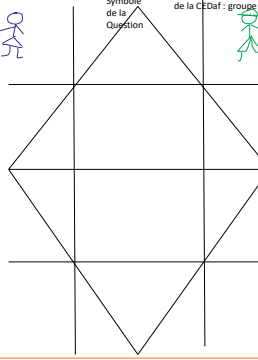
Diamond

Kadidiatou SYLLA presents her tool on the marital situation between her and her fiancé, Mali 2019.

The diamond helps to explore (other) changes (not captured in the gender balance tree analyses) that women and men might want to make to their gender relations in order to realise their human potential.

GALS Participatory Gender Review tools (used throughout phases)

<p>Multi-Lane Highway Journey</p>  <p>Halima Diarra, member of the Saving for Change group, Niasso presenting her MLH in her diary,. Photo taken from PGR review workshop report, March 2020, Mali</p>	<p>During a PGR, tracked and consolidated versions of the Multi-Lane Highway (MLH) journey or separate versions of the Vision Road Journey (top lane), the Gender Balance Tree (middle lane) or the Social Empowerment and Leadership Map (bottom lane) are being documented.</p>
<p>Achievement Road Journey</p>  <p>Figure taken from the RRDD manual</p>	<p>The introduction of the individual Achievement Road Journey tool (in people's diaries) and the organisation of participatory quantification by groups on a collective journey of achievement (on a flipchart).</p> <p>The tool supports analysis of the ups and downs in the process of implementing activities along the road towards the multi-track vision and the implications for the future. Analyses are first done at the individual, household and then group levels. During the presentations of different group results, the facilitator documents the findings and identifies changes to support planning of the next steps in the process.</p> <p>Theatre/songs related to the achievements need to be documented as well.</p>
<p>Gender Justice Diamond</p>  <p>Figures taken from the RRDD Manual above and below.</p>	<p>The Diamond aims to help women and men, girls and boys to reach consensus on perspectives – achievable within the household or at the organisational level.</p>

	<p>Individual CEDAW diamond framework</p>	<p>Diamond assessment of human rights, in line with the United Nations Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW):</p> <ul style="list-style-type: none"> • The freedom to live without violence • Equality in decision-making, • Freedom of priority, • Freedom of thought and association, • The right to leisure. <p>The CEDAW diamond allows more detailed analysis to identify indicators and monitor progress on specific rights enshrined in CEDAW which have not been addressed in the gender balance tree tool. Knowledge of their rights is key for participants.</p>
	<p>Group CEDAW diamond framework</p>	


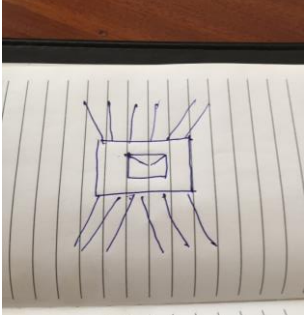

Presentation of CEDAW diamond in Mali, 2019.

CEDAW Challenge Action Tree

Figure taken from the RRDD Manual.

To explore in detail the reasons why rights are not currently realised and to identify solutions as well as specific commitments for action.

GALS tools Phase II: the mainstreaming phase

<p style="text-align: center;">Market map</p>  <p>Figure taken from the Growing the Forest manual.</p>	<p>The market map allows participants to:</p> <ul style="list-style-type: none"> • identify products put on the market by household members, gender inequalities in the control of the income that comes from there. • compare the advantages and disadvantages of marketing channels for women and men and identify key challenges. • reflect on the best marketing strategies at individual or household level to increase incomes.
<p style="text-align: center;">Income and Expenditure Tree</p>  <p>Notebook, participant Mali 2019.</p>	<p>This tool helps to make analyses of the different sources of income and the allocation of expenses in order to balance income and expenses.</p>
<p style="text-align: center;">Local area development map</p>  <p>Kayratou Sylla, engaged, four-year member of the GALS Sekoro Group, a group of girls who practise and use GALS.</p> <p><i>'Luckily, since joining the group, I have learned a lot. This GALS method has left me with a good initiative. It has enabled me to undertake business activities.'</i></p> <p><i>'I sell fruit, my life is becoming more and more harmonious because I often have a certain decision about my own person because of my financial independence. I admit that my previous situation was painful because I didn't have the privilege I have today.'</i></p>	<p>The map helps to analyse and clarify the dynamism and relationships within the direct environment in the community (inner circle) and the exchanges and influences coming from outside (central circle) the community which are all at the same time related, finally interacting with a favourable environment (outer circle).</p> <p>A local development stakeholder map has three levels:</p> <ol style="list-style-type: none"> 1. community level (inner circle) 2. influencers from the outside (central circle, from above) 3. favourable environment (outer circle).

Increase in Production and Income Tree

Example of an increase in Income and Production Tree, Felizia Muhindo, 42, member of Green Home, Uganda 2008.

This tool is used to identify the different factors in production that contribute to good or bad production. This allows participants to take the necessary measures in time to increase their production.

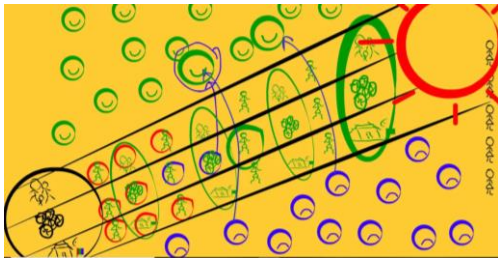
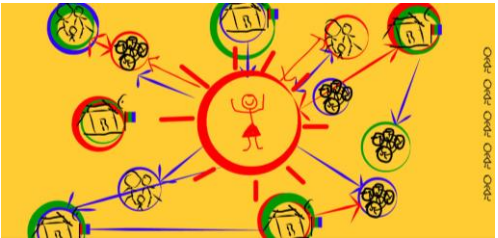

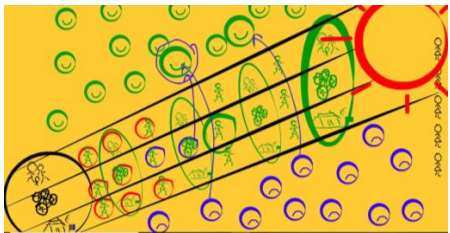
Win win Tree

Diagram taken from the practical guide for transforming gender and unequal power relations in value chains, Oxfam Novib 2014.

This tool:

- views proposals for negotiation with other actors
- identifies win-win strategies
- allows participants to meet after the value chain events to discuss how to move forward and areas where stakeholders could become more engaged
- helps them make a joint plan to implement commitments in a win-win process.

GALS iLEAD tools²²

<p>Visioning leadership</p> 	<p>The visioning exercise is a review activity where individuals develop their visions of a world without child marriage. They then share them with other members of their group, discussing what has been achieved through the project and what remains to be done.</p>
<p>Leadership Web</p> 	<p>The Leadership Web examines what kind of leader people want to be and how they will lead. Each person is like a friendly spider with a great vision at the centre of his or her leadership web, drawing others into the vision. The idea is to connect these people with each other and help them develop their own web to build a much larger movement for change.</p>
<p>Leadership Action Tree</p> 	<p>The leadership action tree (or challenge/action tree) identifies actions that respond to leadership challenges - but the goal is action, not depression with all these many challenges.</p> <p>The leadership action tree builds on the action tree against child marriage (an action tree against child marriage should be done first if it has not been done to identify the different arguments used and how to counter them).</p> <p>The leadership action tree looks at different contexts, with the tree divided into three roots/branches: informal sharing by peers (left), advocacy at large (right), and individuals and households (an important link in the middle).</p>
<p>The Leadership Multi-Lane</p> 	<p>Multi-Lane Leadership follows the same steps as the Vision Road Journey and Multi-Lane Vision Road journey from previous workshops. But it focuses on leadership, bringing together questions and actions from the leadership discussion and analysis of the three previous tools. It is a time-bound strategic plan, with individual leadership vision, scope of objectives, opportunities and challenges, and time-bound steps and actions.</p>

²² <https://gamechangenetwork.org/methodology/ilead/marriage-is-no-childs-play/>