REPORT

‘Learning Route, ‘boosting the contribution of value chain development to gender justice and pro-poor wealth creation: the Gender Action Learning System (GALS)’

PROCASUR
Lessons from a learning route in Uganda

2015
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>BIRDP</td>
<td>Butana Integrated Rural development project</td>
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<td>BJCU</td>
<td>Bukonzo Joint cooperative union</td>
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<tr>
<td>CEFORD</td>
<td>Community Empowerment for Rural Development</td>
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<tr>
<td>CREAM</td>
<td>Community Organisation for Rural Enterprise Activity Management</td>
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<td>LR</td>
<td>Learning Route</td>
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<td>GALS</td>
<td>Gender action learning systems</td>
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<td>WSRM</td>
<td>Western Sudan resources management program</td>
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*Learning Route on “Innovative tools and approaches to enhance gender equality in value chain development.*

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1.0
INTRODUCTION

1.1 The learning Route

This is a technical report on the “Innovative tools and approaches to enhance gender equality in value chain development learning route, targeting two IFAD development partners from the Republic of Sudan (BIRDP and WISRM), organised by Procasur and funded by IFAD. It was held from the 23rd November -1st of December 2015. The goal of the LR was to build technical capacities in using the GALS methodology within the practice of two organizations from the Sudan republic, BIRDP and WSRM aimed at developing innovative strategies/tools for the development of gender equality in the animal and crop value chains.

1.2 Learning Route Design

The Learning Route was a 10 day in house interactive training carried in Uganda and based on based on three gals in value chain cases with each case focusing on a particular objective for learning and adaptation purpose. The 10 days training involved a mix of methodologies and these included interactive presentations, individual reflection and sharing, organizational level dialogue, expert panel workshop, case analysis and theatrical acts by the local talents from Uganda. Though there was no field travels, evaluation showed that it stood out as one of the most well organized and was very effective in skills dissemination as most participants were very motivated and did understand the use of the tools as demonstrated in their home plans. One male participants said that ‘this training has been the best training I have ever attended, .....I feel very inspired by my own change’ ...I also understand everything’ while others said the facilitation was very simple, clear and fun. However this is not to underscore the importance of filed travels since this underpins the learning routes but to show that with better planning and better cohesion between the coordination and facilitating teams, a lot can be achieved.

In order to successfully execute the LR, the team undertook a number of preparatory phases highlighted as explained below;

- **Systematization**: In line with the methodological aspects of the LR, a team was assembled with the purpose of examining the two host cases and analyzing whether these cases would be in line with the study objectives. The team undertook both primary and secondary studies in order to document and assess whether study objectives would be achieved. Though these two cases (CEFORD and Bukonzo joint) had been asses before in different LR, this particular LR was different since it included the animal (goat and cows ) value chain. And so careful planning was needed to create similarities and differences. Majorly the team relied on interviews with champions at host institutions, reviewing documents and records of host cases.
This exercise covered a minimum of 2 days led by PROCASUR team facilitated by Uganda Based GALS experts and local community/champions.

- **Habilitation:** Preparation of the cases to host and transfer knowledge was guided by the agreements between local champions and GALS team. The methodology of transfer of knowledge was guided by the strengths of the local champions and guided by the PROCASUR/GALS team. The local champions were facilitated in preparation of the agenda/visitation program, nature of information to present, songs and drama.

1.3 **Implementation of the LR:** In order to realize the learning objectives of the LR and also take into consideration the fact that 10 days’ workshop held in one place may make the Ruteros tired and hinder learning, local talents from Uganda travelled to the learning site and the 10 days were then divided into thematic learning and interaction with the Ruteros. Which broke the monotony of workshop setting.

- I. Bukonzo Joint cooperative Union (BJCU) was selected as the principal case study highlighting the integration of GALS within value chain and bringing out the gender issues. Two days were devoted to BJCU with the specific focus of understanding the coffee value chain, governance and management of the union, understanding gender dynamics both at household and community (cooperative) level.

- II. The secondary case in the study which included CEFORD provided supportive roles in the LR focusing on specific individual, household and community level gender issues. The above case highlighted issues related to polygamy in households and communities, relevance of Functional adult literacy (FAL).

The rest of the days were GALS capacity interactive training led by the GALS facilitators.

1.4 **Learning Route coordination and facilitating Team:**

The LR team comprised of the following persons.

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<tr>
<th>Name</th>
<th>Role</th>
<th>Institution</th>
<th>Activity</th>
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<tr>
<td>Valentina sauve</td>
<td>General</td>
<td>Procasur</td>
<td>Oversee overall training</td>
</tr>
<tr>
<td>Fred Iga Luganda</td>
<td>Methodological</td>
<td>Procasur</td>
<td>Support technical team</td>
</tr>
<tr>
<td>Elizabeth Kintu</td>
<td>Logistics</td>
<td>Procasur</td>
<td>Support/ manage logistics</td>
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1.4 Participants in the Learning Route: The LR had participants men and women all coming from the republic of Sudan.

2.0 BACKGROUND

2.1 Gender justice in value chain development: relevance and linkages

Value chain development (VCD) has been recently promoted as a concept combining economic growth and poverty reduction moving from small livelihood projects to VCD and involving private sector actors as a way of increasing pro-poor wealth creation and women’s empowerment. However, most current approaches to VCD development has been criticized for:

- Excluding poor men and nostril those on the lowest level of the chain and those with no power
- Failure to understand women’s roles and men’s roles in the value chain plus their relationships
- Focusing more on technology and property rather than on women and men
- Failing to sustainably facilitate equitable market access for the poorest
- Failing to guarantee that vulnerable women and men enjoy the gains of the value chain.
- Inability to substantially bridge the economic and power gap between rich and poor, men and women and other sub-groups within the same gender.

The above issues has been majorly attributed to failure to analyze and address the social-economic and gender constraints that effects poor men and women and the flow of quality goods and transparency of markets. And lack of sustained transformative and empowering innovative methodologies that people own and use together with their development partners.

2.2 GALS as a practical implementation of gender in VCD

GALS is a household methodology adapted for pro-poor value chain development (VCD) to enable people at different levels in the chain to develop visions of where they want to go, reflect on their situation, map markets and relationships, identify challenges and take action to address these.

The Gender Action Learning System (GALS 2) provides a community-led empowerment methodology that can be integrated into agricultural extension, rural finance, livelihood training programmes, and value chains or local economic development processes. It
structures the movement building for transforming gender relations and promoting respect and collaboration between value chain actors. It uses a set of visual diagramming tools for life planning, which can be used by; i) non-literate women and men; ii) increases agency and expands choices through encouraging reflection and strengthening planning skills; and iii) encourages reflection and action on gender justice.

GALS is a community-led methodology for livelihoods improvement and gender justice. It uses both written and visual diagramming tools enabling both men and women to develop visions where they want to go, reflect on their situation, map markets and relationships, identify challenges and take action to address these. The starting point is that women and men using GALS can analyze, develop and implement their own strategies for addressing gender and livelihood inequalities without waiting for external experts.

GALS aims to give women as well as men more control over their lives and catalyse a sustainable movement for gender justice. A key focus is breaking through gender-based barriers at individual level and changing gender inequalities within the family as challenges which prevent both women and men from achieving their vision. Addressing first the things which are most immediately under peoples’ own control forms the basis for identifying priorities and strategies for longer term change at wider community, institutional and macro-levels. People draw their diagram plans in locally available notebook diaries which they themselves buy, and continually review and track their own progress as a process of reflexive learning based on their own planning needs.

People also identify other people in their own families and support networks who they have a self-interest in sharing the gender messages and GALS methodology with - either through love and a wish to help people who help them, or because without changing these people they cannot themselves advance. The methodology thus scales up through a type of voluntary pyramid marketing as the basis for identification and certification of the most effective community trainers to be paid to train in new organisations and communities.

The methodology also develops the conceptual, analytical, listening and communication skills of powerful individuals, institutions and policy-makers – as well as enabling their own personal planning. GALS tools and participatory processes can be adapted to promote gender transformation and gender mainstreaming in any issue including general life planning, livelihood and value chain development, financial services, environmental management, health, reproductive rights, literacy, civil society development, counseling and conflict resolution. The methodology can be used on its own or integrated into existing activities and programmes. The methodology forms a solid basis for enabling more inclusive, effective and cost-efficient democratic policy development and gender advocacy.
3.0

TRAINING CONTENT AND PROCESSS

3.1 Content
The training was centered around how GALS is applied at three action learning levels using four tools, the gender justice diamond, the road journey, the challenge action tree and the empowerment map. All Ruteros were staff from their organizations and so they also learnt GALS from a personal level. For GALS to be effectively implemented, a change process in the organization is needed. Staff attitudes need to change from seeing target groups as beneficiaries that need aid, to change actors that can plan for themselves and dismantle obstacles in their environment that restrain them from achieving their visions in life and businesses. Ruteros suggested ways in which GALS can be used at organizational levels like in staff induction, strategic planning, and integrating the methodology in organizational manuals for mobilization and extension.

Individual life and livelihood planning: All ruteros both women and men, kept individual diaries from the first day in which they developed their own visions for change in gender relations and improved livelihoods, to plan how they can move towards these goals, and gain more control over their lives.

Collective action and gender advocacy for change: Ruteros were encouraged to share the individual visions and strategies with their families when they returned home so as to develop collective strategies but also to encourage farmers who are in groups to link individual action learning to group/collective action learning bringing women and men together, linking them into participatory decision-making with governments and development agencies relevant to their various value chains to better target and focus resources for empowerment and wealth creation.

Institutional awareness-raising and changing power relationships: Ruteros demonstrated how they can use the same individual tools at organizational levels for staff reflection and learning so as to increases respect and interests of poor women and men, challenge established attitudes and behaviors and be able to also give poor women a voice in institutional decision-making.

3.2 Process
The consultants explained the tools step by step and tool by tool:

3.1.1 The gender justice diamond exercise helped Ruteros to identify, analyze and prioritize indicators (gender issues to change), divided by sex. Each group (men and women separately) started with individual expectations/indicators. These were brought together into a group idea per sex. In the end the ideas of the men’s and women’s group were shared and prioritized as a mixed group, focusing on issues that can be changed. Some of these issue for changed included;
• Men contributing farm labour especially in the crop value chain
• Women owning property especially cows
• Women accessing and using technology to ease their work
• Improved communication at household level between men and women
• Girls education beyond the primary levels
• Decision making on household income by women
• Women’s increased morbidity to access marked to improve their bargaining skills

3.1.2 The **vision journey** helped to visualize the future and provided a basis for ruteros to steer their own lives. Participants first drew their vision, followed by drawing the current situation. In between they drew a path/road, how to get from the present situation to the vision looking at challenges and opportunities expected on the way.

3.1.3 The **empowerment map** assisted in analyzing the current situation, showing emotional relationships, financial relationships and power relationships, and ruteros were able to prioritize which relationships to change so as to reach their visions.

3.1.4 The **challenge action tree** helped ruteros to analyze challenges and commit to concrete actions. The tree had three parts, the trunk with the challenge, the roots representing the causes or dimensions of the challenge, the branches representing possible solutions for each challenge with fruits representing actions.

**Using the challenge action tree to identify gender issue within the livestock and ground nut value chains in Sudan**

<table>
<thead>
<tr>
<th>Livestock value chain (BIRD)</th>
<th>Groundnut value chain (WISRMP)</th>
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<tbody>
<tr>
<td>• Women do not own cows they only own goats</td>
<td>• Heavy workload, the production of groundnuts is mainly done by women</td>
</tr>
<tr>
<td>• Yet women do a lot of work related to cows</td>
<td>• Women do not own land on which they grow the crop</td>
</tr>
<tr>
<td>• Women are very limited in morbidity can only sell their goats form home giving them very little incomes</td>
<td>• No decision making on income obtained from ground nuts</td>
</tr>
<tr>
<td>• High levels of illiteracy over 70% most farmers especially women are cheated when marketing and cannot use existing marketing information adequately</td>
<td></td>
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used since each tool makes a different contribution. While some are for gender analysis other tools are for livelihood mapping and analysis.

4.0
LESSON FROM THE CASES

4.1 Lessons from the CEFROD case

Community empowerment for rural development organization is based in the west Nile region of Uganda, her mission is to provide capacity development services which empower Disadvantaged individuals and communities in the west Nile region. CEFORD demonstrated the use of GALS at both individual and family levels. The Poroporo multipurpose group (a grass root development partner of CEFORD) members staged drama and also interactive theater to demonstrate this. The group also demonstrated how GALS can work in groups with diverse membership social backgrounds and household composition. Ruteros through interacting with polygamous couples from the poroporo Multipurpose in small groups were able to understand enabling actors, challenges and opportunities that exist in polygamous couples.

Key lessons learnt from this case

- GALS cost less if integrated in an ongoing activity
- Gals enhances communication in the community-provides platforms for sharing and support.
- GALS can address diversity of situations-at household and group levels. This includes deferent in composition of household members, addressing issues of people living with physical disabilities and issues like polygamy.
- Existing group dynamics and systems enhances the quick adoption of GALS in a amore cost effective and sustainable way.

4.2 lessons learnt from the BJCU case

Bukonzo Joint Cooperative started in 1999 as a joint savings and credit to offer sustainable financial and capacity building Services to rural poor people living in the Bukonzo County, With special focus on rural women. To date BCJC has developed into a fully-developed coffee marketing value chain and also offers financial services to its members. Since 2007 Bukonzo Joint has been the leading organization in innovating the GALS methodology.

Bukonzo Joint Co-operative union experience offered ruteros the opportunity to learn about how the GALS methodology can enhance gender justice along a complete coffee value
chains. The experiences here show how the communities have been able to develop GALS tools, developed marketing networks, financing agriculture and integrated women in the leadership. BJCU also demonstrated how using GALS they were able to carry out a survey and identified and collectively worked towards addressing three critical gender challenges that have a wide impact on the quality, quantity and marketing of coffee. These issues being women’s access and ownership of land, shared division of labor and quality of coffee.

Key lessons from this case

- Gender inequality covers different dimensions, for example access to land, decision making, and division of labor. GALS Can address different levels because it is a holistic tool.
- Alliances are key – cooperation is needed if you want to build a strong process.
- Change starting from the community can be more sustainable. This allows the participants to develop models that suit their situation and which they themselves can sustain with their own resources.

5.0
OVERAL LESSON AND CONCLUSION

5.1 lesson
GALS methodology can be adapted to any local situation and the tools can be used by all people regardless of their literacy levels. GALS creates gender and livelihood changes very quickly because of the action oriented tools of analysis at individual level. And because it spreads very quickly through peer sharing, it creates a mass momentum that supports changes on a wider scale. This mass movement helps to check peer pressure especially among men.

5.2 conclusion
Gender inequality and related root causes of poverty are critical to understanding and addressing the ‘weakest links’ in value chains, and that these need to be addressed for sustainable upgrading leading to growth and poverty reduction at the same time. Changing gender norms and relations at household level, gender discrimination in markets and domestic violence and unequal property right requires building movements for change at community level. Movements are catalysed by poor women and men that have changed their behavior by themselves, and improved their livelihood and family welfare, rather than existing leaders in the community. As change makers, they influence their peers because these have seen the change in them. Existing leaders need to be engaged to reinforce the change rather than catalyse it. For vulnerable actors majority of whom are poor women to benefit from value chain development,