



EMPOWERMENT LEARNING COMMUNITIES

WORKSHOP REPORT
EMPOWER@SCALE

WESTNILE UGANDA, 10-14 DECEMBER 2018

Colophon: Oxfam and Hivos, 2019. This workshop report is part of the Empower@scale project supported and in partnership with the International Fund for Agricultural Development (IFAD) to scale up Household Methodologies in programmes for rural transformation. Cover page: GALS champions of Poroporo cooperative, Yumbe District, Uganda during the workshop.

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ACRONYMS

| | |
|------|-------------------------------------------------|
| ARJ | Achievement Road Journey |
| BJCU | Bukonzo Joint Cooperative Union |
| CBOs | Community-Based Organisations |
| ELCs | Empowerment Learning Communities |
| GALS | Gender Action Learning System |
| HHM | Household Methodologies |
| IFAD | International Fund for Agricultural Development |
| WCS | Wadelai Cooperative Society |

1 INTRODUCTION

1.1 EMPOWER@SCALE PROJECT

In recent years the demand for integrating “Household Methodologies” (HHM) in rural transformation programmes reached unprecedented levels, especially in IFAD loan-financed operations in Africa. IFAD recognises the Gender Action Learning System (GALS) as the most comprehensive amongst HHM and the most effective to address social norms, attitudes, behaviours and systems that represent the root causes of gender inequality. By integrating GALS in projects, Oxfam and Hivos already contributed to the empowerment of over 200 thousand of people. Income and assets are shared more equally between women and men, women and youth have a bigger say in group decisions, domestic violence reduced, households and groups pursue shared goals, make informed decisions and thus participate much more actively in programs.

To make significant global impact on gender equality, millions of people need to be reached. Oxfam and Hivos are thus working together with dedicated IFAD counterparts to respond to the demand for capacity development and information on HHM. The most effective way to learn GALS is through a combination of guided experiences in the field in which professionals learn from community-level champions, experimentation in own work environment, exchange and support visits for each step, and peer reviews. The Empower@scale project therefore invests in the development and piloting of “Empowerment Learning Communities” (ELCs) in rural areas in Uganda, Nigeria and Kenya.

1.2 WORKSHOP BACKGROUND

The purpose of the Empowerment Learning Communities (ELCs) Workshop Event is to co-create trajectories for development and professionalisation of ELCs. The workshop took place in Arua, Uganda during the second week of December 2018. It was hosted by Oxfam in Uganda in collaboration with CEFORD with Wadelai Cooperative and Poroporo Cooperative.

Expected outputs:

- A joint vision for Empowerment Learning Communities;
- Best practices captured of existing Community-Based Organisations (CBOs) that provide GALS exposure and training activities;

- Possible business models identified for ELCs;
- Minimum organisational criteria identified that CBOs need in order to function as ELCs, with ideas for quality assurance/ certification of champions, facilitators and clients;
- Self-assessment tool for ELCs drafted, to enable them to assess their own needs and strengths;
- Learning modules, trajectories and pilots for ELCs in each country designed;

Preparation before the event:

In preparation of the event, working groups of staff of partners, Oxfam and Hivos were created for:

- Discussion on possible learning modules
- Proposition for business models for the ELCs
- Proposition for self-assessment tool for ELCs

Participants

The workshop was limited to the Empower@scale consortium, to come to a common understanding and work out ideas, before engaging IFAD projects or other stakeholders. The participants represented the following:

- GALs champions of CBOs from the potential ELC in the three countries:
 - two from Kenya from Kilalanai and Kirumwe farmers cooperatives;
 - two from Arid and Ruwayo from Nasarawa State, Nigeria,
 - four from NAFA, Poroporo and Wadelai cooperatives in West Nile, Uganda.
 - During the two-day field visits hosted by Wadelai and Poroporo large numbers of their members participated.
- Staff of partner organisations of Hivos and Oxfam in the three countries who are directly involved in developing and strengthening ELCs:
 - Two from partners P4ACAD and SMS in Kenya
 - Two from YMCA and NANTS in Nigeria
 - Two from CEFORD in Uganda
- Oxfam and Hivos staff from Nigeria, Kenya, Uganda and the Netherlands:
 - One from Hivos Eastern Africa regional office
 - One from Oxfam in Nigeria office
 - Three from Oxfam in Uganda office
 - Three from Oxfam in The Hague team including a Ugandan intern.
- Resource people, for example from Bukonzo Joint Cooperative Union.

2 WHAT WE DEVELOPED

2.1 VISION FOR EMPOWERMENT LEARNING COMMUNITIES

The vision for ELCs developed during the workshop consists of two parts: internal features and external relations. The picture below shows notes for the internal features. The details are described below the image.



Figure 1: vision for ELCs developed during the workshop

Internal features of ELCs

The participants developed internal features of ELC that should apply to all contexts.

These can be divided into 4 categories:

1. Human resources and social capital

- Must be rooted in a community, working with groups of people. The ELC must primarily reach out to marginalised people in their own environment and share the GALS methodology and gender messages, before training external people;
- Must have a group of GALS champions and peer practicing GALS to improve their lives individually, at household level and collective levels;
- Should develop an information database for trainees, facilitators and champions, indicating what skills each of them has, with recurrent peer reviews;
- Have a network of certified champions and role models of change, and be supported by GALS facilitators¹.

2. Knowledge assets, materials and training facilities

- As the ELCs are in rural areas and conflict-prone areas, there should be a secure place (guard, fence, 1st aid kit) where training can take place inside and outside under the trees. It should have latrines for participants, water supply and power supply. It should be accessible for people living with disabilities. Some equipment is needed such as computers, phones and learning or training materials (blackboard, notebooks, GALS diaries, flip charts or rice bags to present GALS tools etc.).
- Champions in the ELC should have a monitoring and evaluation system that they can use to track changes for their own empowerment and business purposes. Champions should be able to show the system to clients and visitors and explain the changes as evidence of effectiveness of GALS;
- Have a radio, communication devices and speakers for large events.

3. Organisational strengths

- The ELC should have an organisational basis in communities, such as a CBO that is ideally registered, and should be able to work with partners such as CEFORD, YMCA, NANTS, SMS etc. for facilitation of capacity development processes on GALS.
- There should be a CBO-managed system of peer-to-peer reviews/certifications based on the commonly agreed standards;
- The CBO should have a management system and structure, which enables participatory decision making, fair income distribution and reinvestment. There should be unity and trust amongst members including those assigned with management tasks;
- Means of transport (i.e. bicycles, motorcycles etc.) to enable GALS activities;

4. Sustainability

- The ELC should – on the long run – be able to sustain itself. Therefore, a business model should be in place that combines income from agricultural production, processing and marketing with the function of a learning centre and other income generating activities.
- Demonstration farms were mentioned to combine GALS training with livelihoods training.

¹ "Facilitators" are understood here as GALS experts working for partner organisations.

External linkages of ELCs

For outreach

- The ELC should reach out primarily to the members of the CBO involved, and other community members who are not part of the CBO.
- It should make sure to also reach out to youth and marginalised people such as people living with disabilities;
- Media organisations for broadcasting messages on gender relations;
- Religious institutions, churches and mosques;
- Traditional institutions

For the business model

- Market places
- Government both local and national
- Educational institutions (i.e. Farmer Field Schools) and other private sector actors

For legitimacy

- Research institutions
- NGOs and partner organizations
- Other countries
- Other groups of champions

The vision for ELCs was created through visioning sessions with contributions of all participants. The drawing on Day 1 was validated in the two days in the field, and adapted with input from the field.



Figure 2: members of Wadelai cooperative give their views on the ELC vision during field work (in the rice store of the Wadelai Cooperative)

Points that participants highlighted:

For ELCs to be effective on the long run, the gender action learning activities should not only be for CBO members. The ELC should **reach out to non-members** (see also Oijevaar, 2019). Non-members can be brought into savings groups.

1. **Outreach to youth** needs to be stronger, and young people should participate in the running of the ELC.
2. While champions are best positioned to train their peers and visitors in GALS, **facilitators also play an essential role**. Facilitators need to frame what people learn, comparing with different religious groups, cultural backgrounds and contexts, and facilitating the overall learning process in a structured way.
3. Different **kinds of training materials** are needed, including materials that can be used in remote areas.
4. In cases where there is no equal division of labour, the timing of activities needs to enable women to participate.
5. The relation between the ELCs and the regional hubs and global platform hubs needs to be worked out further.
6. In the vision for ELC structures, equipment and materials show. This may suggest that the ELCs are physical training centres rather than living examples of change where people can come to learn. The name “Empowerment Learning Centre” enforces this a bit. It should be noted that the structures and equipment are not necessarily funded by Empower@scale, these can also be part of the vision that the CBO has for the longer run. For example Wadelai cooperative already has substantial structures and equipments in place.
7. In West Nile, Uganda, there are several CBOs involved: NAFA, Wadelai and Poroporo. The partner is CEFORD. What is then the ELC? Is each of them an ELC or do they together form an ELC? In the case of Nigeria each partner works with their own CBOs, is that one ELC or two? Do they compete or work together or both? The following was proposed:

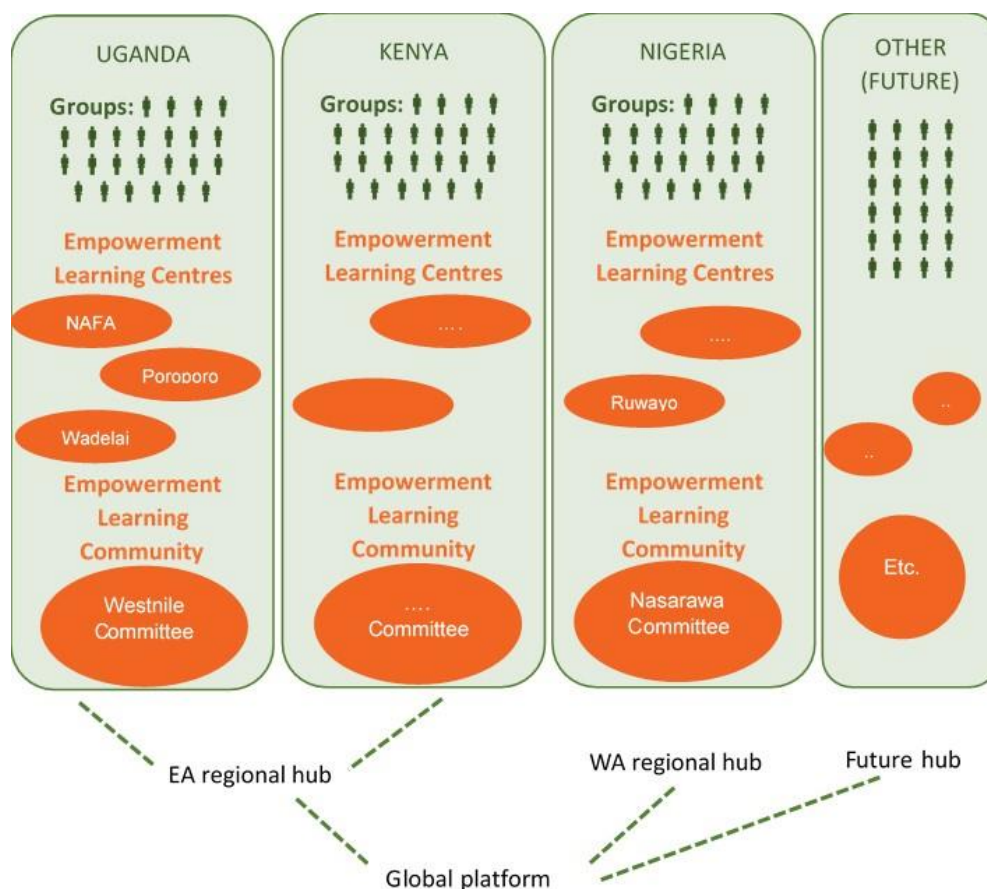


Figure 3: idea to combine CBOs and partners who operate in the same geographic area into "Empowerment Learning Communities", in which each CBO is an "empowerment learning centre" with its own specific expertise.

In the figure above, the ELC would consist of:

- The **Empowerment Learning Community** – a partnership between partner organisation such as CEFORD with CBOs such as Wadelai, Poroporo and NAFA, with a committee consisting of representatives of partner and CBOs.
- The committee's role would be:
 - profiling the ELC
 - marketing services of the ELC with HHM offers
 - negotiating with clients
 - contracting (through the partner organisation)
 - learning process facilitation for the client

- One or several **Empowerment Learning Centres** – CBOs in which community members and GALS champions are organised and combine their (agricultural) business with offering training and exposure services
- **Groups** in the community to whom the CBOs reach out for improving gender relations and livelihoods, and who are involved in the monitoring of changes.

This set up ensures coordination of requests by clients (by the committee) and manages competition. Each ELC committee links to a regional hub, which in turn are linked into the global platform.

Some pending questions that were raised but no addressed included:

- How do we make sure that we don't affect voluntary peer-sharing and therefore exclude people who unable to pay for trainings?
- How do we get media involved? An especially radio stations?
- How can ELCs reach out to agricultural research institutes working around agricultural landscapes? How do we ensure interaction with academic institutions and government?

2.2 QUALITY ASSURANCE MECHANISMS

For ELCs to have external legitimacy and be recognized by clients, quality assurance mechanisms are needed. Key questions are:

- What quality needs to be assured?
- How can this be done?
- Who determines what quality is and who monitors?

GALS champions, facilitators and supporters of ELCs each divide into groups and came up with quality criteria.

Criteria GALS champions

- Must be members of the community of the ELC
- Must be conversant with the local language
- Must have the ability to document his/her work
- Acts as role model in the community
- Shows social behaviour in the community and also involve other communities
- Able to show-case their work/efforts
- Demonstrates to have trained more champions or peers
- Must be a member of a group
- Demonstrates knowledge of GALS and practises it daily
- Aware of need for time management
- Facilitate from the back, good communication skills (including listening)
- Must not extract money from group members
- Show flexibility openness to innovate and patience and provide guidance

- Must be honest, respectful and transparent
- Must be modest and presentable
- Shows leadership qualities, including a learning attitude. Should not assume she/he knows it all.

Criteria Facilitators:

While the strength of GALS champions is their knowledge and experience in their context and own lives, the facilitators need to be able to make bridges between the GALS champions and the clients coming from outside. This requires an understanding of where the clients come from and what their needs are.

- Must have attended several GALS workshop at local, national and international level and trained a good amount of champions
- Feedback from champions trained needed
- Should have created institutional memory in case leaves the organization
- Ability to assess champions
- Demonstrate coaching and mentorship skills
- Shows participatory facilitation skills (trained or self-learned): appreciative questioning, not teaching.
- Must have basic training on the gender concept
- Should be known as role models in their own community (practice what you preach)
- Must have an ability to train and replicate to more facilitators
- Must have an ability to magnify GALS methodology
- Should belong to a network of



Figure 4: criteria for GALS champions (champions group work output)

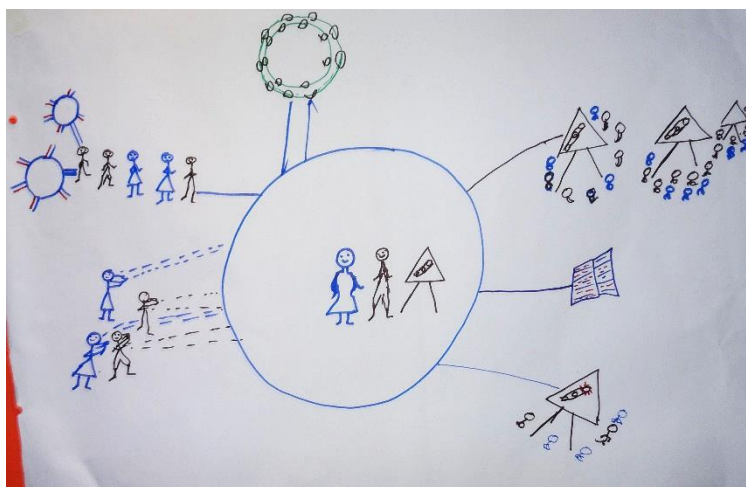


Figure 5: criteria for facilitators (output groups work)

- Must have reporting and documentation skills
- Understand GALS as a process and be able plan and design the integration of GALS in projects and interventions and policies.
- Demonstrates passion about GALS, and practise it for their own lives.

Considering the ELC as a whole implies the partnership between CBOs with GALS champions, and partners with GALS facilitators, embedded in a network.

- Within the ELC there should be a clear footprint of GALS work: signs of community ownership, evidence and stories of gender and livelihoods changes at different levels, networks of champions
 - Communities / CBOs are part of the ELC and practice GALS for their own empowerment
 - Must have its own localised training materials
 - Able to present an M&E and documentation system for changes in gender and livelihoods and peer learning
 - Facilities such as a shelter, water, lavatories, equipment and tools etc. as shown in the vision for ELC
 - Have a network of qualified champions.
 - Peer to peer certification: champions to qualify each other through peer to peer reviews (not staff professionals certifying community participants). Champions tracked in a database.
 - Management system and structure for the partner-CBO partnership, including documentation and financial management
 - Means of financing (transport)
 - Depending on the context ELCs could be registered as learning centres
 - Sustainability mechanism or business model in place
-
- Figure 6: criteria for Empowerment Learning

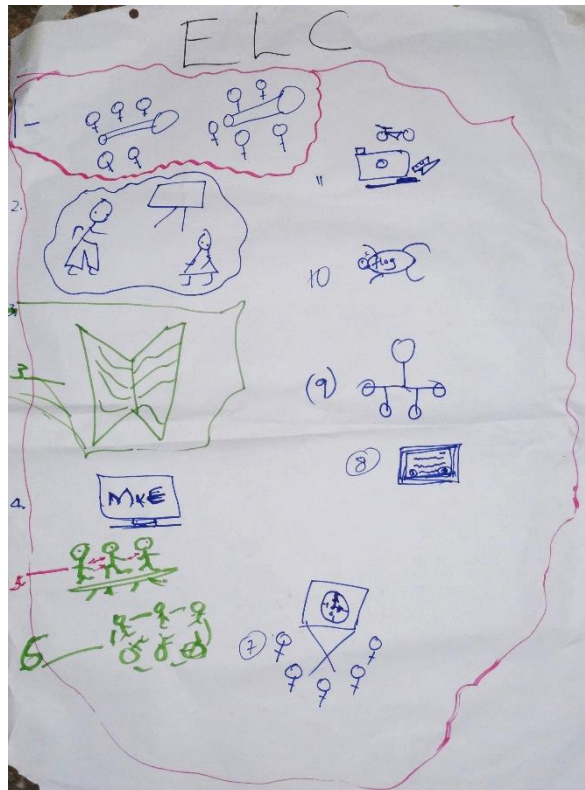


Figure 6: criteria for Empowerment Learning Communities (group work output)

2.3 LEARNING MODULES AND TRAJECTORIES

Quality assurance also means that ELCs in different contexts need a degree of uniformity in what they can offer to learners. This includes learning modules and trajectories. During the group work three different ways to look at modules came out:

1. Modules phased in GALS tools (for example vision journey, gender balance tree, diamond etc.)
2. Modules for each integration model (for example GALS in value chains, GALS in agricultural extension, GALS in rural finance, GALS in gender justice 'stand-alone' programming etc)
3. Models organised in GALS phases:
 - 1 Catalyst Phase – catalysing change and action
 - 2 Mainstreaming Phase – integrating GALS into interventions such as VCD, rural finance, extension etc.
 - 3 Movement building phase – advocacy and movement for gender justice.

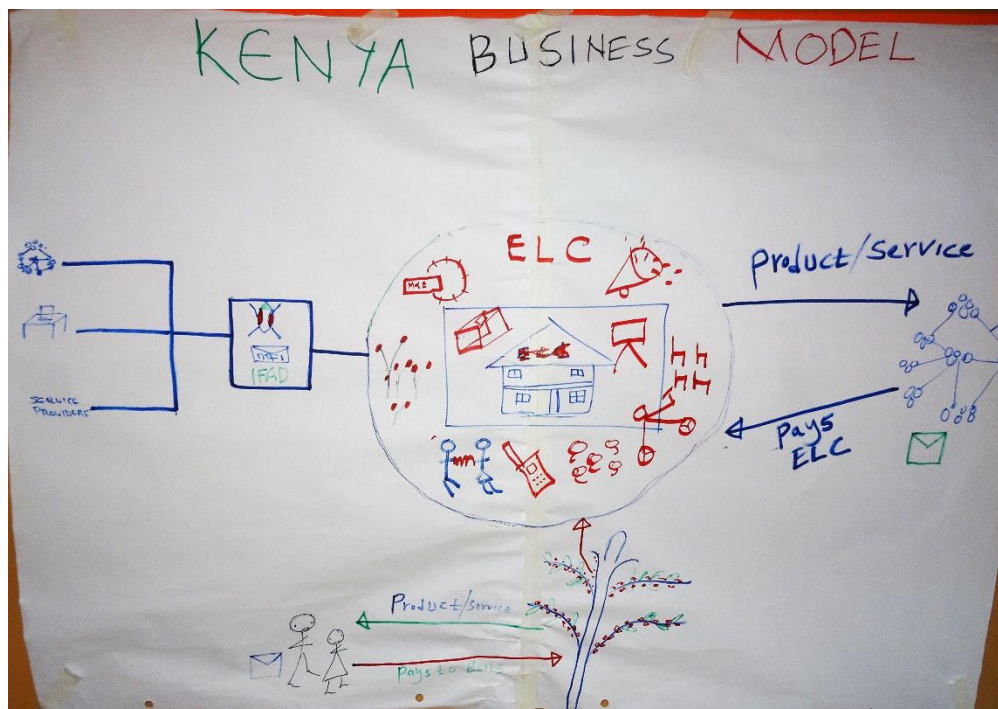
Participants had different views on this, which showed that much more effort is needed in order to have a coherent approach and understanding of GALS across ELCs and countries. In Annex 2 the three ideas for modules are drafted for further elaboration.

2.4 BUSINESS MODELS

A proposition of generic types of business models used in the development and the private sector opened and guided the discussion. The following business models were identified by the AMID trainee in Oxfam Novib (see box). In groups, the three country teams drafted models that could be applied by ELCs in their country. The proposition can be found in annex 5, whereas country-based business models are presented here below:

Generic business models identified

- 1) Policy Innovator Model
- 2) Development Impact Bond
- 3) Sell directly to customer model
- 4) Set-up side business
- 5) Certify other enterprises

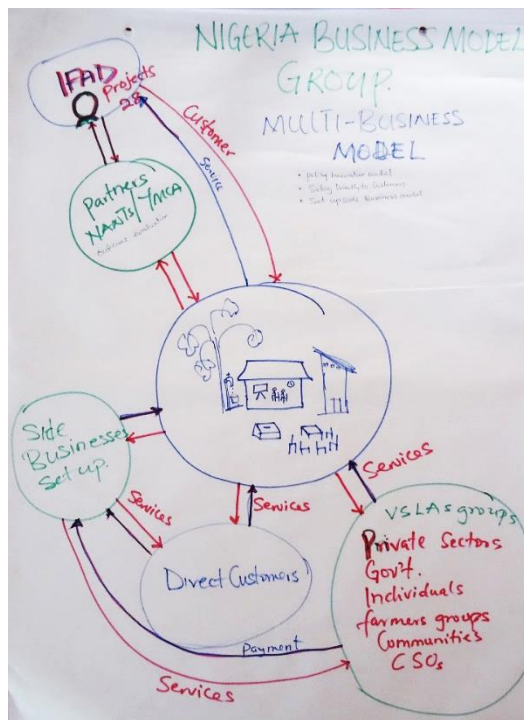


Kenya business model

Multi-Business Model

Model starts with ELC that develops a business to produce services and products to be sold to community members. This revenue will support the ELC. At the same time there is a revenue coming from IFAD, micro-financial institutions and governments that is used to provide packages to service providers and community members. The ELC has direct customers too who pay for the services given by ELC. Direct customers include; VSLAs groups, individual farmer groups, communities, and CSOs.

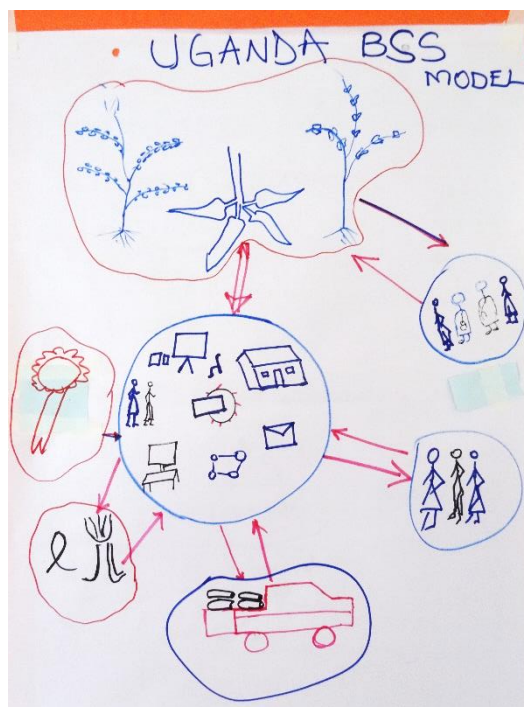
Each group took elements from different generic business models that were presented, which they referred to as multi-business model.



Nigeria business model

Multi-Business Model

Model starts with partner organization funded projects (funded by e.g. IFAD, OXFAM) which were in the past already involved with local stakeholders, such as CEFORD, NANTS, and YMCA to be outcome evaluators. These work for ELCs and this revenue will support ELCs. The ELC also sets a side 'side business' which provides income. The ELC has direct customers too who pay for the services given by ELC. Direct customers include: VSLAs groups, private sector, government, individual farmer groups, communities, and CSOs.



Uganda business model

Multi-Business Model

The ELC will provide services to community members and organizations such as IFAD and Oxfam. Services will include but not be limited to agricultural extension and GALS trainings. GALS trainings will include GALS in value chains, GALS in youth and in rural finance among others. The ELC will also receive funding from organizations such as IFAD and Oxfam. Certification will be provided to the ELC. The ELC also sets a 'side business' which provides income and has direct customers.

Paineto Baluku, from Bukonzo Joint Cooperative Union, presented the business model used in the cooperative to integrate GALS into the operations. The figure shows a tree diagram:

- Roots: income from microfinance, functioning as ELC, and coffee
- Trunk: total income and surplus. The use of the surplus of 52K USD is decided in the General assembly.
- Branches: expenses: such as payment of interest on members savings, audit, GALS champions training fees, youth training, staff, GALS multi-stakeholder meetings, interest paid on external loans, coffee quality, transport coffee, certification.
- Envelop top right: total spending

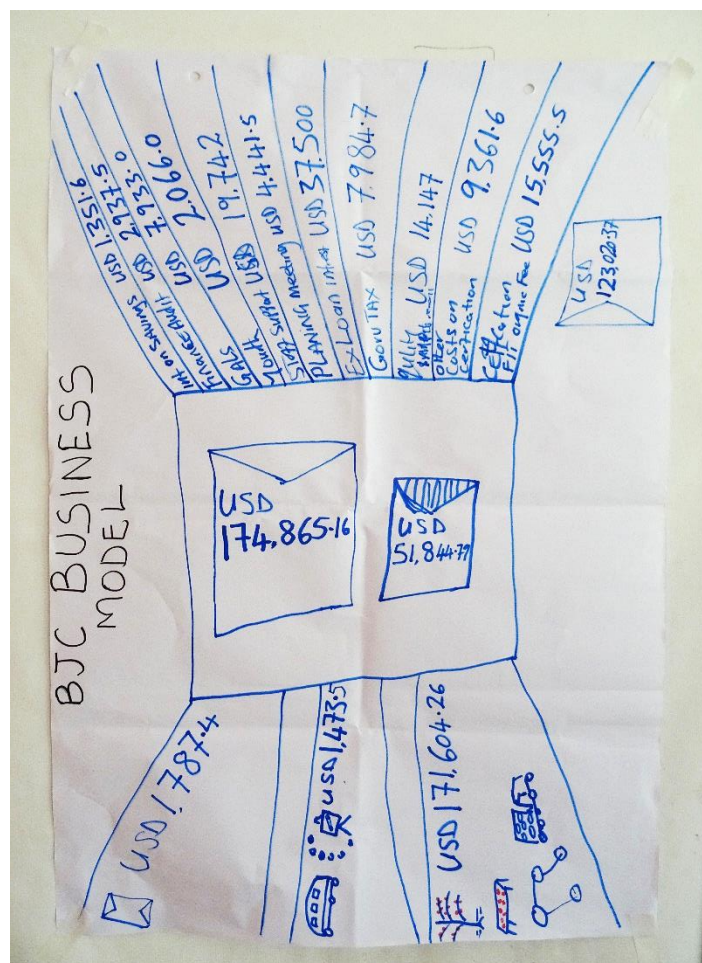


Figure 7: business model for GALS in Bukonzo Joint Cooperative Union

champions training fees, youth training, staff, GALS multi-stakeholder meetings, interest paid on external loans, coffee quality, transport coffee, certification.

- Envelop top right: total spending

Relevant for the ELCs: Bukonzo Joint Cooperative Union does not have external shareholders. Shareholders are farmers themselves. This limits external influence and increases community ownership of the organisation.



Figure 8: Paineto from Bukonzo Joint Cooperative Union presenting the business model

2.5 VISION JOURNEYS FOR ELC STRENGTHENING

After reflection on different aspects that need to be considered when establishing an ELC the three country teams divided in group, used the Vision Road Journey (a GALS tool) to visualize their strategy to achieve the final goal: establishing ELCs. The Vision Journey was used as shown in the figure. The diamond shapes mean the Self-Assessment by ELCs to assess their strengths and needs. The ELC vision developed earlier fits in the vision circle, and the roadmap to achieve the vision includes three different strands of work to support development of ELCs:

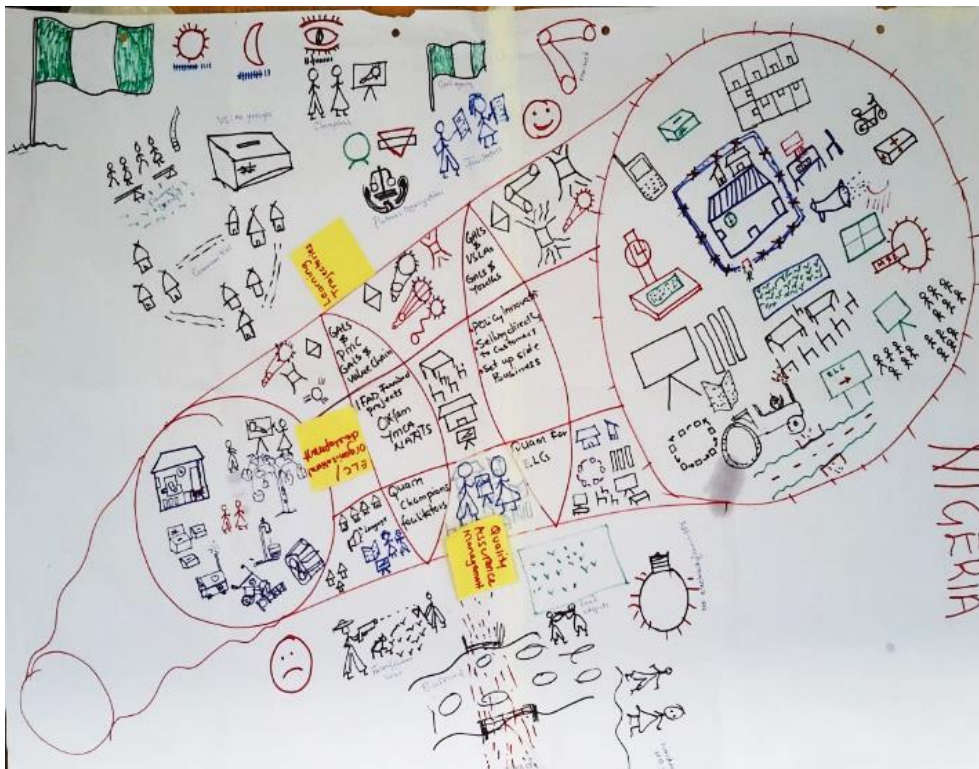
1. GALS expertise development
2. Organisational development
3. Strengthening M&E

The outcomes of this session are presented here below.



Figure 9: planning tool for strengthening ELCs based on the vision journey tool from GALS

NIGERIA ELC STRENGTHENING STRATEGY



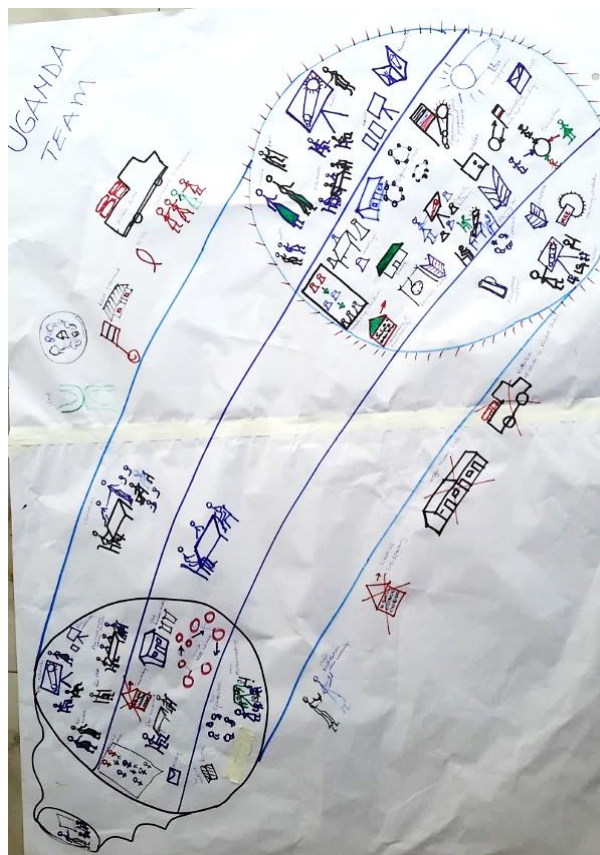
The team from Nigeria described the 4 year ELC **vision** as follows: two ELCs, network of champions and facilitators, trainees, public address system, a well-developed M&E system, buildings to host trainings and security posts, learning materials, materials and equipment (phone, computers, first aid kit, blackboard, chairs and tables etc) means of transport, guest house (accommodation for trainees), a tractor and a plot of land, good roads to the ELCs, electricity, sign post, savings, water infrastructure and lavatories. The **current situation** includes: Rice mill which is in a building, champions, trees, savings groups, borehole, boiler and miller, generator, households, harvester and thresher. Identified **opportunities** are: farmer groups, VSLAs groups in all communities, champions, communities to work with, donor organizations and partners, facilitators, markets and government agencies. **Challenges** are: conflicts, bad roads, land disputes, lack of electricity, drop out of champions, floods. The team from Nigeria also identified **milestones**. The first milestone is setting up the following learning trajectories: GALS and PMC as well as GALS and Value Chains. Furthermore, they would like to strengthen the organization development of Oxfam, NANTS and YMCA. They would also like to develop quality assurance mechanisms for champions and facilitators. The second milestone is achieving the following learning trajectories: GALS and VSLAs as well as GALS and youth. They would also like to innovate ELCs policies and develop a business model by setting up a side business and selling products and services directly to customers. Furthermore, they would like to set up quality assurance mechanisms for ELCs .

UGANDA ELC

STRENGTHENING STRATEGY

The 4-year ELC **vision** was described by the team from Uganda as follows: a structure where learning will take place, certified champions, learning materials. ELCs will charge for the services they offer to the community and will interact with the media, government, academic institutions and other people from other countries

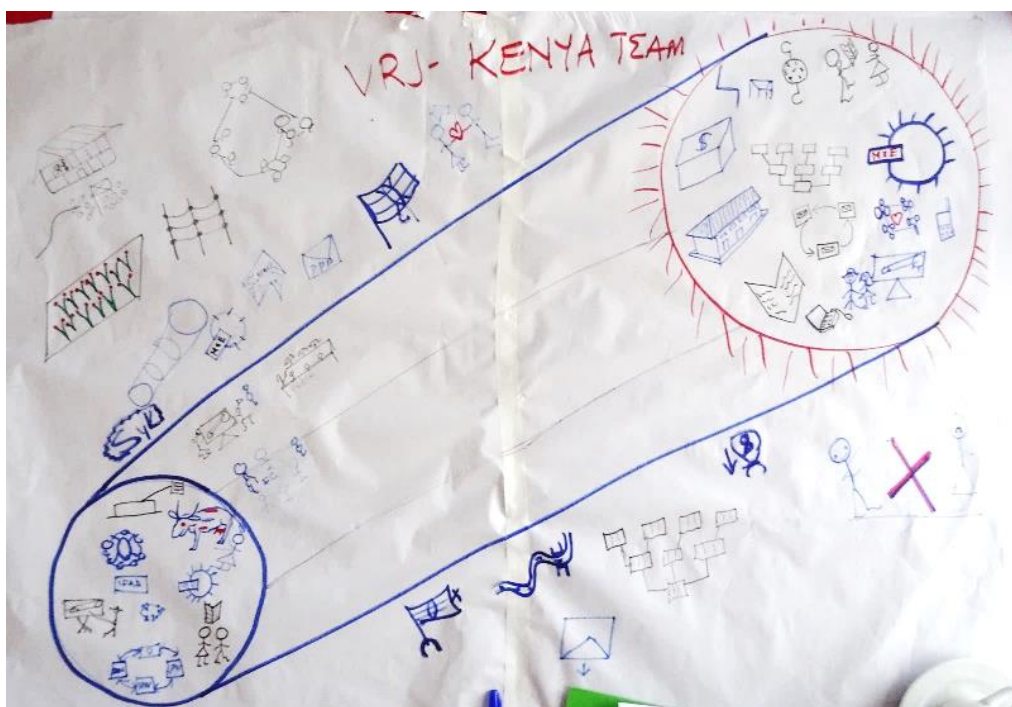
Current situation includes: learning which is taking place under trees and in churches, among others. Trainings conducted by champions on a voluntary basis through peer to peer learning. Not certified champions.



KENYA ELC STRENGTHENING STRATEGY

The team from Kenya presented its Vision Road Journey as follows.

The 4-year ELC **vision** from Kenya includes: permanent structures, trainings, business models generating revenues, management system, documentation, computers, groups working together, an improved M&E system, more champions, stationary, chairs and mobile phones.



The **current situation** includes: champions, people from communities who are not part of the group but produce, trainings, an M&E system, facilitators, partnerships, IFAD, groups working together, baseline information and the government.

Identified **opportunities** are: local government, households trained, no issues in getting a rural certificate, schools for youth, M&E system, groups, continuous learning, economic activities, public-private partnership.

Identified **challenges** are: accountability and transparency, management structure which is not strong, transport infrastructures which is not in good state, lack of good will from the government, households which are not balanced, lack of strong source of revenue.

Foreseen **activities** are: refresher trainings, peer-to-peer exchange, facilitators for quality assurance, exchanges and self-assessment among facilitators.

2.6 SELF-ASSESSMENT TOOL FOR ELCs

The purpose of the self-assessment tool is to enable CBOs and partners (who are going to work together to develop an ELC) to assess their strengths and needs. The outcomes of this self-assessment will be used for establishing and strengthening the ELCs.

The results of this session come from the discussion based on two different inputs:

- 1) The diamond² used by community members of potential ELCs to evaluate their needs and strengths and presented during the field visits (see pictures on this page);
- 2) A proposition previously elaborated in The Hague (see Annex 4).

The group agreed to use the diamond for potential ELCs and the SWOT analysis for partner organizations. The SWOT analysis will be based both on answers from communities and partner organizations to guiding questions.

Further to the guiding questions for self-assessment elaborated in the proposition to be found in Annex 4, the following questions were added:

- 1) Is your organizations registered? If not, what is needed in this regard?
- 2) If your organization is registered as a cooperative, does it need a new registration to function as a learning center?
- 3) What additional mechanisms do you need to assurance quality?
- 4) What resources do you have in place to assure sustainability?
- 5) Does your organization belong to more than one network?
- 6) How secure is your organization (or resource center)?
- 7) Do you already have a physical infrastructure?
- 8) What kind of GALS learning resources do you have available? And which ones do you need?
- 9) Which kind of facilities do you have?
- 10) How do you relate with the local government?
- 11) What are the innovative ways that you are using to propagate GALS?
- 12) How do you document and keep track of the work that you do?
- 13) How do you relate and work with others?

A suggestion was made to use the last question in place of the one concerning working relationships with the local government to include working relationships that go beyond the local government.

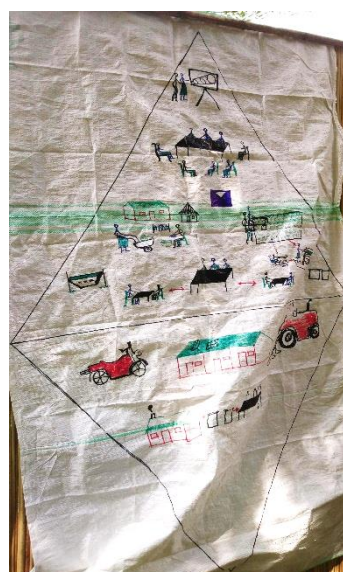


Figure 10: Wadelai cooperative used a simple diamond tool for assessing their strengths and needs for becoming an ELC

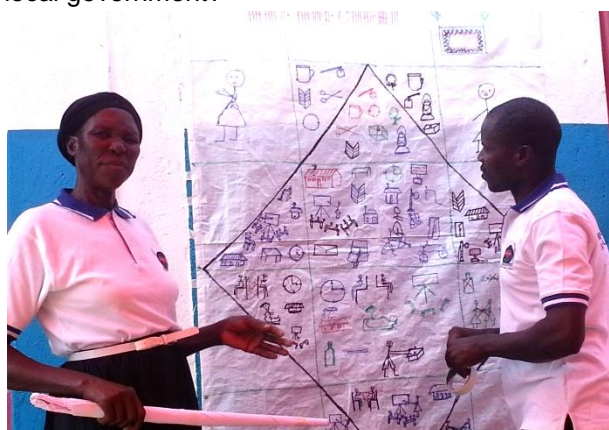


Figure 11: Self-assessment tool developed by champions from Wadelai Cooperative to assess their strengths and needs

² "Diamond" refers to a GALS tool, see the GALS phase 1 manual at www.oxfamnovib.nl/weman

ELCs will work in close cooperation with partner organization, but there is a need to distinguish questions for partner organizations and questions for ELCs.

3 WHAT WE HAVE DONE

3.1 RECAP DAY 1: SETTING THE STAGE

After a warm welcome, a game helped to get to know each other. Every participant drew his own symbol (cow, flower, goat, tree etc.) that represented him or her throughout the ELC Workshop. Expectations were also shared. Next, the purpose and the background of the event was introduced as well as the history of GALS and organizations involved in rolling-out GALS in the last decade.

Then, the workshop programme was explained, and a recap of discussions at the Inception Workshop in July of this year³ was made. Particularly, the focus was on the ELC vision whose main elements as identified during the inception workshop are:

- Champions are key in scaling up and will do the training;
- Learning should be digitalized;



Figure 12: GALS champion in Poroporo cooperative living with blindness explaining during field work

³ See also Inception Workshop Report 2018.

- Materials and resources should be available;
- ELCs should interact with champions from their community and from other countries;
- Champions will interact with household members, the media, the government and academic institutions.

Paineto Baluku presented how Bukonzo Joint Cooperative Union (BJCU), as one of the pioneers in developing GALS, presented how they integrated GALS and how they function as a learning centre. Currently the BJCU has 5 cooperative societies with 23 coffee micro washing stations and a total of 4206 members. They frequently receive visitors and they have fixed fees for exposure and training services to outsiders. What they offer is based on the demand, and in the form of one-off events (no longer term trajectories).

The day proceeded with two parallel working groups in which previously made propositions were shared as basis for discussion. The two working groups discussed the following topics: quality assurance mechanisms and learning modules. The two group works were presented and discussed in plenary. The day ended with an introduction to the two-days field visits.

3.2 RECAP DAY 2: FIELD WORK IN YUMBE

A field visit was made to Yumbe district to learn from the Poro-poro Cooperative Society. Likewise, with BJC, participants learned about their background, business models, achievements, challenges and opportunities, based on the presentation of an Achievement Road Journey. Furthermore, needs and strengths of this cooperative to function as an ELC were presented through the use of the Diamond tool. Members of the Poro-poro Cooperative were asked to think along about the ELCs and a vision for the ELCs was made. In their vision, ELCs should have training materials, a network of champions to share ideas, savings and credit, generators/solar panels and power supply standby, M&E framework and facilitators to guide champions. Furthermore, ELCs should interact with youth, farmers people in other countries, media government, PLWDs, and other stakeholders (groups, organizations, companies, schools, universities, hospitals, religious institutions, NGOs). More in-depth outcomes of the vision drawing can be found in chapter two.



Figure 13: Wadelai group members appreciating one of the presentors during the field work

Stories from quotes of community participants from the two days in the field are given in Annex 3, and participants insights after the field work are summarized in Annex 7.

3.3 RECAP DAY 3: FIELD WORK IN WADELAI

On this day another field trip was made to Wadelai Cooperative Society (WCS) in Pakwach District. The objectives of the cooperative are to increase farmers income on household level and improve the variety of products in the community. Based on the presentation of an Achievement Road Journey, participants discovered that in 2018 WCS was able to produce 2000 tanks of products. Among others, the main goods produced were rice, maize and cassava. WCS has now a total of 323 members, of which 190 are women and 133 are men. WCS strengths and needs to function as an ELC were presented through the use of the diamond tool.

An ELC visioning exercise was made whose main components are: ELCs should combine GALS with farming and business skills, youth members/champions, land, electricity, clean water, latrines, writing and drawing materials. Furthermore, ELCs should have links with local authorities, farmers outside the cooperative society, the communities, and other stakeholders (like banks, household members, trading centres, traditional leaders, media). In chapter two of this report further details of the ELC vision are explained.

3.4 RECAP DAY 4: STRENGTHENING ELC

The day started with reflections on the field visits and what was most striking⁴. Then we moved on to the proposition on self-assessment tools prepared by Ambra and Marlies. Tools for self-assessment are the Diamond that is one of the GALS tools, which is very suitable for potential ELCs. The SWOT analysis (strengths, weaknesses, opportunities and threats) can be used for partner organisations. The analysis will be used for the professionalization and institutionalization of the ELCs. Such an analysis comes in hand to identify the existing elements that are helpful to achieve ELCs and on the other hand identify the harmful elements that hamper the professionalization of the ELC. Paineto Baluku explained the strengths and weaknesses of BJCU functioning as an ELC.

The joint vision for the ELCs was adapted based on the input obtained from the community participants during the field work.

On day four we also discussed the 'quality assurance' proposition prepared by Kiringai, Lucas and Peter. This is further worked-out in chapter two.

The results of the Empower@scale baseline that was finalised the week before were presented by Denis Onena from Oxfam in Uganda as an input into the workshop.

3.5 RECAP DAY 5: PLANNING AHEAD

The other three propositions; learning trajectories (prepared by Jean and JB), learning modules (prepared by Galadima and Gloria) and business models (prepared by Marlies) were discussed in separate sessions on the last day. Each country team prepared a plan for developing and strengthening ELCs, using the vision journey as a planning tool. Paineto gave examples of which business models BJC is using. All these propositions are in further detail explained in chapter two of this report. Next steps were agreed (see Annex 6) and after a short evaluation the workshop was closed.

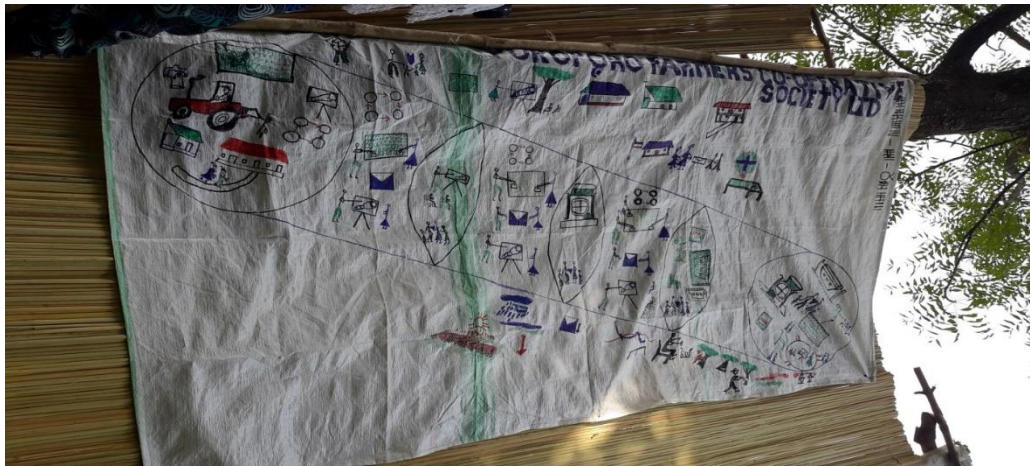
⁴ See also ANNEX 5.

4 OUR REFLECTIONS

4.1 LESSONS LEARNED

This chapter starts with the lessons learned from the field visits to Poro-poro and Wadelai Cooperative. Both cooperatives had prepared Achievement Road Journeys (ARJ) to expose the progresses made and their current situation (see below). Next, the lessons learned from the other three workshop days are discussed.

Poro-poro ARJ



Wadelai ARJ



Field visit Poro-poro Cooperative

What has been achieved?

The cooperative has so far achieved: bee hives, cassava chipper, certificate from ISSD to sell seed, plastic chairs for hire, training on GALS and plot of land for farming. Love and caring for each other is a high value in the groups. Most members are able to send their children to school and hire tractors to till land. Champions are doing trainings through peer-sharing. 14 primary groups have so far been trained. Some members mentioned that Islamic religious norms in their community that separate men from women have been overcome which enables the members to sit together and make collective decisions.

What is lacking

Among some of the things the cooperative is lacking there are: tractors, uniforms for members, housing structure to keep the machines, and access to different markets.

Opportunities

The Cooperative is well-organized and there is mutual respect and trust among the members. This has resulted in health-care facilities available for all members and savings that can be used for new investments. Furthermore, they have continued with trainings on GALS by active champions which stimulates broad peer-sharing in the community. Also, the Cooperative has a network of stakeholders and maintains good connections with CEFORD and other NGOs.

Challenges

Weather changes (global warming), poor infrastructure (roads, bridges), low quality seeds, bush burning for agricultural land, among others.

Way forward (new vision for the Cooperative)

The Cooperative plans on entering new and bigger markets for their goods, reaching out to more people for GALS training, scaling up on farming, buy own tractor instead of renting, and having their youth educated and graduated from at least lower school.

Field visit Wadelai Cooperative

What has been achieved?

Based on their vision road, this is what they have achieved: well-trained champions, machinery for harvesting, equipment such as a moisture meter, access to markets for rice, maize and other products, agricultural land, two motor cycles, a building with

furniture and two computers, lavatories, security guards for their property, training of household members on the GALS methodology, several saving groups and shared values among the members.

Opportunities

Opportunities that have been distinguished include: presence of well-trained and well-equipped champions, unity at household level and among members of the Cooperative, good relationship with local government and civil society organizations, savings to reinvest, good decision making processes at household level, enough rain (sometimes too much), marketing together which gives a good bargaining power, increased use of the GALS methodology, good stores in primary groups and access to information (radio).

Challenges

Some of the challenges include: lack of family planning which leads to large households and poverty, harvest lost due to leaking roofs, poor time management, flooding, households with different farming techniques that leads to differences in quality of the products, theft, poor infrastructure (roads) and health-care issues.

Way forward (new vision for the Cooperative)

They hope to own a tractor, an irrigation system, a vehicle to pick produce from primary societies/farmers, a well-established Empowerment Learning Center (ELC), larger and better storage places for the harvest, more skills trainings for farmers to use the ox plough and increased capacity to process agricultural products. They also hope that all members can learn the English language.

Lessons learned apart from the field visits

- ✓ Prior to the workshop event five propositions have been prepared: strengths and needs assessment; quality assurance ELCs, champions and facilitators; learning trajectories; business models and learning modules. These propositions were used as input to create very productive sessions. This was a successful strategy as everyone came prepared to the event. The propositions led to insights in the thinking process of their makers which gave interesting discussions when it was tested during the event with GALS champions giving their opinions and feedback. This allowed us to witness the differences between the thinking patterns and understanding of the different concepts between people and integrate the community thinking in the way we have formulated the concepts.

✓ The field visits to Wadelai and Poroporo Cooperatives gave practical knowledge and insights about what is happening on the ground regarding the implementation of GALS, business models used, achievements, challenges and opportunities, and to learn from them about their vision for the ELCs. The input they provided, showed us the importance of community ownership to become a successful ELC. Additionally, the presence of champions during the event also contributed to these new insights. It is of significant value to have champions attending these kinds of event.

✓ The expertise of people from partner organizations working in the field with champions on GALS has resulted in fruitful discussions about the ELCs and what is needed to establish functioning ELCs successfully. The exchange of knowledge between people with practical experience on the ground has contributed to a valuable discussion about the ELC concept, which led to a fundamental change of the concept and a change in the formulation; from Empowerment Learning Centres to Empowerment Learning Communities.

✓ Finally, we have learnt that there are differences between the Cooperatives in terms of how advanced they are in becoming an ELC and therefore it is very likely that the support each ELC will need is different. During the workshop we discussed the trajectories to become an ELC, but there is no blue print for establishing functioning ELCs.

Recommendations

✓ In order to institutionalize or professionalize ELCs it is important to learn from the communities and build on what is available within each community to help the continuity of their ownership.

✓ Quality assurance is very important but since GALS is a community-led methodology, it would be better to have an internal process rather than an external.

✓ The ELC may not sustain on its own but it needs to be incorporated within other community / group day to day activities.

4.2 CONCLUSIONS

Participants perceived the ELC Workshop as energetic, fruitful and positive. A common understanding and a joint vision of the ELC concept was reached and draft trajectories for the development and strengthening of the ELCs as well as draft business models were developed in each country. Participants have learnt from best practices in the field and fruitful discussions with GALS champions and experts. Furthermore, they have established the minimum criteria identified that CBOs need in order to function as ELC. In addition, qualities that champions as well as facilitators and ELCs should have were clarified. Participants developed learning trajectories and pilots for ELCs (so the 'offer' of ELCs to the community and clients) and drafted self-analysis tools for ELCs to enable them to assess their own needs and strengths. Finally, the good working relationship in the Empower@Scale Project team were strengthened.

ANNEXES

ANNEX 1: PROGRAMME OF THE WORKSHOP

| | |
|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ARRIVAL OF PARTICIPANTS, SATURDAY 8TH DECEMBER | |
| PREPARATION DAY, SUNDAY 9TH DECEMBER | |
| | Activity |
| Morning | Travel Kampala - Arua |
| Late afternoon | Preparatory meeting with all facilitators |
| 1ST DAY, MONDAY 10TH DECEMBER - WORKSHOP | |
| | Activity |
| Morning | <ul style="list-style-type: none"> - Welcoming participants (Oxfam Uganda and Oxfam Novib); - Introduction of participants - Participants expectations - Taking stock of what has been done so far: history so far and outcomes of inception workshop - Programme - ELC visioning exercise (individual and collective drawing) - Sharing of experience by Paineto Baluku of Bukonzo Joint Cooperative Union (BJCU). What kind of quality assurance mechanisms are in place at BJCU? What are existing learning modules at BJCU? - Presentation on learning modules proposal |
| Afternoon | <ul style="list-style-type: none"> - Presentation proposition quality assurance mechanisms (in the group) - Group work on quality assurance mechanisms. 3 groups: quality assurance mechanisms of champions, facilitators and ELCs. - Group work on learning modules: learning topics mapping exercise - Presentation group work - Discussion in plenary - Introduction to field work |
| Late afternoon | - Meeting with facilitators |
| 2ND DAY, TUESDAY 11TH DECEMBER – WORKSHOP (FIELD VISIT) | |
| | Activity |
| Morning | <ul style="list-style-type: none"> - Welcome - Interactive introduction to break the ice - Sharing of experience as an ELC - ELC vision presented by workshop participants |
| Afternoon | <ul style="list-style-type: none"> - Presentation of strengths and needs assessment (diamond tool) - Group work: visioning exercise on ELC (which criteria should an organisation meet to become an ELC?) |
| Late afternoon | - Meeting with facilitators |
| 3RD DAY, WEDNESDAY 12TH DECEMBER – WORKSHOP (FIELD VISIT) | |
| | Activity |

| | |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Morning | <ul style="list-style-type: none"> - Welcome - Interactive introduction to break the ice - Sharing of experience as an ELC (ELC vision presented by workshop participants) |
| Afternoon | <ul style="list-style-type: none"> - Presentation of strengths and needs by using the diamond - Group work : visioning exercise on ELC (which criteria should an organisation meet to become an ELC?) |
| Late afternoon | <ul style="list-style-type: none"> - Meeting with facilitators |
| 4TH DAY, THURSDAY 13TH DECEMBER - WORKSHOP | |
| | Activity |
| Morning | <ul style="list-style-type: none"> - Reflection on field visits - Sharing of experience of initial needs and strengths of BJCU - Presentation of proposal on self-assessment tool for ELCs (in the group) - Group work: which questions do you think should be asked in self-assessment tool and which method should be used to analyse results and plan subsequent actions? - Group work: finalize vision ELC based on input received during field visits |
| Afternoon | <ul style="list-style-type: none"> - Presentation of group work - Plenary discussion to find a final agreement <p>Sharing session: preliminary results Baseline Study Empower@Scale by Denis Onena (Oxfam Uganda)</p> |
| Late afternoon | <ul style="list-style-type: none"> - Meeting with facilitators |
| 5TH DAY, FRIDAY 14TH DECEMBER - WORKSHOP | |
| | Activity |
| Morning | <ul style="list-style-type: none"> - Recap of previous day - Sharing of experience by Paineto Baluku on BJ business model - Presentation on business models (in the group) - Group work: business models - Presentation proposal learning trajectories by John Bosco, CEFORD (in the group) - Group work: which kind of learning trajectories should be designed and how should they be put in place? - Presentation of group work - Plenary discussion |
| Afternoon | <ul style="list-style-type: none"> - Group work: vision road journey on ELC as an organization - Presentation of group work - Next steps - Workshop evaluation |
| TRAVEL TO KAMPALA – SATURDAY 15TH DECEMBER | |
| Morning | Travel Arua - Kampala |

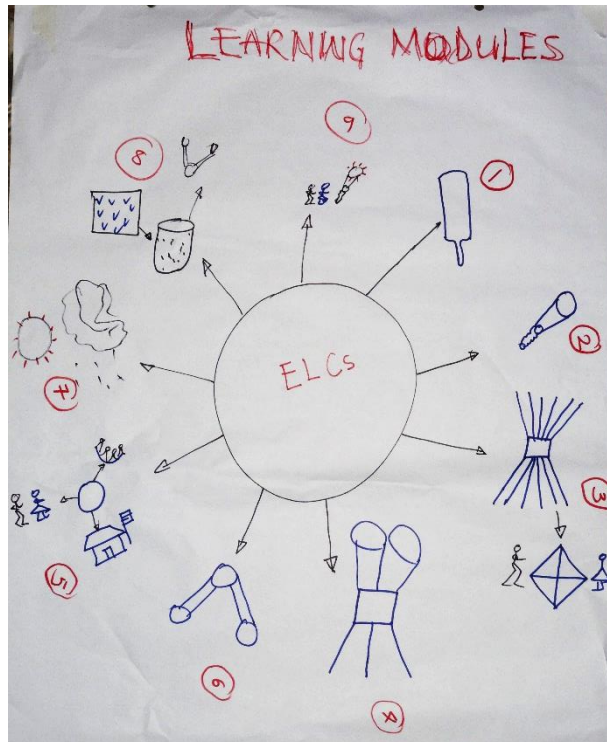
ANNEX 2: LEARNING MODULES DRAFTED

The workshop showed that there were three different interpretations or ideas about learning modules that ELC can offer to clients: A. by GALS tools; B. by integration models into themes; C. by GALS phase.

LEARNING MODULES – INTERPRETATION A: BY TOOLS

Learning Modules: 1 **Introductory module**

- In this module, learners get a quick introduction of the program, identify learning objectives, learning outcomes and expectations. Learners will also be introduced to the learning methods, assessment criteria.
- To develop participatory skills in starting to deal with more sensitive issues and also to re-enforce drawing skills.



Learning Modules: 2

➤ **Visioning Road Journey**

This is a basic GALS planning tool where people plan how to achieve their vision, set SMART 'milestones', analyse opportunities and constraints, commit

to actions and track progress over time. The aim of this module will be:

- To introduce the basic GALS planning tool
- To analyse context-based opportunities and constraints
- To set up the skills and network for pyramid peer up scaling

Learning Modules: 3

➤ **Gender balance tree**

This module initiates discussion of gender issues and identifies action commitments. The gender balance tree ensures:

- Identification for each person of activities executed that generate or not an income and expenditures for themselves or for the household.
- Which work gives most or least income or benefits
- To analyse household gender inequalities in labour inputs, expenditures and decision making power
- To decide priority areas for improving the gender balance of the tree

➤ **Challenge action tree**

- To analyse various gender issues highlighted by previous discussion in terms of their causes and potential solutions

- To generate 3-5 Smart action fruits
- **Gender justice or Identity Diamond**
 - To reflect on what they now want for the future in terms of gender relations.
 - To exchange ideas on changes with women and men

Learning Modules: 4

- **Challenge Action Tree**
 - To help people analyse the reasons for and interrelations between different dimensions of challenges
 - To help people analyse potential solutions to challenges
 - Provide pictorial basis for sharing and exchanging ideas for action to address different dimensions of challenges
 - To identify action commitments which they can implement immediately

Learning Modules: 5

- **Leadership empowerment map**
This module looks at relationship networks and opportunities for pyramid peer up scaling as the basis for subsequent collective action. The tool enables the users;
 - To analyse personal and institutional relationships that present opportunities for change
 - To identify challenges in personal and institutional relationship that need to be address

Learning modules 6

- Market Value Chain mapping (Market Analysis)

Learning modules: 7

- Integration of GALS in climate change projects

Learning Modules 8

- Value Chain Development (Product Analysis)

Learning Modules 9

- Integration of GALS in youth projects

LEARNING MODULES – INTERPRETATION B: BY INTEGRATION MODEL / THEME

2. GALS and programme management

Tools

- ✓ Gender justice diamond
- ✓ Challenge action tree
- ✓ Achievement road journey
- ✓ Multi-lane highway
- ✓ Livelihood gender sharing
- ✓ Vision road journey
- ✓ Social empowerment map
- ✓ Multi-stakeholder mapping

Time to be considered and budget

3. GALS and value chains

GALS phase one and GALS phase two

Phase one

- ✓ Vision road journey
- ✓ Challenge action tree
- ✓ Achievement road journey
- ✓ Gender justice diamond
- ✓ Gender balance tree
- ✓ Multi-lane highway

Phase two

- ✓ Marketing maps
- ✓ Value chains map
- ✓ Win- to- win tree

4. GALS and VSLA

Tools

- ✓ Vision road journey
- ✓ Challenge action tree
- ✓ Gender justice diamond
- ✓ Gender balance tree
- ✓ Social empowerment map
- ✓ Achievement road journey

Time to be considered minimum 6 months

5. GALS in climate change

Tools

- ✓ Vision road journey
- ✓ Challenge action tree
- ✓ Gender justice diamond-advocacy issues
- ✓ Social empowerment map-how to change power relationship

6. GALS and the youths

Tools

- ✓ GALS phase one, phase two, and phase three (movement building)
- ✓ Time to be considered at least 5 years
- ✓ Budget depends on the context and the country specific

LEARNING MODULES / TRAJECTORIES – INTERPRETATION C: BY GALS

PHASE AND THEME

Fragments based on ONL experience to serve as example, it was not drafted during the workshop.

Module 1: Catalyst Phase

| Step | Learning / support activities | Timing |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Adaptation workshop | Adapt GALS to local context and train first group of community participants and staff. <u>Tools:</u> Identity Diamond, visioning, vision journey, gender balance tree, social empowerment map, multi-lane highway | One week in ELC |

| | | |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| | <u>Lessons</u> : facilitation from the back, taking GALS back home, peer learning, principles | |
| Community events | Champions and a facilitator support the learners in the field as they replicate the adaptation phase in their groups. | Similar time, depending on number of groups and capacities |
| Individual Life Planning and Community Action Learning | Exchange visits between Champions of the ELC and community participants of the client organisation / IFAD project, to strengthen peer learning, community ownership, appreciative questioning and probing of gender issues, facilitation from the back etc. | Several exchanges over a period of around 3-4 months |
| Participatory Gender Review | Workshop in the ELC <u>Tools</u> : Achievement journey, CEDAW diamonds, CEDAW challenge-action trees, spider map, MLH. <u>Lessons</u> : appreciate achievements, link to CEDAW and national laws to deepen gender understanding, evaluate peer learning, map way forward for scaling up. | 1 week capacity development workshop, 1 month roll out |

Module 2a: Mainstreaming Phase – in value chains

| Step | Learning / support activities | Timing |
|------|-------------------------------|--------|
| | | |
| | | |

Module 2b: Mainstreaming Phase – in rural finance

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Module 2c: etc.

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Module 3: Movement Building phase

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| | | |

ANNEX 3: STORIES FROM THE FIELD

Stories from Champions (Poro-Poro)

“GALS methodology has brought us unity and cooperation as a group. We have been able to solve some of the challenges we were having. We are now trying to fit GALS tools in our specific needs. The methodology is also helping us in growing and championing the processes to other people.”

~ Male Jazz band member for the group. Former beggar now a champion

“One of our greatest motivations as champions is empowerment at household level. The vision road journey has helped us as a planning tool at both individual and group levels. We are able to have household calendars which help us plan our harvests on time.”

~ Female Champion

“Before GALS, we were marginalized. We didn’t know how to read and write. The first thing that opened our minds was the vision. All households lacked visions but now we are on the road. The vision is helping us, we are in competition and running on who is going to achieve results first. Our husbands are now supporting us. We also want to influence other sub-counties to end the issues of begging or saying, ‘we cannot’. Also, now we can discuss and debate with people who are educated. I now talk with people who went to Makerere University, have diplomas and they all listen to me”.

~ “GALS Professor”- Female Champion

“I became a ‘messiah’ in the mosque to spread the GALS methodology. I tell you, before I joined the group, I didn’t know how to break out of some habits. Because of GALS, I now have my own store to keep my produce. People in the mosque no longer gossip about me that I am a beggar. When I preach on issues of GALS, I am an example and people are motivated by my story”.

~ Imam-Male Champion

“I want to show you myself. I was afraid of joining the cooperative because I dint know how to read and write. Everyone spoke English, I felt marginalized. Through GALS, I can now draw which is better than reading and writing because I am still understood. I now speak the language everyone understands:- DRAWING! Thanks to GALS methodology”.

~ Female Champion

“Before GALS training, we didn’t have proper planning at household level. One of our children was out of school, now we managed to educate him and other children. We are now more relaxed as a family because we are open, we share/agree in decision making with our husband which has fostered cooperation in the household.”

~ Co-wife (1st wife)-Female Champion

“Before we learned about GALS methodology, my co-wife and I had a lot of competition in the family which caused constant fights. When she planted a certain crop, I planted the same. We competed for our husband. After we learned about the GALS methodology together with our husband, we now work together and carryout household decisions together which has brought more unity in the family.”

~ Co-wife (2nd wife)-Female Champion

ANNEX 4: PROPOSITION FOR SELF-ASSESSMENT TOOL

Proposition Needs and Strengths Analysis of ELCs

This document is a proposition how to evaluate the needs and strengths of the ELCs – that are in the pilot phase of the Empower@scale project – during the ELC Workshop event in December in Uganda (Arua). The objective is to establish two functioning ELCs in each of the countries (Uganda, Kenya and Nigeria) in this project. The analysis will be used for the professionalization and institutionalization of the six ELCs.

The Consortium identifies ELCs as “(local) organizations applying HHM/GALS with communities and possibly other development stakeholders or value chain actors in different projects, who are capable of organizing national or regional learning events, workshops and other types of training on HHM/GALS”⁵.

Within this definition the **strengths**, **weaknesses**, **opportunities** and **threats** that exist for each ELC can be identified through the SWOT analysis tool. On the internal organizational level, what are the existing elements that are helpful to achieve the objective? On the other hand, what are the harmful elements that hamper the professionalization of the ELC? Furthermore, on the external level what are the threats and opportunities to achieve the objective? (See SWOT Analysis picture.)

Below there are some guiding questions that can help to fill in the matrix.



Guiding questions

⁵ Scaling Up Empowerment Through Household Methodologies: From Thousands to Millions. Grant design document IFAD. Consortium Oxfam Novib and HIVOS. September 2017.

| |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What kind of expertise do you have? Please think in terms of areas of intervention in which you have used GALS (for ex. value chains, youth, rural finance, climate change, nutrition, employment etc.) |
| How many GALS champions are connected to your organization? |
| What is their level of knowledge and experience? Please indicate how many champions have which level of knowledge and how many years of experience. |
| How many GALS facilitators do you have? |
| What is their level of knowledge and experience? Please indicate how many facilitators have which level of knowledge and how many years of experience. |
| When was the last time that champions and facilitators received a GALS training? |
| How many champions and facilitators need a refresher training? |
| Which kind of refresher training should be organized (GALS catalyst phase, mainstreaming or movement building)? |
| How many languages are spoken at your organization (please consider both facilitators and champions and indicate how many people can speak which language)? |
| Has your organization already functioned as resource center in the past? If so, how many times and for which organization and/or community? |
| Has your organization been financially and administratively stable in the past years? If so, for how many years? |
| Would any of you staff members need an administrative or financial training to strengthen their capacity? |
| What else would your organization need to become administratively and financially stable? |
| Is your organization connected to a GALS network? If so, which network? |
| What mechanism do you have in place or would you need to guarantee quality of services delivered? |
| What are the challenges you meet in functioning as a resource center? |
| What would your organization need from a legal point of view to be recognized as an official learning center? |

ANNEX 5: PROPOSITION FOR BUSINESS MODELS

Definition business model

A business model in its simplest form is a collection of approaches to translate resources into results and impact.

Why do we need business models for the E@S project?

The aim of the E@S Project is to scale up GALS from thousands to millions and therefore empower more communities and community members. Empowerment Learning Communities will play an important role to deliver GALS services to communities and to clients as well that are willing to pay for this (assumption). Business models are mechanisms to deliver services and attract clients to pay for these services. Therefore, we are exploring business models for ELCs to scale up GALS.

For profit business model v.s. non-profit business model

When the for-profit business creates value for a customer (solves a problem for a customer) it has generally found its source of revenue; the customer pays for the value. When a non-profit finds a way to create value for community members, it has not identified its economic engine. That is a separate step (finding a donor).

The term 'funding model' is mostly used in the non-profit sector whereas the term 'business model' is used in the for-profit sector but in this proposition both terms will be interchangeable.

To be clear, a funding model is not focused on the content of the programs and services offered to community members, it rather looks at the sustainability of programs in the long-run.

Business/funding models for scaling up GALS

- 1) Policy Innovator Model
- 2) Development Impact Bond
- 3) Sell directly to customer model
- 4) Set-up side business
- 5) Certify other enterprises

Assumption: ELCs are existing entities that can handle administration and financial flows.

1. Policy innovator Business model

The assumption is that the estimated demand of 50 IFAD-funded projects will create revenue for ELCs.

Other examples of international funding institutions for development:

- World Bank
- FMO
- Africa Development Bank (AfDB) and other development banks



What do we need to consider?

- ✓ Do ELCs offer interesting packages in terms of impact and cost that is compelling enough to attract government funders which tend to gravitate toward traditional solutions? In other words, how do we get the buy-in of government decision makers?
- ✓ Can we provide government funders with evidence that our program works?
- ✓ Are we willing and able to cultivate strong relationships with government decision makers who will advocate for change?
- ✓ Currently, is there enough pressure on government staff to change their way of working?

2. Social/Development Impact Bond (SIB or DIB) Business Model

This model brings together public and private sector actors. It is a public-private partnership which funds effective social interventions through a performance-based contract. SIBs and DIBs are mechanisms to shift financial risks from the public sector and service providers to investors. A good SIB/DIB should be structured in a way that anyone seeking to maximize their financial return will do so by maximizing their social return on investment. Therefore, form a public-private partnership with actors that have a stake in the interventions delivered by the service providers. Approximately 12 to 18 months are needed to come to a social contract with clear social targets for monitoring.

Explanation of SIB and DIB model

- Investor: (Rural development) Bank, philanthropic foundations, corporations;
- Service provider: ELC;
- Outcome evaluator: CEFORD;
- Outcome payer in a SIB model: Government (for example Ministry of Agriculture). In a DIB model: foundations, aid agencies, corporations or other donors.



What do we need to consider?

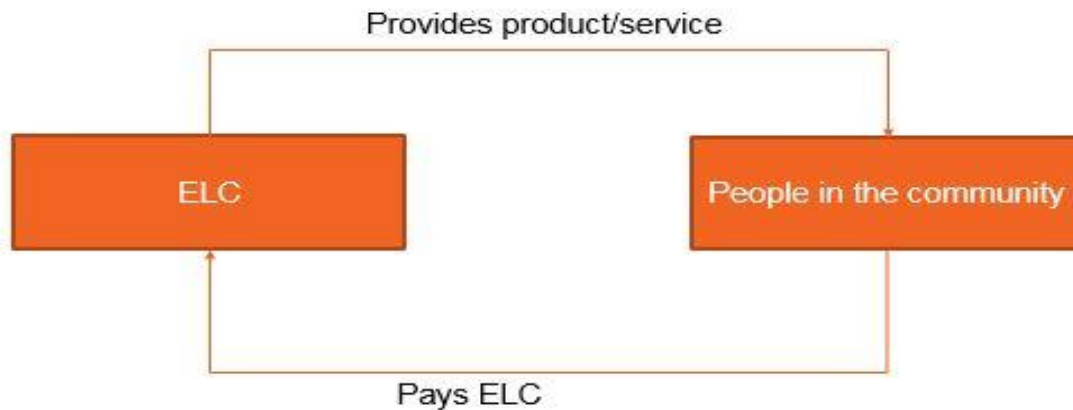
- How to attract commercial investment into Social/Development Impact Bonds?
- The idea behind SIBs is long-term cost savings for governments, however, governments can't always take up the role as outcome payer either because they don't have the resources or trust from investors. In that case a DIB could come in hand.
- The return on investment for investors is both financial as well as social, but the idea with the SIB/DIB is that investors lose their investment if social targets are not met.
- Therefore, we need to consider how to set clear social targets in GALS projects as it can be a challenge to monitor improvements made on social norms.

3. Selling directly to customer/community Business model

ELCs can ask for payment from the community on their service delivery. If it is possible farmers or farmer groups can pay for example a commission to ELCs and in return they receive GALS training and GALS refresher training.

What do we need to consider?

- It is important that an ELC is there first and foremost for the community, which

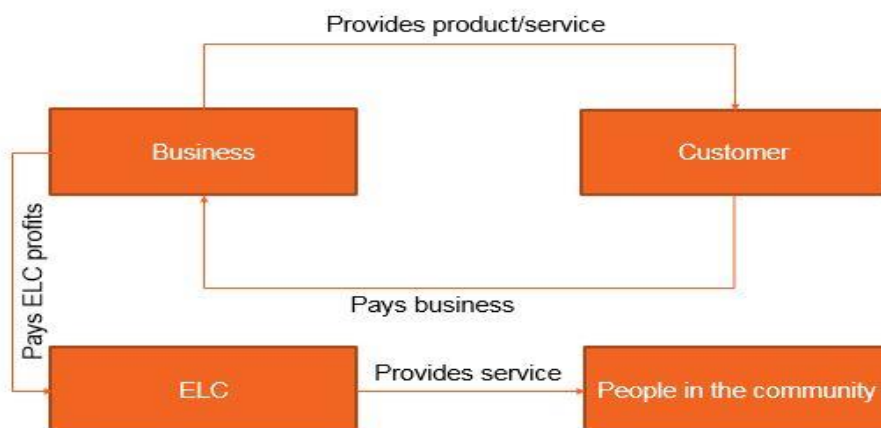


means that the GALS trainings should be open and accessible for everyone in the community.

- Therefore, we need to think how we can make a distinction between individuals/groups that are financially able to contribute and pay for the GALS training.
- A solution can be that people pay in terms. Or that they contribute in-kind by maintaining/cleaning the building or do administrative tasks.

4. Set-up side business Business Model

Set-up side business in a semi-related or unrelated field. This business then generates profits for the ELC service on GALS/gender transformative approaches.

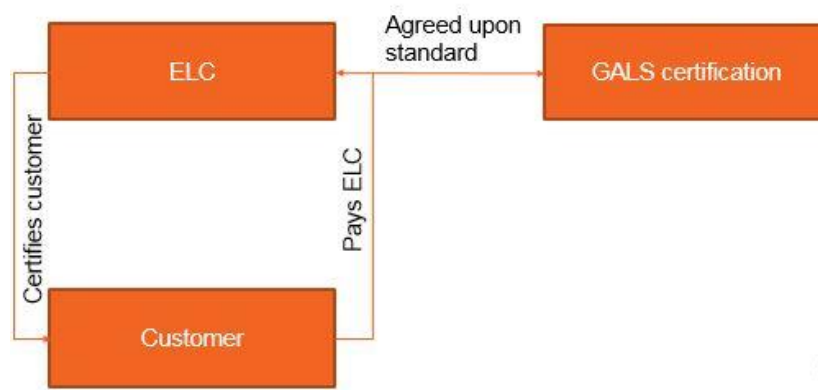


Example of side business

A side business can be for example that ELCs in Uganda work together and set up each quarter a 'Kampala Green Market' where they sell local products from specific regions. The revenue that will be generated with this event can be used by the ELC to pay for GALS champions for the members in their community and invest in transport systems for GALS champions.

5. Certify other enterprises Business Model

ELCs can develop valued certification and then certify enterprises who have achieved the implementation of GALS and want to continue with GALS. For example, enterprises with a GALS label can show that their business is gender friendly and inclusive. Or international institutions can show their projects are gender transformational and continue to be due to regular monitoring.



What do we need to consider?

- For this business model we need to develop a trajectory for graduation to give certification.
- We also need to develop a GALS certification label that customers (companies/international institutions) can then use to show they are certified.
- We need to reach consensus how we are monitoring customers that have implemented GALS and are certified by an ELC.
- We need to assure quality of the GALS certification label.

ANNEX 6: ACTION PLAN

Next steps agreed by the end of the workshop

| Activity | Who | When |
|--------------------------------------------------------------------------------|----------------|------------|
| UGANDA TEAM | | |
| Debriefing of team | All Teams | January |
| Share the baseline report | Oxfam | January |
| Meeting to finalize plans/vision | All Teams | January |
| Review of year one work plan and sharing | All Teams | January |
| NIGERIA TEAM | | |
| Contracting finalized | Oxfam/Partners | January |
| Follow up planning / debriefing of meeting on learning event | Oxfam/Partners | January |
| Review of year one work plan | Oxfam/Partners | January |
| Partner self-assessment | Oxfam/Partners | Feb 2019 |
| Learning resources | Partners | March 2019 |
| community organizing meetings for cooperation formation | Partners | Feb 2019 |
| KENYA TEAM | | |
| Debrief for local partner SMS | Hivos/Humphrey | 19/12/2018 |
| Confirm contracting status | Hivos/Humphrey | 17/12/2018 |
| Domestication of quality assurance mechanism for champions/ ELCS/ facilitators | SMS Peter | January |
| Finalize VRJ ELC Kenya | SMS Peter | February |
| Review distill information from BLR incorporate in the VRJ | Hivos/Humphrey | February |
| Collate theory of change –Oxfam to inform the VRJ | Hivos/Humphrey | February |
| Make framework share | SMS Peter | 19/12/2018 |
| Develop the ELC Model structure | SMS Peter | February |

ANNEX 7: PARTICIPANTS INSIGHTS AFTER FIELD VISITS

- ✓ People are practising GALS in their daily lives.
- ✓ There is a need for integrating issues of gender justice in their livelihoods strategy.
- ✓ The members have a clear understanding and explanation of what a vision is.
- ✓ There is strong community cohesion.
- ✓ Formation of primary groups was impressive.
- ✓ Boldness from the farmers. We often think farmers/people at grassroots have no ideas for their own empowerment processes. This wasn't the case.
- ✓ Record keeping at the milling machine was impressive. It demonstrated the level of monitoring and evaluation at community level.
- ✓ The community members know what they want.
- ✓ The members also acknowledge the problems in their communities.
- ✓ The elderly people were very expressive with their opinions.
- ✓ Inclusion of the blind people in Poro-Poro was great. They are blind but they too make their vision journeys.
- ✓ One of the champions who has two wives demonstrated the cooperation at household level due to their involvement with GALS. Leading by example!
- ✓ The use of rice sacs for drawing diagrams was innovative.
- ✓ The ability to integrate GALS tools for various uses. The group members had a good understanding of all the tools.
- ✓ The peer-learning should farther be scaled out to more communities.
- ✓ The office in Wadelai is very organized and equipped to be an ELC
- ✓ The people draw better than the educated people.
- ✓ Some communities may start the ELCs even without partners.
- ✓ Youth is underrepresented. How do we make GALS attractive for the youth? How do we tailor make a module to empower the youth? Can we organize youth beyond just savings?
- ✓ Private sector should be involved in order to invest in the activities of GALS e.g the Wadelai cooperative produce to be sold to the private sector.