BASELINE SURVEY REPORT FOR EMPOWER@SCALE PROJECT

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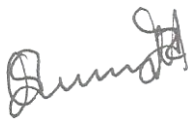**Telephone: +254 722943650**

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Acronyms and Abbreviations

ACE	Area Cooperative Enterprises
AICAD	African Institute for Capacity Development
ASP	Agricultural Support Programme
ATVET	Agricultural Technical Vocational Education and Training
BTC	Belgian Technical Cooperation
CBOs	Community Based Organizations
CGAP	Consultative Group to Assist the Poor
DAES	Department of Agriculture Extension Services
DT - SACCOS	Deposit Taking Savings & Credit Cooperative Societies
ELCs	Empowerment Learning Centres
ESA	East and Southern Africa
FAO	Food and Agriculture Organization
FADU	Farmers Development Union
FBOs	Faith Based Organisations
FFS	Farmer Field School
FFP	Food For Peace
FGD	Focus Group Discussion
FLM	Family Life Model
FSN	Food Security and Nutrition
GALS	Gender Action Learning System
GEM	Gendered Enterprise and Markets
GENVAD	Gender Justice in Pro-Poor Value-Chain Development
GIZ	German Corporation for International Cooperation
HHA	Household Approach
HHMs	Household Methodologies
Hivos	Humanist Institute for Co-operation with Developing Countries
ICCD	International Centre for Capacity Development
IFAD	International Fund for Agricultural Development
IST	Institute for Social Transformation
IRLADP	Irrigation, Rural Livelihoods and Agricultural Development Project
JICA	Japan International Cooperation Agency
JKUAT	Jomo Kenyatta University of Agriculture and Technology
KA	Knowledge Assets
KCEP-CRAL	Kenya Cereal Enhancement Programme Climate Resilient Agricultural Livelihoods
KENAS	Kenya Accreditation Service

KII	Key Informants Interview
KM	Knowledge Management
MEGEN	Men for Gender Equality Now
MERDA	Monitoring Evaluation and Research for Development in Africa
MTC	Men Travelling Conference
NANTS	National Association of Nigerian Traders
NGEC	National Gender and Equality Commission
NGO's	Non Governmental Organisations
ON	Oxfam Novib
PRA	Participatory Rural Appraisal
PROFIT	Programme for Rural Outreach of Financial Innovations and Technologies
PRELNOR	Project for Restoration of Livelihoods in Northern Region
RAs	Research Assistants
R&D	Research and Development
SACCOs	Savings & Credit Cooperative Societies
SACE	Send a Cow Ethiopia
SASRA	Savings & Credit Societies Regulatory Authority
SNV	Netherlands Development Organization
SPSS	Statistical Package for Social Scientists
THM	Transformative Household Methodology
TICAD	Tokyo International Conference for African Development
ToC	Theory of Change
UCDA	Uganda Coffee Development Authority
UN	United Nations
USAID	United States Agency for International Development
UTaNRMP	Upper Tana Natural Resource Management Project
VCD	Value Chain Development
WCA	West and Central Africa
WEE	Women's Economic Empowerment
WEMAN	Women's Empowerment Mainstreaming and Networking Program
YMCA	Young Men's Christian Association

Executive Summary

Empower@Scale is a 4 year project (May 2018 to May 2022) implemented by Oxfam Novib and Hivos consortium with Oxfam Novib as a lead partner. Funded by the International Fund for Agricultural Development (IFAD), the project seeks to develop a mechanism to facilitate set-up and professionalisation of Gender Action Learning System (GALS) Empowerment Learning Centres (ELCs). The project will engage IFAD-supported projects and other actors for capacity development on Household Methodologies (HHM). By linking the ELCs to Regional Hubs and national/regional networks and a global platform, the Consortium will create a strong knowledge and evidence base to support scaling up of gender transformative HHM. With rural women and men, the consortium will develop and package new approaches to HHM for working with youth; integration into rural finance programmes; and for engaging with the private sector to achieve gender equality and social inclusion in rural value chains.

The goal of the project is "contribution to gender equality and sustainable livelihoods for marginalised rural women, men and youth in 15 countries in Africa as a result of more inclusive and gender equitable programmes for rural transformation".
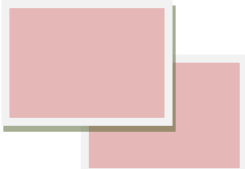
The specific objective of the project is "increased knowledge, skills and expertise among stakeholders at local, national, regional and global levels to support, implement and upscale household methodologies to empower women, men and youth for rural inclusiveness". The project has four outcomes (1) A network of local/national Empowerment Learning Centres for quality assured capacity development services on HHM established and functioning; (2) Regional hubs for networking, knowledge sharing and monitoring the use of HHMs set up and effectively used; (3) Increased availability of new approaches for HHM/GALS for specific thematic areas and to reach particular target groups, such as youth and indigenous people and (4) Increased global coherence of HHM implementation.

In September 2018, Hivos and Oxfam Novib commissioned a baseline survey for the Empower@Scale project in three Countries; Kenya, Uganda and Nigeria. The baseline survey assessment had two components; (A) a general project baseline assessment touching on the contextual analysis in relation to the four project outcomes and (B) an assessment of knowledge management baseline on gender transformative HHM at global level and in the three countries.

Both qualitative and quantitative data was collected during survey. The data collection methods included a combination of literature review, household surveys, Focus Group Discussions (FGDs) and Key Informants Interviews (KIIs). Data collection tools were developed, reviewed and validated by the consultants in liaison with Hivos and Oxfam Novib team.

Empower@Scale Project aims at having at-least 20 IFAD-supported programmes in at least 15 countries demonstrate readiness for integrating HHMs/GALS. The targeted IFAD supported projects are in East and Southern Africa covering Uganda, Rwanda, Kenya, Tanzania, South Sudan, Madagascar and Zambia and West and Central Africa covering Ghana, Nigeria, Liberia and Sierra Leone, DRC, Burundi, Chad, Mali and Senegal. Within these countries, there are a total of 55 IFAD funded projects; 24 in East and Southern Africa and 31 in West and Central Africa. Out of the 24 projects in East and Southern Africa in the targeted countries, 7 projects have adopted GALS while 17 projects are yet to integrate HHMs/GALS in their interventions.

In West and Central Africa, 14 projects have embraced GALS, 14 projects are yet to adopt HHMs/GALS and 3 projects are in the planning stage. However, in the scope of the baseline survey, it was not possible to assess the

extent to which the IFAD projects are using HHMs/GALS and the budget allocated to support HHMs/GALS in each project.

An analysis of the sector focus for IFAD projects in Countries targeted by Empower@Scale project shows that the highest number of projects 23 out of 55 projects are in the Agriculture Development; (9 active on HHMs/GALS and 14 not yet active on HHMs/GALS). The sub-sectors in Agriculture include; dairy, crops, livestock, fisheries and general agriculture. The second sector of focus is Credit and Financial services with a total of 14 projects (6 active on HHMs/GALS and 8 not yet active on HHMs/GALS). Rural development is also a key sector of focus with a total of 9 projects (4 active on HHMs/GALS and 5 not yet active on HHMs/GALS). Other sector focus include: Marketing; Storage and Processing; Research, Extension and Training; and Irrigation.
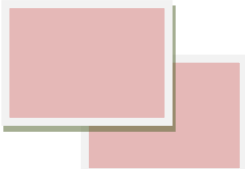
The Oxfam Novib / Hivos consortia need to be aware of the implementation timelines of various IFAD projects for effective targeting. For instance, out of the 24 projects in the targeted East and Southern Africa Countries, 9 have one year or less of project implementation (2 projects active on HHMs/GALS and 7 projects not active on HHMs/GALS) while 15 projects have more than one year of project implementation (5 projects active on HHMs/GALS and 10 projects not yet active on HHMs/GALS). On the same note, out of 31 projects in the targeted West and Central Africa Countries, 12 have one year or less of project implementation (8 projects active on HHMs/GALS and 4 projects not yet active on HHMs/GALS) while 19 projects have more than one year of project implementation (6 projects active on HHMs/GALS, 10 projects not yet active on HHMs/GALS and 3 upcoming projects).

Outcome 1: A network of local/national Empowerment Learning Centres (ELC) for quality assured capacity development services on household methodologies established and functioning
Households interviewed had varied knowledge of GALS and training was still on-going during the baseline survey. A majority of the respondents in Kenya (94%) had been trained on vision journey, 30% were trained on the gender balance tree, 20% were trained on conceptual grouping/ concept tree and 5% had been trained on family tree. In Uganda, the respondents had some knowledge on GALS tools which differed between the gender and age. For instance, the adults and male youths seemed to have more knowledge on several GALS tools than the younger females. In Nigeria, 80% males and 69% females could perfectly draw more than one of the tools used in GALS methodology and were able to describe it and its application in their daily lives and livelihood planning.

In all the countries, GALS has really been beneficial to the respondents. This has been achieved through practical sketching approaches and brainstorming to articulate their ideas in simplified diagrams and sketches which guides their behaviors and actions and enables these communities to build a stronger cohesion in the household and improved participation in the community work.

Based on the definition of Empowerment Learning Centres as a living example and source of inspiration of empowerment, in the form of a community using household methodologies with (a) local organisation(s), or a national partnership of organizations and actors, the baseline findings indicate that potential ELCs need to be organized around community led sustainable learning structures. This needs to be backed with periodic community learning and sharing forums, with information dissemination mechanism that can reach a wider society and a greater networking coordinated by national or international partners interested in GALS. The Potential ELCs need to be vetted and recommended by two or three national or international organizations for their work on GALS. For sustainability the ELCs need to be offering other support services to farmers such as marketing, financial and may host other activities such as conference facilities as a source of income. The forums will require support from regional hubs for capacity.

The findings established that the cooperative societies/ Area Cooperative Enterprises (ACE), Associations in farming / trade, Community Based Organizations (CBOs), Faith Based Organisations (FBOs), Savings and Credit Cooperative Societies (SACCOs) are potential ELCs due to their position and services offered to their members. In the agricultural sector, cooperatives offer financial, production skills, marketing and capacity building services to its members with the goal of empowering them to grow economically. In Kenya, Hivos, through its 4@Scale program is working with 11 cooperatives in the coffee sector through a local implementing partner (Sustainable Management Services) and 8 cooperatives under Coffee Management Services (CMS). Key informant interviews from the cooperatives indicated that some of the cooperatives have a budget for capacity building and therefore they are strategically positioned to incorporate HHM as one of their training modules.
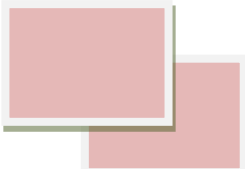
In Uganda, a good example of a local ELC on HHMs is Bukonzo Joint Cooperative Union which was started with an objective of empowering women, improve ownership of assets especially land, savings and credit facilities for rural development, marketing of products (coffee) and promotion of girl child education. The Cooperative has 11 affiliated groups and operates in Kasese, Kabarole and Bundibugyo districts and uses GALS methodologies. In Nigeria, potential ELCs to be considered due to their prior experience on GALS and their working experience with the communities include National Association of Nigerian Traders (NANTS), Farmers Development Union (FADU) and Young Men's Christian Association (YMCA).

Community level Champions are trained on GALS methodology with the primary objective of equipping them with the skills for use in their own households after which they train other community members to scale up the use of GALS. In all the countries, GALS champions are expected to train farmers in both GALS as well as Good Agricultural Practices (GAPs) in the value chains they are involved in to increase quality and quantity of production.

Quality assurance and improvement is not standardized for GALS in all the three Countries. The survey established that quality assurance measures and quality improvement processes in place involve training of Facilitators from implementing partners, training of GALS champions and monitoring of training offered by GALS champions. The baseline established that the monitoring and follow up visits made by implementing organizations and GALS Consultants are mainly for reporting and follow-up purposes. In addition, although training on GALS was voluntary requiring no incentives the lack of motivation to go out and train was a hindrance to quality of training offered to the communities.

There are no standardized certifications of Champions in the three Countries. In most cases, the implementing organizations / partners provide a certificate of participation after the Champions have attended the GALS training. In Nigeria, NANTS is quite advanced since it provides a certificate of participation to its GALS champions after full participation and complete engagement in the training and assessment and evaluation phases of the training process. This token gives structure and level of formality to the process and a sign of quality assurance given to the GALS process by NANTS.

Champions and Facilitators in Kenya have formed a WhatsApp group by the name Kenya GALS with a membership of 127. The WhatsApp platform membership includes facilitators and some consultants. The platform is meant for sharing ideas and consultations. The study did not identify any formalized networks of Community Champions, Facilitators and Consultants in Uganda and Nigeria. However; the Champions know each other and are in touch with

one another and the implementing partners have a database for Champions and Facilitators they have interacted with.

Champions in Kenya, Uganda and Nigeria received training for free and they offer what they have learnt for free after being trained by implementing organizations that fund the trainings. In Kenya, a majority of the Champions (83%) were willing to pay if a fee was introduced. Similarly, in Uganda, 71% males and 74% females were willing to pay for GALS training. In Nigeria, there were fewer household (36%) that indicated willingness to pay for GALS training, the unwillingness to pay was majorly due to financial constraints.

Working as volunteers implied that there was no business model for GALS. The scenario was that implementation of GALS has been driven by development organizations. For a business model, areas to explore are 1) Positioning champions to provide a broader agri-business development services including private extension services to farmers at a cost and 2) Champions developed around their cooperative societies / associations. Since cooperatives and associations have a way of mobilizing funds from their membership and have a mandate for capacity building to their members, they can support training of some of their members to be Champions and also facilitate the Champions as they train their members.
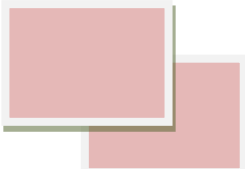
Outcome 2: Regional hubs for networking, knowledge sharing and monitoring the use of HHMs set up and effectively used
The study did not identify any regional hub and networks / platforms on household methodologies in Kenya, Uganda and Nigeria. This implies that Oxfam Novib/Hivos consortia will be the pioneers in hubs formation on household methodologies. For benchmarking, the closest comparison are learning centers established for capacity building either as autonomous community institutes or centers attached to a University though not necessarily on household methodologies. We identified Institute for Social Transformation (IST), Uganda; International Centre for Capacity Development (ICCD), Kenya and the African Institute for Capacity Development (AICAD) with headquarters located in Kenya with Country offices in Kenya, Tanzania and Uganda.

Lessons from existing Hubs:
1. The training offered by learning institutions are designed to meet the market demand hence the centres becomes relevant to their mandate.
2. The centres that charges fees for training courses, ensures that resources to operate the programmes are available.
3. The centres develop strategic collaborations with other training development partners which help in stimulating demand for training nationally, regionally and globally.
4. The centre in Kenyatta University is guided by the University Quality Management Procedures which guides the training content. This implies that quality control in program design is a critical component in order to ensure training offered meets the felt needs of target clients to enhance sustained demand.

Outcome 3: Increased availability of new approaches for HHMs/GALS for specific thematic areas and to reach particular target groups
There are documented benefits and limitations of existing HHMs which can form the basis for innovations and creating new approaches. It is clear that HHMs play an important role in building intra-household gender relations by improving decision making process to make it a family affair. The household methodologies also enable shared vision for households, critical decisions to address production constraints in the farm and in businesses. Household

members and the communities become aware of gender equity and its impact on their well-being. It is imperative to review the existing methodologies to innovate, improve, customize and contextualize them as well as address the constraints that have been experienced/identified. It is also important to take note that new methodologies takes time in developing and testing.
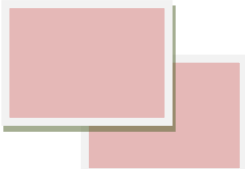
It is therefore important for Empower@Scale to work towards improving, contextualizing and adapting existing HHM/GALS to youth, rural finance, land rights and engagement of private sector in global value chains. The baseline identified six HHMs namely; Household Mentoring, Transformative Household Methodology, Family Life Model, Household Approach, Household Approach for Gender, HIV and AIDS Mainstreaming and GALS.

Household Methodologies share four basic principles; (1) Focus on people (2) Empowerment: (3) Self-generated solutions and (4) Equal opportunities: HHMs create even spaces for every member of the household and community despite their sex, age or any form of vulnerability. From the existing HHMs, the following needs to be taken into consideration:

a) The HHMs are effective in engaging the households but limited in integrating the youths. In addition, there is no documented evidence that HHMs have impact on wider cultural practices such as protection of women in the case of separation or death of the male partner, given that in many African cultures, assets belong to the male partners' family.

b) Households require an enabling environment at the household, community and national level to implement households' vision. For instance, some of the key aspects in the vision require finances which most often households take a long time to accumulate depending on their livelihoods. Some communities in the arid and semi-arid lands are hard hit by climatic changes and often slide back to poverty during periods of drought.

c) Private-sector is profit driven and to engage them, there is need for win-win strategies that will clearly demonstrate the returns on investment made in GALS training and its contribution to projected profits.

d) Buy-in from project staff to mainstream the GALS methodology in existing work requires creativity to adapt to the priorities and pace of participating communities.

e) The need to develop comprehensive and continuous follow-up at project levels.

f) Inadequate resource allocation to GALS-related activities in project designs.

g) It is worthwhile to note that IFAD has a very good documentation on HHMs which was comprehensively done in 2014. Frequent gathering of data, information and tracking of implementation of HHM is a gap that Empower@Scale can take up through regional hubs.

Existing strategic support to HHMs/GALS practitioners has been in the form of training and capacity development organized at various levels by Oxfam Novib, Hivos and IFAD directly or by partner organizations. Training for GALS/HHMs Champions and Facilitators have been in the form of training workshops and exchange visits. The partner organisations make backstopping and follow-up visits to Champions and Facilitators.

The GALS/HHMs practitioners engage in international conferences, learning routes, brief sessions and official events. Remote technical backstopping has also been provided through IFAD's Gender Network and from the IFAD Gender and Social Inclusion to Project Gender Focal Points, with activities directed to GALS practitioners/experts, IFAD staff and implementing partner, IFAD member states and donor countries (through corporate initiatives, media and communications channels). However, resources for HHMs training, backstopping, follow-up and monitoring and evaluation are dependent on donor funding therefore limited.

Outcome 4: Increased global coherence of HHM implementation
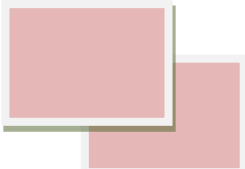
The study did not find any existing global network on household methodologies. Empower@Scale could benchmark from existing networks in other fields such as 1) Food Security and Nutrition (FSN) Network that engages practitioners through a food security and nutrition capacity-building hub. FSN operates an interactive website and resource library where knowledge on food security and nutrition programming and related subjects is shared, resources availed and promising practices documented; 2) AgriProFocus, a network that brings together agribusiness entrepreneurs, private sector companies, civil society organisations, knowledge institutes and governments with over 26,000 members working towards food security; Promoting Agribusiness, Investment, Networking and Trade for Youth (PAINT-Y) a platform running within AgriProFocus that appreciates efforts by different stakeholders in supporting youth in agribusiness through initiatives that enable them access information, knowledge, resources, experiences and expertise. AgriProFocus also coordinate a Joint Learning Platform (JLP) which is an annual cross-learning platform whose partners are the Food Security Programme for Ethiopia and Kenya (FOSEK) and the Sustainable and Secure Smallholder Systems Programme (4S@Scale). 3) Oxfam's Knowledge Hub on Women's Economic Empowerment (WEE), an online website that brings together Oxfam staff, partners and other individuals who are working on women's rights and economic empowerment, particularly in smallholder agriculture. The global network has 972 members spread across the globe and 4) Consultative Group to Assist the Poor (CGAP), a global partnership of 34 organizations in financial inclusion.

Knowledge Management (KM) and Knowledge Sharing (KS) systems

The baseline established that Knowledge Management on GALS/HHMs is limited to specific project teams and consultants. There is no organized knowledge management and knowledge sharing system for GALS/HHMs practitioners that brings on board various stakeholders together. There is no standard way the information on GALS is packaged and this limits innovation and knowledge sharing with practitioners. Existing knowledge management assets include websites such as www.galsatscale.net and GameChange Network (https://gamechangenetwork.org) both managed by Linda Mayoux, GALS developer and HHMs consultant; https://www.ifad.org developed and managed by IFAD and www.oxfamnovib.nl/weman a portal under the Oxfam Novib website. Association of Nigerian Traders (NANTS) has a functional knowledge management and knowledge sharing assets in its advocacy and policy publication series in their repository which is produced in hard copies for distribution to its partners with some posted online.

Learning from existing knowledge management and asset sharing platforms, defining of objectives and target groups is important. The current practice is (i) members contribute directly to the online media, by sending their research results, reports, papers, case studies, (ii) a team of experts go to communities and collect information and (iii) liaise with research organizations to have them share their research findings and (iv) organize forums for sharing experiences which are documented.

The current practice is that information is available in appropriate consumable and transferable formats which are easily downloaded from the internet and packaged in the form of case studies, manuals, annual reports, publications, briefs, books, articles and journals, brochures, e-learning, fact sheets, infographics, tools and guidelines and research findings. Game change Network has also simple GALS notebooks translated in Swahili. Other forms of packaging in existence include multi-media and printed training materials.

The web media allows for networking of the institutions and individual groups and cause information to flow forth and back among the target groups. The knowledge is broad and rich; but as much as there is much information available on GALS, the community Champions are not able to utilize the information due to limited awareness. This information is likely to be of great help to the consultants and implementing partners than the Champions who are often in contact with the communities. Knowledge used by Community Champions is packaged in the form of handwritten notes, pictorials using flip charts and handouts. Audio, books and limited use of a projector.

The baseline established that capacity development efforts in HHM/GALS are not coordinated. There is need to have coordinated capacity building efforts that are accessible by the stakeholders. The pointers for feasible and realistic knowledge management capacity development strategies and actions are at two levels:

1) Individual Level; Community Champions have different expectations which drive their motivation to conduct training on GALS. Capacity development strategy needs to start from managing expectation, identification of champions to building their capacity and helping them to grow in skills, knowledge and experience and share experiences for future learning. Apart from training, there is need for a minimum criterion for one to qualify to be a community champion.
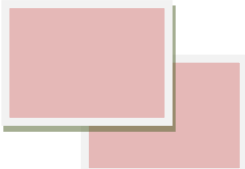
    At facilitators Level there may be need for certification of HHMs / GALS practitioners at various levels to a) maintain quality of facilitators both at the Champions and Facilitators levels, b) have registration of practitioners c) invest in standardization process c) have policy and procedures on the operations of Champions and Facilitators, d) provide certification perhaps at different levels such as basic and advanced, e) establish a monitoring and evaluation framework to assess the effectiveness of GALS training, f) establishment of database for the tools; have a reference point for people who want to use the tools and f) domesticating the tools in local languages.

2) Institutional Level: Capacity building strategy need to take care of ELCs, Regional and Global Hubs. For the ELCs and hubs to function they require capacity to collect, store, manage and disseminate knowledge. This capacity is in the form of skills, competencies and processes as well as the infrastructure in-terms of enabling technology platforms such as appropriate equipment/technology, software and internet. There is need for frequent upgrading of equipment for storage and dissemination of information.

It is envisaged that knowledge management and knowledge sharing assets will be driven by the costs and benefits accruing. Quantifying the value of GALS / HHMs benefits would be great in order to demonstrate the importance of investment in knowledge management. The challenge related to the value of GALS/HHMs knowledge to practitioners and households is that the value of HHMs/GALS can only be evaluated after the methodology has been put to practice.

Further, the methodology cannot be evaluated in isolation but within a defined context. In addition, some of the benefits such as improved decision making, shared workload and harmony in the family are difficult to quantify. Secondly, cost models of GALS/HHM need to be established, for instance: how much does it cost for an organisation to build capacity of a champion? Reach a certain number of people? Cost and benefits parameters will be important not only to development organisations but also to bring on board the Private sector companies who are driven by profit motive.

When linking monitoring and evaluation function and knowledge management strategies and activities for HHMs/GALS, there is a likelihood of differences being reported in GALS/HHMs impact indicators and various

projects /programs indicators. Most of the projects and programs are likely to put more emphasis on project indicators than HHMs / GALS indicators. The baseline established a gap in assessing and documentation of HHM/GALS impact. Empower@Scale need to generate evidence of the impacts of HHM/GALS and consolidating what has been done through IFAD and other development organisations. A lot of the existing documented evidence on the impact of HHMs/GALS is quite anecdotal, and the existing quantitative impact information is often based on self-monitoring by community participants, and this can benefit from external evaluation/research.

Conclusion and recommendations

There is need to note the IFAD projects that are active on GALS and those that are not for effective targeting. It will be important for Empower@Scale project to target IFAD projects that are not implementing HHMs/GALS to introduce GALS methodology while providing technical support to the projects already implementing HHMs/GALS and monitor progress, link champions, facilitators and implementing organizations to Empowerment Learning Centers and regional hubs for quality control and knowledge sharing. It will be important to also assess the extent to which each IFAD project is using HHMs/GALS and the budget allocated to support HHMs/GALS in each project. Some projects have no budget for HHMs/GALS captured in the project design. This implies that there may be need for reallocation of funds within their budgets if they choose to adopt HHMs/GALS.

The Oxfam Novib / Hivos consortia need to be aware of the implementation timelines by various IFAD projects. Some projects are in their final year of implementation, and therefore may not have sufficient time to implement GALS methodology and monitor its progress. Success may be pegged on implementing partners' capacity to sustain GALS operations after project period is over.

The sector focus for IFAD funded projects is varied. The assessment found out that GALS can be implemented in different sectors and this will give Empower@Scale project an opportunity to innovate.

There are no standardized training materials available for reference by GALS champions and trainers rely on their notes taken during their training. It will be important to have a standard simplified manual for reference by the Champions which are also translated into the local language. Since GALS is more than a training module, the reference materials will act as guidelines to ensure that key principles are followed. Monitoring of GALS methodology is limited since most projects are keen on their indicators which could vary from the GALS indicators. It is important for Empower@Scale project to support monitoring of GALS implementation using monitoring tools which needs to be developed and standardized. This will assist in tracking progress and conduct impact assessment for projects which have already closed.

Champions seek support from various sources that include Implementing partners, colleagues and Project staff. There is no clear system for technical support on GALS although there is limited monitoring and follow up visits made by Implementing Partners and GALS Consultants. These roles can be coordinated at ELC's as well as putting quality assurance measures or quality improvement processes in place. Quality assurance and improvement can only be attained to the extent the trainers are trusted to pass on the acquired knowledge to the trainees. Subsequently it's important that a standard criterion for quality assurance and improvement process be developed to help the trainers to maintain quality.

A standard certification process for Champions needs to be developed after a study on progress made, achievements, experience and the drivers of achievements by the Champions in the three Countries. This will inform

the certification process since GALS is not just a methodology but a system with several components that are easily customized. The certification could be done in levels and based on the Champions practice and achievements. There is also need to have a basis for standardization of training content and methodology which enables proper calibration and qualification for resource persons.

It was noted that Champions provide support in other areas related to social and livelihood to the households apart from GALS training. This implies that the Champions capacity can be strengthened to meet wider needs of the community members.

Organisations such as Bukonzo Joint Cooperative in Uganda and NANTS in Nigeria are better placed as ELCs due to their work on GALS. Credit and saving cooperatives can also be developed as ELCs due to both their strong governance structures and their role in enhancing financial services to rural households.

The Champions work as volunteers implying that there is no business model for GALS. The scenario is that implementation of GALS is driven by development organizations. For a business model, areas to explore are:
 1) Since GALS is not a stand-alone methodology, Champions can be positioned to provide a broader agri-business development services including private extension services to farmers at a cost. As much as some households are willing to pay for GALS training in Kenya and Uganda and a few in Nigeria, they may not pay for GALS alone given financial constraint in rural areas versus expected benefits which are not immediate;
2) Champions can be developed around their cooperative societies / associations, since the cooperatives and associations have a mandate for capacity building of their members. They can sponsor training of some of their members to be Champions and also facilitate the Champions to cascade the training to other members. The cooperatives and associations will need to identify their members needs based on the value chains they are involved in. The cooperatives and associations can be role models on GALS where other farmers, traders and other value chain actors go to learn at a fee.

Empower@Scale project targets regional hubs on Household Methodologies which are not currently in existence among the existing hubs. Important question to consider is where the hubs will be hosted in a sustainable manner. For enhancing sustainability, the project can assist in building capacity among selected learning institutions as regional hubs on Household Methodologies.

To increase availability of new HHMs/GALS, It is recommended to look at the existing methodologies to innovate, improve, customize and contextualize them as well as addressing the constraints that have been experienced / identified. It is also important to take note that new methodologies take time in developing and testing and therefore important for Empower@Scale to work towards improving, contextualizing and adapting existing HHM/GALS to youth, rural finance, land rights and engagement of private sector in global value chains.

Learning from the existing HHMs, the following are the areas of improvement: a) More youthful community members need to be brought on board as potential Champions to tap into their energy, technology savviness and to reach out to more youths; b) HHMs/GALS are strong in the households but slow in engaging the wider community in their community cultural practices.   Therefore it imperative to incorporate a broader perspective, for instance, are there policy influence areas to protect women in case of separation or death of the male partner, given that in many African cultures, assets belong to the male partners' family; To reduce male chauvinism in decision making processes, plans should be put in place for gender-specific sensitization, advocacy and establishing strong community-based teams to

drive and anchor the process when the methodology is fully introduced. c) Since some key aspects in the vision require finances which most often households take a long time to accumulate, it may be worth considering integrating financial I literacy in HHM? d) The HHMs/GALS value need to be demonstrated to bring in the private sector by supporting impact assessments.

Though the households reported that GALS has contributed to raised awareness and appreciation of the female voice in household decision making, there is need to evaluate the contribution of GALS on decision making process, a study which can be taken up by Empower@Scale project.

There is need for a full-scale sensitization to introduce the benefits and opportunities that GALS offer to communities, households and individuals to demonstrate the case for participation and stimulate demand for fee-for-service on GALS training.

Advocacy workshop on GALS should be carried out targeting donor agencies across board to introduce GALS or other HHMs and their inherent benefits for the purpose of mainstreaming the methodology in donor funded programmes.

Advocacy should be carried out to relevant Federal Government ministries, agencies and parastatals to promote ownership of the process and policy development on household methodologies.

To form a global network on household methodologies, Oxfam Novib / Hivos consortia need to bring stakeholders in HHMs (including IFAD headquarters, Projects / Programs supported by IFAD, Oxfam Novib and Hivos, HHMs Consultants and HHMs Implementing organizations - including government departments and local partners) together to create awareness on Global Network. A core group of passionate individuals with in-depth GALS/HHM experience need to be mobilised from the supporters of the HHMs to function as the secretariat of global network. The secretariat will be tasked to create the online platform, take a lead role in development of GALS/HHMs code of conduct/ethics, and gather content and updating the online platform. The secretariat will also keep track of learning events and engaging the GALS / HHMs practitioners and facilitating cross-regional networking with potential ELCs.

Due to the growing use of smart phones, GALS Champions and Facilitators need to be educated about the use of online HHMs/GALS resources not for them to adopt them but to enhance their capacity for creativity. There can be a possibility to have online resources that are user friendly and simple to access targeting the Champions and Facilitators. Within the project period, it would be important to continuously evaluate the use of various packaging and delivery of HHMs/GALS tools especially at the Champion and Community levels. It is therefore important to invest in HHMs/GALS infrastructure development, continuous monitoring and impact evaluations of projects that have used or are using HHMs/GALS.

1 INTRODUCTION AND BACKGROUND INFORMATION

1.1 Introduction

Empower@Scale project is being implemented by Oxfam Novib and Hivos consortium with Oxfam Novib as a lead partner. Funded by the International Fund for Agricultural Development (IFAD), the project seeks to develop a mechanism to facilitate set-up and professionalisation of Gender Action Learning System (GALS) Empowerment Learning Centres (ELC). The project will engage IFAD-supported projects and other actors for capacity development on Household Methodologies (HHMs). By linking the ELCs into Regional Hubs and national/regional networks and a global platform, the Consortium will create a strong knowledge and evidence base to support scaling up of gender transformative HHMs. With rural women and men, the consortium will develop and package new approaches to HHM for working with youth; integration into rural finance programmes; and for engaging with the private sector to achieve gender equality and social inclusion in rural value chains.

The goal of the project is to contribute to gender equality and sustainable livelihoods for marginalised rural women, men and youth in 15 countries in Africa as a result of more inclusive and gender equitable programmes for rural transformation". The specific objective of the project is to have increased knowledge, skills and expertise among stakeholders at local, national, regional and global levels to support, implement and upscale household methodologies to empower women, men and youth for rural inclusiveness". The indicator of this objective is to have at-least 20 IFAD-supported programmes in at least 15 countries demonstrate readiness for integrating HHM/GALS.

The project has 4 outcomes namely:
   a) A network of local/national Empowerment Learning Centres for quality assured capacity development services on HHM established and functioning.
   b) Regional hubs for networking, knowledge sharing and monitoring the use of HHMs set up and effectively used.
   c) Increased availability of new approaches for HHM/GALS for specific thematic areas and to reach particular target groups, such as youth and indigenous people and
   d) Increased global coherence of HHM implementation.
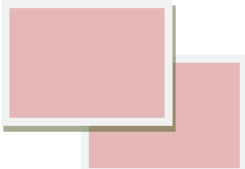
The baseline survey assessment has two components – a)A general project baseline assessment touching on the contextual analysis in relation to the four outcomes and b) An assessment of the knowledge management baseline on gender transformative HHM at global level and in 3 countries– Kenya, Uganda and Nigeria.

1.2 Purpose of the Baseline Survey

The overall objective of the baseline survey was to gather relevant baseline data for the project building the foundation for implementation of planned project components. The baseline was to assess the situation and provide evidence basis for the project and the Theory of Change (ToC).

Specifically, the baseline survey was to provide a detailed context analysis of the (potential) Empowerment Learning Centres (ELCs) in the three countries, comparable regional hubs on gender transformative HHMs and availability of new approaches for HHM/GALS for specific thematic areas and to reach particular target groups, such as youth and indigenous people.

The objectives of Knowledge Management (KM) baseline survey were as follows:

1. Map the existing KM and KS assets and stakeholders, potential obstacles and challenges at the different levels in the project i.e. organizations (partners), countries, regional and global level.
2. Provide insights in the design of project work processes and delivery instruments at the different levels, their degree of coherence and (mis)alignment.
3. Establish pointers for feasible and realistic KM capacity development strategies and actions at the different levels.
4. Establish pointers for designing/strengthening/improving strategic leveraging incentives and drivers for KM at the different levels.
5. Establish Pointers for concretization of approach to interweave and synergize M&E and KM strategies and activities.

2   METHODOLOGY

Based on the nature of the baseline survey, both qualitative and quantitative data collection methods were used. The data collection methods included a combination of literature review, household surveys, Focus Group Discussions (FGDs) and Key Informants Interviews (KIIs). Data collection tools were developed, reviewed and validated by the consultants in liaison with Hivos and Oxfam Novib team.

2.1 Desk Review

Preliminary literature review was carried out to enhance team understanding of the project and identify key variables relevant to the baseline survey. Information collected also informed development of tools for data collection. This resulted to development of an inception report to guide the design of the study, tools development and data collection. This was followed by a detailed desk review to gather background information on practise and previous implementation of HHMs and GALS. Documents reviewed by the team of consultants include Empower@Scale project proposal, Hivos, Oxfam Novib and IFAD documentation and reports on HHMs / GALS, documentation and reports on HHMs / GALS by development organisations and partner websites.

2.2 Data collection tools

2.2.1 Household interviews (HHIs)

A structured questionnaire with both closed and open-ended questions was designed and administered through face to face interviews at household level with selected HHMs/GALS beneficiaries to provide insights on awareness, services received and benefits of GALS methodology. The GALS beneficiaries were key to provide their views on Empowerment Learning Centres. The tool assessed the demographic characteristics of the beneficiary populations, their, awareness of HHMs/GALS, availability and relationships with HHM/GALS service providers, benefits received, sustainability options, experiences from HHMs/GALS, including suggestions and recommendations for the program implementation.

2.2.2 Focus Group Discussions (FGDs)

A focus group discussion guide/ checklist was developed and used in FGDs with farmers from selected cooperatives, farmer groups and GALS champions as follows: FGDs aimed at gathering qualitative data to complement the household interviews and Key Informant Interviews. Specifically, FGDs were held to elicit views and opinions regarding establishment and operation of Empowerment Learning Centers and new approaches for HHMs/GALS on youth and indigenous people.

2.2.3 Key Informant interviews (KII)

Key Informant Interview guides/questionnaires were prepared for various categories of stakeholders/partners based on their role in the project or their work on household methodologies. KIIs involved face to face and telephone interviews, use of email and Skype. Key Informants were purposively selected in agreement with Oxfam Novib/Hivos and included: Hivos and Oxfam Novib staff involved in Empower@Scale project, Local Implementing Partners in Kenya, Uganda and Nigeria, IFAD Rome and regional offices in Nairobi and Senegal, staff implementing IFAD projects, Partner Government Ministries and Departments, HHMs/GALS consultants, GALS facilitators, GALS Champions and Education Institutions.

2.3 Sample size distribution
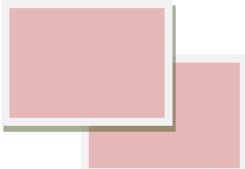
Table 1: Summary of sample distribution

Methodology	Kenya	Uganda	Nigeria	Total sample
Household interviews	395	398	150	943
Focus group Discussions	4	15	25	44
Key informants	43	44	9	96

In Kenya, household survey was conducted in 4 Counties (Kiambu, Embu, Tharaka Nithi and Machakos). Purposive sampling technique was employed to pick coffee cooperative societies who had participated in GALS under Sustainable Management Services (SMS) and IFAD supported Upper Tana Natural Resource Management Project (UTaNRMP). From the sampled cooperative societies, households to be interviewed were drawn randomly with 395 participating in the interviews. Four (4) FGDs were held with 3 randomly selected cooperatives and one Water User Association. Key Informant Interviews were conducted with 24 Champions, 7 Facilitators, 3 government staff, 2 IFAD supported project staff and 5 staff from Hivos, Oxfam Novib and IFAD regional and global office, as well as 2 international HHMs/GALS consultants.

In Nigeria, Nasarawa state was purposively selected for household and focus group discussions since it was the destination state for pilot implementation of GALS project in 2011. Secondly, Lafia Local Government Area (LGA) was further selected out of 13 LGAs that make up the State where HHMs/GALS had been piloted. Further, 3 communities (Ruwayo, Rafinkudi and Aridiwere) were purposively selected since they were beneficiary communities from Lafia LGA. Within the three communities 50 households were randomly selected each from the 3 communities representing male and female who were either direct beneficiaries of GALS pilot training, GALS champion or trainee/mentee of GALS champions. A total number of 150 respondents were mapped out and interviewed out of the total target of 5200 beneficiary households.

In Nigeria, FGDs were conducted with champions and randomly selected members of cooperatives in the three different communities (one per community). Key informants were drawn from development partners: IFAD's Value Chain Development Programmes (VCDP), Climate Change Adaptation and Agribusiness Support Programme (CSAP) and Oxfam in Nigeria. Key informants were also drawn from Implementing Partners: National Association of Nigerian Traders (NANTS), Young Men's Christian Association (YMCA) and Farmers Development Union (FADU).

In Uganda, household interviews (398 respondents) and focus group discussions covered five purposively selected districts where HHMs/GALS had been implemented: Arua, Kitgum, Nebbi, Nwoya and Yumbe Districts. Fifteen Focus Group Discussions were held, three from each district (1 for males, 1 for females and 1 for both males and females). Key Informant Interviews were conducted with 9 Champions, 3 Oxfam Novib staff, 9 staff from development organizations, 10 representatives from the District Local Government, 1 representative from the Parliament, 4 representatives from District Farmer Associations and 1 representative from research institution.

2.4 Data and information quality control

2.4.1 Validity of data collection tools

The questionnaire for household survey interviews, discussion guides for FGD's and KII checklists were taken through expert scrutiny by the consultants in the three Countries to ensure that the tools captured all the information areas as per the study criterion in order to meet the objectives of the survey. The tools were also checked to ensure the logical flow of questions. Hivos and Oxfam Novib team assisted in reviewing of the tools. The survey teams ensured there was a complete understanding of the program objectives and requirements to ensure that they were able to execute the study accordingly.

2.4.2 Training of Research Assistants

Research Assistants and Data entry clerks were trained by each Countries Survey team prior to conducting the field survey using various training methodologies that included: plenary discussions, role plays, group discussions, practical and pre-testing in the field. The training focused on the following:

a) Background of Empower@Scale Project
b) Purpose and objectives of the baseline survey
c) HHMs with specific focus on GALS
d) Survey tools to familiarize and understand each question
e) Sample design and methodology to be used to get the respondents
f) Interviewing techniques
g) Research ethics—time management, maintaining the interest and feeling of respondents during each interview, confidentiality with regards to respondents, and sensitivity to respondents' emotions, feelings and decisions.

Data entry clerks were also trained together with Research Assistants for them to understand the tools. This helped them to understand the tools and how to capture data during entry. After the research assistant training, the interviewers conducted pilot interviews for household survey. From the pre-test results, the data collection tools, and data entry and analysis templates were revised accordingly, and the full study then commissioned.

2.4.3 Quality Control during field work

Quality control during field work was closely monitored to enhance integrity of the data. The process of data management started in the field where the interviewers ensured that they collected quality data by following all the quality procedures taught during the training. The consultants ensured they were physically present in at least 5% of the interviews. During this time they checked for accuracy in administration of the interviews. This accompaniment was done on a purely random basis.

2.5 Ethical considerations

Prior to undertaking the household survey and focus group discussions, the research team met with community leaders to inform them of the survey, its goals, and the desire to conduct the interviews in their community. A thorough consent procedure was conducted with all prospective participants prior to recruitment and questioning for both the household survey and the focus group discussions. Participation in the study was contingent upon a respondent's verbal agreement to participate after the consent form has been read aloud by the interviewer or moderator.

2.6 Data Entry, Analysis and Report Writing

The household interview questionnaires were coded and entered using Epi Info / Excel and transferred to SPSS for analysis. Data from focus group discussions and key informant interviews was organized and summarized in themes to supplement information from household interviews to fully address the objectives of the baseline survey. Data entry, analysis and report writing was done in each country and a baseline report for Kenya, Uganda and Nigeria developed separately by each Country Team of Consultants. A consolidated report for the three Countries was developed by the Consultant from Kenya.

2.7 Limitations of the study

The major challenge in conducting this baseline survey was limited baseline information especially on Empowerment Learning Centres for HHMs/GALS and Regional hubs. This necessitated benchmarking with other fields which are not necessarily related to HHMs/GALS.

3   RESULTS AND FINDINGS

3.1 Background information on HHMs/GALS

Household methodologies are participatory methodologies that enable family members to work together to improve relations, decision-making, and to achieve more equitable workloads (IFAD, 2014). The purpose of Household Methodologies (HHMs) is to increase engagement with poor households, improve intra-household gender relations and empower households to realize their development potential. Household methodologies have been used by development practitioners to empower communities to improve their livelihoods (Farnworth and Munachonga, 2010).

Gender Action Learning System (GALS) was developed in 2007 under Oxfam Novib's Women's Empowerment Mainstreaming and Networking (WEMAN) programme with Linda Mayoux and local partners in Uganda, Sudan, Peru and India[1]. The use of GALS in value chains was first piloted by Oxfam Novib and partners in Uganda through an IFAD project "Gender Justice in Pro-Poor Value-Chain Development" (GENVAD)[2] that was implemented in 2009 to 2012. Oxfam Novib has championed the development and testing of GALS, and together with Hivos the two are the main organizations who have promoted the use of GALS. GALS methodology has been taken up by various donor organizations and projects supported by IFAD, Food and Agriculture Organization (FAO), German Corporation for International Cooperation (GIZ) and United Nations (UN) Women. IFAD is the leading UN agency driving innovation in HHMs to effectively reach poor households and improve intra-household gender relations.

GALS is a community-led empowerment methodology that uses specific participatory processes and diagram tools which aim at giving households more control over their lives as the basis for individual, household, community and organizational development. GALS is a mainstreaming methodology for women and men to address important gender issues to the effectiveness of any development. The methodology is used for: Individual life and livelihood planning; collective action and gender advocacy for change; institutional awareness raising and changing power relationship with service providers, private sector stakeholders and government bodies[3].

3.2 IFAD projects with and without HHM/ GALS

Empower@Scale Project aims to have at-least 20 IFAD-supported programmes in at least 15 countries demonstrate readiness for integrating HHMs/GALS. The project focus is on IFAD supported projects in East and Southern Africa covering Uganda, Rwanda, Kenya, Tanzania, South Sudan, Madagascar and Zambia and West and Central Africa covering Ghana, Nigeria, Liberia and Sierra Leone, DRC, Burundi, Chad, Mali and Senegal. Within these countries, there are a total of 55 IFAD funded projects; 24 in East and Southern Africa and 31 in West and Central Africa.

Out of 24 projects in East and Southern Africa in the targeted countries, 7 projects are active on GALS while 17 projects are yet to integrate GALS in their interventions. In the targeted countries of West and Central Africa, 14 projects have embraced GALS, 14 projects are yet to integrate GALS and 3 projects are in the planning stages. According to IFAD, some projects have GALS in the project design while others do not have (Annex 4). However, in the scope of the baseline survey, it was not possible to assess the extent to which the IFAD projects are using HHMs/GALS and the budget allocated to support HHMs/GALS in each project.

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[1]For more information on WEMAN see
https://www.oxfamnovib.nl/Redactie/Downloads/English/SPEF/0117_1061_WEMAN_A5_folder_brochure_01.pdf
[2]For more information see https://oxfamilibrary.openrepository.com/bitstream/handle/10546/235172/cs-approach-value-chain-development-uganda-weman-020112-en.pdf?sequence=1
[3] More information on GALS is available at www.galsatscale.net and
https://www.ifad.org/web/knowledge/publication/asset/39409831

Table 2: Summary of IFAD projects that are active and those not active on HHMs/GALS

Region	IFAD projects active on GALS	IFAD projects not yet active on HHMs/GALS	Planned	Total
East and Southern Africa[4]	7	17	0	24
West and Central Africa[5]	14	14	3	31
Total	21	31	3	55

Source: Source: Field Survey (2018) (See project details in Annex 4)

IFAD supported projects within the targeted Countries are at different levels of implementation. Table 3 provides information on the remaining period of project implementation for projects that are active and those that are not active on GALS. Out of 24 projects in the targeted East and Southern Africa Countries, 9 have one year or less of project implementation remaining (i.e. 2 projects active on GALS and 7 projects not active on GALS). However more projects (15) have more than one year of project implementation remaining (5 projects active on GALS and 10 projects not active on GALS).

In the targeted West and Central African Countries, out of 31 projects, 12 have one year or less of project implementation remaining (i.e. 8 projects active on GALS and 4 projects not active on GALS). Nonetheless, more projects (19) have more than one year of project implementation (6 projects active on GALS, 10 projects not active on GALS and 3 upcoming projects). The Oxfam Novib / Hivos consortia need to be aware of the implementation timelines by various IFAD projects for effective targeting.

Table 3: Implementation time remaining for IFAD projects

Region[6]	Projects active on GALS (No. of years remaining)	Projects not active on HHMs /GALS (No. of years remaining)	Planned IFAD projects	Total
East and Southern Africa				
Programs remaining with 1 year or less	2	7	0	9
Programs with more than 1 year of implementation remaining	5	10	0	15
West and Central Africa				
Programs remaining with 1 year or less	8	4	0	12
Programs with more than 1 year of implementation remaining	6	10	3	19
Total	21	31	3	55

Source: Field Survey (2018)

An analysis of the sector focus for IFAD projects in Countries targeted by Empower@Scale project shows that the highest number of projects are in the Agricultural Development; with 23 projects out of 55 (9 active on GALS and 14 not yet active on GALS). The sectors in Agriculture include; dairy, crops, livestock, fisheries and general agriculture. The second sector of focus is Credit and Financial services with a total of 14 projects (6 active on GALS and 8 not

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[4]East and Southern Africa Countries targeted by Empower@Scale project according to project proposal are: Uganda, Rwanda, Kenya, Tanzania, South Sudan, Madagascar and Zambia.
[5]West and Central Africa Countries targeted by Empower@Scale project according to project proposal are: Ghana, Nigeria, Liberia and Sierra Leone, DRC, Burundi, Chad, Mali and Senegal.
[6] More information on IFAD projects see https://www.ifad.org/web/operations/regions.

yet active on GALS). Rural development is also a key sector of focus with a total of 9 projects (4 active on GALS and 5 not yet active on GALS). Other sectors of focus includes: Marketing, storage and processing, Research, Extension and Training and irrigation.

Table 4: Sector focus for IFAD projects in Countries targeted by Empower@Scale project

Sector[7]		Active on GALS	Not yet active on HHMs/GALS	Planned IFAD projects	Total
Agricultural development	Dairy	2	0	0	2
	Crops	1	4	0	5
	Livestock	0	1	0	1
	Fisheries	0	1	0	1
	General	6	8	0	14
Marketing, storage and processing		1	1	0	2
Research, Extension and Training		1	2	0	3
Credit and financial services		6	8	0	14
Rural development		4	5	0	9
Irrigation		0	1	0	1
Not categorized		0	0	3	3
		21	31	3	55

Source: Field Survey (2018)

3.2.1 IFAD Projects in Kenya, Uganda and Nigeria
1) IFAD Projects in Kenya
a) Smallholder Dairy Commercialization Programme (SDCP)

Smallholder Dairy Commercialization Programme (SDCP)[8] 2005 – 2018 is an agricultural development project to support development of Kenya's dairy industry, working with smallholder dairy producers and traders to strengthen their capacity to respond to market opportunities. The Programme is implemented in Dairy Commercialisation Areas in nine Counties namely; Nakuru, Bungoma, Bomet, Kisii, Kakamega, Nandi, Nyamira, Trans Nzoia and Uasin Gishu. The project has trained 36 champions (4 in each County) on GALS and 2 staff per County from the Department of Social Services.

b) Upper Tana Natural Resource Management Project

Upper Tana Natural Resource Management Project (UTaNRMP)[9] is an eight year project (2012-2020) with the goal to "contribute to reduction of rural poverty in the Upper Tana river catchment". The project is an agricultural development project with an aim of supporting sustainable water resources and natural resources management, sustainable rural livelihoods and community empowerment implemented in 6 counties in Kenya (Meru, Tharaka Nithi, Embu, Kirinyaga, Nyeri and Muranga). Under the community empowerment component, the project has supported training of 36 champions (6 per county) and two facilitators (staff from the Department of Social Services).

c) Programme for Rural Outreach of Financial Innovations and Technologies (PROFIT)
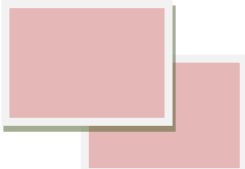
Programme for Rural Outreach of Financial Innovations and Technologies (PROFIT)[10] 2010-2019 is a credit and financial services program. It is implemented throughout Kenya's rural areas especially in arid and semi-arid zones

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[7] Sectors are according to categories by IFAD, see https://www.ifad.org/web/operations/regions

[8] More information on SHCP is available at http://www.sdcp.or.ke

[9] More information on UTaNRM is available at http://www.utanrmp.or.ke

[10] More information on PROFIT is available at https://www.ifad.org/web/operations/project/id/1378/country/kenya

and areas with both agricultural potential and high incidences of poverty. The goal of the programme is to contribute to the reform of financial sector policy in Kenya. It supports the development of a range of innovative financial products – such as savings and remittance services, community infrastructure loans, value-chain financing, medium-term financing for the agriculture sector, and index-based insurance and health insurance. It improves the access of poor rural households to these services. It also helps programme participants manage their assets, market their produce and increase their employment opportunities. The project has not been active on HHM/GALs methodology.

d) Kenya Cereal Enhancement Programme Climate Resilient Agricultural Livelihoods

The Kenya Cereal Enhancement Programme Climate Resilient Agricultural Livelihoods KCEP-CRAL 2015 – 2022 is an expansion to the ASALs of the Kenya Cereal Enhancement Programme (KCEP)[11]. The overall development objective is to contribute to national food security and smallholder income generation by supporting farmers to increase the productivity and profitability of key cereal commodities – maize, sorghum, and millet, and associated pulses. The project is implemented in Rift Valley (Nakuru and Nandi Counties), Western (Kakamega, Bungoma and Transnzoia Counties), Eastern (Tharaka Nithi, Embu, Machakos, Kitui and Makueni Counties) and Coastal (Taita, Kilifi and Kwale Counties) areas of the Country. The project has not been active on HHM/GALs methodology.

e) Aquaculture Business Development Programme

The Aquaculture Business Development Programme (ABDP) 2017-2025 is a new project in its formative stages implemented in the fisheries sector in the counties of Meru, Tharaka Nithi, Embu, Kirinyaga, Nyeri and Machakos; Migori, Kisii, Homabay, Kisumu, Siaya, Busia and Kakamega[12]. The aim of the programme is to enable existing and potential aquaculture producers to benefit from fish production in an economically and environmentally sustainable manner. It will also promote local income-generating businesses that provide support services to the aquaculture sector. The project has not yet been active on HHM/GALs methodology.

2) IFAD Projects in Uganda
a) Project for the Restoration of Livelihoods in the Northern Region (PRELNOR)

The Project for Restoration of Livelihoods in the Northern Region (2014 – 2022) has the goal of increasing sustainable production, productivity and climate resilience of smallholder farmers and to provide increased and profitable access to domestic and export markets. The project is implemented in seven districts of the Acholi sub-region together with adjoining Adjumani District. The project has Gender Action Learning System included in project design.

b) Agricultural Technology and Agribusiness Advisory Services Project
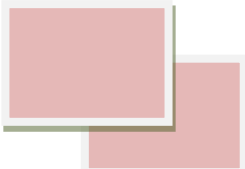
Agricultural Technology and Agribusiness Advisory Services Project (2010 – 2017) was designed to build on the accomplishments of the IFAD co-financed National Agricultural Advisory Services Programme (NAADS). Its objective has been to increase the agricultural productivity and incomes of participating households by improving the performance of agricultural research and advisory services. The project is closing out and had not been active on Gender Action Learning System.

c) Project for Financial Inclusion in Rural Areas

The goal of Financial Inclusion in Rural Areas Project (2013 – 2020) is to sustainably increase access to, and use of, financial services by the rural population in the target area. The project focuses on rural women, men and young

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[11]More information on http://www.kcepcral.go.ke

[12]More information on ABDP can be available at https://www.ifad.org/web/operations/project/id/2000001132/country/kenya

people who earn income but do not have access to financial services. The project is yet to be active on Gender Action Learning System.

d) Vegetable Oil Development Project 2

The Vegetable Oil Development Project 2(2010 – 2019) aims at increasing the domestic production of vegetable oil and its byproducts, thus raising rural incomes for smallholder producers and ensuring the supply of affordable vegetable oil products to Ugandan consumers. Project activities focus on oilseed development around four hubs (Lira, Eastern Uganda, Gulu and West Nile) covering 43 districts. The project is yet to be active on Gender Action Learning System.

3) IFAD Projects in Nigeria

a) Livelihood Improvement Family Enterprises Project in the Niger Delta of Nigeria

Livelihood Improvement Family Enterprises Project in the Niger Delta of Nigeria (2017 – 2023) aims to address the growing numbers of restive youth by sustainably enhancing incomes and food security, and creating jobs for young rural people and women in the Niger Delta. The project will build on the successes of earlier IFAD-supported projects to develop the supply of skilled youth labour, and it will strengthen the capacity of institutions at the state and community levels to work with private sector actors. The project is implemented in the nine Niger Delta states: Abia, Akwa Ibom, Bayelsa, Cross River, Delta, Edo, Imo, Ondo and Rivers. The project has Gender Action Learning System in the project design.

b) Value Chain Development Programme

Value Chain Development Programme (2012 – 2018) is phasing out. This programme was implemented taking a holistic and demand-driven approach to addressing constraints along the cassava and rice value chains. The objective is to sustainably enhance rural incomes and food security. The programme has been applying the Gender Action Learning System, for rural livelihood development and gender equality.

c) Climate Change Adaptation and Agribusiness Support Programme in the Savannah Belt

Climate Change Adaptation and Agribusiness Support Programme in the Savannah Belt (2013 – 2019) is implemented in the seven states of Borno, Jigawa, Katsina, Kebbi, Sokoto, Yobe and Zamfara, which constitute the Savannah Belt of Nigeria. The goal of the programme is to reduce rural poverty, increase food security, accelerate sustainable economic growth and reduce vulnerability for smallholder farmers, particularly women and young people. The project is not active on Gender Action Learning System.

3.3 Outcome 1. A network of local/national Empowerment Learning Centres for quality assured capacity development services on household methodologies established and functioning

3.3.1 Findings from the Household Survey and interviews with GALS Champions

Gender Action Learning System beneficiaries were interviewed in Kenya, Uganda and Nigeria. In Kenya, household survey was conducted in 4 Counties (Kiambu, Embu, Tharaka Nithi and Machakos) with households belonging to coffee cooperative societies under Sustainable Management Services (SMS) and IFAD supported Upper Tana Natural Resource Management Project (UTaNRMP). In Uganda, the household survey was conducted in five districts (Arua, Kitgum, Nebbi, Nwoya and Yumbe). In Nigeria, the household survey was conducted in three communities in Lafia LGA.

1) Demographic information for households interviewed

In Kenya, majority of the respondents interviewed were females 60% though most of the households were headed by males (90%). This implies that the majority of the people trained on GALS in Kenya are women. In Uganda and Nigeria, there was slight difference between the percentage of male and female respondents; i.e. 53% were males and 47% were females in Uganda; 48% were males and 52%were females in Nigeria. Respondents with disability (physical, visual or hearing) were 3% in Kenya, 10% in Uganda and 1% in Nigeria

Majority of the respondents in the three countries were married, for instance 87% in Kenya were married, 77% in Nigeria and 76% in Uganda. This shows that households with both spouses have been the key target for GALS methodology. Respondent's education differed in the three countries, however in Kenya and Uganda, majority had primary education 46% and 55% respectively. In Nigeria, 42% of the respondents had secondary education, 26% had college /University education and 22% had primary education.

Table 5: Demographic Characteristics of the respondents

Characteristics		Kenya		Uganda		Nigeria	
		n	%	N	%	n	%
Sex of the respondent	Male	158	40	209	53	70	48
	Female	237	60	189	47	77	52
Disability Status	None	383	97	359	90	146	99
	Yes	12	3	39	10	1	1
Marital Status	Married	344	87	302	76	113	77
	Divorced /Separated	8	2	39	10	1	1
	Widowed	20	5	20	5	7	5
	Single	24	6	37	9	26	17
Level of Education	No formal school	8	2	71	19	9	6
	Adult education	8	2	1	1	1	1
	Primary	182	46	208	55	32	22
	Vocational training	8	2	12	3	4	3
	Secondary	162	41	71	19	61	42
	College/University	28	7	11	3	38	26
Age of the respondent				Mean age			
	Male	54 (n=158)		(38 n= 209)		37 (n=70)	
	Female	45 (n=237)		(39 n= 189)		34 (n=77)	

Source: Field Survey Kenya, Uganda and Nigeria (2018)

In Kenya, the mean age for males was 54 while mean age for females was 45 years with 48 as the average years for both male and females. The minimum age of the respondents was 18 and the maximum was 89 years. The proportion of youth (aged 35 years and below) was 19% with those aged over 35 years being 81%. This shows that in Kenya, the majority of households reached by GALS methodology had older men and women in relation to the youth. In Kenya, the coffee sector is dominated by older folks who own the land. In Uganda, the mean age for males and females was 38 and 39 years respectively.The minimum age of the respondents was 16 and the maximum was 85 years. In Nigeria, it was observed that the minimum age of the respondents was 18 and the maximum age was 75 years. The mean age of the respondents under study was 34 years for women and 38 for men. This shows that in both Uganda and Nigeria, there were more youthful households trained on GALS compared to Kenya.The average number of household members was 6 in Kenya, 7 in Uganda and 7 in Nigeria.

2) Demographic information for Champions interviewed in Kenya

A total of 24 GALS champions were interviewed (14 men and 10 women). The mean age of the respondents was 50 years with the youngest aged 31 years and the oldest 75 years. Highest level of training attended by GALS champions was vocational training (62%), while 17% had attended secondary school and 21% primary school. A majority of the champions (88%) were involved in crop farming, 4% in livestock farming, and 8% in businesses.

Table 6: GALS Champions demographic bio-data (Kenya)

Disability status	None	92%	Marital status	Married	88%	Highest level of education	Primary	21%	Main occupation	Crop farming	88%
	Visual	4%		Divorced /Separated	4%		Vocational training	62%		Livestock farming	4%
	Other	4%		Widowed	8%		Secondary	17%		Business	8%

Source: Field Survey Kenya (2018)

3) Main occupation and households average income

The respondents in Kenya, Uganda and Nigeria were predominantly farmers. In Kenya, 90% of the respondents were farmers, 6% were in business, 3% in informal employment and 1% in formal employment. Households earned different levels of income with, 33% earning below 500 USD per year, 30% of the households had incomes of between 500 USD and 1000 USD; 31% had annual incomes of between 1,000 USD and 5,000 USD; and 6% earned incomes above 5,000 USD per year. In Uganda, according to findings, the main occupation among respondents was crop farming (86%) followed by Business (6%), Informal Employment (3%) and 1% livestock production.

In Nigeria, it was observed that the major occupation of the respondents is farming, livestock rearing and informal employment. The households in Nasarawa state are predominantly farmers, producing crops and rearing livestock. The majority of the younger population and men engage in a number of casual and vocational work. The mean income level is USD 840 per household with remittances and sale of farm produce as the key sources of income.

4) Level of Knowledge in GALS Tools

A case of Kenya

Majority of the respondents (94%) had been trained on vision journey, 30% on Gender balance tree, 20% on concept tree and 5% on family tree. Other tools the respondents were trained on include leadership map/ empowerment map (2%), diamonds (2%), and circle mapping (1%). This was an indication that in Kenya, different households were at different level of GALS training. Most of the respondents (51%) were trained by GALS champions, 46% were trained by Facilitators from Private Service Providers such as Sustainable Management Services Ltd (SMS) and 3% were trained by Promoter Farmers.
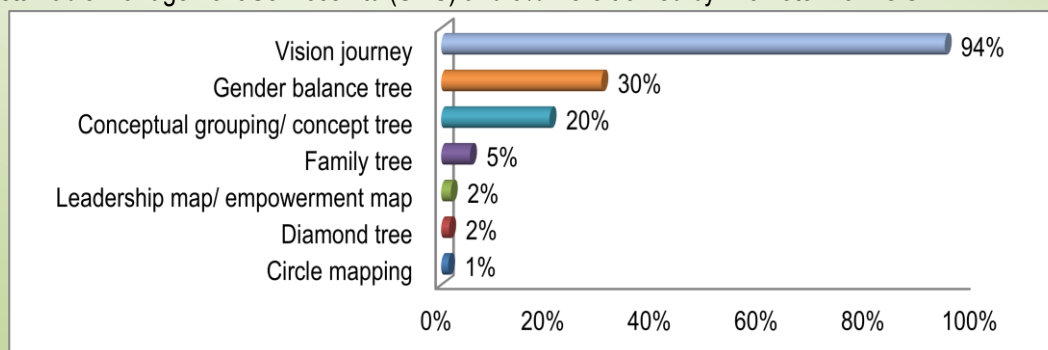
Figure 1: GALS tools used to train households in Kenya

A case of Uganda

The findings indicate that there is a pool of trained personnel to cascade the training either as household mentors, facilitators, and extension staff to cascade the training at all levels. It was noted that IFAD had trained over 1000 persons including 200 household mentors, 200 facilitators, 90 extension staff (Implementing Partner Key Informant, November 2018). The respondents had some knowledge on GALS tools which differed between the gender and age. For instance, the adults and male youths seemed to have more knowledge on several GALS tools than the younger females.

Table 7: Level of knowledge and competence in the use of GALS tools

GALS tools	Scale of knowledge and competence in the use of GALS tools*			
	Male		Female	
	Youth	Adults	Youth	Adults
Vision road journey	Moderate	Very high	Very high	Moderate
Challenge action tree	Moderate	High	Low	High
Empowerment leadership map	Very high	Moderate	Moderate	Moderate
Gender balance tree	High	High	Low	Moderate
Resource mapping	Very high	High	High	Very high

Source: Primary data, 2018

*Ranking is measured from a likert scale of 1-5 where1= Very low; 2 = Low; 3=Moderate; 4 =Highand 5= Very High.

A case of Nigeria

Respondents were made to draw a diagram of their favorite GALS tools during the field survey and a majority (80% males and 69% females) could perfectly draw more than one of the tools and were able to describe it and its application in their daily lives and livelihood planning. Conversely, 20% males and 30% females of the respondents were able to talk about the tools but could not perfectly distinguish these tools and how it has been of use to them. This describes their knowledge on GALS tools and its applicability to their livelihoods.

Table 8: Level of knowledge and competence in the use of GALS tools in Nigeria

GALS Tools	* Preference and use		Gender Suitability
	Male	Female	As perceived by Households
Diamond Dream	Moderate	High	Female
Challenge action Tree	Low	Low	Male
Vision road journey	Very High	Very High	Female/Male
Multi-lane highway	Very low	Very low	Male
Empowerment map	High	Moderate	Male
Value chain Map	Moderate	Moderate	Female/Male

Source: Field Survey Nigeria; October, 2018

*Ranking is measured from a likert scale of 1-5 where1= Very low; 2 = Low; 3=Moderate; 4 =Highand 5= Very High.

5) Services/support from GALS Champion in Kenya

In Kenya, besides training on GALS methodology, the households indicated to have received other services/ support from GALS champions. Some of the champions were promoter farmers and households indicated to have received training from them on good agricultural practices (47%). They also networked and linked households with other organizations which provided farm inputs and implements such as pruning saws and blades for pruning coffee and for other uses, Personal Protective Clothing, seedlings, fertilizers and agrochemicals (as indicated by 31% of the households). In addition, the households received other services such as linkages to financial support services from champions (indicated by 13% of the households) as well as linkages to other partners and organisations. The beneficiaries also learnt environmental friendly farming techniques for example installation of biogas. The households have also been assisted in conflict management and resolution among other forms of support by Champions as illustrated in Figure 2.
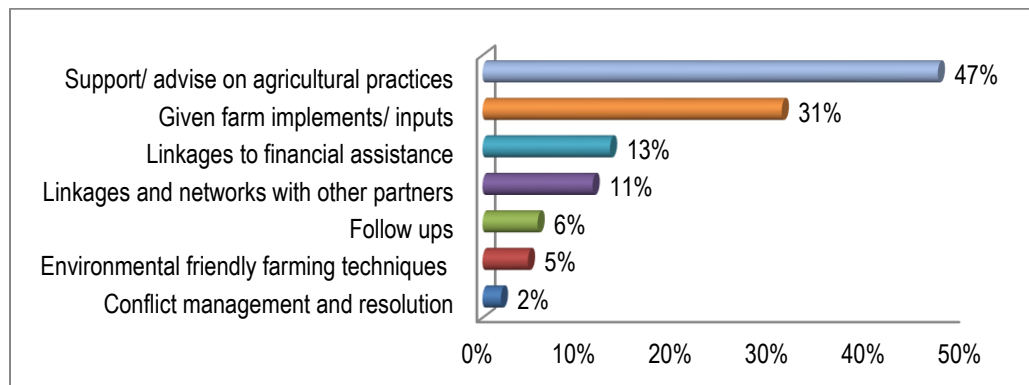
Figure 2: Support received by Households from GALS Champions in Kenya

6) Benefits derived from the use of GALS training

From the interviews conducted during the focus group discussions, the introduction of GALS methodology has brightened the community and shed light on their individual and collective roles in the household and community, their individual and collective responsibilities and their competence. This has been achieved through practical sketching approaches and brainstorming to articulate their ideas in simplified diagrams and sketches which guides their behaviors and actions and enables these communities to build a stronger cohesion in the household and improved participation in the community work.

The respondents indicated that decision making in the households has improved and this has led to more planning for finance generation and use. There was an array of household benefits as a result of GALS categorized in 1) behavioral change, 2) livelihoods, 3) community infrastructure. The community members indicated that they have experienced some change in behavior that has led to increased working together towards a common goal as a family (Table 9). Livelihood benefits include: increased incomes to cater for the family needs and improved production planning. Benefits in relation to community development was mentioned such as acquisition of a rice milling machine for processing of rice and provision of borehole water in Nigeria through improved negotiation skills.

Table 9: Benefits of GALS for target groups

Category	Benefit	Gender
Behavioral change	Improved consultation during decision making	Men and Women
	Stopped excessive drinking	Men
	Advise and control children	Women
	Improved respect and obedience	Youth, Boys and Girls
	Engage children in decision making	Men and Women
	Improved division of labour	Men and Women
	Improved self esteem and confidence	Women
	Improved performance in school	Youth, Boys and Girls
	Improved unity in the homestead	Men and Women
	Supports children's educational dreams and aspiration	Men and Women
	Increased respect for women	Men
Livelihoods	Increased incomes	Men and Women
	Diversified sources of income	Men, Women and Youth
	Improved production	Men and Women
	Improved farm planning	Men and Women
	Accepts suggestions for wife to increase budget for food	Men
	Improved production planning	Men and Women
	Supports production and sales of produce	Men and Women
	Improved negotiation skills in sales of farm produce	Men and Women
Community Infrastructure	Negotiated for a rice milling machine for processing of rice	Men and Women (Nigeria)
	Supported the request for provision of borehole water	Men and Women (Nigeria)
	Support for community development activities	Men and Women
	Improved negotiation skills	Men and Women

Source: Field Survey Kenya, Uganda and Nigeria(October, 2018)

7) Gender differences in decision making
a) Gender differences in decision-making at the household level in Kenya

The respondents were asked to rank on a likert scale of 1 to 5 their level of participation in making certain decisions in the household (1 = least participation while 5 = full participation). It emerged that all the gender is involved in most

decisions regarding the household almost equally but with varying level of involvement. Overall, men (54%) are more involved in major decisions compared to women (46%).

In decisions regarding what food crop to produce, males had an average participation score of 4 while females had a score of 3.9. Men had more say on decisions regarding what cash crop to produce including coffee (4.3) and use of income from cash crops (4) than women. Given the respondents were from a coffee growing area, it is expected that males will dominate decisions regarding coffee since men since culturally, men control cash crops due to earnings expected but it is worthwhile to note a good involvement of women as well (3.5). Men also scored higher than women in decisions regarding which livestock to sell, use of income from sale of livestock, and education of children.

On the other hand, in decisions regarding use of income from food crops females had a higher level of participation with a score of 3.9 compared to men with 3.6. Women were also involved more on decisions regarding sale of milk and use of income from milk, as well as purchase of food in the household. Overall, there seems to be involvement of all gender in major decisions regarding household activities as highlighted in Table 10.

Table 10: Levels of participation in decision making

Decision	Score	
	Men	Women
I participate in decisions regarding what food crop to farm	4.0	3.9
I participate in decisions regarding use of income from food crops	3.6	3.9
I participate in decisions regarding what cash crop to farm including coffee	4.3	3.5
I participate in decisions regarding use of income from cash crops including coffee	4.0	3.6
I participate in decisions regarding which livestock to keep	3.9	3.9
I participate in decisions regarding which livestock to sell	4.0	3.6
I participate in decisions regarding use of income from sale of livestock	3.9	3.7
I participate in decisions regarding sale of milk	3.2	4.3
I participate in decisions regarding use of income from milk	3.2	4.2
I participate in decisions regarding purchase of food in the household	2.7	4.5
I participate in decisions regarding education of children	4.2	3.9

Source: Field Survey Kenya, 2018

b) Gender differences in decision-making at the household level in Uganda
The respondents were asked to rank on a likert scale of 1 to 10 their level of participation in making certain decisions in the household (1 = least participation while 10 = full participation). According to the findings, there was a negligible difference between Men and Women in their participation in decision regarding. These include decision on education of children and sale of milk. Decisions regarding use of income from milk had equal participation in the household. This shows that females are becoming more involved in key decisions within the household and could be attributed to GALS methodology.

Table 10: Participation in decision making by sex of Respondents

Sex of Respondents		Participation in decision regarding what food crop to farm	Participation in decision regarding use of Income from food crops	Participation in decision regarding what cash crop to farm including	Participation in decision regarding use of income from cash crops	Participation in decision regarding which livestock to keep	Participation in decision regarding which livestock to sell	Participation in decision regarding sale of milk	Participation in decision regarding use of income from milk	Participation in decision regarding use of income from sale of livestock	Participation in decision regarding purchase of food in the household	Participation in decision regarding education of children
Male	N	188	188	130	122	165	145	61	61	143	187	175
	Mean	7.4	7.1	6.2	6.3	7.0	6.7	5.5	5.6	6.9	6.0	7.4
	Std. Deviation	2.6	2.5	3.2	3.0	2.7	2.8	3.2	3.1	2.6	3.0	2.6
Female	N	207	205	121	119	175	164	65	66	158	203	198
	Mean	6.9	6.4	5.3	5.4	6.3	5.8	5.2	5.6	5.6	6.9	7.3
	Std. Deviation	2.7	2.8	2.9	2.9	2.9	2.9	3.06	2.9	2.9	2.8	2.7

Source: Field Survey Uganda,2018
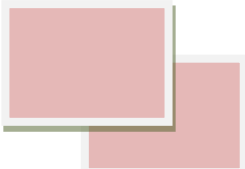
c) Gender differences in decision-making at the household level in Nigeria

Table 11 presents the number of men and women who had full participation in decision-making processes on household choices and livelihood options that affect livelihoods in the households. Although women are gaining impetus in the household decision-making process, the male gender still assumes a dominant role in most of the decisions. This could imply that while women are contributors to household key decision making processes, their position in the household is still subject to the males' authority. Since gender norms have long history as influenced by culture, religion and tradition, the relatively higher proportion of female reporting that they make decisions on different aspect of the livelihoods is positive. Though the households reported that GALS has contributed to raised awareness and appreciation of the female voice in household decision making, there is need to evaluate the contribution of GALS on decision making process, a study which can be taken up by Empower@Scale project.

Table 11: Gender differences in key decision-making points at the household level

Decisions	Male % N=70	Female% N=77	Dominant group
Crop to farm	91	64	Male
Use of income from food crops	91	62	Male
Cash crops to farm	84	62	Male
Use of income from Cash crops	93	65	Male
Livestock to keep	84	57	Male
Livestock to sell	84	60	Male
Sale of farm produce	89	56	Male
Use of income from Sale of farm produce	87	64	Male
Use of income from sale of livestock	86	54	Male
Purchase of food in the household	84	60	Male
Education of Children	90	66	Male

Source: Field Survey Nigeria, 2018

3.3.2 Institutions that would qualify to be potential Empowerment Learning Centers

Oxfam Novib and Hivos consortium defines Empowerment Learning Centre as a living example and source of inspiration of empowerment, in the form of a community using household methodologies with (a) local organisation(s), or a national partnership of organizations and actors. According to the consortium, an ELC is capable of organizing exposure visits, national or regional learning events, workshops and learning courses on household methodologies. The Consortium identifies two categories of learning centres: 1) local initiatives that fulfill the role of ELC, but without clear organizational mandate, criteria, back-up and frameworks as an ELC and 2) potential learning centres as part of projects or programmes with resources to use household methodologies. The project targets to establish and strengthen capacities of 6 ELCs in Uganda, Kenya and Nigeria.

Based on Key Informant Interviews conducted during the baseline survey, the potential ELCs needs to be organized around community led sustainable learning structures with periodic community learning and sharing forums, with information dissemination mechanism that can reach a wider society, and a greater networking coordinated by national or international partners interested in GALS. Potential organizations need to have a track record of using GALS at the community level, are in close proximity to the community they work with. The Potential ELCs need to be vetted and recommended by two or three national or international organizations for their work on GALS. For sustainability the ELCs need to be offering other support services to farmers such as marketing, financial and may host other activities such as conference facilities as a source of income. The forums will require support from regional hubs for capacity.

3.3.2.1 In what forms do Empowerment Learning Centers exist?

The cooperative societies/ Area Cooperative Enterprises (ACE), Associations in farming / trade, Community Based Organizations (CBOs), Faith Based Organisations (FBOs), Savings and Credit Cooperative Societies (SACCOs) are potential ELCs due to their position and services offered to their members. In the agricultural sector, cooperatives offer financial, production skills, marketing and capacity building services to its members with the goal of empowering them to grow economically.

1) Analysis of Empowerment Learning Centers in Kenya

In Kenya, Hivos, through its 4@Scale program is working with 11 cooperatives in the coffee sector through a local implementing partner (Sustainable Management Services) and 8 cooperatives under Coffee Management Services (CMS). Key informant interviews from the cooperatives indicated that some of the cooperatives have a budget for capacity building and therefore they are strategically positioned to incorporate HHM as one of their training modules. Selected cooperatives can be developed into champions/front-runners instead of individual people from the communities who solely depend on external support to conduct their mentoring activities in HHMs. Table 12 gives an analysis of the farmers owned cooperative societies and other local / national organizations and their role in ELCs.

Table 12: Analysis of local and National initiatives and potential ELCs in Kenya

Potential ELC	Description	Services Provided
Farmers' owned Cooperative Societies	These are membership organizations formed by local farmer's to address production and marketing issues in different value chains. Active cooperative societies in Kenya are found in coffee, dairy, sugarcane, pyrethrum and fish sub sectors and in financial services.	Cooperatives play an active role in providing farm inputs, technologies, marketing of farmers' produce and provision of savings and credit facilities. Farmers subscribe as members to the cooperatives because of expected benefits. Consequently, cooperatives in well performing value chains easily attract members and vice versa. Farmer owned Cooperatives are strategically positioned to play the role of ELC due to their active engagement with rural communities. Some Champions are members of cooperatives.
Non-Governmental Organisations	International, National or rural development organisations which supports smallholder farmers by providing capacity building (i.e. SNV, Heifer International, Care Kenya and Solidalidad).	NGOs have a long history of implementing development projects funded by development agencies. To support HHMs, it will be imperative to sensitize them on the importance of incorporating HHM in their project design. This will ensure HHM is budgeted for. NGOs are not well positioned to play the role of ELC since their projects and programs are short lived. They can however support ELCs.
Universities	Universities are national institutions of higher learning.	By virtue of being education centers, they are already ELCs on various aspects of learning. However, Universities are more driven by formal education and may have limited touch with the local communities unless through definite supported projects.
Private companies	These are companies championing the use of HHMs (Sustainable Management Services Ltd and Coffee Management Services Ltd).	The two companies offer a market for coffee grown by smallholder farmers. In addition to buying coffee, they offer capacity building services to their suppliers comprising of smallholder producers and farm inputs in their endeavor to increase coffee production. The private companies can support establishment and running of ELCs.
Projects and programs	Projects and programs funded by IFAD, FAO, USAID, SIDA.	Projects and programs mobilise stakeholders and have capacity building component. Budget for HHMs should be incorporated in the capacity building component for them to support ELCs. Since projects / programs have a definite period of implementation, they are not well positioned to play the role of ELCs since but they can support establishment and running of ELCs during their implementation period.

Source: Field Survey Kenya, 2018

Agricultural cooperatives continue to occupy the most important place in the agricultural sector in Kenya. They are involved in buying, collecting, processing and marketing farm produce while deposit taking and credit cooperative

societies are involved in financial services. The total number of cooperative societies and unions by end of 2017 was 19,951 as presented in Table 13. This represents both agricultural and non-agricultural societies.

Table 13: Cooperatives societies in Kenya in 2015-2017

Type of Society	2015	2016	2017
Agricultural			
Coffee	605	613	616
Sugar cane	192	199	206
Pyrethrum	146	146	147
Cotton	61	62	62
Dairy	427	465	518
Multipurpose	2,169	2,222	2,289
Farm Purchase	117	118	118
Fisheries	94	99	111
Other agricultural Societies	1,643	1,706	1,843
Sub Total	**5,454**	**5,630**	**5,910**
Agricultural Unions	99	98	99
Non Agricultural			
Savings and credit Cooperatives	8,914	9,567	10,029
Other Non-Agricultural Societies	3,031	3,279	3,913
Grand Total	**17,498**	**18,574**	**19,951**

Kenya National Bureau of Statistics, Economic Survey 2018[13]

The total value of main agricultural produce sales from co-operative societies was USD105 Million in 2017 with milk and coffee controlling 53% and 45 % respectively.
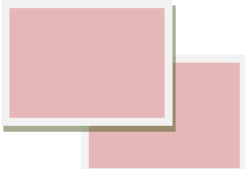
Table 14: Sale of main agricultural produce by agricultural cooperatives in Million USD

Year	Coffee	Milk	Sugarcane	Pyrethrum	Cotton	Total
2015	47.69	54.97	2.13	0.27	0.03	105.09
2016	47.55	55.54	2.04	0.24	0.03	105.40
2017	47.51	55.89	2.04	0.24	0.03	105.71

Source: Kenya National Bureau of Statistics, Economic Survey (2018)

For financial services, the Savings and Credit Cooperative societies (SACCOs) are one of the most important and often visible typology of cooperatives in Kenya. The provision of savings and credit facilities is part and parcel of financial services sector and consequently, SACCOs are also often referred to as financial cooperatives, and are clustered as such together with other financial intermediating cooperatives like investments and housing cooperatives.The Kenyan SACCO subsector is legally and by way of practice divided into two segments. The first segment consists of the deposit-taking SACCOs (DT-SACCOs), while the second segment consists of the non-deposit-taking SACCOs (*non-DT-SACCOs*). The DT-SACCOs are those that take demand deposits, and thus offer withdraw-able savings accounts services similar to those offered by banking institutions. They are the equivalent of Credit Unions in jurisdictions such as USA, Canada, UK, Australia and the Latin America; or the Cooperative Banks

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[13]https://www.knbs.or.ke/economic-survey-2018-launched/

in South Africa, India, and parts of continental Europe. DT-SACCOs are supervised and regulated by the Savings & Credit Societies Regulatory Authority (SASRA).

The non-DT-SACCOs segment are those that mobilize savings (deposits) from their members; which deposits are strictly utilized as collateral for credit facilities advanced to such members. These deposits are not withdraw-able by the member, but can only be refunded (less any liabilities owed by the member) upon the member's withdrawal from the membership of the SACCO.

2) Analysis of Empowerment Learning Centers in Uganda

In Uganda, a good example of a local ELC on HHMs is Bukonzo Joint Cooperative Union as described below.

Bukonzo Joint Cooperative Union in Uganda

Bukonzo Joint Cooperative union started in 1999 with an objective of empowering women, improve ownership of assets especially land, savings and credit facilities for rural development, marketing of products (coffee) and promotion of girl child education. The Cooperative has 11 affiliated groups and operates in Kasese, Kabarole and Bundibugyo districts and uses GALS methodologies. The Cooperative uses GALS tools at groups production level, Co-operative level, Union level and is used in trainings, data collection, record keeping (book keeping) and planning, finance and monitoring and evaluation.

The challenge faced by the Cooperative is limited resources to out-scale training on GALS. Bukonzo has integrated GALS in ongoing Cooperative activities and this has enhanced quick adoption of GALS by the members in a more cost-effective and sustainable way. Bukonzo Joint Cooperative union has also partnered with development organizations and donors to upscale the use of GALS.

Bukonzo Joint Cooperative Society is recognized as one of the pioneers and leading training centre in GALS, by building partnership with: Oxfam Novib, Linda Mayox- GALS developer and HHMs consultant, Centenary Bank (Uganda), Uganda Coffee Development Authority, Belgian Technical Cooperation and RABO Bank, Alur Highlands Coffee Alliance for catalyst training on GALS in Nebbi District in Western Nile (Uganda), World Bank Gender Innovation Lab for Kakira Sugarcane Growers in Jinja district (Uganda), Uganda Peace Corps Volunteers in both Uganda and Zambia, Rwanda Coffee Growers, Bundibugyo Cocoa Growers and Congo Coffee Growers.
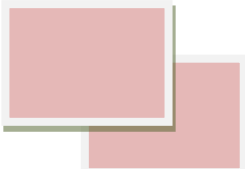
Table 15: Forms of potential ELCs in Uganda

Potential and Existing ELC	Description	Services Provided
Farmers' Cooperative Unions and Associations	AlioDrozu Group, Agro Skills, Bukonzo Joint Cooperative Union, WadelaiPakwinyo Area Enterprise, Kwan Pire Tek Marketing Society, Wadelai Produce Marketing Cooperative, Poroporo Cooperative Society, Koboko SACCO, VSLAs, Uganda National Farmers' Association, Uganda Cooperative Alliance	▪ Work with communities and has shared Vision ▪ Some Champions/Facilitators are members of the Cooperatives ▪ Offer financial services (Savings and Credit facilities) ▪ Well placed to be ELC's
Tertiary Institutions	Makerere University, Uganda Christian University, Bugema University, Muni University, Gulu University, Pakwach Uganda College of Commerce, Unyama National Teachers College	▪ Conduct research and development ▪ Do course development ▪ Develop instructional training materials and offer training ▪ Can support ELCs with capacity building programs
Civil Society Organizations	Oxfam, CEFORD, CREAM, AFARD, CARITAS, Justice Centers, Acholi Religious Peace Initiative, VEDCO, ESSAF Uganda, PELUM, , BRAC, Arataravi, AMICAALL, AGRI EXIM, Action Aid, Ladwong Farming limited, World Vision, NUSAF, Straight Talk Foundation, PMA, DAR, STRIDE, Uganda catholic secretariat, Tetra Tech, Techno Serve	▪ Projects and Programs Development and Implementation ▪ Capacity building and Training ▪ Linkages with other institutions ▪ Research, Development and Learning ▪ Support Supervision and Monitoring
Private Sector	Private Sector Foundation, AgriProFocus, Uganda Grain Council	▪ Linkages ▪ Products Value Addition ▪ Research and Development ▪ Market Information and Accessibility
Multilateral funding agencies	GIZ, DANIDA, SIDA, USAID, UN Agencies such as IFAD and FAO and AFD	▪ Funding of projects and programs ▪ Capacity Building and Training ▪ Knowledge sharing platforms
Cultural Institutions	Alur Cultural Institution, Acholi Cultural Institution	▪ Capacity Building and Training ▪ Mobilizations and Sensitization of community members

Source: Field Survey Uganda, 2018

3) Analysis of Empowerment Learning Centers in Nigeria

The potential national Empowerment Learning Centres in Nigeria that can provide quality assured capacity development services on household methodologies, are established and functioning with prior experience are National Association of Nigerian Traders (NANTS), Farmers Development Union (FADU) and Young Men's Christian Association (YMCA). While NANTS has the most developed and structured delivery mechanism as a potential ELC, FADU and YMCA came into the picture towards the end of a previous project as GALS implementing partners providing training for communities in the different states and hard-to-reach communities as a farmer-based and faith-

based organizations respectively. Both FADU and YMCA have the infrastructure and capacity to function as ELCs because the personnel of these organizations were trained by NANTS and have fully participated in the pilot project on GALS mainstreaming into development projects and programmes. They do require functional restructuring of their services and agency to be able to develop fit-for-purpose delivery mechanism for such capacity development programme.

National Association of Nigerian Traders

NANTS is the umbrella body of more than 2 million informal traders and small-scale producers organized as market associations in Nigeria. The secretariat has over 20 years' experience in implementing a wide range of donor-funded projects that targets rural communities and related farm level interventions. It has a strong stake in informing policy decisions with high level advocacy on trade, agriculture and gender equity. Its capacity development initiatives include training of GALS champions.
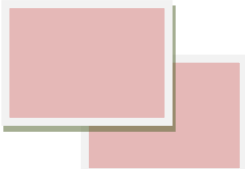
NANTS operates from a membership-driven model and its presence through representatives across the states of the country is a key success enabler in its programmes. This ensures ownership of NANTS processes and willingness by community members to provide support during NANTS outings, trainings and major events (e.g. advocacy). NANTS has members at different levels including at the grassroots, regional, national (including diaspora membership or affiliate member organizations in other African countries).

NANTS in partnership with Oxfam Novib and IFAD in 2011 implemented a 3-year pilot project on Gender Action Learning System with the target of reaching a total of 5,200 women and men by the end of project period as direct beneficiaries of GALS. The project was funded by IFAD and managed by Oxfam Novib as part of its WEMAN programme that started since 2007. Through NANTS, the methodology has been adapted and used by smallholder rice farmers, village level traders, big buyers, input suppliers and other key stakeholders such as youth organizations as well as men and women in communities in Nasarawa State to address power issues between community citizens and service providers, religious and traditional authorities, private sector and government actors. It is an adaptation, specifically for promotion of gender justice for livelihood improvement.

NANTS mainstreamed GALS methodology across other farmer based and community-based organizations and IFAD's rural finance programme (Rural Finance Institution Building Programme). Headquartered in Abuja, Nigeria, NANTS coordinates capacity building programmes across most states of Nigeria. Its capacity building projects are mostly donor funded alongside some training for staff of government agencies. It also organizes client-paying exclusive trainings among market units and smallholder farming families that are members of their network across the country. Its capacity building initiatives ranges from farm-level trainings, agricultural extension services, best-bet agronomic practices, rural finance trainings, conflict resolution and access to market among others.

NANTS applies its core values of gender inclusivity, respect for diversity, mutual accountability and transparency, team spirit and unity of purpose, evidence-based engagement, proactive agenda setting for trade and investment policies and commitment to agriculture development and food security in designing and defining its engagement strategies. These have distinguished NANTS as the foremost institution in Nigeria with the potential as an ELC in the Empower@Scale project. The following are also key features that makes NANTS to stand out:

a) NANTS has strong alliances with several consortia on agriculture and food security and relevant non-state actor organizations enabling strong advocacy and capacity building on issues relating to development of the grassroots in access to market, mainstreaming gender justice and equity, access to finance and result

oriented advocacy. These include: Voices for Food Security, Pan African NGO Consortium on Agricultural Research and Non-State Actors Coalition on Comprehensive Africa Agriculture Development Programme in Nigeria.

b) The organization has a strong gender strategy which ensures the integration of both men and women in development interventions for increased productivity, access to productive resources and resource mobilization.

c) Availability of relevant knowledge and information especially among NANTS Staff and some member organizations.

d) Recognition of NANTS by Government Ministries, Departments and Agencies and engagement in evidence-based advocacy. The organization's popularity will enable easier uptake for government institutions.

e) Diversity of constituency (traders, farmers, producers, service providers, etc.) is an added advantage to help in the scale up of the GALS/HHM to various segment of society.

f) Women constitute over 65% of membership across board in NANTS.

g) Highly developed capacity for knowledge generation and management and networks for sharing best practices.

h) Availability of high class office space and training facility at the secretariat of national headquarters of NANTS.

i) NANTS membership of various Committees of Government gives it an edge in contributing to policy decisions using its offices.

j) Strong strategic framework that is pro-poor, gender sensitive and inclusive, incorporating several elements of progress in mainstreaming gender into development practices in public and private sectors and across disciplines.

Farmers Development Union (FADU) and Young Men's Christian Association (YMCA)

FADU and YMCA operate a similar business model as NANTS as a farmer-based organization and a faith-based organization respectively. They adopt gender inclusivity, respect for diversity and inclusiveness, mutual accountability and transparency, team spirit and unity of purpose, evidence-based engagement, and show strong commitment to agriculture development and food security. There is diversity within their membership which can be coordinated for collective mobilization impact e.g. capitalizing on large number of membership for campaigns.

These organizations operate from a membership-driven model and their members have partnered with NANTS on several projects and have also been trained by NANTS on a number of development subjects including GALS and HHMs. FADU coordinated the implementation of GALS in Osun State under the cocoa value chain development in 9 communities of Atakumosa West and East LGAs of Osun State. GALS has also been mainstreamed into the activities of the FADU Community Association in all their project States and into Voluntary Services Organization (VSO) experience. Apart from this, FADU facilitated the introduction of GALS in 2014at the College of Agriculture in Igbo-Ora, Oyo State and Federal University of Agriculture, Abeokuta in Ogun State (however, the current status of implementation is not known). This is an extension from the earlier expected scope of GALS in Nigeria. The use of the tools is deepening into the crannies through several development interventions.

The clients of the potential ELCs are the value chain initiatives across the country targeting smallholder farmers. Other potential clients include beneficiaries of relevant projects/programmes that will be designed and implemented in future.

3.3.2.2 Strengths and weaknesses of Potential ELCs

1) Member Based Organizations (Farmers' owned Cooperative Societies, Associations and Faith Based Organisations)

The Cooperatives, Associations and Faith based Organisations are in close contact with communities since they are member based and locally owned. However, they have limited resources committed to member's empowerment. The cooperatives that are actively involved in financial services or commodity marketing e.g. coffee, dairy, cocoa get some income from financial service provision (for cooperatives in financial services) and sale of produce (for cooperatives dealing with commodities) & allocate a limited budget to capacity building of members. Financial performance and sustainability of the farmers' cooperatives is affected by broader market and economic issues as well as governance issues. Associations and Faith Based Organisations fund their activities from members' fees, donor and government support.

2) Non-Governmental Organisations

International, National or rural development organisations supports communities by providing capacity building. The NGO's have ability to mobilize funds from donors. Investment in HHMs/GALS is mainly dependent on project design and availability of donor funds. For, sustainability of established ELCs under NGO's there is need to partner with local organisations such as Cooperatives, Associations and Community Based Organisations (CBO's).

3) Academic Institutions / Universities

Academic institutions / universities have different fields of interest driven by market demand for courses. The learning centers are self-sustaining from fees charged. Universities are inclined more to academic than actual work within the communities unless there are specific projects or research activities. However, no University was identified that is keen on promoting HHMs/GALS in Kenya, Uganda and Nigeria. Sensitization is therefore required.

4) Private companies

The private sector is self-sustaining since it is driven by profit. Promotion of HHMs is likely to fall under the organizations cooperate responsibility budget. Their continued investment will depend on expected return on investment. If shareholders / managers do not see any contribution to profitability from use of HHMs methodologies, they are likely to reduce or totally stop further investment. It is important to anticipate such a risk and plan on how to hedge against such an eventuality when engaging the private sector.

5) Projects and programs

Projects and programs have strength in community mobilization. However, they have a definite duration, have a defined objective and may not function as ELC's but can support establishment and linkages during project / program period. Any linkages should commence in the early stages of the project to ensure any challenges arising are addressed and strategies for sustainability developed before end of the project.

3.3.3 The role of community-level GALS/HHM champions

Community level Champions are trained on GALS methodology with the primary objective of equipping them with the skills for use in their own households after which they train other community members to scale up the use of GALS. The basic assumption is that the champions would successfully apply the skills and knowledge acquired to increase their own household incomes thus making them role models in the community. The Champions are trained as a group and they are expected to cascade the training at household level on one-on-one basis. In Kenya, while the IFAD funded UTaNRMP was using GALS Champions, the privately owned Sustainable Management Services Limited had developed another cadre of trainers known as "farmer promoters". In Nigeria, Community Champions

interviewed as Key informants reiterated that they had had already passed on GALS Methodology skills to many other community members especially the farmers and that a success was being registered. Besides, their trainees had already started training other community members commonly known as "farmer promoters".

In Kenya, Uganda and Nigeria, the GALS champions are expected to train farmers in both GALS as well as Good Agricultural Practices (GAPs) in the value chains they are involved into increase quality and quantity of production. For instance in Kenya, it was noted that among the Champions interviewed 9% offered training on GAPs and 4% had offered training on Water Sanitation and Hygiene. Key sectors in which GALS was indicated to be used was social / family empowerment, agriculture / economic and leadership.

3.3.4 Quality assurance and improvement processes

The survey established that quality assurance measures and quality improvement processes in place involve training of Facilitators from implementing partners, training of GALS champions and monitoring of training offered by GALS champions. Quality assurance and improvement is therefore not standardized for GALS in all the three Countries and also within the Countries. For instance, in Kenya, most of the Community Champions received support through follow ups after training (75%) while 25% did not. In addition, the frequency of follow-up received varied from three times a month to once a year (Table 16).

The baseline established that the monitoring and follow up visits made by implementing organizations and GALS Consultants are mainly for reporting and follow-up purposes. In addition, although training on GALS was voluntary requiring no incentives the lack of motivation to go out and train was a hindrance to quality of training offered to the communities. Implementing organizations indicated that they offer a small facilitation during official engagements with the community champions, this differed from project to project and the Champions felt that they are not adequately compensated at the same time the community members do not pay for the services they receive from the Champions.

Though refresher trainings in various aspects of GALS methodology are offered by the Implementing organisations, the Community Champions felt that they needed more and regular trainings. Quality assurance and improvement can only be attained to the extent the trainers are trusted to pass on the acquired knowledge to the trainees. Subsequently it's important that a standard criterion for quality assurance and improvement process be developed to help the trainers to maintain quality.

Table 16: Frequency of follow-up to GALS Champions in Kenya

Question		Percentage
Have you received any follow-up after training?	Yes	75
	No	25
Frequency of follow-up	Two / three times a month	13
	Once a month	21
	After two months	4
	Thrice a year	4
	Quarterly	13
	Twice a year	13
	Once a year	8
	None	25

Source: Field Survey Kenya, 2018

3.3.5 Certification of champions

It was established that there is no standardized certification of Champions in the three Countries. In most cases, the implementing organizations / partners provide a certificate of participation after the Champions have attended the GALS training. In Nigeria, NANTS is quite advanced since it provides a certificate of participation to its GALS champions after full participation and complete engagement in the training and assessment and evaluation phases of the training process. This token gives structure and level of formality to the process and a sign of quality assurance given to the GALS process by NANTS.

A standard certification process for Champions needs to be developed after a study on progress made, achievements, experience and the drivers of achievements by the Champions in the three Countries. This will inform the certification process since GALS is not just a methodology but a system with several components that are easily customized. The certification could be done in levels and based on the Champions practice and achievements. There is also need to have a basis for standardization of training content and methodology which enables proper calibration and qualification for resource persons.

3.3.6 Existing and possible networks of Community Champions

Champions and Facilitators in Kenya have formed a WhatsApp group by the name Kenya GALS with a membership of 127. The WhatsApp platform membership includes facilitators and some consultants. The platform is meant for sharing ideas and consultations. Even through the WhatApp group is used for passing official messages and a little consultation, the use of the WhatsApp group as a source of technical support has not been maximized. The WhatsApp group has the advantages of accessibility by most Champions, ease in communication and it is easy to maintain. It requires support to maximize its use.

The study did not identify any formalized networks of Community Champions, Facilitators and Consultants in Uganda and Nigeria. However; the Champions know each other and are in touch with one another and the implementing partners have a database for Champions and Facilitators they have interacted with. It was noted that this data-base can be developed further to include their locations and levels of competences. In Uganda, it was also elicited that it is possible to build a district support team including the District Support Workers, Civil Society Organizations such as CREAM, CARITAS, CEFORD, and Academia that can oversee the implementation of the methodologies that can be replicated at the national level.

3.3.7 Business model for GALS / HHMs

Champions in Kenya, Uganda and Nigeria received training for free and they offer what they have learnt for free after being trained by implementing organizations that fund the trainings. In Kenya, a majority of the Champions (83%) were willing to pay if a fee was introduced while 17% were not be willing to pay. The Champions willing to pay for GALS training indicated that they had witnessed the benefit of the methodology in their own households. However, Champions who were unwilling to pay for GALS training felt that it is the responsibility of implementing organizations to pay for GALS training since they are helping these organizations meet their objectives.

Among the household interviewed, in Kenya, 78% of males and 66% females were willing to pay for GALS training in case a fee was introduced. Similarly, in Uganda, 71% males and 74% females were willing to pay for GALS training (Table 17).This implies that the households have witnessed the benefits of the methodology and are willing to pay for it. However, the amount suggested by households varies from one country to another and the ability of the households sustaining the methodology is questionable at the moment.

In Kenya, those who indicated willingness to pay for training, a large proportion would prefer to pay per day of training at 3USD. Moreover, there were those who would prefer to pay a lump sum for the whole training and these would prefer to pay an average of 10.99 USD. In Uganda, findings revealed that majority of the respondents were willing to pay between 0 - 2.7USD constituting males 65% and females 72%. However, the amount respondents are willing to pay may not sustain the Champions and ELCs. It is however important to note that from the practitioners perspective, GALS is not a training with defined end but a livelihood system that is continuous and contextualized.

In Nigeria, there were fewer household that indicated willingness to pay for GALS training. The proposition of a fee-for–service on capacity building initiatives on GALS methodology revealed that only 36% of respondents indicated willingness to pay for training services following the benefits they derived from the pilot project implemented by NANTS while 64% were not willing to pay. Of those that were willing to pay (36%), 4% of the households (6 households) were willing to pay up to $13.97 for the training which typically takes about 3 days of core learning and practice; 2% were willing to pay up to $11.2 while 30% of the respondents were only willing to pay less than $8.This general unwillingness to pay for GALS training is connected with the general purchasing power of rural dwellers which indicate that such services targeting rural population and households must take into account this key constraint for designing sustainable strategies for the Empower@Scale project.
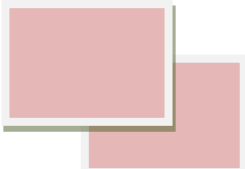
Table 17: Households willingness to pay for GALS training in Kenya and Uganda

		Kenya		Uganda		Nigeria	
Question	Sex	Yes	No	Yes	No	Yes	No
Do you pay a fee to get GALS training?	Male	1%	99%	27%	73%	0%	100%
	Female	1%	99%	27%	73%	0%	100%
	Overall	1%	99%			0%	100%
Would you be willing to pay for GALS training?	Male	78%	22%	71%	29%		
	Female	66%	35%	74%	26%		
	Overall	70%	30%			36%	64%

Source: Field Survey Kenya, Uganda and Nigeria, 2018

For those not willing to pay for GALS training, the major reason given was financial constraints. According to the key informants, it seems that partial funding may be possible where the community members may for example pay for refreshments but not the trainers. It is critical to note that some key informants noted that some of the service providers may be able to take up the HHM as credible methodologies that can transform households as long as the methodology is helping them meet their objectives. Respondents from the government departments and ministries suggested that the methodology should be mainstreamed into the government departments such as education, agriculture, production, health, commerce and trade and community / social development and the district / county / states planning processes to build a critical mass that can carry on with this work.

The Champions work as volunteers implying that there is no business model for GALS. The scenario is that implementation of GALS is driven by development organizations. For a business model, areas to explore are 1) since GALS is not a stand-alone methodology, Champions can be positioned to provide a broader agri-business development services including private extension services to farmers at a cost. As much as some households are willing to pay for GALS training in Kenya and Uganda and a few in Nigeria, they may not pay for GALS alone given financial constraint in rural areas versus expected benefits which are not immediate; and 2) Champions developed

around their cooperative societies / associations. Since cooperatives and associations have a way of mobilizing funds from their membership and have a mandate for capacity building to their members, they can support training of some of their members to be Champions and also facilitate the Champions as they train their members. The cooperatives and associations will need to identify their members needs based on the value chains they handle. The cooperatives and associations can be role models on GALS where other farmers, traders and other value chain actors come to learn at a fee.

3.3.8 Challenges affecting scale-up of GALS/HHMs implementation

The GALS methodology needs a lot of time and resources especially at the initial stage. Initial trainings require being intensive and demanding time and a lot of fieldwork. In the three Countries, hard to reach areas with poor infrastructure in terms of roads complicates the use of GALS. Infrastructure such as dedicated training centers for GALS peer-to-peer mentoring is lacking. Other challenges that inhibit scaling up of GALS / HHM are:-

a) Discontinuity of monitoring and mentoring practices post pilot projects which lead to decreased sustainability and limit practice of lessons learned.

b) Implementation of GALS is more project and donor driven. Limitation of finances is deterrent to scale up of GALS/HHM.

c) Limited training materials e.g. flip charts and marker pens although GALS methodology uses diagrammatic tools; use of flip charts or manila papers can be very useful.

d) Limited reference materials or training modules. They depend on notes they take during their own training for references. Though GALS is broad and dynamic, there is need for simple reference materials inform of diagrams done in local languages that the trainers can use.

e) Although training was voluntary and there were no incentives, there is low motivation to go out and train other farmers.

f) There is a conflict with culture and sometimes male chauvinism, especially in giving women prominent positions to partake in decision-making; barriers to active women's participation in meetings and accessing to information are also serious challenges to effective implementation of GALS/HHMs.

g) Limited refresher trainings for GALS champions and

h) Limitation of resources to develop suitable demonstration farms for use in farmer training. Since Champions are required to deliver GALS alongside other interventions, some have to use their own farms even though they are at times constrained in use of appropriate inputs due to inadequate finances.

3.3.9 Opportunities for GALS/HHMs scale-up

Within projects, there is a temptation to implement GALS as an independent project component, it may be relevant to see GALS as an enabler / catalyst to existing projects components. There is an opportunity to budget for GALS methodology within the upcoming projects and programmes without which, it may be difficult to achieve GALS aims. Findings from the baseline studies reveals that among many opportunities GALS/HHM offers the following;

a) GALS methodology is gaining significance and some community members are indicating willingness to pay. Thus, ELC has become therefore necessary institutional demand to provide these services to potential clients from national government agencies, private sector and potential participant from development programmes

b) IFAD programmes and relevant donor and government led project are potential clients offering an opportunity to build capacity of its implementing officers and beneficiaries on GALS as a strong gender mainstreaming tool for participatory research and learning in their development projects.

c) Gender Action Learning System provides tools that can be adopted in mainstreaming gender equity across various sectors, agencies and programs. ELCs will create an opportunity for relevant bodies such as women affairs, youth affairs, civil service etc as part of a wider capacity development initiative of the government for its employees.

d) GALS could further be mainstreamed into teaching curriculum for early child development and higher learning

e) GALS could serve as part capacity development platforms for microfinance, banks and financial projects involved in rural finance and their participating agencies to ensure household gender relations are healthy for meeting development goals in rural agricultural finance.

The assessment found that the GALS beneficiaries are very optimistic about the growth of GALS/HHM. When asked how they envisioned the methodology in 5 years, some indicated established training centers/institutions, growth in numbers of GALS champions trained, permanent offices easily available to all in need, availability of demonstration farms, among others as illustrated in Figure 3. This indicates that the concept of establishing ELCs is in line with the vision of the GALS beneficiaries.
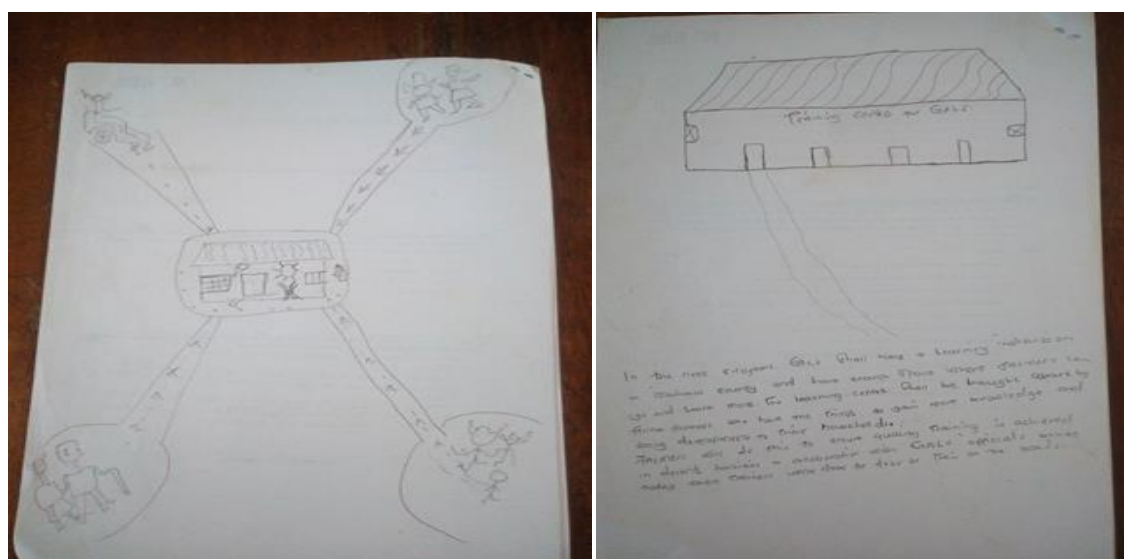
Figure 3: Envisioned GALS in 5 years by two households in Kenya

3.3.10 Impact of GALS on the Beneficiary Communities

Findings from the baseline assessment show that training on GALS helped the beneficiaries and their community to build strong social cohesion and improved the power relations among members of the household, which has translated to wider societal changes in perception of gender justice and overall household empowerment. Specifically, the implementation of GALS/HHM has led the following observed trends in the communities:

a) It empowered women from beneficiary households to participate in the community decision-making processes, in conflict resolution at household as well as improving access to productive resources such as land and finances while increasing the women's negotiation capacity.

b) GALS methodologies have helped women who were exposed to early marriages, envision being educated and made their way back to school to achieve their aspirations.

c) Training helped beneficiaries in the community to make better investment decisions and also in ensuring financial discipline.

d) GALS training helped to restore broken homes, resolved conflicts and enabled household heads improve their income.

e) GALS training has helped shaped the way of life of some men who were involved in excessive drinking of alcohol.

f) It brought about agency and empowered beneficiaries to improve their aspirations while taking steps to realize these aspirations.

g) GALS gave beneficiaries and its champions an opportunity to innovate on livelihood enhancement by exploring options of increasing income streams.

h) In Nigeria, the knowledge gave birth to several key community infrastructures as they negotiated for their wellbeing and needs such as electricity in the rural community, borehole water and rice milling machine which is critical for communities in Nasarawa State where a majority are rice farmers and have rice farming as their leading source of livelihood.

A case of Kenya

From the households interviewed, 46% of the households indicated that there were increased incomes to cater for family needs as a result of GALS. This was attributed to ability to work together towards a common goal as a family and division of labour within the family, enhanced understanding and unity within the family as mentioned by 37%, better planning, budgeting and inclusive decision making (mentioned by 29%), improved ability to meet set targets (mentioned by 15%), ability to work together and division of labour (mentioned by 13%). However, 3% of the households indicated that they are yet to experience any benefit.
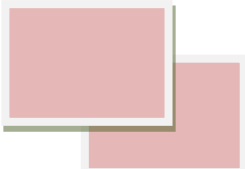
The households indicated that due to the increased incomes, both boys and girls were able to stay in school longer which led to improved performance. In addition, they were able to get basic needs such as food, shelter and good clothing. The concept of working together and division of labour among family members enabled boys, girls and youth to help their parents in doing the household chores and in the farm. It was further reported that the children and the youth had benefited from the improved understanding and unity within their families. Some of the boys were able to start their own investments/small enterprises like rearing of chicken and rabbits.

3.3.11 Lessons learned from GALS implementation in the communities

Results from the baseline survey revealed interesting lessons from the implementation of the GALS methodology. They are:

a) The use of diagrams in describing GALS tools enables beneficiaries to remember the methodology. Even though many of the respondents in the communities couldn't easily remember the word 'household methodologies or gender action learning system', they were very familiar with the name of the different tools under GALS.

b) The varieties of tools under GALS is sometimes confusing to some of the beneficiaries.

c) Whilst provision of incentives (like transportation stipend and refreshments) for the champions is a necessary and welcome development, champions initially faced resistance when trying to step down the training to some farmers/members of the community. The farmers also demanded that they be trained by the implementing partners so that they could also benefit from the incentives provided for the champions.

d) In Nigeria, it is interesting to note that whilst the implementation of GALS methodology by NANTS in Ruwayo community of Nasarawa state culminated in the construction of a rice mill with the support of TY Danjuma foundation, Champions associate the mill with GALS initiative and as such perceive GALS as an intervention that empowers them with community infrastructures beyond learning how to improve household relations for the best economic outputs. The champions have expectations and through their enhanced

negotiation skills, they have prioritized the construction of good roads, provision of boreholes, and electricity as key infrastructures necessary for their community's development.

3.3.12 Relevant approaches for gender transformative HHM currently being implemented

One of the successful HHMs that have been used in Kenya, Uganda and Nigeria is the Gender Action Learning System (GALS), a community-led empowerment methodology that can be adapted to different sectors. In Kenya and Uganda, GALS has been used with the private sector in coffee value chains in cooperation with Hivos, TWIN-UK and Nestlé/Fair Labor Association. Within IFAD projects in Kenya, GALS has also been used by implementing partners in dairy and in Water User associations. The advantage of GALS is the use of different diagram tools designed with women and men community 'champions', an experienced GALS facilitator and a core of implementing staff/local leaders. Though there is no documented literature on the impact of GALS, there are case studies documented from various projects demonstrating the impact of the methodology among the communities.

Bukonzo Joint Cooperative Union has been used as a learning centre in Community based Microfinance delivery models with a gender dimension with innovative Microfinance approaches, services and products for the empowerment of economically active rural communities ensuring gender equity and women's empowerment in value chains.

The learning tools contained in GALS training has enormous potential for better decision-making processes at household and community levels in so many diverse areas. This implies that community members can participate in decision making processes both men and women equally. This tool is further critical in finance and planning or in prioritizing needs and choice of community led interventions collectively.

There are other approaches that target the household and have been used in the Sub Saharan Africa that includes:
a) Household Mentoring
a) Transformative Household Methodology
b) Family Life Model (FLM)
c) Household Approach and
d) Household Approach (HHA) for Gender, HIV and AIDS Mainstreaming
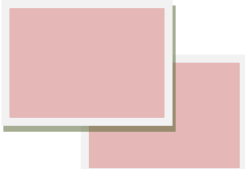
The above HHMs are discussed in section 3.5

3.4 Outcome 2: Regional hubs for networking, knowledge sharing and monitoring the use of HHMs set up and effectively used

The consortium defines Regional Hubs as focal groups for the exchange of knowledge, support and development of ideas and mechanisms for scaling up HHM. The regional hubs are nodes in the global "Vision Journey Network" envisaged as part of this initiative. Key functions of the hubs are to:
a) Disclose tacit knowledge of HHM practitioners, driving the learning agenda on scaling up empowerment in the region,
b) Broker and sharing experience and information across project teams, organisations and individual experts,
c) Legitimize and profiling the network of ELC and brokering Capacity Development Services between ELC and clients,
d) Jointly monitoring the reach and results of HHM and facilitate programme development for scaling up, and
e) Endorse successful clients who have proven to successfully integrate HHM in their work and policies.

Within the regional hubs, ELCs set up, local and international GALS/HHM consultants, donors/supporters, universities or research institutes and clients of GALS/HHM capacity building services, public and private actors will be engaged. Regional hubs will have a decentralized steer to increase ownership, linked with the global "Vision Journey Network". Existing social media will be used and linked to a website to encourage free information sharing.

A key indicator for outcome 2 is public recognition of 2 regional hubs as key resource for HHM/GALS. The baseline established that the project is required to establish two regional hubs for networking, knowledge sharing and monitoring the use of HHM. The Hubs will have mechanisms for quality assurance of service delivery by ELCs and Knowledge Management will be developed including graduation and certification mechanisms for ELC and clients. The hubs will also be key in implementing Knowledge Management and sharing plans.

The Consortium will initially establish two regional hubs in the project.
   i. <u>ESA hub</u>: initially focusing on Eastern Africa with a back office in Kenya hosted by Hivos, servicing: the IFAD country programmes in Uganda, Kenya, Rwanda, Tanzania, South Sudan. In collaboration with the global network secretariat the hub will reach out to Francophone speaking Madagascar.
   ii. <u>WCA hub</u>: initially focusing on Anglophone West African countries with a back office in Nigeria hosted by Oxfam, servicing IFAD country programmes in Ghana, Nigeria, Liberia and Sierra Leone.

3.4.1 Relevant regional hubs and networks/platforms on Household Methodologies that are comparable
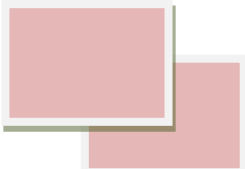
At the time of the baseline survey, there were no existing regional hubs and networks / platforms on household methodologies in Kenya, Uganda and Nigeria. This implies that Oxfam Novib/Hivos consortia will be the pioneers in hubs formation on HHMs. The closest comparison are learning centers established for capacity building either as autonomous institutes or centers attached to a University though not necessarily on HHMs. In Nigeria, NANTS, YMCA and FADU have the capacity to target, network, share knowledge and monitor the use of HHM through their local membership platforms. Within East African Region, the following three centers were identified for benchmarking.

1) Institute for Social Transformation Uganda

The Institute for Social Transformation (IST) is a non-governmental organization registered in 2006 based in Kampala, Uganda serving seven East African countries; Eritrea, Ethiopia, Kenya, Somalia, Sudan, Tanzania and Uganda. The institute promotes transformative community development approach which was developed in Kenya in the 1970's by Sally Timmel and Anne Hope[14]. According to IST, transformative learning is defined as the capacity to be continuously engaged in reflection on experience through questioning why things are the way they are to reach the root causes of problems. It requires that learners propose solutions and take actions to implement them, and this prompts further reflection on the effectiveness of action and the accuracy of the analysis. ISP is a centre for transformative community development with practitioners drawn from the Community Based Organisations, Non-Governmental Organisations, Private Sector and the Public Sector. The centre offers capacity in Leadership training, Transformational learning, Gender relations and Economic Empowerment with training conducted both in and outside the institute. Programs are mainly supported by partner organisations. IST has also partnered with Oxfam, and added various components of the Gender Action Learning Systems methodology to its range of tools.

A key challenge is that, due to the time taken in the learning process and lack of immediate monetary benefit, the community members who are the recipient of the learning are not able to meet the cost of learning without external

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[14]http://ist-tft.org/new/

support. The strength is when learners are empowered and can take control of their situations; there is ownership of the results and change becomes a sustainable process that is people driven.

2) International Centre for Capacity Development (ICCD) Kenyatta University - Kenya

Kenyatta University in Kenya established the International Centre for Capacity Development (ICCD) in June 2007 as a centre for enhancing capacities, competences and competitiveness of University staff in Kenya and in the region. The key thrust of the Centre is to provide opportunities for reflection, building, sharing and acquisition of new knowledge, skills and strategic thinking to those in leadership and management and teaching professionals including governors, professionals and practitioners in the education, private sector, NGOs and CBOs. The centre offers capacity in 112 specialized professional training and development programs on a fulltime and part-time with duration of 2 days to 6 weeks depending on the course content.

The courses are in different fields such as gender development, modern pedagogy, early childhood development, leadership and management, project development and management, public governance, conflict management and resolution, general management, agriculture and enterprise development, ICT application, environmental management, recreation and sport science, health management and administration, hospitality management and administration, financial management and administration, human resource management, marketing and paralegal skills development. The centre charges fees for the courses offered which helps in sustainability of the centre.
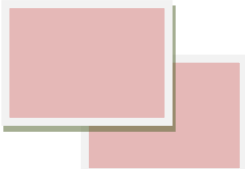
3) African Institute for Capacity Development (AICAD)

The African Institute for Capacity Development (AICAD)[15], is an international organization with headquarters located at Jomo Kenyatta University of Agriculture and Technology (JKUAT) with Country offices in Kenya (Located at Egerton University, Njoro Campus), Tanzania (Located at Sokoine University of Agriculture, Morogoro) and Uganda (Located at Makerere University, Kampala). The idea for a base for African human capacity building was discussed at the 2nd Tokyo International Conference for African Development (TICAD ll) of October 1998 in Tokyo, Japan. This is when The African Institute for Capacity Development was established in 2000. The Institute is jointly financed by the three East African Governments; Kenya, Tanzania and Uganda, with the support of the Government of Japan through Japan International Cooperation Agency, (JICA).

The main goal of the Institute is poverty reduction in the African region through human capacity development. AICAD implements programs in Research and Development, Training and Extension and Information Network and Documentation. The programs include Community Empowerment Program, Knowledge and Technology Dissemination Program, Training Program and Sharing of Knowledge and Experiences gained. The programs are implemented through collaboration with both government and private organisations such as Universities, Research Institutions, Industries, NGOs, CBOs and Government Departments and Agencies.

AICAD collaborates with stakeholders to identify training needs, programme development, execute and follow up. The trainings involve workshops, seminars and short modules ranging from 3 days to 5 weeks. Extension is carried out through collaborating ministries and institutions, and also monitoring activities. Training themes include: Water resources Management, Agriculture and Food security, Environment management, Enterprise development (entrepreneurship), Gender issues, Renewable energy, Information technology, Value addition and Agro-processing and Health equity

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[15]http://www.aicad-taku.org/

Research and Development (R&D) activities focus on the coordination of applied research through (1) making calls for proposals and providing funds; (2) monitoring progress of research activities, and evaluating impact of R&D outputs on users; (3) conducting workshops; and (4) coordinating the documentation of research findings.

Lessons from existing platforms (IST, ICCD and ICAD):
   i.   The training offered by learning institutions are designed to meet the market demand hence the centre/hub becomes relevant to its mandate.
   ii.   The centres which charge fees for training courses, are able to get resources to run the programmes on a sustainable basis.
   iii. The centres develop strategic collaborations with a wide range of development partners, this helps in stimulating demand for training nationally and regionally.
   iv.   The centre in Kenyatta University is guided by the University Quality Management Procedures which guide the training content and a way of quality assurance.

The main challenge in the three centers is limited ability and mechanism to follow-up the practitioners after they have been trained to ensure quality in their delivery. There is limited contact with the clients after trainings have been conducted except the IST which will make a follow-up if external support is available

Empower@Scale project targets to form/set up regional hubs on HHMs which are not currently in existence among the existing hubs. The project can collaborate with learning institutions to design and offer HHM courses. For enhancing sustainability, the project can assist in building capacity among the learning institutions as a regional hub on HHMs.

3.5 Outcome 3: Increased availability of new approaches for HHMs/GALS for specific thematic areas and to reach particular target groups

There are documented benefits and limitations of existing HHMs which can form the basis for innovations and creating new approaches. It is clear that HHMs play an important role in building intra-household gender relations by improving decision making process to make it a family affair. The household methodologies also enable shared vision for households, critical decisions to address production constraints in the farm and in businesses. Household members and the communities become aware of gender equity and its impact on their well-being. It is recommended to look at the existing methodologies to innovate, improve, customize and contextualize them as well as addressing the constraints that have been experienced. It is also important to take note that new methodologies take time in developing and testing and therefore important for Empower@Scale to work towards improving, contextualizing and adapting existing HHM/GALS to youth, rural finance, land rights and engagement of private sector in global value chains.

Six household methodologies are discussed here, their approach, success factors and challenges based on IFAD knowledge sharing documentation[16].

3.5.1 Household Mentoring

The household mentoring methodology was developed and implemented in Uganda under the IFAD funded District Livelihoods Support Programme that was implemented in 2007 to 2014 (IFAD, 2014). Mentors visited individual

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[16]https://www.ifad.org/web/knowledge/publication/asset/39409831

households to share knowledge, skills and information with an aim of achieving personal, social and economic growth at the household level. *(See steps of this methodology in Annex 5)*

Key success factors of this methodology
  a) Mentoring of all household members together contributes to the creation of a generational household memory that extends beyond the life of the household head.
  b) The relationship created between the household and mentor is likely to continue informally even after the project that is supporting mentoring has closed since the volunteers are from the local community.
  c) Use of the community to identify households in need of mentoring strengthens targeting and ensures that the community represents a safe environment to support the mentored households.
  d) Mentored households become role models in their communities as they showcase their progress.
  e) Participation of households in preparing their own vision ensures that the vision remains the focus of the household for many years and is a powerful tool for sustainability.
  f) Mentored households are encouraged to form clusters and the clusters can later evolve into farmer groups that can engage in commercial agricultural activities.
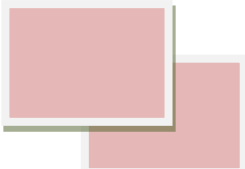
Challenges:
  a) Volunteer fatigue, volunteers may feel overwhelmed by mentoring activities since they need to also get involved in their personal activities. In some programs, mentors are supported with a means for travelling such as a bicycle and a small monthly facilitation allowance, the allowance may not be sufficient to cater for their personal needs.
  b) Some households are not able to read and write, which makes written action plans and visions useless since the households may never refer to these documents.
  c) Getting mentors with basic education to enable them have mentoring capacity is difficult in some communities. The mentors are supposed to understand and interpret the guidelines, carry out the household situational analysis, document the processes and progress.
  d) Lack of motivation: some households are motivated to participate in mentoring in process when there is monetary support. This can jeopardize the "near-nil investment" approach of the methodology, which should be based only on a household's existing resources.
  e) Some vision may also require resources that the households cannot manage to raise. This will derail their progress.

3.5.2 Transformative Household Methodology

Transformative Household Methodology (THM)[17] is a hybrid of gender analysis and Participatory Rural Appraisal (PRA) tools developed in 2004 by the Ethiopian gender staff of the Sida-Amhara Rural Development Programme (Farnworth and Shiferaw, 2012).The methodology is developed combining the Harvard Gender Analytical Tool that makes use of activity profiles and analysis of access and control over resources (and related benefits) and PRA tools such as proportional piling, wealth ranking and seasonal analysis.

The SIDA-funded Amhara Rural Development Programme applied the methodology to separate groups of men and women at community level and in 2009 a Non Governmental Organisation (NGO), Send a Cow Ethiopia (SACE)

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[17]https://www.ifad.org/documents/38714170/40205133/Transformative+Household+Methodology%2C+Ethiopia/540fdd1a-4410-40f5-ac02-d6111d55298b

applied the methodology to households in two regions of Ethiopia: Oromia Region and Southern Nations, Nationalities and People's Regional State.

The purpose of THM is to transform intra-household gender relations by improving relations between women and men, girls and boys. THM supports household members to identify their different roles and responsibilities as well as their access to and control over resources and related benefits. The THM exercise is practised by all household members under the guidance of a facilitator. Simple and locally available materials such as wooden sticks, stones or beans are collected. Participating household members sit in one circle to enhance equal participation. The activity can be conducted in the house or outside, as per convenience. Participants build one grid with wooden sticks: each box represents an activity (fetching water, farming, cooking etc).

Each household member is encouraged to place stones or beans in the grid based on his/her workload related to a specific activity or based on his/her access and control over resources. Following the exercise, household members count the number of stones or beans placed on the symbol for each activity and then correlate the result with the gender of the respective family members. Through facilitated conversation, outcomes are discussed. As household members become aware of the differences in workload and access/control over resources within the household, they develop a family action plan to follow *(See steps for this methodology in Annex 5)*

Key success factors and strengths of the methodology
   a) THM is simple and user-friendly with the use of stones or beans helps to immediately visualize the extent of any imbalance in workloads or control over resources, which makes husbands appreciate the contribution of women and girl children. Illiterate farmers easily understand it and can be effectively used in rural and agricultural contexts.
   b) THM is participatory, involving all household members together, without separating men and women.
   c) As the case with Ethiopia, monitoring and follow-up are done by household members, using the traditional mechanism of the coffee ceremony, which ensures sustainability and to bring about attitudinal change.

Challenges:
   a) In some households, the husband tends to dominate the discussion and, as a result, women are reluctant to talk.
   b) When implementing THM during the peak agricultural season, there is less participation or sometimes people leave the meeting before it is finished. Since the analysis takes several hours, participants can lose interest.

3.5.3 Family Life Model (FLM)
Family Life Model (FLM) was developed under the context of the Community Connector Project, (2012 -2016) USAID Feed the Future project in Uganda. The lead organization implementing the project was FHI 360 (formerly Family Health International), a non-profit human development organization.FLM is a methodology which shapes the way that activities are conducted and messages passed on from the community/group to households and families. FLM uses the "triple A" approach to stimulate households and communities to Assess, Analyse and Act to address their challenges and to achieve their aspirations in the context of food and nutrition security and socio-economic well-being ("food, health and wealth"). Using the case of Uganda, facilitators are selected on the basis of their experience in working with grass-roots communities. *(See steps for this methodology in Annex 5)*

Key success factors and strengths of the methodology

a) Active engagement of communities in "dialogue meetings" encourages open dialogue among community members and between women and men in groups.

b) FLM provides a mechanism to address negative issues at the household and community levels.

c) Active male engagement in the sessions and activities enables male "buy-in" and avoids conflicts.

d) Capacity development of community knowledge workers through continuous coaching and working with subject matter specialists facilitates the development process of their communities.
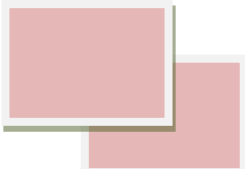
Challenges

a) FLM involves a thorough understanding of community behaviour, norms and practices through the livelihoods analysis. This often requires more time and incurs higher costs in order to effectively engage all in the community in discussions and open sharing.

b) FLM is a continuous training process; it requires experienced, well-motivated and self-driven community knowledge workers who should be able to provide holistic and continuous support to community groups whenever necessary.

c) FLM implementation requires a lot of the facilitator's time, and since facilitators are volunteers, this may hinder their personal work.

3.5.4 Household Approach

The household approach was developed and implemented through the Agricultural Support Programme (ASP) (2003 – 2008) in Zambia, a commercialization programme for small-scale farmers, funded by the Swedish International Development Cooperation Agency and the Zambian Government. The programme was implemented through the Ministry of Agriculture and Cooperatives. The household methodology it developed was part of the ASP Farming as a Business approach. The household approach was introduced as a gender mainstreaming tool to complement technical training and skills development in agricultural production and entrepreneurship. One-on-one household visits by the camp extension officer assisted with translating the technical and entrepreneurial skills into individual household action plans and provided support and guidance during their implementation. The programme produced a gender-sensitive Facilitation Handbook, and guidelines for gender mainstreaming. These documents showed how to incorporate a gender perspective into each stage of the facilitation process. The handbook notes several areas of gender disparity to be addressed at the household, group and community levels: participation, workloads, income, training, access to and control over resources, access to information, and decision-making (Bishop-Sambrook *et al.*, 2008; Farnworth, 2010; Farnworth and Munachonga, 2010).*(Read more on Annex 5)*

Key success factors and strengths of the methodology

a) Addressing key issues of food and income security; farming as a business focus/economic diversification; commercial perspective, including savings and credit systems; decentralization, good governance/democracy, local empowerment and participation; pluralistic extension services; strategies for gender and HIV/AIDS and environment.

b) A process of systematically organizing activities in order to perform them in a participatory way. The cycle also strived to ensure that all activities were part of a process of dialogue and learning through a built-in system of reflection and action.

c) With the vision acting as a base and goal for household development and for promoting household socio-economic sustainability and strengthening gender participation.

d) The use of interest groups which were commodity-specific to translate household needs into demand centres.

e) The creation and strengthening of community organizations: (e.g. camp agriculture committees and cooperatives) as well as stakeholder coordination.

f) The use of development matrices as tools for participatory monitoring and learning and for strategy development at the household level.

Challenges

a) The project was complex and implementation sometimes suffered from having to deal with too many diverse elements.

b) It was challenging to manage staff who were not fully committed to the project.

c) It took considerable time for communities to accept the no-handout approach

3.5.5 Household Approach (HHA) for Gender, HIV and AIDS Mainstreaming

Household Approach for Gender, HIV and AIDS mainstreaming was adopted from Household Approach implemented in Zambia and customized to the Malawian context. HHA was first implemented in the southern and northern regions of Malawi from 2010 by the Department of Agriculture Extension Services (DAES), Ministry of Agriculture, Irrigation and Water Development in Malawi as part of gender mainstreaming.

DAES worked closely with the Social and Business Development Specialist in the Irrigation, Rural Livelihoods and Agricultural Development Project (IRLADP) project coordination unit to adapt HHA. The HHA activities were funded World Bank and IFAD through IRLADP and, to a lesser extent, by the African Development Bank under the Agriculture Infrastructure Support Project. The methodology was later used in other projects in Malawi.
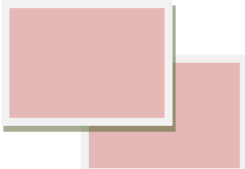
The purpose of HHA is to empower all household members (male and female, adults and youth) engaged in farming as a business to have better gender or power relations that will enable equitable access to and control over resources, assets and benefits in order to improve their livelihoods while addressing the factors that put them at risk of HIV infection and make them vulnerable to the impacts of AIDS. Empowerment is through knowledge- and skills-building, inclusive decision-making, resource mobilization and use, and use of benefits. The methodology target active households involved in agricultural enterprises for home consumption and income-generation.*(See implementation steps in Annex 5)*

Key elements responsible for the successes factors and strengths of the methodology

a) Use of the gender-, HIV- and AIDS-sensitive participatory tools to identify and analyze the issues in the triple roles (productive, reproductive/domestic and community) at the household level.

b) Development and close follow-up of the gender- and HIV-responsive action plans.

c) Technical backstopping and encouragement from the facilitators, subject matter specialists and supervisors.

d) Positive comments about HHA from neighbours, interest group leaders and members, and the successes that participating households experienced.

e) Periodic review meetings organized for HHA households to share experiences and learn from each other.

Challenges

a) Insufficient time for facilitators to make regular and consistent visits to participating households.

b) Loss of HHA-trained staff as a result of illness, death, staff transfers and retirement.

c) Timely implementation of work-plans when households attend to unplanned activities such as funerals and sickness of family members.

d) Time required scaling up HHA by training facilitators, stakeholders and other service providers.

3.5.6 Gender Action Learning System

GALS was developed under Oxfam Novib's (ON) Women's Empowerment Mainstreaming and Networking (WEMAN) Programme since 2008 by Linda Mayoux and local partners. The use of GALS in value chain development (VCD) was piloted by ON and partners in Uganda through a small IFAD grant (2009 - 2011). It was rolled out by ON with local partners in Nigeria, Rwanda and Uganda with the support of a large IFAD grant (2011-2014) and in other countries with co-funding from other donors. GALS has also been implemented directly in IFAD-supported projects in several countries (IFAD, 2014).

The purpose of the GALS methodology is to give women and men more control over their lives and to catalyse and support a sustainable movement for gender justice. GALS promotes equality in rights and opportunities by:

a) Empowering the most vulnerable women and men to develop, negotiate, implement and monitor their own plans for increasing productivity/quality and incomes, reducing livelihood risks and increasing gender equality within households.

b) Bringing about significant changes in property rights, gender-based violence and participation in economic decision-making.

c) In the context of VCD, engaging with and gaining commitment of more powerful private-sector actors at the local and national levels to develop win-win strategies for VCD that address gender issues and promote inclusion of the most vulnerable.

GALS has been used in many different thematic areas of work or sectors of economy[18] including: pro-poor value chain development, farmer and producer organizations, agricultural production and services, rural finance, natural resource management and climate change adaptation/mitigation, land tenure, food and nutrition security, rural enterprise development and community development. The GALS process also facilitates project implementation by enhancing ownership of project activities by the target group, and the participatory design and monitoring of project interventions.*(See steps for this methodology in Annex 5)*

3.5.7 Documented best practices of GALS
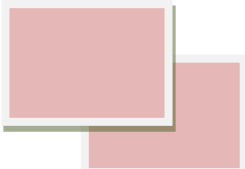
According to Linda Mayoux[19], Each GALS process is unique. The implementation process and specific versions of the diagram tools used are designed with women and men community 'champions', an experienced GALS facilitator and a core of implementing staff/local leaders. The local adaptation is then upscaled through a combination of community-level pyramid peer training, organisational integration in existing activities and inter-organisational exchange.

3.5.8 Documented key success factors and strengths of GALS

The key elements responsible for the successes of the methodology are:

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[18]https://gender.ifpri.info/files/2016/06/concept-note-HHM-Forum_web.pdf

[19]http://www.galsatscale.net/index.html

1) Facilitating dialogue and achieving positive change in sensitive gender related behaviours and norms that are often considered to be unchangeable. GALS enables a deeper level of analysis to demonstrate links between gender-based constraints and poverty reduction/wealth creation for both women and men.

2) The process of individual analysis, which helps people realize the benefits that can be reaped by all if the negative impacts of gender inequalities are addressed.

3) Starting with an analysis of personal life dynamics, which helps people realize that they are part of the solution to any challenge they may be facing.

4) The vision journey, which motivates women and men to gather information, analyse it and then look for solutions, developing their own objectives and strategies. Motivation is developed by seeing that some change can happen quickly, as well as in the longer term.

5) The use of pictorial tools, which promotes collaboration between women and men who cannot read or write and those who can.

6) GALS facilitation, known as "facilitating from the back", which gives everyone the space to explore, contribute to and develop their own plans of change.

7) Planning and tracking income and expenditure flows and the use of resources, which is important for the poorest households to cope better during the long hunger gap and other crises.

8) Improved constructive communication at the household, group, enterprise and community levels in facilitating dialogue.

9) The move from individual to collective actions, which can become a strong voice to advocate for addressing local issues.

10) The pyramid outreach network by community facilitators through peer sharing and learning in their communities and associations, which develops a community-level movement to change gender norms.

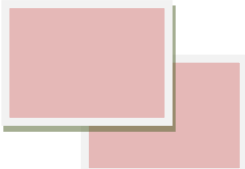11) Strengthening new leaders emerging from vulnerable participants, rather than following existing power structures, which enables behaviour change and livelihoods improvement to scale up quickly.

12) Learning events within a country, which foster peer learning and motivate community facilitators and GALS champions.

13) The development of an international network of GALS practitioners and south-south events across Africa, which has been a powerful way for exchanging information and for peer learning among practitioners.

3.5.9 Principles of HHMs/GALS methodology

The most common feature in the household methodologies is the involvement of all household members, who – through different strategies and tools – are encouraged to create a household vision, assess their current economic and social situation, participate in joint livelihood planning and share the benefits that arise from working towards common goals. Household methodologies practitioners and facilitators offer training and mentoring to household.

GALS is not 'one methodology' or set of tools. It is a change philosophy based on underlying principles of social and gender justice, inclusion and mutual respect. In particular it promotes women's human rights based on the United Nations Convention on Elimination of All Forms of Discrimination Against Women (CEDAW) an international agreement signed by most governments and establishes that women have the same human rights as men: Right 1: freedom from violence; Right 2: equality of property ownership; Right 3: equality of decision-making; Right 4: equality of work and leisure and Right 5: freedom of thought and association

Household Methodologies share four basic principles (IFAD, 2014)

1) Focus on people: HHMs focus households analysis their current situation, creates a vision and strategies to achieve the vision.
2) Empowerment: HHMs are geared towards creating capacity for households to work towards achieving their vision.
3) Self-generated solutions: HHMs target households that are capable of solving their own challenges.
4) Equal opportunities: HHMs creates an even space for every member of household and community despite their sex, age or any form of vulnerability.

From the existing HHMs, the following needs to be taken into consideration:
1) The HHMs are effective in engaging the households but limited in integrating the youths. In addition, there is no documented evidence that HHMs have impact on wider cultural practices such as protection of women in the case of separation or death of the male partner, given that in many African cultures, assets belong to the male partners' family.
2) Households require an enabling environment at the household, community and national level to implement households' vision. For instance, some of the key aspects in the vision require finances which most often households take a long time to accumulate depending on their livelihoods. Some communities in the arid and semi-arid lands are hard hit by climatic changes and often are taken back to poverty during periods of drought.
3) Private-sector are profit driven and to engage them in supporting HHMs/GALS, there is need for win-win strategies.
4) Buy-in from project staff to mainstream the GALS methodology in existing work requires creativity to adapt to the priorities and pace of participating communities.
5) There is need to develop comprehensive and continuous follow-up of HHMs/GALS at project levels.
6) There is often inadequate resource allocation to GALS-related activities in project designs.
7) It is worthwhile to note that IFAD has a very good documentation on HHMs which was comprehensively done in 2014. Frequent gathering of data, information and tracking of implementation of HHM is a gap that Empower@Scale can take up through regional hubs.
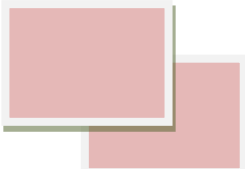
3.5.10 Existing strategic support of HHMs/GALS practitioners
Over the past years, GALS training and capacity development activities have been organized at various levels by Oxfam Novib, Hivos and IFAD directly or by partner organizations. Training for GALS Champions and Facilitators have been in form of training workshops and exchange visits. The partner organisations make backstopping and follow-up visits to Champions and Facilitators. The GALS practitioners are engaged in international conferences, learning routes, brief sessions and official events.

Remote technical backstopping has also been provided through IFAD's Gender Network and from the IFAD Gender and Social Inclusion to Project Gender Focal Points, with activities directed to GALS practitioners/experts, IFAD staff and implementing partner, IFAD member states and donor countries (through corporate initiatives, media and communications channels). However, resources for HHMs including GALS training, backstopping, follow-up and monitoring and evaluation are dependent on donor funding therefore limited.

3.6 Outcome 4: Increased global coherence of HHM implementation
The project targets a global "Vision Journey" Network to be established with the following purposes:

1) Promoting networking between all countries and organisations that apply GALS/HHM and peer-to-peer collaboration, beyond the two regions initially included in the project.
2) Promoting best practice and supporting innovation, learning, accountability and communications.
3) Facilitating the development and implementation of a code of conduct/ethics for the network.
4) Supporting programme development and fundraising for the new approaches to be developed.
5) Quality assurance

There is no existing global network on household methodologies. Empower@Scale could benchmark from existing networks in other fields such as 1) Food Security and Nutrition (FSN) Network that engages practitioners through a food security and nutrition capacity-building hub. FSN operates an interactive website and resource library where knowledge on food security and nutrition programming and related subjects is shared, resources availed and promising practices documented; 2) AgriProFocus, an online website platform that facilitates access to a wide network of agribusiness entrepreneurs, private sector companies, civil society organisations, knowledge institutes and governments with over 26,000 members; 3) Oxfam's Knowledge Hub on Women's Economic Empowerment (WEE), an online website that brings together Oxfam staff, partners and other individuals who are working on women's rights and economic empowerment, particularly in smallholder agriculture. The global network h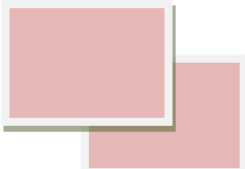as 972 members spread across the globe and 4) Consultative Group to Assist the Poor (CGAP), a global partnership of 34 organizations in financial inclusion.

Food Security and Nutrition website is resourced and managed by the Technical and Operational Performance Support Program, a United States Agency for International Development (USAID) / Food For Peace (FFP)-funded program seeking to build the capacity of FFP grantees and other food security and nutrition implementers. The hub resources consists a portal for a practitioner to submit a resource, resource videos and narrated presentations which are available to other practitioners, and discussion forums based on various themes. The hub keeps track of events; upcoming, past and knowledge sharing meetings arranged globally by various organizations within the membership. Membership is open to the community by creating a free log-in account.

AgriProFocus is a network that brings together businesses, civil society, knowledge institutes and governments working towards food security. Rooted in the Netherlands, AgriProFocus is active in 10 countries in Africa (Benin, Burundi, Ethiopia, Kenya, Uganda, Mali, Niger, Rwanda, Tanzania, and Zambia) and 2 countries in South-East Asia (Indonesia, Myanmar). The network's focus within inclusive agribusiness is on opportunities for farmer-inclusive agribusiness, gender-inclusive agribusiness, and youth-led agribusiness. Each Country has a team of AgriProFocus staff managing the website. The website host events, publications, online conversations, blogs and posts from partners. AgriProFocus also hosts networking events in the above 13 countries. The online site keeps track of upcoming events arranged per country and by stakeholders. Membership is open to people from all over the world by creating a free log-in account.

Promoting Agribusiness, Investment, Networking and Trade for Youth (PAINT-Y) is a platform running within AgriProFocus that appreciates efforts by different stakeholders in supporting youth in agribusiness through initiatives that enable them access information, knowledge, resources, experiences and expertise. PAINT-Y therefore positions itself as a neutral platform to facilitate linking, learning and collective influencing by stakeholders who support youths in agribusiness.

AgriProFocus also coordinate a Joint Learning Platform (JLP) which is an annual cross-learning platform whose partners are the Food Security Programme for Ethiopia and Kenya (FOSEK) and the Sustainable and Secure Smallholder Systems Programme (4S@Scale). The two programmes are co-funded through the Netherlands Ministry of Foreign Affairs (MoFA) and private sector partners. They have a common objective of increasing farmers' income through sustainable coffee productions systems and diversification. The Empower@Scale Project need to consider these platforms for linking and learning.

Oxfam's Knowledge Hub on Women's Economic Empowerment is hosted and managed by Oxfam Novib. The website provides a forum for networking by creating a free log-in account. Members in the network can communicate with each other through messages. The hub provides news on Women's Economic Empowerment in Agriculture in-terms of emerging trends, the site also has a depository for learning resources, reports, videos, photos and offers links to external resources and resource websites related to Oxfam's Gendered Enterprise and Markets (GEM) approach. The website provides adverts to global events related to women empowerment.

Consultative Group to Assist the Poor is a global partnership for development organizations in financial inclusion supported by World Bank. CGAP's hub is in Washington, DC, with representatives in almost every region of the world. As an organization, CGAP conducts orientation and share knowledge in financial systems to support work done by partners, who apply the documented knowledge in the marketplace. The website is not open to the community membership but there is opportunity for sign-up for a periodical newsletter.

3.6.1 Management of HHM Global network

Oxfam Novib / Hivos consortia need to bring stakeholders in HHMs (including IFAD headquarters, Projects / Programs supported by IFAD, Projects supported by Oxfam Novib and Hivos, HHMs Consultants and HHMs Implementing organizations - including government departments and local partners) together to create awareness on Global Network.
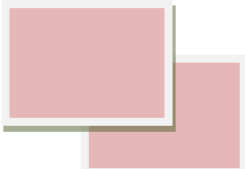
A core group of passionate individuals with in-depth GALS/HHM experience need to be mobilized from the supporters of the HHMs to function as the secretariat of global network. The secretariat should be tasked to create the online platform, take a lead role in development of GALS/HHMs code of conduct/ethics, gather content and update the online platform. The secretariat should also keep track of learning events and engaging the GALS / HHMs practitioners and facilitating cross-regional networking with potential ELCs.

3.6.2 Mandate of the HHM Global network

The key indicator for achieving outcome 4 is existence of universal principles and best practices of HHM/GALS and strategic support made accessible to at least 500 of practitioners. This means a mechanism for global knowledge sharing established such as a global platform available online with a code of conduct/ethics for HHM/GALS practitioners worldwide.

The global network should facilitate linkages and knowledge sharing between clients of the network starting with global IFAD-supported projects and later institutions of higher learning (Universities) and Non-governmental Organisations.

3.7 Knowledge management (KM) and Knowledge Sharing (KS) systems

Knowledge is one of project's most important assets. However, that knowledge is frequently undocumented, difficult to access, and at risk of disappearing. Effective knowledge management reduces operational costs and improves productivity. In this light therefore, Empower@Scale should strive to manage HHM/GALS knowledge effectively. Knowledge management (KM) is any system that helps project staff to generate, access, document, update and share project knowledge and information. KM plays a strategic role in improving performance, quality assurance and accountability, upscaling, and generation of lessons learned and evidence. KM covers knowledge generation, data collection, technology and infrastructure for data and information storage, analysing, learning, articulation and dissemination of information.

3.7.1 Existing knowledge management and knowledge sharing assets and stakeholders

Knowledge structuring is one of the KM building blocks and includes information mapping (process by which organizations can identify and categorize knowledge assets within their organization, information storing (contains knowledge repositories such as dbases, data warehouses, information centers etc.) and information retrieving (knowledge is stored and retrieved via information retrieval systems).

The baseline established that Knowledge Management on GALS/HHMs is limited to specific projects and consultants as individuals. There is no organized knowledge management and knowledge sharing system for GALS/HHMs practitioners that brings on board various stakeholders together. Existing knowledge management assets include websites such as www.galsatscale.net and GameChange Network (https://gamechangenetwork.org) both managed by Linda Mayoux, GALS developer and HHMs consultant and https://www.ifad.org developed and managed by IFAD and www.oxfamnovib.nl/weman a portal under the Oxfam Novib website. The knowledge is packaged inform of case studies, manuals, annual reports, publications, briefs, books, articles and journals, brochures, e-learning, factsheets, infographics, tools and guidelines and research findings. National Association of Nigerian Traders (NANTS) has a functional knowledge management and knowledge sharing assets in its advocacy and policy publication series in their repository which is produced in hard copies for distribution to its partners with some posted online.

Game change Network has also simple notebooks on GALS translated in Swahili. As much as there is rich information available on GALS, the community facilitators (Champions) are not able to utilize the information due to limited awareness and limited access and use of internet. This information is likely to be of greater help to the consultants and implementing partners than the Champions who are in contact with the communities.

Table 18: Existing knowledge Management and Knowledge Sharing Assets on HHMs/ GALS

Existing Assets	Stakeholders
www.galsatscale.net Website developed by Hivos under the GALS@Scale project. Designer and manager was Linda Mayoux, GALS@Scale lead consultant. GALS Resources, toolkits, videos and songs	Open to HHMs practitioners and projects. Has the following networks: GAMEchange Network, GALSatScale, WEMAN global Oxfam Novib, Great Lakes project TWIN, Bukonzo Joint Cooperative Union Uganda, Participatory Action Learning System Interactive Learning, www.corelab.co, roar.lionsclubs.org andwww.refushe.org
GameChange Network (https://gamechangenetwork.org/) This is a website developed by GALS developer and HHMs consultant Linda Mayoux Aims to bring together resources, experiences and contacts for organisations and people working on gender and social empowerment strategies for linkage and learning. Resource for Participatory Action Learning System (PALS), Gender Action Learning for Sustainability at Scale (GALSatScale) and Financial Action Learning System(FALS) It has simple notebooks for the champions to sell.	Open to HHMs practitioners. Local implementing partners and Projects in various countries are key networks. AFRICA: Cote d'Ivoire a project by Nestle and Fair Labour Organisation for women in the cocoa value chain; Ethiopia SNV's Gender and Youth Empowerment in Horticulture Markets (GYEM) project, funded by Comic Relief; Nigeria Oxfam's gender networking; Kenya gender mainstreaming in coffee sector and Happy Family Happy Coffee process by Sustainable Marketing Services (part of Ecom Trading); Rwanda partners in Oxfam Novib/IFAD Gender in Value chain Development project; Tanzania: gender mainstreaming in coffee sector with Vuasu Cooperative Union in Kilimanjaro Region and Ecom Trading and Coffee Management Services in Mbeya Region, initially co-funded by Hivos; Uganda: Bukonzo Joint Cooperative Union and MwanaMolho Women and Men United Group both independent and self-sustaining community-led processes working particularly in coffee and cocoa. ASIA: Indonesia gender mainstreaming in coffee sector and Happy Family Happy Coffee process by Ecom Trading, initiated by Hivos but currently independent; Kyrgyzstan Rural Women Economic Empowerment programme, funded by IFAD; Pakistan gender mainstreaming in microfinance, funded by Aga Khan Foundation; Philippines Bridging the Gender Gap in Responsible Finance with Oikocredit, Negros Women for Tomorrow Foundation, funded by Church of Sweden
https://www.ifad.org/ Website developed by IFAD for knowledge management and knowledge asset sharing.	Knowledge sharing products on HHMs inform of Teaser (Overview of HHMMs, Guide manual on implementation of HHMs and Case studies available athttps://www.ifad.org/web/knowledge/publication/asset/ Other resources include research findings, annual reports, evaluation publications, publications and briefs, books, articles and journals, brochures, e-learning, factsheets, infographics, tools and guidelines and research findings. IFAD has 176 Member States, works with Foundations, Companies, Research institutions, International and National Non-Governmental Organisations.
www.oxfamnovib.nl/weman	Knowledge Management and Knowledge sharing products on HHMs are available in the web page inform of manuals, case studies and materials on GALS.
National Association of Nigerian Traders repository : Publications and Website with a blog	Targets partners and general public with: Publications, Study toolkits (Manuals, Workbooks, Compact drives with videos and audio); reports, stories and lessons learnt.

3.7.2 Knowledge Creation

This is the process of retrieving either explicit or tacit knowledge that resides within people, artifacts, or organizational entities. This could be tacit knowledge – that type which people carry in their minds and is therefore difficult to access or explicit knowledge – that which has been or can be articulated, codified and stored in certain media. The baseline established that most knowledge/information on HHM/GALS is mainly limited to project teams and consultants.

Among those interviewed, it was clear that there is no standard way the information on GALS is packaged. This limits innovation and knowledge sharing with practitioners. Some of the recommendations is to conduct impact assessment of GALS on various programs, share the information with practitioners to critique, package the information in various media including websites, journals, pamphlets, booklets, audio visual (video) for a wider dissemination among the development practitioners.

3.7.3 Knowledge sharing

This is the process through which explicit or tacit knowledge is communicated to other individuals. It needs effective transfer so that the recipient of knowledge can understand it well enough for actions.

GALS knowledge sharing in Kenya by GALS Champions and community members

In Kenya, there were no packaged materials for training and the trainers (mainly GALS champions) used personal notes taken during training. When asked how GALS information materials are packaged, most respondents (66%) reported that GALS facilitators used their own notes. During a training session, trainers would read their notes and at times illustrate especially the visioning using flip charts (26%). Where there were no flip charts trainers would use pictorials in the form of drawings and/or pictures taken during GALS champions' training. Nonetheless, 7% of the respondents indicated that they were given handouts containing notes. Moreover, some indicated that the training materials were in the form of audios (2%), books (2%), among others. Translation of information materials to locally preferred languages is important so that the information is passed across effectively. When the respondents (from households interviewed) were asked if the training materials used during training were translated into the local languages, 3% reported that the materials used were indeed translated. Basically, the trainer would read notes (written in English) and translate the information to the trainees.
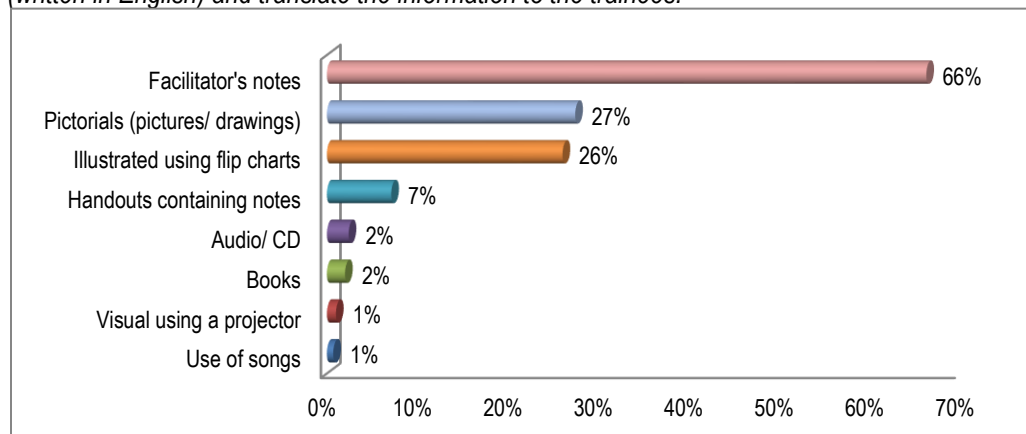

Figure 4: How GALS information is delivered to households by Community Champions

The study further sought to establish if the information learned from GALS training was shared with other people by the households. Most of the respondents (75%) indicated that they shared the information with others (fellow farmers

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and friends). There was no significant difference between males and females on information sharing.
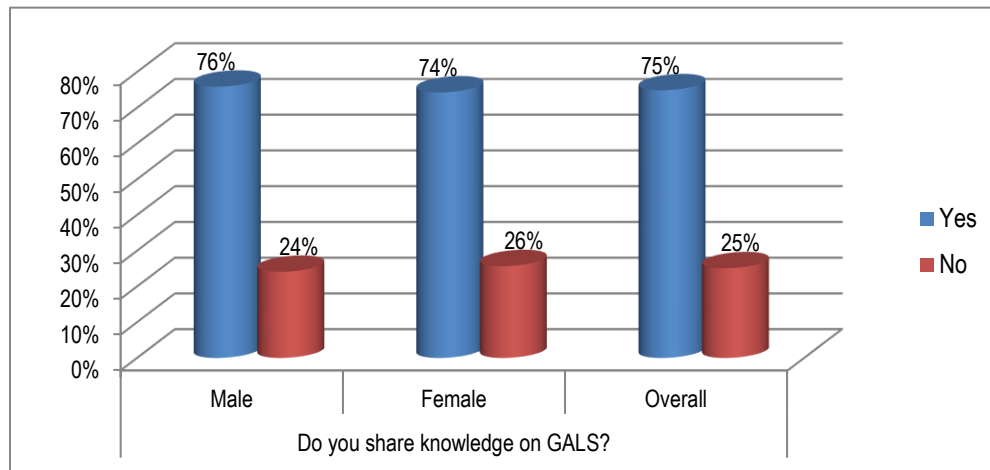
Figure 5: Sharing of GALS information by households

Information acquired from GALS training was shared through different means but basically was done using word of mouth. For instance, 30% shared by visiting people at their homesteads/ businesses and sharing with them, while 13% shared the information practically through demonstrations and/or illustrations. Besides, some of the trainers and farmers shared the information with groups during their group meeting, as well as in churches, barazas.

Empower@Scale needs to evaluate the impact of various GALS delivery methods to the communities taking care of different contexts such as the livelihoods supported. This will enable documentation of various GALS sharing methods, packaging of training materials and delivery modes.

3.7.4 Insights in the design of Knowledge Management and Knowledge Sharing Assets
Insights in the design of project work processes and delivery instruments require learning from existing knowledge management and assets sharing platforms. The following needs to be taken into consideration:
1) Defining of knowledge management and knowledge sharing platforms objectives and target groups and setting objectives and defining the target groups will direct the platform secretariat and give it a focus.
2) How will gathering of information be done from the communities, research work, expert/professionals and institutions? The current practice is (1) members contribute directly to the on-line media, by sending their research results, reports, papers, case studies, (2) A team of experts go to communities and collect information and (3) Liaise with research organizations to have them share their research findings and (4) Organise forums for sharing experiences which are documented.
3) How will the information be repackaged and stored for dissemination bearing in mind the partner organisations, national, regional and global practitioners? The current practice is information is available in appropriate consumable and transferable formats which are easily downloaded from the internet. Other forms of packaging in existence include multi-media and printed training materials. The web media allows for networking of the institutions and individual groups and cause information to flow forth and back among the target groups.

3.7.5 Knowledge management capacity development strategies

The baseline established that capacity development efforts in HHM/GALS are not coordinated. There is need to have coordinated capacity building efforts that are accessible by the stakeholders. The pointers for feasible and realistic knowledge management capacity development strategies and actions at the different levels as follows:

1.   Individual Level

Champions: From the interviews conducted with community Champions, it emerged that as much as their work is purely on a voluntary basis, there are different expectations which drive their motivation to conduct training on GALS. For instance some expected facilitation fees to carry out the trainings and this is evident with the number of households they have trained.

Capacity development strategy therefore needs to start from identification of champions to managing their expectation, building their capacity and helping them to grow in skills, knowledge and experience and share experiences for future learning. Apart from training, there is need to for a minimum criterion for one to qualify to be a community champion, for instance, own application of the methodology, the number of households trained / mentored, tools practiced etc. There is need for not only top-down training but also down-up training, refresher courses, which include discussion of principles as well the tools and experience sharing exchange forums. Regular capacity needs assessment should be done.

GALS / HHM facilitators Level: In order to standardize GALS methodology, there will be need to institutionalize the methodology at specialized institutes of learning as short courses with experts developing a curriculum which is nationally, regionally and globally recognized. This will enable certification of HHMs / GALS practitioners at various levels, however care need to be taken not to make training of practitioners merely academic. For the Certification body to be officially recognized (if this is desired), there may be need for accreditation by a relevant authority depending on the Country requirement; for instance Kenya Accreditation Service is responsible with accreditation in Kenya.

Global consultants: Global forums for exchanging knowledge by practitioners need good planning to take care of practitioners' busy schedules. These forums need to be planned ahead as annual events or at agreed intervals. The global hubs should assist in developing a community of practice, set up conferences, high level events, peer consultations and set stage for dialogues. Global hubs need to coordinate expert visits and study tours for the practitioners.

Certification and standardization of practitioners at various levels

1)   It is important to maintain quality of facilitators both at the Champions and Facilitators levels. As GALS spread it can easily become a dry methodology which does not observe key tenets including participator skill, basic principles and women empowerment therefore losing the intended outcome.
2)   Have registration of practitioners at a central place and this can be handled at the regional hub.
3)   Investment in standardization process – coming up with standards by Global and Local facilitators.
4)   Have policy and procedures on the operations of Champions and Facilitators.
5)   Provide certification perhaps at several levels such as basic, advanced etc.
6)   Have a monitoring and evaluation framework to assess the effectiveness of GALS training.
7)   Establishment of database for the tools; have a reference point for people who want to use the tools.
8)   Domesticating the tools in local languages.

2. Institutional Level

Capacity building strategy need to take care of ELCs, Regional and Global Hubs. For the ELCs and hubs to function they require capacity to collect, store, manage and disseminate knowledge. This capacity is inform of skills, competencies and processes as well as the infrastructure in-terms of enabling technology platforms such as appropriate equipment/technology, software and internet. There is need for frequent upgrading of equipment for storage and dissemination of information.

3.7.6 Drivers of knowledge management and knowledge sharing assets

It is envisaged that knowledge management and knowledge sharing assets will be driven by the costs and benefits accrued. Quantifying the value of GALS / HHMs benefits would be great to demonstrate the importance of investment in knowledge management. The challenge related to the value of GALS / HHMs knowledge to practitioners and households is that the value of HHMs / GALS can only be evaluated after the methodology has been put into practice.

Further, the methodology cannot be evaluated in isolation but within a defined context.   In addition, some of the benefits such as improved decision making, shared workload and harmony in the family are difficult to quantity. Secondly, cost models of GALS/HHM need to be established, for instance: how much does it cost for an organisation to build capacity for champions? Reach a certain number of people? Cost and benefits parameters will be important not only to development organisations but also to bring on board the profit making companies who are driven by profitability.

3.7.7 Monitoring and evaluation function and knowledge management strategies and activities

a) There is likelihood of differences in GALS/HHMs impact indicators and various projects / programs indicators. Most of the projects and programs are likely to put more emphasis on project indicators than GALS/ HHMs indicator.

b) The baseline established a gap in assessing and documentation of HHM/GALS impact. Empower@Scale need to generate evidence of the impacts of HHM/GALS and consolidating what has been done through IFAD and other development organisations.

c) A lot of the existing documented evidence on the impact of HHMs/GALS is quite anecdotal, and the existing quantitative impact information is often based on self-monitoring by community participants, and this can benefit from external evaluation/research.

3.8 Informing Development of Empower@Scale Theory of Change

According to Hivos[20], theories of change are the ideas and hypotheses ('theories') people and organisations have about how change happens. These theories can be conscious or unconscious and are based on personal beliefs, assumptions and a necessarily limited, personal perception of reality. It is an ongoing process of reflection to explore change and how it happens - and what that means for the part played in a particular context, sector and/or group of people.

The Empower@Scale theory of change will be a visual interpretation of the envisaged change process as a result of project interventions. The following questions need to be answered by the theory of change:

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[20]http://www.theoryofchange.nl/sites/default/files/resource/hivos_toc_guidelines_final_nov_2015.pdf
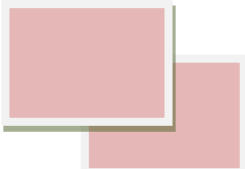
a) What is the long term change and impact envisioned by the project?
b) How can Empower@Scale project interventions be linked to outcomes, longer term changes and impact? Identify what is needed for the desired development change to happen.
c) What are the key assumptions and factors that are likely to enable or hinder Empower@Scale results and long term transformative changes? Establish and make explicit the related key assumptions underpinning the theory of how change happens, and major risks that may affect it.
d) What are the key drivers of change in the different sectors targeted and
e) Identify partners and actors who will be most relevant for achieving each result, taking into account the related risks and assumptions.

Table 19: Areas of reflection for Empower@Scale project Theory of Change

Goal	What is needed	Assumptions and risks	Partners and actors
Empower@Scale project goal is to contribute to gender equality and sustainable livelihoods for marginalised rural women, men and youth in 15 countries in Africa as a result of more inclusive and gender equitable programmes for rural transformation.	A network of local/national Empowerment Learning Centres (ELC)	Demand for HHMs / GALS will increase, willingness to make partnerships by stakeholders	1. Community 2. Champions and Facilitators 3. Local and international GALS/HHM consultants 4. Public and private institutions 5. Education institutions 6. Donors
	Regional hubs for networking, knowledge sharing and monitoring the use of HHMs set up and effectively used	Professionalization of HHMs / GALS will be possible; Political stability will be there and policies will be influenced	
	Increased availability of new approaches for HHM/GALS for specific thematic areas and to reach particular target groups, such as youth and indigenous people	Increased investment in development particularly capacity building, public and private sector willingness to test and adopt	
	Increased global coherence of HHM implementation	Adoption of code of conduct/ethics by key stakeholders, investment in HHMs / GALS knowledge management and knowledge assets	

4 CONCLUSION AND RECOMMENDATIONS

There is need to note the IFAD projects that are active on GALS and those that are not for effective targeting. It will be important for Empower@Scale project to target IFAD projects that are not implementing HHMs/GALS to introduce GALS methodology while providing technical support to the projects already implementing HHMs/GALS and monitor progress, link champions, facilitators and implementing organizations to Empowerment Learning Centers and regional hubs for quality control and knowledge sharing. It will be important to also assess the extent to which each IFAD project is using HHMs/GALS and the budget allocated to support HHMs/GALS in each project. Some projects have no budget for HHMs/GALS captured in the project design. This implies that there may be need for reallocation of funds within their budgets if they choose to adopt HHMs/GALS.
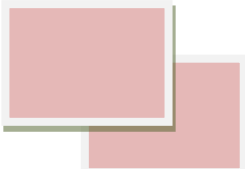
The Oxfam Novib / Hivos consortia need to be aware of the implementation timelines by various IFAD projects. Some projects are in their final year of implementation, and therefore may not have sufficient time to implement GALS methodology and monitor its progress. Success may be pegged on implementing partners' capacity to sustain GALS operations after project period is over.

The sector focus for IFAD funded projects is varied. The assessment found out that GALS can be implemented in different sectors and this will give Empower@Scale project an opportunity to innovate.

There are no standardized training materials available for reference by GALS champions and trainers rely on their notes taken during their training. It will be important to have a standard simplified manual for reference by the Champions which are also translated into the local language. Since GALS is more than a training module, the reference materials will act as guidelines to ensure that key principles are followed. Monitoring of GALS methodology is limited since most projects are keen on their indicators which could vary from the GALS indicators. It is important for Empower@Scale project to support monitoring of GALS implementation using monitoring tools which needs to be developed and standardized. This will assist in tracking progress and conduct impact assessment for projects which have already closed.

Champions seek support from various sources that include Implementing partners, colleagues and Project staff. There is no clear system for technical support on GALS although there is limited monitoring and follow up visits made by Implementing Partners and GALS Consultants. These roles can be coordinated at ELC's as well as putting quality assurance measures or quality improvement processes in place. Quality assurance and improvement can only be attained to the extent the trainers are trusted to pass on the acquired knowledge to the trainees. Subsequently it's important that a standard criterion for quality assurance and improvement process be developed to help the trainers to maintain quality.

A standard certification process for Champions needs to be developed after a study on progress made, achievements, experience and the drivers of achievements by the Champions in the three Countries. This will inform the certification process since GALS is not just a methodology but a system with several components that are easily customized. The certification could be done in levels and based on the Champions practice and achievements. There is also need to have a basis for standardization of training content and methodology which enables proper calibration and qualification for resource persons.

It was noted that Champions provide support in other areas related to social and livelihood to the households apart from GALS training. This implies that the Champions capacity can be strengthened to meet wider needs of the community members.

Organisations such as Bukonzo Joint Cooperative in Uganda and NANTS in Nigeria are better placed as ELCs due to their proximity to the community, have membership / networks, some level of infrastructure and experience in GALS. Although they have limited resources, they are committed to their members / networks' empowerment. Credit and saving cooperatives can also be developed as ELCs due to both their strong governance structures and their role in enhancing financial services to rural households.
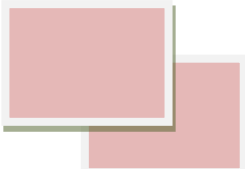
The Champions work as volunteers implying that there is no business model for GALS. The scenario is that implementation of GALS is driven by development organizations. For a business model, areas to explore are:
 1) Since GALS is not a stand-alone methodology, Champions can be positioned to provide a broader agri-business development services including private extension services to farmers at a cost. As much as some households are willing to pay for GALS training in Kenya and Uganda and a few in Nigeria, they may not pay for GALS alone given financial constraint in rural areas versus expected benefits which are not immediate;
2) Champions can be developed around their cooperative societies / associations, since the cooperatives and associations have a mandate for capacity building to their members, they can support training of some of their members to be Champions and also facilitate the Champions as they train their members. The cooperatives and associations will need to identify their members needs based on the value chains they handle. The cooperatives and associations can be role models on GALS where other farmers, traders and other value chain actors come to learn at a fee.

Empower@Scale project targets regional hubs on Household Methodologies which are not currently in existence among the existing hubs. Important question to consider is where the hubs will be hosted in a sustainable manner. For enhancing sustainability, the project can assist in building capacity among the learning institutions as regional hubs on Household Methodologies.

To increase availability of new HHMs/GALS, It is recommended to look at the existing methodologies to innovate, improve, customize and contextualize them as well as addressing the constraints that have been experienced / identified. It is also important to take note that new methodologies take time in developing and testing and therefore important for Empower@Scale to work towards improving, contextualizing and adapting existing HHM/GALS to youth, rural finance, land rights and engagement of private sector in global value chains.

Learning from the existing HHMs, the following are the areas of improvement: a) More youthful community members need to be brought on board as potential Champions to tap into their energy, technology savyiness and to reach out to more youths; b) HHMs/GALS are strong in the households but slow in engaging the wider community in their community cultural practices, are there policy influence areas for example to protect women in case of separation or death of the male partner, given that in many African cultures, assets belong to the male partners' family; To reduce male chauvinism in decision making processes, plan should be put in place for gender-specific sensitization, advocacy and establishing strong community-based teams to drive and anchor the process when the methodology is fully introduced. c) Now that some key aspects in the vision require finances which most often households take a long time to accumulate, can financial literacy be integrated? d) The HHMs/GALS value need to be demonstrated to bring in the private sector by supporting impact assessments.

Though the households reported that GALS has contributed to raised awareness and appreciation of the female voice in household decision making, there is need to evaluate the contribution of GALS on decision making process, a study which can be taken up by Empower@Scale project.

There is need for a full-scale sensitization to introduce the benefits and opportunities that GALS offer to communities, households and individuals to make for ease of participation and create demand for fee-for-service on GALS training.

Advocacy workshop on GALS should be carried out targeting donor agencies across board to introduce GALS or other HHMs and their inherent benefits for the purpose of mainstreaming the methodology in donor funded programmes.

Advocacy should be carried out to relevant Federal Government ministries, agencies and parastatals for ownership of the process and policy development on household methodologies.

To form a global network on household methodologies, Oxfam Novib / Hivos consortia need to bring stakeholders in HHMs (including IFAD headquarters, Projects / Programs supported by IFAD, Oxfam Novib and Hivos, HHMs Consultants and HHMs Implementing organizations - including government departments and local partners) together to create awareness on Global Network. A core group of passionate individuals with in-depth GALS/HHM experience need to be mobilised from the supporters of the HHMs to function as the secretariat of global network. The secretariat will be tasked to create the online platform, take a lead role in development of GALS/HHMs code of conduct/ethics, and gather content and updating the online platform. The secretariat will also keep track of learning events and engaging the GALS / HHMs practitioners and facilitating cross-regional networking with potential ELCs.

Due to the growing use of smart phones, GALS Champions and Facilitators need to be educated about the use of online HHMs/GALS resources not for them to adopt them but to enhance their capacity for creativity. There can be a possibility to have online resources that are user friendly and simple to access targeting the Champions and Facilitators. Within the project period, it would be important to continuously evaluate the use of various packaging and delivery of HHMs/GALS tools especially at the Champion and Community levels. It is therefore important to invest in HHMs/GALS infrastructure development, continuous monitoring and impact evaluations of projects that have used or are using HHMs/GALS.

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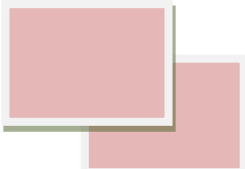
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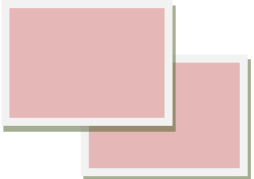
ANNEXES

Annex 1: Logical framework

		Results hierarchy	Indicators	Baseline	End Target	Means of verification	Assumptions
Sphere of interest	Goal	Contribution to gender equality and sustainable livelihoods for marginalised rural women, men and youth in 15 countries in Africa as a result of more inclusive and gender equitable programmes for rural transformation	• number of programmes for rural transformation have mainstreamed gender equality and social inclusion in their interventions • number of rural women, men and youth targeted by these programmes perceive that they benefit more from sustainable economic development • percentage of rural women who increased their participation in decision-making processes at various levels	21 0 46[21]	21+20 1,5 million 70	-Country portfolio reviews -Design Documents and AWPBs of IFAD loan-financed projects -Evaluations	-The 15 targeted countries remain politically and economically stable (Indicator 2 and 3 will be measured on specific IFAD supported projects)
Sphere of influence	Objectives	Increased knowledge, skills and expertise among stakeholders at local, national, regional and global levels to support, implement and upscale household methodologies to empower women, men and youth for rural inclusiveness.	• Number of IFAD-supported programmes in at least 15 countries demonstrate readiness for integrating HHM/GALS	21	21+20	• Baseline, endline, reviews, external evaluation report • Project reports • Press releases	-IFAD provides committed counterparts at HQ, regional and national levels to ensure linkages with loan-financed operations
Sphere of control	Outcome 1	Outcome 1. A network of local/national Empowerment Learning Centres (ELC) for quality assured capacity development services on HHM established and functioning	• number of graduated ELC in Uganda, Nigeria and Kenya able and equipped to deliver quality-assured CD trajectories • number of potential ELC from at least two regions networked for peer to peer capacity development with graduated ELC	0 0	6 12	Evaluation reports, project reports, Certificates for ELC	-CSOs and community HHM practitioners want to organise as professional ELC to share their real-life cases with clients

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[21] The information is based on Kenyan baseline data collected by MERDA.

Outcome 2	Output 1.1 Strengthened capacity on HHM support services of 6 ELC involved in the project	• Professionalisation trajectories carried out with number of ELC	0	6	Project reports	-Rural women, men and youth want to participate in a learning centre
	Output 1.2 Strengthened viability of ELCs beyond the project timeframe	• Business model tested by ELC in number of countries and shared with other potential ELC	0	3	Project reports, online platform	-ELC willingness to provide services using a business approach -IFAD programmes willing and able to pay for services by ELC
	Outcome 2. Regional hubs for networking, knowledge sharing and monitoring the use of HHMs set up and effectively used	• Public recognition of number of regional hubs as key resource for HHM/GALS	0	2	Evaluation reports, project documents, Online platform	-HHM practitioners, experts, supporters and researchers willing to share knowledge
	Output 2.1 Two regional hubs established for networking, knowledge sharing and monitoring the use of HHM	• number of hubs developed with back offices, members and profiles of ELC for linking with clients of HHM support services	0	2	Online platform	-Members of the hubs willing to share information and experiences
	Output 2.2 Mechanisms for quality assurance of service delivery by ELCs and Knowledge Management developed	• number of hubs with developed graduation and certification mechanisms for ELC and clients • number of hubs with developed and implemented Knowledge Management and Sharing Plans	0 0	2 2	-Protocol for certification of clients -Online platform	-Both clients and ELC require certification as an external incentive
Outcome 3	Outcome 3. Increased availability of new approaches for HHM/GALS for specific thematic areas and to reach particular target groups, such as youth and indigenous people	• number of new specific HHM approaches designed, tested, piloted, validated by potential clients, documented and shared	0	3	-Evaluation reports, project documents, -New HHM approaches on online platform	New specific approaches stimulate wider interest and buy-in for HHM

			0	3	-Needs assessment report -Minutes of expert group meetings	-Within IFAD-supported programmes there is demand for specific approaches
	Output 3.1 Identified which new specific approaches for HHM/GALS are needed	• number of expert groups for new specific HHM approaches established based on a needs assessment	0	3	-Needs assessment report -Minutes of expert group meetings	-Within IFAD-supported programmes there is demand for specific approaches
	Output 3.2 New HHM approaches piloted, documented and evaluated	• number of pilots of new HHM approaches carried out	0	3	Partner reports Evaluation reports	
Outcome 4	Outcome 4. Increased global coherence of HHM implementation	• Universal principles and best practices of HHM/GALS clarified and strategic support made accessible to number of practitioners	0	500	Online platform	-Willingness of HHM/GALS practitioners not directly involved in the project to share their experience
	Output 4.1 Mechanism for global knowledge sharing established	• Global platform available online with a code of conduct/ethics developed for HHM/GALS practitioners worldwide	0	1	Online platform Code of conduct/ethics	-Code of conduct/ethics promotes equal voice among network stakeholders

Annex 2: List of groups and Champions that participated in the Baseline Survey

Groups that participated in Focus Group Discussions in Kenya
1. Kigaa Coffee Factory
2. Green Paradise Project
3. Theta Farmers Cooperative
4. Kirurumwe Cooperative Group
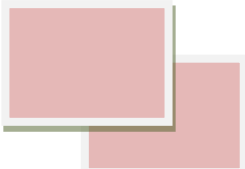
List of Champions visited in Kenya

Name	Mobile No	County
1. Juliet Katheka	0728 988627	Tharaka Nithi
2. Peter Wanyutu	0729 698426	Kiambu
3. Francis Waturu Kinuthia	0724 043077	Kiambu
4. Steven Kaluvu	0707 842691	Machakos
5. Keith Karimi	0720 216648	Tharaka Nithi
6. Penina Wambua	0720 629168	Embu
7. David Kariuki	0718 830029	Embu
8. Harriet Ngithi	0712 206640	Embu
9. Assumpta Karanja	0727 887645	Kiambu
10. BidanKithinji	0721 804769	Embu
11. Lucy Karimi	0729 230665	Tharaka Nithi
12. Erastus Ndeke	0722 109114	Tharaka Nithi
13. Peggy Mbinya Mutisya	0715 800360	Machakos
14. Paul Gitau Kanyigi	0710 766120	Kiambu
15. Winfred Waithera	0723 256403	Kiambu
16. Peris Njeri Nkura	0725 101915	Tharaka Nithi
17. David Kang'ethe Memia	0722 561585	Kiambu
18. Elly Joy Kangai	0700 744061	Tharaka Nithi
19. Timothy Ndunda	0712 835470	Machakos
20. Robert Mbucho Kariuki	0710 556141	Kiambu
21. Onoratalgoki	0710 857201	Embu
22. Moses Wainaina Wambu	0727 480523	Kiambu
23. David	0712 295640	Tharaka Nithi
24. Fabian Karoki		Machakos

List of Key Informants in Uganda

No.	KEY INFORMANT	TARGET	ACTUAL MET	NUMBER OF PEOPLE MET
1.	Charity Chelangat	Oxfam	Met	3
2.	Jackson Muhindo	Oxfam	Met	
3.	Rose Atim	Oxfam	Not met	
4.	Joel Dengel	Oxfam	Met	
5.	JB. O	CEFORD	Not met	2
6.	Jean Asipkwe	CEFORD-ED	Met	
7.	Fridah Obima	CEFORD	Not met	
8.	John Odabo	CEFORD	Not met	
9.	Oweka Jude	CEFORD	Met	
10.	Omullo Derrick	CEFORD	Not met	
11.	Doreen Nanyonga		Not met	2
12.	Cwinaai Winnie	CARITAS	Met	
13.	Alum Judith	AFARD	Met	
14.	Leo	Champion	Met	9
15.	Ajuga	Champion	Met	
16.	Teddy	Champion	Met	
17.	Ajonye	Champion	Met	
18.	Joseph Wadribo	Champion	Met	
19.	Natal	Champion	Met	
20.	Babirye Beatrice	Champion	Met	
20.	Patricia Avako	Champion	Met	
21.	Aliomaomar	Champion	Met	
22.	William Draa	Champion	Met	
23	Allan Assah	CREAM	Met	1
24.	Christine Kaya		Not met	1
25.	Herbert	ESAFF	Met	
26.	Arua	District Local Government	Met DCDO and DPO	2
27.	Nebbi	District Local Government	Met DCDO and DPO	2
28.	Yumbe	District Local Government	Met DCDO and DPO	2
29.	Nwoya	District Local Government	Met DCDO and DPO	2
30.	Kitgum	District Local Government	Met DCDO and DPO	2
31	District farmer associations	Arua, Yumbe, Nebbi, Nwoya and Kitgum	Nebbi DFA, Arua DFA,	4

			Nwoya DFA, Yumbe DFA	
32	Research institutions	NARO Abi Zardi's Agric. Engineering and appropriate technology centre (AEATEC)	Met	1
33.	Nabbanja Robinah	Parliament (UWOPA)	Met	1
34.	Agribusiness Initiative Trust	Development Partner	Met	2
35.	IFAD PRELONR (IFAD funded Programme)	Development Partners	Met	1
36	CARE (Yumbe)	Development Partners	Met	1
37	Government	Ministry of Gender Labour and social Development (MOGLSD) Ministry of Agriculture Animal Industries and Fisheries	Met	2
38.	MUK	Academia (Makerere University School of women and Gender studies)	Met	2
39	Farmers Organisation	Bukonzo Joint Cooperative Union (ITHUNGU TEDDY)	Met	1
40	Farmers Organisation	Pakwinyo Area Enterprise	Met	1
40	**TOTAL**			**44**

Annex 3: List of Cooperatives under 4S@Scale Project in Kenya

	Name of cooperative	County	Number of Promoter Farmers/Champions		
			Males	Females	Total
SMS					
	Kilalani Cooperative Society	Machakos	23	8	31
	Muisuni Cooperative Society		0	0	0
	Kambusu Cooperative Society		22	5	27
	Mwatate Cooperative Society		15	6	21
	Gikanda Cooperative Society	Nyeri	17	13	30
	New Kiriti Cooperative Society		18	4	22
	Rumukia Cooperative Society		10	8	18
	Kanjuu Cooperative Society	Kirinyaga/ Embu	25	5	30
	Kirurumwe Cooperative Society		25	11	36
	Kibirigwi Cooperative Society		21	13	34
	Kabuboni Cooperative Society	Tharaka	12	8	20
	Theta Cooperative Society	Kiambu	29	4	33
	Cirigwa Cooperative Society	Meru	11	5	16
Total			**228**	**90**	**318**
CMS					
	Mikumbune Cooperative Society	Meru	33	7	40
	Ndumberi Cooperative Society	Kiambu	26	4	30
	Mutira Cooperative Society	Kirinyaga	85	25	110
	Mwirua Cooperative Society		83	27	110
	Gacatha Cooperative Society	Nyeri	22	0	22
	Kibugu Cooperative Society	Embu	29	13	42
	Kamacharia Cooperative Society	Muranga	49	11	60
	Kiru Cooperative Society		57	13	70
Total			**384**	**100**	**484**

Annex 4: List of IFAD Projects in countries targeted by Empower@Scale Project

1. **IFAD Projects with HHM / GALS in East and Southern Africa in Countries targeted by Empower@Scale Project**

Country	No.	IFAD Projects	Start date	End date	Remaining years	Sector	HHH/ GALS Status
Kenya	1.	Smallholder Dairy Commercialization Programme (SDCP)	2005	2018	0	Agricultural development, Dairy	GALS started
Kenya	2.	Upper Tana Catchment Natural Resources Management Project (UTaNRMP)	2012	2020	2	Agricultural development, General	GALS started
Uganda	3.	Project for Restoration of Livelihoods in the Northern Region (PRELNOR)	2014	2022	4	Marketing, storage and processing	HHM Included in PDR
Madagascar	4.	Vocational Training and Agricultural Productivity Improvement Programme (FORMAPROD)	2012	2022	4	Research, Extension and Training	Successful pilot activities
Rwanda	5.	Rwanda Dairy Development Project (RDDP).	2016	2022	4	Agricultural development, Dairy	HHM in PDR
South Sudan	6.	Southern Sudan Livelihoods Development Project (SSLDP)	2008	2015	0	Agricultural development, General	Training done. Project closed
Zambia	7.	Enhanced Smallholder Agribusiness Promotion Programme (ESAPP)	2016	2023	5	Credit and financial services	HHM Included in PDR
Tanzania	8.	Bagamoyo Sugar Infrastructure and Sustainable Community Development Programme (BASIC)			Portfolio frozen		HHM Included in PDR
Tanzania	9.	Southern Highlands Milk shed Development Project (SHMDP)			Portfolio frozen		HHM Included in PDR

2. IFAD Projects with HHM / GALS in West and Central Africa in Countries targeted by Empower@Scale Project

Country	No.	IFAD Projects	Start date	End date	Remaining years	Sector	HHH/ GALS Status
Nigeria	1.	Livelihood Improvement Family Enterprises Project in the Niger Delta of Nigeria LIFE-ND	2017	2023	5	Credit and financial services	HHM Included in PDR
Nigeria	2.	Rural Finance Institutions Building Programme (RUFIN)	2006	2013	0	Credit and financial services	Partners trained in 2016 and are up-scaling use of GALS
Nigeria	3.	Value Chain Development Programme (VDCP)	2012	2018	0	Agricultural development, Value chains	HHM Included in PDR
Chad	4.	Project to Improve the Resilience of Agricultural Systems in Chad	2014	2021	3	Agricultural development, General	GALS started in Phase 1
Chad	5.	Rural Development Support Programme in Guéra	2010	2015	0	Rural development	Project closed; activities on-going
DR Congo	6.	North Kivu Agriculture Sector Support Project (PAKA-NK)	2015	2024	6	Credit and financial services	HHM Included in PDR
Ghana	7.	Rural Enterprises Programme (REP)	2011	2019	1	Credit and financial services	Training done
Ghana	8.	Northern Rural Growth Program (NRGP)	2007	2015	0	Rural development	Training done Project closed
Liberia	9.	Tree Crops Extension Project (TCEP)	2015	2021	3	Rural development	HHM in PDR. Support needed
Mali	10.	Rural Youth Vocational Training, Employment and Entrepreneurship Support Project (FIER)	2013	2021	3	Agricultural development, General	Training done
Senegal	11.	Agricultural Value Chain Project II (PAFA II)	2013	2019	1	Agricultural development, Value chains	Training done in PAFA I
Sierra Leone	12.	Rural Finance and Community Improvement Programme (RFCIP)	2013	2022	4	Credit and financial services	GALS started in Phase 1
Sierra Leone	13.	Integrating Adaptation to Climate Change into Agricultural Production and Food Security (IACCAPFS)	2013	2017	0	Agricultural development, General	Activities piloted, Project closed
Sierra Leone	14.	Rehabilitation and community based Poverty Reduction Project (RCPRP)	2003	2014	0	Rural development	Activities piloted, Project closed

3. IFAD Projects without HHM / GALS in East and Southern Africa in Countries targeted by Empower@Scale Project

Country	No.	IFAD Projects	Start date	End date	Sector	Remaining years
Kenya	1.	Aquaculture Business Development Programme	2017	2025	Fisheries	7
Kenya	2.	Kenya Cereal Enhancement Programme Climate Resilient Agricultural Livelihoods	2015	2022	Agricultural development, Crops	4
Kenya	3.	Programme for Rural Outreach of Financial Innovations and Technologies (PROFIT)	2010	2019	Credit and financial services	1
Uganda	4.	Project for Financial Inclusion in Rural Areas	2013	2020	Credit and financial services	2
Uganda	5.	Agricultural Technology and Agribusiness Advisory Services Programme	2010	2017	Research, Extension and Training	0
Uganda	6.	Vegetable Oil Development Project 2	2010	2018	Agricultural development, Crops	0
Uganda	7.	National Oil Palm Project (NOPP)	2018	2025	Agricultural development, Crops	7
Madagascar	8.	Inclusive Agricultural Value Chains Development Programme	2017	2023	Agricultural development, Value chains	5
Madagascar	9.	Project to Support Development in the Menabe and Melaky Regions - Phase II	2015	2022	Rural development	4
Madagascar	10.	Support to Farmers' Professional Organizations and Agricultural Services Project	2008	2018	Rural development	0
Madagascar	11.	Support Programme for Rural Microenterprise Poles and Regional Economies	2007	2021	Agricultural development, Value chains	3
Rwanda	12.	Climate-Resilient Post-Harvest and Agribusiness Support Project	2013	2018	Credit and financial services	0
Rwanda	13.	Project for Rural Income through Exports	2011	2020	Agricultural development, Crops	2
Tanzania	14.	Marketing Infrastructure, Value Addition and Rural Finance Support Programme	2010	2019	Marketing, storage and processing	1
Zambia	15.	Enhanced Smallholder Livestock Investment Programme	2014	2021	Livestock	3
Zambia	16.	Rural Finance Expansion Programme	2013	2021	Credit and financial services	3
Zambia	17.	Smallholder Productivity Promotion Programme	2011	2019	Research, Extension and Training	1

4. IFAD Projects without HHM / GALS in West and Central Africa in Countries targeted by Empower@Scale Project

Country	No.	IFAD Projects	Start date	End date	Sector	Remaining years
Nigeria	1.	Climate Change Adaptation and Agribusiness Support Programme in the Savannah Belt	2013	2019	Rural development	1
Chad	2.	Strengthening Productivity and Resilience of Agropastoral family Farms Project	2018	2022	Rural development	4
DR Congo	3.	Kinshasa Food Supply Centres Support Programme	2012	2020	Agricultural development, General	2
DR Congo	4.	Integrated Agricultural Rehabilitation Programme in the Maniema Province	2008	2017	Agricultural development, General	0
Ghana	5.	Ghana Agricultural Sector Investment Programme	2014	2020	Credit and financial services	2
Liberia	6.	Rural Community Finance Project	2015	2021	Credit and financial services	3
Mali	7.	Inclusive Finance in Agricultural Value Chain Project (INCLUSIF)	2018	2024	Credit and financial services	6
Senegal	8.	Support to Agricultural Development and Rural Entrepreneurship ProgrammePhase II	2018	2026	Agricultural development, General	8
Burundi	9.	Project to Support Agricultural and Rural Financial Inclusion in Burundi	2017	2024	Credit and financial services	6
Burundi	10.	Value Chain Development Programme Phase II	2015	2021	Irrigation	3
Burundi	11.	National Programme for Food Security and Rural Development in Imbo and Moso	2014	2020	Rural development	2
Burundi	12.	Value Chain Development Programme	2010	2021	Agricultural development, value chains	3
Burundi	13.	Agricultural Intensification and Value-enhancing Support Project	2009	2019	Agricultural development, General	1
Sierra Leone	14.	Smallholder Commercialization Programme	2011	2019	Agricultural development, General	1
Sierra Leone	15.	Agricultural Value Chain Development Programme	2018	2046		Planned
Burundi	16.	Agricultural production intensification and vulnerability reduction project in Burundi (PIPARV-B)	2018	2023		Planned
Mali	17.	Multi-Energy for Resilience and Integrated Territorial Management	2019	2025		Planned

Annex 5: Implementation steps of different Household Methodologies

  a) Household Mentoring

Taking the case of Uganda, household mentoring was implemented based on the following steps:

Step 1: The implementing organization select and builds the capacity of household mentors who are selected from the community based on their capacity to train others. The households to be mentored are then selected with the help of community members based on poverty levels and other considerations which are specific to a given community.

Step 2: Planning at the household level is facilitated by the household mentor. The mentor facilitates problem analysis by analysing the causes of household exclusion and the reasons for their lack of assets and limited livelihood activities. The household selects and prioritizes near-nil investments, initially based on the household's resource base and capacity, without needing any external support. The household undertakes household resource mapping. Baseline data is collected. The household, with the guidance of the mentor, develops a household vision that includes a food security plan, asset formation, improved sanitation, better child health and improved gender relations. Originally the vision was often written by the mentor, but the methodology adopted visioning and action planning tools from GALS. The household prepares an action plan, based on the household vision, with targets and indicators. The use of locally available resources for start-up activities to promote self-reliance is encouraged.

Step 3: With the guidance of the mentor, the household is guided to implement household action plan. Asset accumulation process is initiated through selling produce and saving income. When households make basic progress, their confidence increases. The mentoring process always emphasizes food security, sanitation and hygiene as the first steps towards achieving good health and, therefore, energy and morale for moving into bigger activities in the action plan. The mentor encourages household members to begin interacting with their neighbours and other mentored households. Change in gender relations is measured by joint household decision- making, shared labour (especially garden work and fetching water by men, which are usually the responsibility of women and children), and fewer household conflicts.

Step 4: When households have improved their income generation, they are assisted in identifying and joining viable common interest groups.

Step 5: Households are supported to actively participate in development initiatives in preparation for concluding the mentoring process. Monitoring and reporting on progress of households and their groups continues.

Step 6: At the end of the process, the households and their groups are linked to other partners. A final household mentoring progress report based on the household mentoring methodology log frame is prepared and shared with stakeholders. The methodology is part of the household mentoring handbook, from which the mentoring indicators are derived.

The mentoring of a household can take between 12 and 24 months, depending on the capacity and interest of the individual household. In the beginning (the first four months), a mentor visit a household once every week, which decreases to every two weeks for about four to six months, depending on the progress made by the household. Eventually visits take place once a month until the end of the mentoring cycle.

b) Transformative Household Methodology

Step 1: Households are identified and organized into the self-help groups with the support of community elders, local administration, volunteers and project staff. Households are identified through participatory rural appraisal methods particularly wealth ranking to ensure the poorest of the poor, with priority to female-headed households, the disabled and HIV/AID patients. The groups go through various trainings, including THM.

Step 2: Preparing for household analysis: Among the members of a group, four households willing to be selected by group members to be trained and to train other group members are selected. The head of the volunteer households are informed about the estimated duration to conduct the analysis and agree on a convenient time for all household members to meet. Locally available materials such as sticks, stones or beans are gathered for use during the exercise.

Step 3: Basic gender analysis is done with all the members of the household using a grid and with stones or beans piled up inside the grid proportionally to the relative workload, or access to and control over resources. Each activity and household member is represented by agreed symbols, such as a leaf or seed.
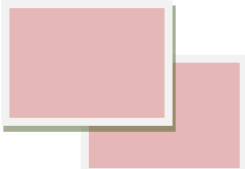
Step 4: The facilitator encourages household members to examine the reasons behind the results and guides a cause-effect analysis. Why do women / men do certain activities? What is the effect on family economy/health/education/workload balance? Who has more access to and control over resources and benefits, and why? What are the effects in terms of harmonious family relations, productivity, accountability, economy?

Step 5: Facilitators help households to develop an action plan that is self- generated and to avoid imposing solutions by asking them to state what should be done to address the findings? Household members take the lead and suggest action items. The content of activities and their size varies from household to household.

Step 6: The household decisions are appreciated and household members assisted to stick to them by following up on the implementation of suggested actions they suggested. Frequent visits to the group are done immediately after the exercise, normally on a weekly basis for the first three months, monthly intervals for the next three months and three-monthly intervals thereafter.

Community development workers or volunteers hold regular meetings with individual households and monitor the progress within the cell whenever they meet, and with the group on a monthly basis, providing support if needed. THM requires a reasonably long time frame for a sustainable mindset change. Therefore, after all group members have finished training on THM, they need to have monthly group dialogues in order to monitor the progress of their action plan, mentor each other and deepen their understanding.

Step 7: Disseminating practices: Once the facilitation is completed with the four initial households (first round of facilitation), a "snowball" method is used to disseminate the practice and similar activities are conducted with the other group members. The first four household peer farmers selected from each self-help group (of about 20 members) are responsible for training the remaining 16 households. In the case of Ethiopia, after all group members have completed the analysis, they hold community conversations using the traditional coffee ceremony on a monthly basis.

Average length of implementation cycle: The duration of the action plan ranges from one month to one year. The average length of time for the implementation cycle is about 12 months.

c) Family Life Model (FLM)

Three types of facilitator associated with FLM are as follows:

a) **Community connector officers** – these are project field-based officers, each in charge of a small administrative unit called a Sub-county. They are employed and paid by the project.

b) **Community knowledge workers** – these are community-based volunteers identified and trained by the project to support project activities. Each is in charge of a smaller unit within the Sub-county and reports to the Community Connector officers. They profile households, mobilize communities, facilitate community-based dialogue, provide training in village savings and credit schemes, and report on project data using e-tools (e.g. smart phones). For the case of Uganda, they used to receive a stipend of US$22 per month, paid on achievement of deliverables.

c) **Group promoters** – these are community-based volunteers who work at the group level. They are the group contact persons and responsible for conducting training using the FLM approach and guiding the activities of group members.

Community knowledge workers are trained by the Community Connector Project trainers and specialists in the relevant thematic areas of the project, including the FLM guidelines.
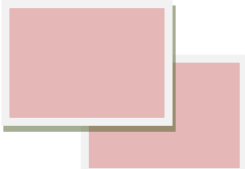
Implementation steps

FLM is used in the context of training in saving with a purpose, behaviour change communication, nutrition and addressing gender disparities in rural communities. Community knowledge workers, group promoters and government subject matter specialists based at the sub-county level facilitate group sessions using the FLM training guide and principles. Sessions are assigned to different facilitators based on their experience and expertise.

a) A livelihoods analysis is conducted at the district/sub-county/community levels. Production opportunities and bottlenecks are explored together with community aspirations, wealth ranking and core household development challenges.

b) Focus group discussions with key informants are held using set guideline and checklists to gather information and design appropriate locally based responses.

c) Training materials to address the challenges identified are developed on the basis of the FLM.

d) Community knowledge workers are trained in the use of the FLM guide by project trainers and thematic specialists.

e) Group promoters are supported to train and/or facilitate sessions in groups to foster change.

f) Regular monitoring and evaluation is conducted by community knowledge workers.

Average length of the FLM training/facilitation cycle: six months to one year.

d) Household Approach

This methodology is implemented through a team of facilitators who are selected from the government department and in areas where they are insufficient, private extension service providers are engaged. The facilitators are trained

on facilitation skills, leadership, good agricultural practices, business management and cross-cutting topics such as gender, HIV/AIDS and environment. The Household Approach facilitation cycle has eight steps: (1) Selection of target areas, (2) Awareness creation and initial community organization, (3) Identification of opportunities for interest groups and individual farmers, (4) Identification of the training needs for women and men, and the provision of links to relevant technical, business and management training, (5) Development of visions and action plans by selected households, (6) Resource mobilization, including the introduction of new techniques and enterprises once households have reached their potential in their existing livelihoods system, (7) Implementation of the action plan, including participatory monitoring and (8) Evaluation.

e) Household Approach (HHA) for Gender, HIV and AIDS Mainstreaming

Implementation

After identifying the sites for implementing HHA, the frontline staff (facilitators) and their supervisors are trained. The training cover: Introduction to gender and HIV, orientation on HHA, orientation on the use of gender- and HIV-sensitive household appraisal tools, tracking and monitoring mechanisms and HHA implementation arrangements, work plan of activities, field practicalities: approaching a household, using the tools, identifying and prioritizing problems and actions, and action planning.

Step 1: Preparation at community level
   a) The facilitators conduct a half-day HHA awareness/orientation meeting for extension service providers and local leaders within an extension area in order to gain their support and commitment. The orientation covers: description of HHA, importance of and justification for HHA, criteria for selecting households to participate in HHA, activities to be carried out in HHA implementation.
   b) The facilitators in collaboration with local leaders and other service providers, identifies a special interest group (a group of farmers engaged in a similar agricultural enterprise) or farmer organization to work with. Normally they choose a group that is collaborative but has not benefited much from service providers. The joint selection is important for transparency, and joint implementation and support.
   c) The facilitators in collaboration with local leaders and other service providers, conducts an HHA awareness/orientation meeting for committee members and farmers in the special interest group. This ensures that all members understand HHA and support households in implementing HHA.

Step 2: Household selection criteria
The farmer-based organization or interest group committees select the households to implement HHA using the following criteria: Active in farming and collaborative, produces for both home consumption and marketing and early adopter of agricultural technologies (for example a household with a lead farmer whom the community has elected to perform technology specific farmer-to-farmer extension and is trained in the technologies) and at least two members are literate and have numeracy skills. The implementation team orients all members of selected households on HHA to clarify any uncertainties, confirm their interest, and promote a commitment to and ownership of the implementation process.

Step 3: Planning at household level
   a) Each facilitator works with five to eight households.
   b) Each household is visited at least once every two weeks, which allows sufficient time to implement the planned activities and to respond to any corrective measures suggested by the extension staff. The duration of the visit should not be more than half a day.
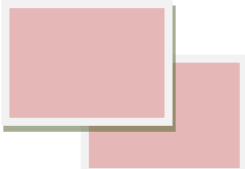
c) The facilitator facilitates the collection and documentation of household baseline information. A household member documents the information in a notebook. This information also acts as a base for monitoring and evaluation.

d) The facilitator conducts the household needs assessment or problem analysis using gender-, HIV- and AIDS-sensitive analysis tools, such as the problem tree and seasonal calendar. The assessment is conducted separately for women and men in the household to allow free expression. Issues preventing them from achieving their vision are prioritized using pairwise ranking and then consolidated. The household agrees on the number of issues or needs to initially deal with by considering the priorities expressed by the women and the men. To make the task manageable, two facilitators from adjacent sections assist each other.

Step 4: Vision setting, needs assessment, objective setting, enterprise selection and action planning

a) Vision setting: The facilitator facilitates the setting of the household's vision and milestones for a better tomorrow by: describing what a vision is and its importance, dividing the household members into male and female groups in order to identify any gender differences in the visions, letting the groups brainstorm, starting with what their household currently looks like and the situation they would like to be in within three years, and discuss the constraints that prevent them from attaining their desired situation, requesting the women and men to consolidate their household vision based on the groups' priority visions and supporting the household together to set yearly milestones that will enable them attain their vision.

b) Needs assessment and objective setting: After setting the household vision, the facilitator facilitates a more detailed participatory needs assessment for all household members using participatory gender- and HIV sensitive tools, including: Problem tree analysis to identify core problems, underlying causes and effects; seasonal calendar to chart major activities and events the household members perform for the whole year, in order to establish the gender division of labour, access to and control over resources and benefits, and predisposing factors to HIV infection and impacts of AIDS and pairwise ranking, to prioritize needs. The household sets objectives based on this assessment, their consolidated prioritized needs and the vision's yearly milestones.

c) Enterprise selection and prioritization: The facilitator facilitates the selection and prioritization of enterprises for household food and nutrition security and income. Male and female members of the household separately select two preferred enterprises, using pairwise ranking, and giving reasons for their preferences. Gross margins of the selected income-generation enterprises are analysed (using data for the area) in order to select the most profitable enterprise(s). One or two prioritized enterprises of the two groups are consolidated in plenary sessions.

d) Household action planning: The facilitator facilitates the development of a household action plan by household members using an action planning tool. The action plan includes outputs and activities derived from the previous steps. For each activity, the household member responsible is noted, together with the type and quantity of resources required. Copies of the action plan are kept by the household and agricultural extension service.

Step 5: Resource mobilization

a) Household members prepare a budget for resources that need to be purchased, and identify who will be responsible for purchasing or mobilizing each resource and the time frame

b) Households acquire technical information through their interest groups, extension workers, individual visits and village demonstrations.

c) Some inputs are mobilized from the government or development partners for conducting demonstrations.

<u>Step 6:</u> Support household's activities
a) The facilitator monitors implementation of the household action plan and provides on-the-spot advice to household members.
b) Lead farmers promoting different agricultural technologies also provide technical expertise.

<u>Average length of the implementation cycle</u>
The duration of the cycle is three years. Provided the weather conditions are favourable, this should be sufficient for households to attain their vision.

f) Gender Action Learning System (GALS)

GALS has three implementation phases are follows:

<u>Phase 1:</u> Catalyst Phase 0-6 months working with 20-60 champions to develop and adapt the simple catalyst tools and pyramid peer sharing structures.

<u>Phase 2:</u> Skills, leadership and governance strengthening after 3-6 months. Reviewing achievements and introducing more advanced versions of the basic diagram tools (e.g. livelihoods, health, reproductive rights) and for leadership and organisational governance. It starts to integrate the methodology and develop simple monitoring.

<u>Phase 3:</u> Annual Review and Sustainability Plan reviews aggregated information on gender justice and other achievements. It agrees a sustainability plan that may include (depending on the resources and willingness of the local implementation partner) certification of the best champions to be paid for up scaling in other regions, robust monitoring and documentation system, training of staff to mainstream the methodology and local and/or commercial funding for upscaling and policy advocacy.
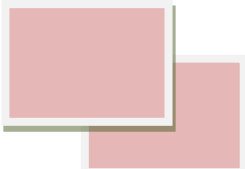
1) Preparatory phase[22]

Selection of facilitators and champions
Staff (facilitators) from the implementing partners gives support to champions who are the community facilitators, women and men from participating groups or communities. The community facilitators are mainly community members who have used GALS to change their situation. Implementing organizations need to have the skill to recognize and support these change makers, with attention to both women and men. Community facilitators are chosen based on the following qualities: (1) ability to listen to others; (2) willing to share their own process of change, (3) open to learning from others, (4) good communicators, (5) respectful of other people's views, (6) proactive and (7) ability to take responsibility for their actions.

Training of facilitators and Champions

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[22]IFAD (2014). Case study Gender Action Learning System in Ghana, Nigeria, Rwanda, Sierra Leone and Uganda.https://www.ifad.org/web/knowledge/publication/asset/39409831

The initial training of trainers is done to the staff from implementing partners in a five- to ten-day practical workshop led by an international GALS practitioner to ensure quality and correct understanding of the methodology. This is best done "outside the classroom" with a pilot community for staff to learn much more quickly, and those who have learned GALS from or with the community are usually more successful in their role of supporting the community facilitators (Champions). They learn that they can step aside and give space to community members to do the training rather than perpetuate top-down systems of knowledge transfer. The second training is done by the facilitators from the implementing organisations to the community facilitators (Champions) who are supposed to practice what they have learnt in their households. Often, the initial training for facilitators (training of trainers) is combined with training of Champions. The international practitioner undertakes periodic follow-up visits, especially during the early stages, to backstop the trainers and community facilitators and provide additional training, and to support the adaptation of the GALS tools to local contexts, if necessary. Over time, the community facilitators (Champions) build up their own network of peer facilitators, developed from among their group members. Preparatory phase take about one month.

2) **Implementation Phase**
Introduction of Gender action learning tools to individuals, households and groups
Community facilitators introduce group members to the GALS tools, which include vision journeys, circle maps, trees and diamonds for: i) envisioning and planning change; ii) analysing and changing gender relations and norms; and iii) monitoring change at the individual, household and collective levels. This process is done one step at a time. Participants then share these tools and the key gender principles with others, including family members. This process continues taking individuals, households and groups through the following steps:
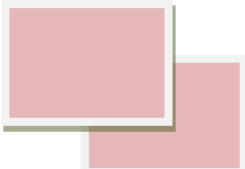   a) Creating a long-term vision and time-bound milestones, including a business and livelihood vision, family and gender vision, and personal development vision.
   b) Analysing and learning from past achievements, constraints and opportunities; developing key action points.
   c) Mapping opportunities and challenges; examining relationships, resources and power in the household and community; developing key action points.
   d) Sharing strategies and identifying possible solutions and SMART[23] actions for individuals and groups.
   e) Assessing impact of achievements and addressing remaining issues.
   f) Aggregating activities at the household level to make a collective action strategy for the group.
   g) Building on the behaviour change that community participants are able to make in their own lives, they train others on how to analyse the issues affecting them and to plan change. Thus, the change scales up through peer-to-peer training and sharing. The implementing partner catalyses this and continuously enforces human rights in the peer sharing process.
The above process takes about 6 months

Gender mainstreaming in economic interventions
   a) Preliminary mapping of main activities, stakeholders, value distribution, governance and gender inequalities is done.
   b) Participatory action research with different vulnerable stakeholder groups (and, where feasible, more powerful stakeholders) to identify the poverty and gender issues at each level, identify immediate short-term change strategies and strengthen collaboration and peer sharing.
   c) Identification, planning and negotiation of multistakeholder win-win strategies and

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[23]SMART – Specific, Measurable, Attainable, Realistic and Time bound

d) Sustainable action learning process, including integration of learning into planning processes and policy advocacy. Gender mainstreaming in economic interventions take about one to three years.

3) Monitoring progress

The GALS participants and groups develop a culture of ongoing monitoring. Changes are documented through the use of the visual tools, which also provide a baseline to assess change. Results are quantified through aggregation from household to group. Communities use the information to track peer learning; the peer facilitators and the people they train document the training process. The project monitoring and evaluation (M&E) unit consolidates quantitative and qualitative outputs and outcomes across the project. Qualitative documentation can be linked to a project's communication and advocacy strategy.

4) Indicators

Indicators are developed by the participants through the use of GALS tools; the poverty diamond, gender balance tree, income tree, challenge action tree and empowerment map. The indicators relate to three levels of monitoring: outputs, outcomes and impacts. Indicators capture changes in the following: (1) income generation and access to income by women and men; (2) division of labour among household members; (3) property/assets ownership by women and men; (4) participation of women in decision-making in the home, producer groups, community and value chain platforms; (5) participation of women in accessing project and other services; (6) number of children being sent to school and payment of fees and (7) number of domestic conflicts.
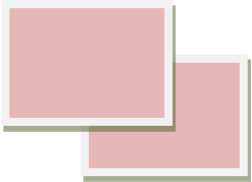
Annex 6: Terms of Reference

Attached separately

Annex 7: Survey Instruments

Attached separately