Accelerating Progress towards Rural Women Economic Empowerment (JP RWEE)

Intermediate report, covering trainings, peer sharing and roll out process, basic training on nutrition and climate.

Report submitted to: IFAD

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Submission date: July 6, 2021

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EXECUTIVE SUMMARY

This report includes the GALS training, peer sharing plan and roll out process for nutrition and climate change (GALS +) and the Training of champions on climate change mitigation and adaptation practices and nutrition aspect in the context of Joint Program for "Accelerating progress towards Rural Women Economic Empowerment Program (JPRWEE) in Kirehe district.

The overall goal of those training is to promote SAFE's beneficiaries' behavioral change in their ability to analyze, plan and pursue realistic and sustainable livelihood strategies, bringing about increased gender equality, improved nutrition and better ability to adapt to climate change. This is to facilitate beneficiaries to be able to use GALS for making more informed and equitable decisions over their livelihood options- farming and other income generating activities- enhanced with climate change adaptation and nutrition aspects.

The GALS training was delivered by a team coordinated by the GALS Consultant experienced in GALS facilitation, supervised by SAFE Project Coordinator and supported by 4 GALS Champions GALS practitioners with more than five years of experience in GALS.

 Before delivering the training, a meeting with representative from IFAD, SAFE staff and GALS Consultant was organized to discuss on approach to be used. It is from this meeting that a roll out plan of the training was developed and a GALS manual adapted to nutrition and climate change was discussed on as a tool to be used during training. Then, Champions who were planned to support the consultant were refreshed on the training manual to be able to integrate nutrition and climate change on experience of using GALS that they had. Those GALS champions were selected from different district GALS forums members of Rwanda GALS Network to share their respective experience with the new beneficiaries to be trained.

Using the adapted GALS training modules to nutrition and climate change, the consultant, in collaboration with selected 4 GALS champions, delivered the training package on the use of GALS+ byintroducing its maintools:visionroad journey,genderbalance tree, socialempowermentandleadershipmap,multilinehighWay,diamonddream,andChallengesaction treerelatedtonutritionandclimatechange. This was a four-day training workshop organized at each of 4 sites for 120 new GALS champions (104 females and 16 males) at the community level. As an immediate result, those 120 new trained new GALS champions developed their own plans and visions for targets they want to achieve.

To clarify the tools and make sure everyone has a pictorial manual in their notebooks for peer sharing - so that those they share with can also copy that and avoid distortion of the tools and messages, the refresher training was organized to 200 trained new champions and 100 existing GALS champions. This was also to emphasize the need for champions to share first the generic tools and enable those they share to think through their own visions and strategies focusing on how trained champions will convince other people to share with yet more people in a 'pyramid marketing' process.

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Together with SAFE staff (Field Officer and Project Coordinator), the coaching was provided to those 120 trained new GALS champions and 100 existing ones divided into small groups to support the achieving their goals and GALS peer sharing with the community. During coaching and using a simplified monitoring tool developed by the consultant in which the information from each GALS tool trained on was filled, cooperative members, couples', and individuals' plans and dreams were monitored and evaluated by the Consultant supervised by SAFE Project coordinator.

Among the immediate successes achieved from the training and coaching include:

- Increased awareness for making more informed and equitable decisions over their livelihood options- farming and other income generating activities- enhanced with climate change adaptation and nutrition aspects.GALS was used as a key instrument for farmers to develop their own vision of how to deal with nutrition and climate change issues and its expected impacts.
- The GALS approach has helped men to challenge gender norms regarding the traditional division of labor, and to commit to increase their contribution to doing household chores, including activities related to nutrition and climate change.
- The GALS tools, as adapted to nutrition and climate change, have proved to be relevant, readily understandable to participants, and provocative regarding upending assumptions about gender equality, nutrition and climate change.
- There has been marked enthusiasm from those who have developed and built out, with their families, plans for ongoing, long-term change in the way households operate. It is early days yet, but there is room for optimism that over the longer term, these plans will provide a durable vehicle for the continued engagement of those who have made them in the first place.

Important key challenge emerged during the early implementation of GALS include:

- The covid19 prevention measures including social distancing which may affect the peer sharing of GALS to the community.

The following key recommendations should be considered:

- Enhance monitoring and evaluation of the GALS process making sure the implementation is nutrition and climate change sensitive.
- Follow up identified GALS model groups across the 4 SAFE sites.
- Enhance collaboration with local authorities and other actors to promote ownership and the sustainabilityof GALS interventions.
- Promote peer learning with others GALS practitioners so that implementers can share and learn from each other through joint field visits, meetings, and testimonies.

1. INTRODUCTION

1.1. BACKGROUND

GALS (Gender Action Learning System) is a community-led empowerment methodology that aims to give women as well as men more control over their lives and catalyze and support a sustainable movement for gender justice.

Women and men develop their individual visions for change, with achievable targets and road maps to move towards these visions, based on analysis of their current situation, past and ongoing achievements and opportunities/strengths and challenges. People draw their diagram plans in locally available notebook diaries which they themselves buy. They continually review and track their own progress as a process of reflexive learning based on their own planning needs.

A key focus is analyzing and breaking through gender-based barriers at individual level and within the family and personal networks as challenges that prevent men as well as women from achieving their vision. People also identify other people in their own families and support networks with whom they have a self-interest in sharing the gender messages and GALS methodology - either through love and a wish to help people who help them, or because without changing these people they cannot themselves advance. The methodology thus scales up community-led change movement through voluntary 'pyramid marketing' as the basis for identification and certification of the most effective community trainers who are later paid to train in new organizations and communities.

Addressing first the opportunities and challenges that are most immediately under peoples' own control forms the basis for identifying longer term gender priorities and strategies at wider community, institutional and macro levels. The individual visions, plans, achievements and challenges together with peer sharing achievements are aggregated and analyzed collectively within communities, groups, organizations and institutions to improve decision-making at all levels. Use of diagram tools as well as distinctive participatory principles enables inclusion of very poor people as informed and respected partners in participatory planning processes, even if they have not had the opportunity to learn to read and write. The methodology also develops the conceptual, analytical, listening and communication skills of powerful individuals, institutions and policy-makers – as well as enabling their own personal planning.

IFAD intends to keep on promoting the use of GALS in the Rwanda JP RWEE to meet the 2020 program 's work plan objectives. GALS consolidation and scaling up in the targeted districts (Kirehe, Ngoma and Nyaruguru) respond to the need of triggering and consolidating gender changes within household and communities, ensuring sustainability of results of the JP RWEE. IN particular, it wishes to continue innovating the methodology to reach the GALS+ status, continuing to integrate climate adaptation

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aspects and including also nutrition ones. This initiative will build on the positive results achieved by IFAD in Rwanda, where climate was already integrated.

The overall goal of this activity is to promote JP RWEE's beneficiaries' behavioral change in their ability to analyze, plan and pursue realistic and sustainable livelihood strategies, bringing about increased gender equality, improved nutrition and better ability to adapt to climate change. GALS will work as a development accelerator; empowering beneficiaries to make decisions over their own life and take advantage of existing opportunities, including these provided by the JP RWEE, IFAD funded projects and other development initiatives. Participants will be able to use GALS for making more informed and equitable decisions over their livelihood options- farming and other income generating activities-enhanced with climate change adaptation and nutrition aspects.

The use of GALS+ is expected to generate results that relate to better gender equality and women's empowerment, improved nutrition and stronger adaptation capacity to climate change:

- Increased gender equality enables' women empowerment: raising their status, economic condition and decision-making capacity at household, group and community level. Men are engaged as allies to promote win-win strategies, contributing to change gender-based roles, perception and discriminations.
- Joint livelihood planning will help GALS users to understand the effects of their interactions with people, landscapes and ecosystems, and to identify potential climate risk management strategies. GALS will also help to develop and apply climate-smart livelihood strategies to improve household climate resilience;
- Equitable and inclusive control and decision-making on the use of household's income. GALS will promote purchasing nutritious foods (especially for women and children); increased consumption of diverse nutritious foods that address nutrition gaps; improved food safety practices, food preparation techniques that conserve nutrients and hygiene practices; improved feeding practices for infants and young children.
- Encourage household members to work together and reduce women's workload (in particular, collecting water and fuel wood) through environmentally-beneficial solutions;

1.2. CONSULTANCY OBJECTIVES

Morespecifically,the consultantwas expected to:
- ✓ Identify GALS beneficiaries
- ✓ Rollouttonewbeneficiaries(firstandsecondgenerationchampions)andconsolidate withnew ones,theuseofGALS+byintroducing its maintools:visionroad journey,genderbalance tree, socialempowermentandleadershipmap,multilinehighWay,diamonddream,andChallengesaction treerelatedtonutritionandclimatechange.WhensharingGALS,a focuswillbeplacedongender justice,dimensionsofnutritionaspectandclimateadaptation. Thisaimsatincreasing participants' abilitytodevelopasoundandrealisticlivelihoodanalysisandplanning.Specialfocuswillbeplaced toensuresustainabilityofofvulnerablewomengroupswhobenefittedtrainingsfromsupportin2019

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- ✓ Peerlearningsupport Facilitate practice of the tools with beneficiaries, cooperatives and other farmers' groups, ensuring he/she will be able to share with peers the methodology and promote the typical GALS "pyramidal learning". Peer learning will follow the upscaling scheme proposed in the targeting section: it should have a ratio of 1 champion for 10 community members for first level champions, 1 to 5 for second level.
- ✓ Conduct the Participatory Gender review with GALS beneficiaries The review will be based on GALS tools such as the i) Individual Achievement Journey which assesses individual achievements from the Individual Multilane Highway, ii) Community Vision Multilane Highway which develops a collective vision and plan, and iii) Gender Justice Diamond Dream Tools. The participatory Gender review will be delivered with the support of an external consultant.
- ✓ Organize a study visit for joint program partners, IFAD funded projects, and other key stakeholders to GALS community to witness the outcomes of methodology, sharing of experiences and identify further opportunities for scaling up

1.3. CONSULTANCY DELIVERABLES

The following deliverables have to be achieved:

1. Action plan for implementing activities and approaches to use
2. List of selected champions- Women and men from cooperatives and from second generation champions, clearly specifying which other IFAD and JP RWEE activities they are benefitting from
3. Intermediate report covering GALS training, peer sharing and roll out process
4. Five case studies/ stories of change on how the life of participants has changed with the use of enhanced GALS to climate change resilience, and improving nutrition by rural women and men, documenting it with pictures (before and after) and (if possible) with videos
5. Updated GALS manual for climate resilience and improving nutrition
6. Final narrative report including i) final activities such as exchange visits and results of the participatory gender review, ii) overall results and outreach, including also synergies with the rest of the JP RWEE, IFAD funded projects, government and other donors' initiatives iii) challenges and opportunities of integrating Nutrition and Climate in GALS, iv) sustainability strategy for the closure of JP RWEE phase 1 of beneficiaries' self-reliance and linking up beneficiaries with other initiatives like IFAD funded projects or other, v) recommendations and lessons learned for project management and GALS implementation.

2. GALS TRAINING, ROLL OUT PROCESS AND PEER SHARING

2.1. GALS TRAINING

The introductory session started by explaining the background of GALS and some key concepts on nutrition.

2.1.1. Introduction on Nutrition and Climate Change

Referring to developed GALS Training manual adapted to nutrition and climate change mitigation, the participants were introduced to the following key concepts of nutrition and climate change:

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- Understanding of **key Food and Nutrition concepts/terms** to guide in a healthy food choice: to maintain healthy weight and reduce risk of disease, and strengthening immune system. It's very important aspect of healthy life style**.**
- **Food:** any substance that people or animals eat or drink or that plants absorb in order to maintain life and growth.
- **Food security:** exist when all people, at all times, have physical and economic access to sufficient, safe, and nutritious food that meet their dietary needs and food preferences for active and health life.
- **Food availability:** is when all people have sufficient quantities of food available on a consistent basis.
- **Food groups**: Energy giving food: contain: carbohydrate, fats, and proteins. Examples: Roots, cereals, tubers, milk; Body building food: contain proteins.Examples: meat, fish, eggs, beans, milk; Protective (Immunity) food: vitamins and minerals. Examples: fruits, vegetables, milk.
- **Nutrition:** Nutrition is about eating a healthy and balanced diet. Nutrition is "a process by which living matter acquires nutrients for growth, repair and energy". The science of "Human nutrition" is concerned with understanding the effects of food on the human body. Good nutrition relies on a diverse, adequate diet and is essential for the development and maintenance of the body from infancy to old age
- **Malnutrition**: lack of proper nutrition, caused by not having enough to eat, not eating enough of the right things. Malnutrition refers to deficiencies, excesses or imbalances in a person's intake of energy and/or nutrients. Malnutrition refers to deficiencies, excesses or imbalances in a person's intake of energy and/or nutrients.

2.1.2. Introduction to GALS

GALS originated in adaptations of PALS (Participatory action Learning system) by Linda Mayoux for gender training in her work with Micro Finance Institutions (MFIs) and NGOs in Pakistan, India and Sudan from 2004. It was then developed as a coherent methodology to promote gender justice from 2007 with organizations in Uganda as part of Oxfam Novib's WEMAN program. Under WEMAN and other initiatives the methodology has been used in different forms by women and men in many countries including Rwanda.

GALS (Gender Action Learning System) is a community-led empowerment methodology that aims to give women as well as men more control over their lives and catalyze and support a sustainable movement for gender justice.

Women and men develop their individual visions for change, with achievable targets and road maps to move towards these visions, based on analysis of their current situation, past and ongoing achievements and opportunities/strengths and challenges. People draw their diagram plans in locally available notebook diaries which they themselves buy. They continually review and track their own progress as a process of reflexive learning based on their own planning needs.

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GALS tools and participatory processes can be adapted to promote gender transformation and gender mainstreaming in any issue including general life planning, livelihood and value chain development, financial services, environmental management, health, reproductive rights, literacy, civil society development, counselling and conflict resolution. The methodology can be used on its own or integrated into existing or planned activities and programs. The methodology forms a solid basis for enabling more inclusive, effective and cost-efficient democratic policy development and gender advocacy.

GALS is provided through 3 phases:

- **Visioning and catalysing change**: an approximately 6-months process of individual, household and collective action learning for gender equality and livelihoods improvement, and setting up skills and structures for peer learning;

- **Mainstreaming:** adaptation and integration of GALS into organisations and programmes such as value chain, nutrition and climate change;

- **Movement building:** networking and advocacy for gender justice at all levels, including policy and decision making, linked with national and global networks.

In each phase PGR (Participatory Gender Review) exam is used to evaluate and assess the progress of change and achievement in terms of economic livelihood, gender and peer sharing.

2.2. GALS ROLL OUT PROCESS

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Before delivering the training, a meeting with representative from IFAD, SAFE staff and GALS Consultant was organized to discuss on approach to be used. It is from this meeting that a roll out plan of the training and a GALS manual adapted to nutrition and climate change was discussed on as a tool to be used during training. Then, Champions who were planned to support the consultant were refreshed on the training manual to be able to integrate nutrition and climate change on experience of using GALS that they had. Those GALS champions were selected from different district GALS forums members of Rwanda GALS Network to share their respective experience with the new beneficiaries to be trained.

Using the adapted GALS training modules to nutrition and climate change, the consultant, in collaboration with selected 4 GALS champions, delivered the training package through a four-day training workshop organized at each of 4 sites for 120 new GALS champions (104 females and 16 males) at the community level. As an immediate result, those 120 trained new GALS champions developed their own plans and visions for targets they want to achieve.

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Using a simplified monitoring tool developed by the consultant in which the information from each GALS tool trained on was filled, cooperative members, couples', and individuals' plans and dreams will be monitored and evaluated by the Consultant supervised by SAFE Project coordinator during peer sharing and gender participatory review events. Together with SAFE staff and established small groups from trained beneficiaries, the coaching will be provided to those 120 trained new GALS champions to support the achieving their goals and GALS peer sharing with the community.

2.2.1. Trainees Expectations and Soulmate Exercise

The soul mate visioning exercise further reinforces participation. It is an exercise that can be done for any topic. In this first soul mate visioning for new trainees, the topic was 'Everyone is going to draw (not writing in words) one thing wanted in three to five years for a happy future/livelihood. They thank a lot about what they want in life as the basis for their first road journey.

This exercise aims to:

- To clarify people's implicit visions of what constitutes a 'happy life' and start the workshop on a positive note.
- To identify similarities and differences in visions of women and men from different backgrounds and for people as individuals.
- To introduce drawing as a fun activity.
- To develop participatory skills of listening, talking, sharing and presenting.
- To help everyone introduce themselves to everyone else in a meaningful way people will remember and help develop friendships and networks between like-minded people. This includes mixing between women and men from different backgrounds.

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The facilitator, gave a brief explanation of aims, then explain step by step as people go along in drawing. Introduced the notebook diary and ask people to think of a personal symbol and put this on the front. Then ask them to use the first page of the notebook diary for their vision drawing. Trainees drawn caws, houses, businesses, good families, etc.

Participants mingled with each other, introducing themselves by saying name and where they came from and sharing their vision drawings as well as their expectations. As they mingled, they decided which participants they thank have vision drawings most similar to their own and form a group with them. Then, helped everyone introduce themselves in similar groups.

Some expectations that came out include:

- How should we implement GALS in Nutrition and Climate Change?
- What is the difference between GALS and gender?
- How do we increase women's economic empowerment using GALS?
- How do we cascade GALS in the community?
- How can people change their mindset about women and men having equal rights in the family?
- How can we increase our knowledge on GALS and gender?
- How do we equally involve men and women in all daily home activities?
- What is the contribution of GALS in cooperatives?
- How do we apply GALS in day-to-day work?
- How can GALS promote joint decision-making at the household level?
- How can GALS help to promote child care by men?
- How do we engage others in GALS?

2.2.2. Introduction of Common Symbols

To facilitate the drawing that is core to this training, discussion was held that focused on building consensus around common symbols that participants could use in their pictures. Participants agreed to use symbols for such concepts as love (heart), money (envelope), bank (house with envelope inside), saving/solidarity group (people in circle with envelope between them), good governance (flag), high production (a big bag), and a balanced diet (a plate full of a balanced meal). Also, trainees decided on some common draws related to figures.

2.2.3. Training Sessions

During the four days of training, the facilitator focused on five GALS tools that had been adapted to nutrition and climate change. They included:

- Vision Road Journey (VRJ) Tool
- Diamond Dreams (DD) Tool
- Gender Balance Tree (GBT) Tool
- Nutrition and Climate Change Challenge Action Tree Tool
- Social Empowerment Leadership Map (SELM) Tool
- Multilane Highway (MH) Tool

Below is a short description of the development of GALS′ tools by trainees during workshop sessions.

1. Vision Road Journey (VRJ) Tool

The facilitator introduced the Vision Road Journey by asking the trainees to discuss, in groups of five, formed during soulmate visioning exercise, at least three things that they thought they might achieve in 3 years. This methodology helped participants to think and concentrate within nutrition and climate change framework. The facilitator explained the steps to take in order to make the Vision Road Journey:

1. **First circle (The future):** Draw a large circle at the top right-hand corner of your page. This represents the future (set your nutrition and climate change sensitive vision, it is a long-term realistic achievable dream of 3-5 years). It is a large circle at the top because it is like a sun and you are reaching for the sky. It is the vision which will inspire you to pick yourself up, and continue to move forward if you fall and stumble on the rocks along the road.
2. **Second Circle (present and drafting the road):** Draw a second large circle at the bottom left hand corner of the flipchart. This represents the present situation. Draw two straight lines to link both circles. This represents your road from the present (bottom) to the future (top). The road is straight and upwards, because this is how you hope you will reach up to your vision. In the bottom circle draw how your current starting situation is for things in your vision.
3. **opportunities and constraints:** On either side outside the road you draw: at least 5 opportunities at the top of the road - the things which will help you up if you fall down. The more opportunities you can think of, the easier it will be to advance. At least 5 constraints go under the road because these are the things that can drag you down. The things which are most under your control nearest the road. The things which you cannot control go furthest from the road.
4. **Target and Milestones:** Every journey starts with small steps. Your vision is a long term dream (3-5 years). Now you need to plan how realistically, given the opportunities and challenges, you can start to move. Draw a circle immediately next to the vision and fill in how far you think you can get towards the vision in one year (set annual objective). Then put two circles at key points where you expect to have something to show as measurable milestones along the road. Leave space in between the circles - that is where you will put the **actions**.
5. **Smart milestones and action plan:** Now you are ready to fill in your milestones - in each circle you put in how far you need to get each time. Focus particularly on the first. Then between each milestone you put in the actions needed to move from one to the next - revising the milestones and target if necessary. You will then track your progress over time, and adjust your drawing as needed to get as far as you can towards your vision.

The participants shared their ideas to be included in the vision, drawing on the flip chart as they did so. At each step, their idea included:

- **Vision:** house construction or rehabilitation, increased production and livestock; buying or hiring land, paying health insurance, small commerce, kitchen garden, vegetable and fruits production, nutritious food at home (eating vegetables, fruits, eggs and fish, drinking milk; increased savings; and increased purchase of nutritious food, planting fruit trees, rain water retention, erosion control, etc.
- **Current situation:** Insufficient agriculture production; insufficient nutritious foods; selling agriculture products before harvest period, some fruit trees planted.

- **Opportunities:** good rain fall, local authorities/good governance; SAFE/IFAD Project services; banks; collaboration of agronomists at sector level, tree nurseries locally available.
- **Challenges:** Mindset of people; culture which considers men as powerful; environmental change; lack of infrastructure; conflicts in families; sickness; bad roads; small land for plantation.
- **Milestones for one year and strategies:** Having a house; having small livestock; buying land; increased production; increasing savings; buying a cow, planting vegetables and fruit trees, establish kitchen garden, planting trees and erosion control.
- **Milestones for first 4 months:** Having small livestock (chickens); increased production; increasing savings; increasing nutrition, planting fruits and vegetables, erosion control, establishing kitchen garden, planting fruit trees.
- **Milestones for first 8 months:** increasing agriculture production; having small livestock;; increasing savings; and increasing nutrition, planting vegetables and fruits, house construction or rehabilitation.

The summary of their plans are highlighted in the table below:

COOPERATIVE NAME	INTAMBWE IDASOBANYA		IMBARAGA MWITERAMBERE		TERIMBERE MUTEGARUGORI		
Annual Plans/Milestones	Male	Female	Male	Female	Male	Female	Male
1. General Livelihoods							
1. House construction		13	5	25	0	16	
2. House reinovation		0	1	11	2	17	
3. Caw livestock		6	4	6		1	
4. Goat livestock		14	2	14	2	19	
5. Chicken livestock		16	3	10	1	17	
6. Rabbit livestock		5	2	3		1	
7. Land buying		6	3	4		5	
8. Land hiring		12	3	14	3	13	
9. Health insurance		22	9	33	6	34	
10. Saving at bank		0	3	3	6	34	
11.Saving at saving group		22	5	25	6	34	
12. Small commerce		0	4	11	4	14	
13. agriculture production		20	8	14	6	34	
2. Nutrition							
1. Kitchen garden		14	7	39	6	34	
2. vegetable production		17	4	5	4	24	

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COOPERATIVE NAME	INTAMBWE IDASOBANYA		IMBARAGA MWITERAMBERE		TERIMBERE MUTEGARUGORI		TOTAL		
Annual Plans/Milestones	Male	Female	Male	Female	Male	Female	Male	Female	Total
1. General Livelihoods									
1. House construction		13	5	25	0	16	5	54	59
2. House reinovation		0	1	11	2	17	3	28	31
3. Caw livestock		6	4	6		1	4	13	17
4. Goat livestock		14	2	14	2	19	4	47	51
5. Chicken livestock		16	3	10	1	17	4	43	47
6. Rabbit livestock		5	2	3		1	2	9	11
7. Land buying		6	3	4		5	3	15	18
8. Land hiring		12	3	14	3	13	6	39	45
9. Health insurance		22	9	33	6	34	15	89	104
10. Saving at bank		0	3	3	6	34	9	37	46
11.Saving at saving group		22	5	25	6	34	11	81	92
12. Small commerce		0	4	11	4	14	8	25	33
13. agriculture production		20	8	14	6	34	14	68	82
2. Nutrition									
1. Kitchen garden		14	7	39	6	34	13	87	100
2. vegetable production		17	4	5	4	24	8	46	54
3. Fruits production		22	4	10	6	34	10	66	76
4. Drinking milk once a week		9	5	10	6	34	11	53	64
5. Eating eggs once a week		12	7	12	4	24	11	48	59
6. Eating fish once a week		5	3	7	6	34	9	46	55
7. Nutritious food at home		22	6	19	6	34	12	75	87
Climate change									
1. Planting forest trees		14	3	5	3	13	6	32	38
2. Planting agro-forestry trees		17	5	15	6	34	11	66	77
3. Planting fruit trees		22	3	7	6	34	9	63	72
4. Erosion control		9	2	2	6	34	8	45	53
5. Rain water retension		0	4	7	6	34	10	41	51

Table 1: *Data from Vision Road Journey*

The Vision Road Journey was facilitated ensuring the following:
- ✓ Having fun and building confidence of everyone to draw their own diagrams for themselves ensuring the nutrition and climate change are mainstreamed

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- ✓ Ensuring people understand the basic principles and steps outlined by the facilitator. The main things checked were that people:
- Are using two consecutive pages to give enough space
- Are drawing in the right direction and the right way up - often people are sitting opposite each other and copying so they can get the drawing up-side-down;
- Have nutrition and climate resilient visions which are reasonably realistic;
- Understand the difference between the vision and current circles
- Have at least 5 opportunities and 5 challenges by the end of the plenary;
- Have the one-year target circle, and the right number of milestones with enough space in-between to put the action steps they need to take.
- The facilitator checked whether participants at home have drawn for themselves and their draws are climate resilient and nutrition sensitive.

The photos below show the vision road journey developed by trainees.

Picture 1: Vision Road Journey Tool

2. Diamond Dreams (DD) Tool

The facilitator asked participants what they understood about the word "diamond." Participants said that it is something with high value. The facilitator explained that there are other things of value that people do not consider. The Diamond Dreams tool was used to engage participants to talk freely about inherent gender inequalities, based on personal experience.

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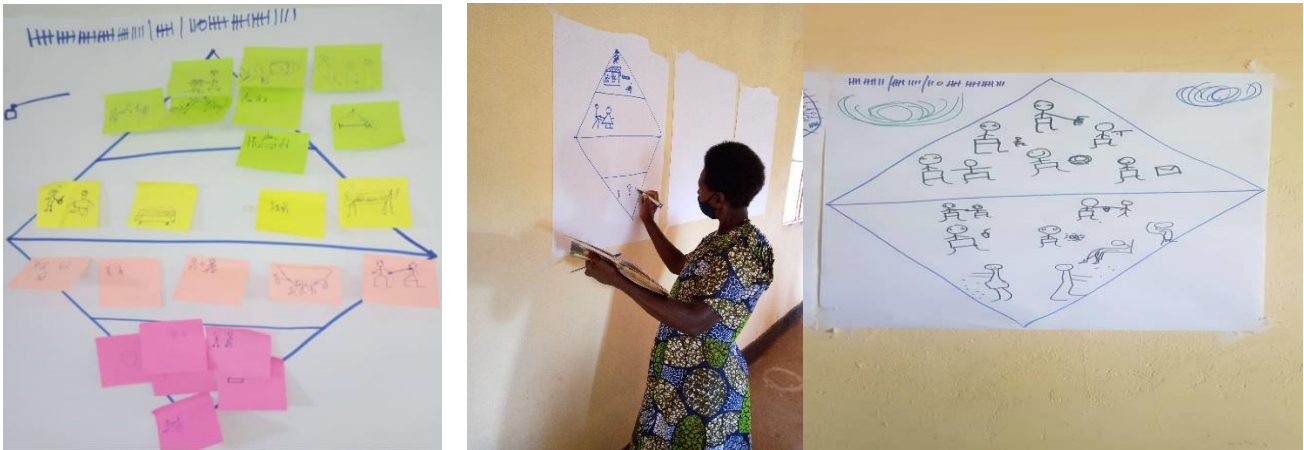
Picture 2: *Diamond Dream Tool*

Steps:

The participants were asked to describe things that they like as men or women and things that they dislike at the household level. Participants learned that they were going to place their thoughts in the Diamond Dreams tool in order of their importance. Those with high importance (the best) would be in the top section of the diamond and that which they most disliked (the worst) would be placed at the bottom of the diamond.

> One group of women was asked to draw things they liked the most, which would be placed at the top of the diamond: a family with love, sharing nutritious food, protecting environment.

- A second group was asked to fill the second section of the diamond with what they liked: a family which share ideas together, a man who likes to travel with his family.

- A third group filled the third level of the diamond with what they did not like: cheating, beating, wasting money in bars.

- A fourth group was assigned the task of filling the diamond's bottom section with things they deeply disliked: lack of hygiene, wasting money in bars, fighting.

The participants placed their sticker's on the diamond drawing to make a collective Diamond

Dreamwhich is a summary of their likes and dislikes as categorized into 'best', 'good', 'bad' and 'worst'. They then checked to find similarities across groups. Participants picked similar ideas and placed them at the vertical center of the diamond.

3. Gender Balance Tree (GBT) Tool

The facilitator introduced the tool by saying that the households are like trees - they need to be properly balanced if they are to bear rich fruit year after year. If the roots are not equally strong on both sides, then the tree will fall over in the first storm. If the fruits on one side are heavier than on the other, then they may also fall over and there will be no harvest next year.

Inequalities between women and men within households are a key cause of imbalances and inefficiencies in the household tree which make them fail. Often women and men do not work equally, leading to inefficient division of labor inputs to the tree. Women and men may not benefit equally in the fruits and

unproductive expenditures may cause the tree to fall over. The household tree's trunk is often made to bend one way or the other because of inequalities in asset ownership and because decisions are not shared. This means everyone goes their own way without caring about the other and the whole tree becomes weak.

It is important that the forces acting on each side of the trunk are equal to help it to grow straight and help the flow of goodness from roots to branches. Instead of the tree being blown this way and that by power inequalities - and maybe even uprooted altogether. Even if fertilizer is given to the roots, if this is done on one side only e.g. training or inputs only for the men or if the forces acting on the tree are not made equal e.g. asset ownership, then the tree will just grow faster on one side and may fall over even faster.

The gender balance tree is a powerful way of consolidating into one tool information often collected by other gender tools such as access/control profile and time schedule. Everyone goes away with their own individual analysis of their own reality, not a stereotyped view. In terms of challenging 'culture', it is often the progressive exceptions rather than assumed averages that can show the most constructive ways forward. And it is credible quantification of the serious imbalances by participants themselves, rather than vague estimates of what people already know that can convince community leaders to act.

The tool does not stop at analysis. It also focuses on identifying immediate and longer-term action commitments participants can make to improve the gender balance and increase household wellbeing through more efficient division of labor, more productive expenditure, more equal distribution of ownership and decision-making.

In this catalyst phase the aim is awareness-raising and identification of change strategies that can be monitored. The tool is designed for households with one or more members of both sexes (spouses, parents, children; e.g. even where sons and daughters are not working for an income they are often unequally involved in housework). For this purpose and for the majority of participants, it has to be kept simple and focused on climate change in relationships between women, men and children.

The Gender Balance Tree Tool is aiming to:

1. identify who contributes most work to the household: women or men; young men and young women
2. identify who spends most for the household: women, men and youth;
3. identify who benefits most from household income: women or men; youth/children
4. identify inequalities in ownership and decision-making;
5. decide whether the household tree is balanced;
6. decide priority areas for improving the gender balance of the tree so it can stand up straight and bear richer fruit equally for women and men;

7. see which households 'break the gender norms' as a basis for change

Steps

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The facilitator asked what the main parts of a tree are. Participants answered that there are roots, trunk, branches and fruit. The facilitator observed that the GBT has the same parts as a tree and explained that for this exercise, what each of these represents:

1. **Trunk: who is in the household**? Draw two lines in the middle of the paper for the trunk. Then put symbols for each household member on either side inside the trunk. Working women (including co-wives living in the same family) should go on the left side of the trunk, working men on the other, with dependents in the middle to the side of their respective sex.

2. **Roots: who contributes what work?** Draw two roots for women and two roots for men on the respective sides of the trunk in their respective places and one or two roots per children. The central root is for joint activities. On each side for two roots put the activities which people of that sex performs alone for themselves generating income (first root) and not generating income activities (second root) for all sides and leave the space in the middle for joint activities. After that, a side another should decide to balance the tree after analysis and ring with green if partially engaged and red if totally engaged in specific activity.

3. **Branches corresponding to each root**, depending on roots (if there is one child not doing activities generating income it is not putting branches for her/him). Women side two branches, men side two branches and leave space in the central for joint household expenses. Two branches for all sides (in one branch put all expenses benefiting personal him/herself/ personal expenses and another one is for expenses benefitting all household members). After analysis, household members decide on relevant expenses to keep, where to reduce, where to abandon and new investment to create almost decision making. Trainees decided to reduce or abandon personal expenses and expenses benefitting the households are shared equitably, no wasting, joint decision making and the tree is balanced.

4. **What is pushing the tree**? On their respective side of the trunk put symbols for: the property which women and men own, e.g. who owns the land? who owns the livestock? who owns the house? The types of decisions which women and men make - which decisions are made by women only, which by men only, which are made jointly? Or is one-person overall decision-maker or do they always sit down together.

5. **Fruits/Action: what do we want to change?** Does the tree balance? Are women doing most of the work with men owning most of the property, income and getting most expenditure? Put a symbol representing the degree of gender balance at the top of the trunk. Ring in green or red the things you like that help the tree to balance. These do not need to change remain. How do you think you can make the tree balance better? Which tasks should be done jointly, which expenditures could be cut, what property should be shared? Of the income earning activities can you increase income or decrease time? Identify 5 action commitments/engagement - things you want more of or less to make the tree balance. Mark these in green symbol in the appropriate place - as unripe fruits which you want to change and turn red.

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Picture 3: *Gender Balance Tree Tool*

The summary of key idea coming from participants are highlighted in the following table:

| COOPERATIVE NAME | INTAMBWE IDASOBANYA | | IMBARAGA MWITERAMBERE | | TERIMBERE MUTEGARUGORI | | TOTAL | | |
Annual Plans/Milestones	Male	Female	Male	Female	Male	Female	Male	Female	Total
1. General Livelihoods									
1. Dialogue at home		22	10	46	6	34	16	102	118
2. Working together		22	11	45	6	34	17	101	118
3. Not wasting family ressources		22	11	46	6	34	17	102	119
4. Equal rights to land		0	10	46	6	34	16	80	96
5. Equal rights to other economic ressources		18	11	46	6	34	17	98	115
6. Both looking for wood		22	6	46	6	34	12	102	114
7. Equal participation in fecthing water		10	8	46	6	34	14	90	104
8. Equal participation for non productivefamily work		11	11	46	6	34	17	91	108
9.No gender based violance		22	11	46	6	34	17	102	119
10. Equal decision making		22	11	46	6	34	17	102	119
12. Equal rights in cooperative participation and movement		15	11	46	6	34	17	95	112
2. Nutrition									
1. Equal participation in buying nitritious food		14	11	46	6	34	17	94	111
2. Equal decision in growing nitritious food		20	11	46	4	24	15	90	105
3.Equal decision on which livestock to grow for nitrious food		20	11	46	6	34	17	100	117
4. Equal participation against malnutrition of children		22	11	46	6	34	17	102	119
Climate change									
1.Equal participation in Planting forest trees		22	11	46	6	34	17	102	119
Planting agro-forestry trees		22	10	46	6	34	16	102	118
3. Planting fruit trees		22	11	46	6	34	17	102	119
4. Equal participation in Erosion control		22	8	46	6	34	14	102	116
5.Equal participation in Rain water retension		22	6	46	6	34	12	102	114

Table 2: *Data from Gender Balance Tree*

The facilitator explained the purpose of the Gender Balance Tree. Asked trainees to form single sex groups according to marital status: Married in nuclear family; Married in polygamous family; Single (divorced, never married, widowed), youth. Then, went through the instructions above step by step interactively, inviting people to give examples on the flipchart at the front as people draw in individual notebook diaries making sure everyone is engaged all the time - either through taking their own analysis further or helping others.

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5. Nutrition and climate change Challenge Action Tree Tool

The facilitator introduced that nutrition and climate change and gender inequalities are usually affecting agriculture value chain development. The facilitator asked some questions like: Is the part of production affected by nutrition and climate change? Are there gender inequalities, gender issues affecting nutrition and climate change as well as production? (What are gender issues the household may have to adapt to nutrition and climate change which impact agriculture produce?)

The tool aimed to improve the planning through:
- helping trainees to analyze the reasons for (deep analysis), and interrelations between different dimensions of the gender, nutrition and climate change challenges they face;
- providing a pictorial basis for sharing and exchanging ideas for actions to address different dimensions of the gender, nutrition and climate change challenges;
- identifying action commitments which they can take immediately after setting needed solutions
- Generating 'SMART actions' for each participant to add to their target achievements in the vision road journey

The toolhelped trainees to identify the most pressing/recurring nutrition and climate challenges and find gender sensitive solutions that are specific to men, women and youth, as well as solutions that can be taken jointly/collectively. It identified nutrition and climate challenges, their root causes and their possible solution is done separately (as seen by men, as seen by women, as seen by youth) and then jointly (as seen together). Specific actions to address the challenges were fully integrated in the activities/milestones of each tool according to their relevance.

The Facilitator introduced the session by asking participants to describe the main parts of a tree as an approach to strengthening their knowledge and skills in how to identify problems and their causes, which would lead to their being able to better develop appropriate solutions. The group came up with: trunk, roots, branch, and fruits for some trees. The trainer recommended that they put a problem in the tree's trunk in order to analyse and understand the problem's causes.

The facilitator helped trainees to pass through the following steps:

1. **Defining the trunk or challenge, and drawing the vision**: Draw two lines for the trunk in the middle of the sheet of paper. What is the main issue or challenge for the Tree? Place this towards the bottom of the trunk. What is the corresponding vision for the change, how do we put the challenge as a positive aim? Put this symbol towards the top of the trunk.
2. **Defining the roots or causes:** Tree main roots are used the first one Identify the root causes of identified challenge linked to production, nutrition in the middle root, the causes from climate change and gender relations/household impacting climate change.
3. **Defining the branches or Solutions:** For each root draw one branch. Then for each element on the roots identify an appropriate solution. Therefore, you may see more than one element from root linked to one solution.

4. **Defining the smart fruits or action commitments:** For each solution identify a SMART action, or series of actions which can be taken toward needed solution.

Problem identified by participants in roots: Low production

Targeted vision: To have good and high production

Root 1:<u>Related to production causes</u>: climate change, not using agro-inputs, including fertilizer, insects affecting crops, not using manure, erosion, not using selected seeds, bad agriculture practices, and small land hectare.

Root 2:<u>Related to nutrition</u>: poor nutrition, low diversity of food, lack of proper hygiene practices, farmers′ illnesses, insufficient time for women to eat, lack of vegetable and fruits gardens.

Root 3: <u>Relatedto climate change and gender</u>: erosion, irregular rain falls, lack of water adaptation equipment, conflict, women being overworked by heavy family workloads,

Solutions depicted in branches

Branch 1: Good weather (action: planting forest and agro-forest trees, watering of gardens, water harvesting equipment),using sufficient agro-inputs fertilizer (action: saving, working with financial institutions)

Branch 2: Planting fruits and vegetables, buying fish and eggs, eating vegetables and fruits.

Branch 3: Love in family/ living in harmony; planning for a family (action: sensitization of families), good nutritious food (action: participation in cooking demonstration).

Picture 4: *Nutrition and Climate Change challenge action tree related to production*

The facilitator asked trainees to draw the tree with all parts with nutrition and change effects and prioritization of effect that affect trainees/participants. Highlighted the challenges identified in vision road journey that related to the nutrition and climate change and link it with nutrition and climate change effect. Explained on how analysis is done by using the tree parts and let people themselves fill the tool, oriented them where possible for deep analysis. Each group draw the trunk or challenge and the corresponding vision then pairwise discussion of the roots or causes linked to nutrition, climate change and gender. The facilitator asked feedback of these to the tree - which are for women only, which for men and which are joint followed by individual brainstorming on solutions and actions needed for priority causes. Finally, they defined SMART fruits or achievement targets as a result of the actions with presentation of commitments in the Notebook Diaries.

6. Social Empowerment Leadership Map (SELM) Tool

The facilitator introduced the Social Empowerment Leadership Map. Then, explained the symbols to use to depict the relationship between the GALS trainer and the assigned community. The facilitator used a heart in red to symbolize love, an envelope in green to mean money, and hand in blue to mean supporting existing power relationships.

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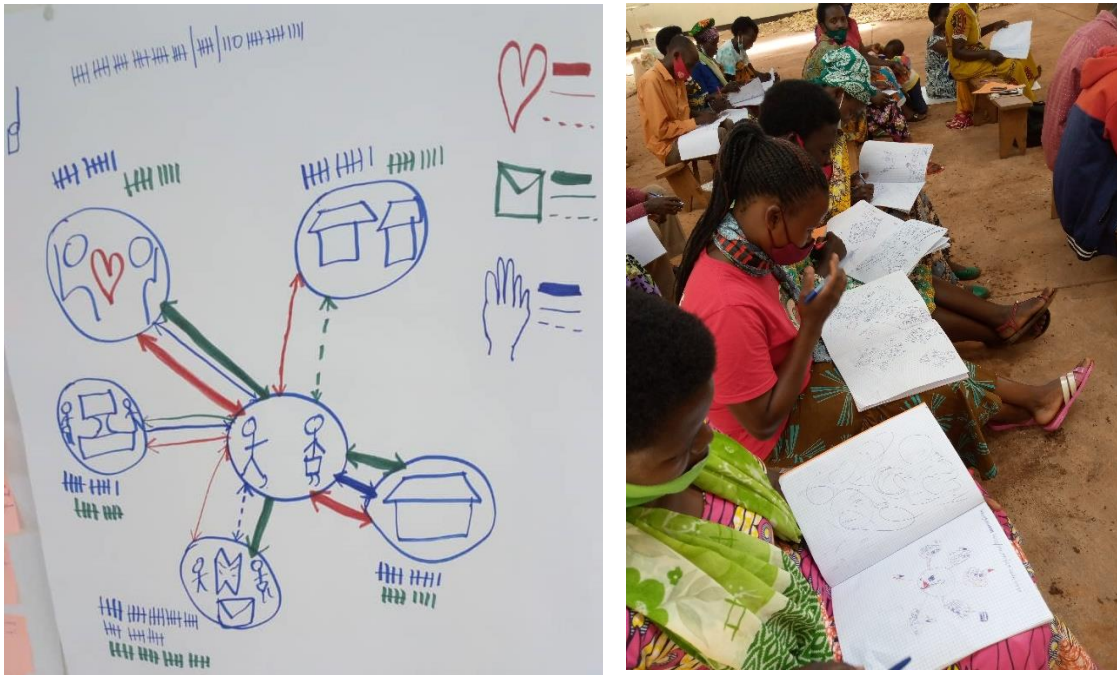
Picture 5:*Social Empowerment Leadership Map Tool*

Around the circle, participants drew other circles representing the areas from where people to be trained would come. They brainstormed and shared ideas about training their family members/couples, friends and the community.

The relationship is like a family: I love them and they love me; I have power over them and they have power over me; I could give them money and they could give money to me. In the community, also, we like each other and have very limited control over each other. There is no exchange of money with community members. As for friends, we like and respect each other, we do not hold power over one another, and we share resources.

This tool was used to identify people to share with during GALS peer sharing which is detailed in the last chapter.

7. Multilane Highway (MH) Tool

The Multilane Highway tool brings together all 5 tools from the previous session (VRJ, GBT, MM, PCAT and SELM). This tool is key to GALS and was thought by participants to be the most useful tool for ongoing planning, tracking, and learning about how best to progress towards achieving their vision. The Multilane Highway tool facilitates participatory gender review and planning exercise in the form of the Achievement Journey.

Picture 6*: Multiline High Way Tool*

The facilitator further highlighted that the Multiline Highway tool has three mains parts:

- The top lane part is about ideas from VRJ, MM and PCAT: Through collaboration between trainer and trainees, the elements in the VRJ are copied and integrated, with useful elements culled from the other tools mentioned above. All elements are captured – e.g., vision, current situation, opportunities and challenges, milestones, and strategies.
- The changes needed in gender relations and nutrition in the household, required if women and men are to achieve their vision of gender promotion, are to be put in the middle lane. Trainer and trainees used elements from GBT and DD for this. The fruits from the GBT have been used as one of the milestones in the Multilane Highway. Participants also checked some actions from PCAT related to gender and nutrition that may spark strategies to achieve the vision. In addition, the "best" entries from the Diamond Dreams were added among the Multilane Highway milestones to be monitored and evaluated.
- The bottom lane represents the people with whom the methodology will be shared through peer sharing.

The facilitator ensured the achievements related to livelihood, nutrition and climate change adaptation are well documented. The role of men and women are addressed towards visions, the milestones are well documented for social wellbeing towards nutrition and climate change and songs and Theatre related to GALS, nutrition and climate resilient are used by participant's/GALS trainees.

2.2. GALS PEER SHARING

During training, GALS champions discussed how they can become leaders of change in their communities through pyramid peer sharing - they teach a circle of people they want to help or change and these people then identify yet other people so that the gender messages and methodology thus spread to many people. The more this can happen on a manageable voluntary basis, the more it requires to be focused on strengthening peer training skills

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and structures, and addressing other needs which come up. Peer sharing requires skill and full understanding of the tools and how they can be communicated. It is in this regards that Coaching was organized for those 120 trained new GALS champions and 100 existing GALS champions to be able to implement their plans and cascade the skills to their community, through peer sharing and community action learning.

As per their Social Empowerment Leadership Map Tool developed by new and existing champions. The new trained beneficiaries planned to share GAL with 2878 people while the existing ones planned to share with 2700 as detailed in the table below:

COOPERATIVE NAME	INTAMBWE IDASOBANYA		IMBARAGA MWITERAMBERE		TERIMBERE MUTEGARUGORI		TOTAL		
Annual Plans/Milestones	Male	Female	Male	Female	Male	Female	Male	Female	Total
1. Family members	35	62	121	146	74	121	230	329	559
2. Group or coops members	66	72	164	208	143	172	373	452	825
3. Church members	42	98	104	181	63	152	209	431	640
6. Neigbors and friends	48	132	189	132	152	201	389	465	854
Total	*191*	*364*	*578*	*667*	*432*	*646*	*1201*	*1677*	*2878*

Table 3: *GALS Peer sharing plans for 120 trained new beneficiaries*

MAHAMA		GATORE		Total		
Male	Female	Male	Female	Male	Female	Total
121	209	150	400	271	609	880
42	185	25	200	67	385	452
14	26	6	19	20	45	65
182	321	200	600	382	921	1303
359	*741*	*381*	*1219*	*740*	*1960*	*2700*

Table 4: *GALS Peer sharing plans for 100 existing beneficiaries*

The successes itemized below go to the core of what the GALS programming is meant to achieve.

- Engagement in GALS work has increased awareness about gender equality among participants regarding women's economic empowerment, joint-decision making, and the equal division of labor.
- The GALS approach has helped men and youth (boys) to challenge gender norms regarding the traditional division of labor, and to commit to increase their contribution to doing household chores, including activities related to nutrition and child care.
- The GALS tools, as adapted to nutrition and climate change, have proved to be relevant, readily understandable to workshop participants, and provocative regarding upending assumptions about gender equality.
- There has been marked enthusiasm from those who have developed and built out, with their families, plans for ongoing, long-term change in the way households operate. It is early days yet, but there is room for optimism that over the longer term, these plans will provide a durable vehicle for the continued engagement of those who have made them in the first place.

3. The training of Champions on Climate change and nutrition aspects

The enhancement of GALS methodology with the integration of different livelihood dimensions; there was incorporation of climate change in GALS methodology and incorporation of nutrition in GALS methodology. Therefore the champions were trained on climate change and nutrition aspects for improving livelihood within integration in GALS methodology.

3.1 The purpose of the training

By conducting this Training of champions on climate change adaptation and nutrition aspect, JP RWEE hopes to contribute to the intensification of knowledge on climate change issues, proposed mitigation and adaptation measures through Climate Smart Agriculture practices for satisfying food security and good nutrition.

3.2 The training contents

The champions acquired knowledge on climate change issues and learned practices for mitigating and adapting to climate change through climate smart agriculture inputs and practices (Mulching, watering and irrigation, using improved seeds, integrated pest management, Agroforestry plantation, compost making and so on..). In addition they gained the knowledge on Nutrition aspect especially on Nutrition Sensitive Agriculture.

*Figure 1:***The participants following the training**

They were reminded that they are the agents of social behaviour change, they will help neighboring farmers to adopt good practices for adapting to climate change and climate smart agriculture practices for satisfying food needs and improving nutritional status in their families.

The champions were explained why to promote food and nutritional security through the balanced diet consists of six main nutrient groups; proteins, carbohydrates, lipids, vitamins, minerals and water. Dietary reference values (DRVs) which comprise a range and an estimated average of recommended daily intake levels for nutrients and energy for males and females at different stages of the life.

The participants got time to Integrate the acquired knowledge on climate change and nutrition with GALS methodology.

3.3 Training methodology

Thecoursewasthoughtthroughpresentationbyusingflipchartandaparticipatoryapproach wherebya numberoftopicsweredevelopedandparticipantsweregiventimetogivetheir opinion on thosetopicsbeforepresentation of the facilitator.

3.4 Results/Outcomes expected

It is expected that by this training, the champions trained start or continue to adapt to climate change through climate smart agriculture practices and increasing income to purchase the nutritious food for their families.

They are able to recommend and to explain to the farmers why to promote food and nutritional security. The recommended daily intake food for men and women at different stage of life.

The Joint livelihood planning help them to understand the effects of GALS interactions with people, landscapes and ecosystems, and to identify potential climate risk management strategies. GALS also help to develop and apply climate-smart livelihood strategies to improve household climate resilience.

a) **Climate Smart Agriculture practices adopted for mitigating climate change and promoting food and nutrition security**

Water harvesting & irrigation (water management practices)

Based on Vision road journey, Gender balance tree and Climate challenge action tree tools learned in GALS methodology the champions (men and Women) of Kigarama sector developed the system of rain water harvesting by Dam-sheets and used for irrigating and watering their crops during drought period.

*Figure 2: **Irrigating vegetables***

The case of low agricultural production, the champions made the composts for getting organic manure to be used in their farms, they planted also agroforestry trees and fruit trees for the purpose of avoiding soil erosion, getting fodder of their livestock, trees for shelter, and getting fruits for good nutrition.

*Figure 3: **Compost prepared for using in agriculture***

Kitchen garden establishment

The trained champions promoted kitchen gardens created and maintenance at household level. Kitchen gardens promote food diversification and households used them to save money from purchasing vegetables and fruits so as to improve Availability and accessibility of Vegetables throughout the year.

Figure 4: *Watering and mulching kitchen garden as practice of climate smart agriculture*

b) Integrating acquired knowledge on climate change and nutrition with GALS Methodology

The trained Champions got time to discuss how to use GALS for making more informed and equitable decisions over their livelihood options- farming and other income generating activities- enhanced with climate change adaptation and nutrition aspects.

Figure 5: *Integrating knowledge of climate change and nutrition with GALS methodology*

3.5 Distribution of persons trained by location

No	Sector	Namesof Cooperative	Number
1	Gatore	ABADAHIGWA	20
2	Kigarama	HAGURUKAUKORE	20
3	Kigarama	IMBARAGAMUITERAMBERE	20
4	Nyamugali	KUBINYA	20

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5	Nyamugali	ABATICUMUGAMBI	20
6	Nyamugali	INTAMBWE IDASOBANYA	20
Total			120

Table 1: Distribution of the participants

4 CHALLENGES AND RECOMMENDATIONS

Important challenges have emerged during the early implementation of GALS.

- Due to covid19 prevention measures especially social distancing, peer sharing process was not done extensively as it was originally expected. This could affect the smooth implementation of the GALS approach.
- The assignment focused on 5 GALS tools that were used during training. However, GALS process is completed if trainees pass through 3 GALS phases (catalyst phase, mainstreaming phase and movement building phase) which normally takes at least 2 years.
- The prolonged drought during dry season and heavy rain induced disaster during rain season.

The following recommendations respond to identified challenges.

- Organize regular refresher training and Gender Participatory Review for the community with whom shared GALS tools with trained champions to ensure the quality of GALS tools shared and regular tracking of achievements.
- Ensure the strong delivery of peer sharing with the community and ensure that the needed support for the development and implementation of the couples', individuals', and groups' plans is in place.
- Enhance monitoring and evaluation of the GALS process using simplified monitoring and evaluation tools to effectively track the outcomes and even the impact of the implementation of developed plans.
- Identify GALS model sites where the GALS full package is being implemented and monitor them regularly, documenting success stories around best practices.
- Enhance collaboration with local authorities and other actors to promote ownership and the sustainabilityof GALS interventions.
- Promote peer learning with others GALS practitioners especially with Rwanda GALS Network members, so that implementers can share and learn from each other through joint field visits, meetings, and testimonies.
- Many champions after to gain Knowledge from GALS methodology, they requested to attend together with their spouses for better understanding lesson learnt from GALS methodology.
- Promoting climate smart agriculture practices such as irrigation and watering, creation and maintenance of anti-erosive infrastructures, planting agroforestry trees, Compost making, mulching and using improved seeds that tolerate heavy rain and give production in short time.

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