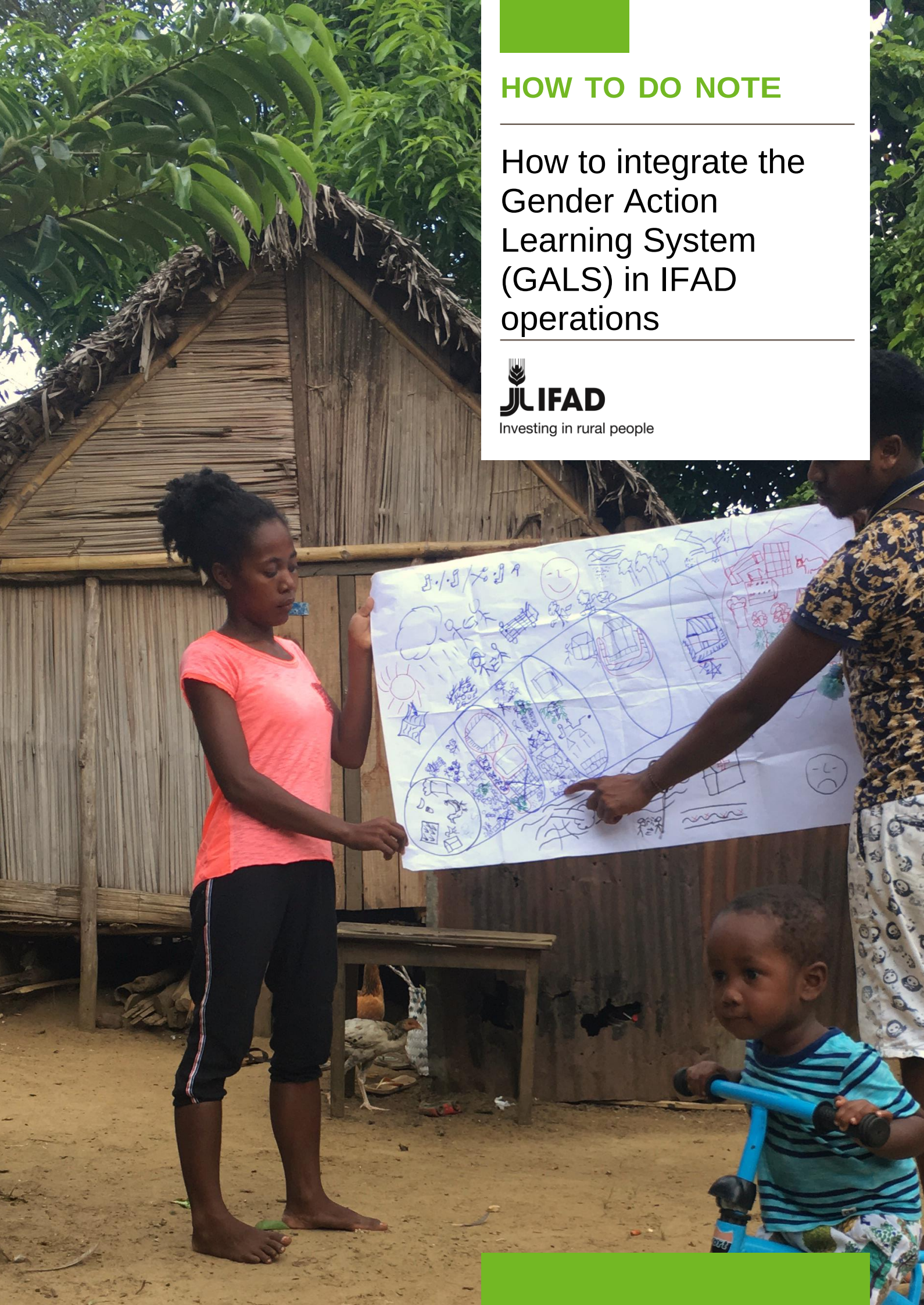
HOW TO DO NOTE

How to integrate the Gender Action Learning System (GALS) in IFAD operations

IFAD
Investing in rural people



How To Do Notes provide practical suggestions and guidelines to country programme managers, project design teams and implementing partners to help them design and implement programmes and projects. The notes include best practices and case studies that can be used as models in their particular thematic areas.

How To Do Notes also provide tools for project design and implementation based on best practices collected at the field level. They guide teams on how to implement specific recommendations of IFAD's operational policies, standard project requirements and financing tools.

The How To Do Notes are "living" documents and will be updated periodically based on new experiences and feedback. Your comments or suggestions are most welcome.

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Acronyms

AFD	French Development Agency
APR	Asia and the Pacific Division
BALI	Business Action Learning for Innovation
CCW	Change Catalyst Workshop
CSN	Country strategy note
COSOP	Country strategic opportunities programme
ECG	Environment, Climate, Gender and Social Inclusion Division
ESA	East and Southern Africa Division
GALS	Gender Action Learning System
GEWE	Gender equality and women's empowerment
GTA	Gender transformative approaches
IFAD	International Fund for Agricultural Development
JP RWEE	Joint Programme "Rural Women Economic Empowerment"
M&E	Monitoring and evaluation
NEN	Near East, North Africa and Europe Division
PGR	Participatory Gender Review
PIM	Programme implementation manual
PMU	project management unit
SECAP	Social, Environmental and Climate Assessment Procedures
SO	Strategic objectives
ToC	Theory of change
WEAI	Women's Empowerment in Agriculture Index

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Introduction

This “how to do” note aims to guide the integration of the Gender Action Learning System (GALS) as a pathway to realize gender-transformative results in IFAD operations.

In order to achieve a vision of “inclusive and sustainable rural transformation”, IFAD is committed to leaving no one behind and working towards no poverty, zero hunger, and gender equality and women and girls’ empowerment (Sustainable Development Goals 1, 2 and 5, respectively). IFAD is committed by 2021to have at least 25 per cent of projects designs classified as gender-transformative, and 35 per cent by 2025.

Piloted and experimented since 2007, the GALS was assessed by the IFAD Independent Office of Evaluation as one of the best and most successful strategies to achieve these objectives in IFAD’s portfolio. In 2018, about a quarter of IFAD-funded programmes across its five regions were making provision to use the GALS. While GALS has triggered much interest in IFAD and its partner governments, practical guidance on how to concretely integrate it in the context of project interventions and to support its implementation has been missing.

This note provides clear and practical guidance on how to roll out GALS in the context of an IFAD-funded project. A clear step-by-step approach will support design, implementation and monitoring of the GALS throughout the project cycle, helping to streamline its operational aspects into existing project management tools such as the monitoring and evaluation system and the Annual Work Plan and Budget, among others. Key topics covered in this note are:

- Overview of the GALS methodology, guiding principles, processes and tools
- GALS as a key strategy to promote gender transformation: results and challenges derived from its use in IFAD projects
- Step-by-step guidance on how to integrate GALS in the IFAD project cycle
- Tools to support GALS integration in IFAD investments.

The note also includes concrete examples from on-the-ground experiences.

The target audience of this note are staff of the project management units (PMUs) of IFAD-funded programmes, gender and social inclusion specialists involved in programme design and implementation, and implementing partners and development practitioners.

The note is based on experiences (past and ongoing) across countries and regions, and models that have been tested and can be recommended for design, implementation and scaling up.

What is the GALS methodology?

Background

Rooted in community-based participatory methodologies, the GALS was first developed in 2007 by Linda Mayoux, with the support of several development partners such as IFAD, OXFAM Novib and HIVOS, among others. The goal of GALS is to address gender and social injustice in economic development efforts through an inclusive and participatory process which represents *per se* an empowerment strategy.

The methodology aims at empowering men and women to achieve a better and happier life. It uses simple mapping and diagram tools for visioning and planning to empower men, women and youth to make changes in their lives. GALS is a methodology to promote change. A GALS process usually lasts a period of two to three years, and is based on a set of **principles**, **tools** and **stages**. Additional key elements of GALS are also the **peer replication structure** and **integration** into the interventions of a specific project.

GALS principles

The GALS is based on a set of principles which should inspire and guide its implementation and use. These principles should be present to and discussed with GALS champions and service providers in order for everyone to have a common understanding of:

- **Gender justice.** The interests of women and men should be equally addressed when working towards gender justice. Women's human rights as established in the UN Convention on the Elimination of All Forms of Discrimination Against Women are non-negotiable, with men as partners in the pursuit of social justice. Equal rights are not a favour or a gift: everyone is born equal. Women are agents of development, not victims.
- **Inclusion.** The GALS is a participatory methodology based on principles of inclusion, human rights, equity and respect for differences. The GALS strives to include those living in poverty and who are marginalized.
- **Leadership potential of all.** Education level, age, gender identity, economic status or any other parameter does not matter: everyone can be a leader. The GALS cultivates the leadership potential of all participants, empowers everyone to participate and own the change process. Those in the most vulnerable positions should be particularly supported.
- **Action orientation.** Every step of the GALS process is conducive to action for change. Individual action should lead to collective action as a family, a group or a community.

- **Sustainability.** The GALS pyramidal peer-sharing system leads to self-upscaling of a GALS process, which helps to make it sustainable. Its integration in existing activities at community level has the goal of driving a movement for gender and social justice at many levels (community, project, country).

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- **Gender is fun.** A GALS process should be fun. Having fun is important to raise the necessary positive energy for change. Songs, acting, performances and drawing GALS tools are powerful ways to enjoy using this methodology, encourage presence at the meetings and develop the social capital of a group.

GALS process and tools

GALS is a change process that uses a set of tools made of visual diagrams that are introduced at various stages. Change materializes thanks to the tools and the way in which the process is facilitated, abiding to the principles mentioned above and facilitating from the back. The latter means that a facilitator should never dominate the discussion and let GALS participants to be the protagonist of any session, for instance letting them to stand up and present what they wish to include in their GALS tools.

Both the tools and the process can be adapted in many ways for empowerment in rural development programmes. Using the power of symbols, the tools enable individuals and households to plan their lives and enterprises, and identify and negotiate their needs and interests for gender-equitable livelihoods.

For instance, the first phase – called “change catalyst” – uses basic tools such as the “Road Vision Journey” (see photo above) and the “Gender Balance Tree” (see photo to the left), among others. The diagrams invite each participant to analyse and plan for a better and happier life in a realistic way.

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GALS Process

Each GALS process is unique and relies on local dynamics. On average, a minimum of two years is needed to set up a community led empowerment process.

Change Catalyst

PHASE 01

Starts with a Change Catalyst workshop, introduction of GALS basic tools, up to 1-2 months.

Community Action Learning

PHASE 02

Starts after the Change Catalyst workshop, implementation of desired changes, upscaling through peer sharing, monitoring and documentation, up to 12 months.

Participatory Gender Review

PHASE 03

Qualitative and quantitative assessment of achievements and changes in terms of gender relations.

Livelihood and Value Chain Development

PHASE 04

Focus on increasing incomes, production, access to markets and mainstreaming into economic and social dynamics.

Sustainability

PHASE 05

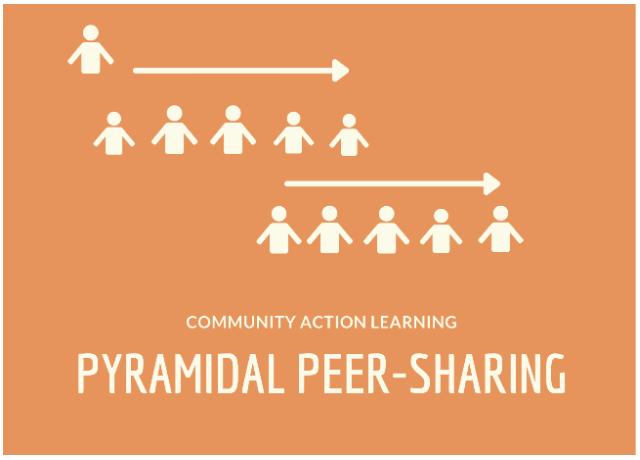
Linking into local/national institutions, public and private actors with certified paid community volunteers.

The process is led by the community and the upscaling system relies on a peer-sharing system. The GALS is led by its champions and relies on a "snowball effect" in which one champion shares the tools with a minimum of five other people. GALS champions are defined as those men and women community members who receive the GALS and decide to start sharing it with their peers, becoming themselves key agents of change in the GALS process.

GALS is based on principles of empowerment, sustainability and local ownership. As a GALS process unfolds, the project staff play the role of catalyser and facilitator of the process.

In the pyramidal peer-sharing system:

- One trainee can train three to five other people around her/him: for example, family members, friends, neighbours, group members (e.g. of a saving and credit group).
- A clear action plan is defined by each trainee; when, with whom, where and how will they be sharing GALS tools.
- Peer-sharing is advised within a 3-5 km distance from the champion to ensure the peer visits can be sustained.



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GALS as a key strategy to promote gender-transformative results

IFAD's approach and the GALS

IFAD is committed to achieving an inclusive and sustainable rural transformation through deeper impacts and resilience of rural households. To this end, the Organization issued operational guidelines to support its Targeting Policy[1] and prepared an action plan (2019-2025) to support its Policy on Gender Equality and Women's Empowerment.[2] The IFAD Gender Action Plan "Mainstreaming Gender-transformative Approaches at IFAD – Action Plan 2019-2025" supports the IFAD Strategic Framework in achieving the 2030 Agenda and its mandate. It describes how to enhance the impact of its programming on gender equality and women's empowerment (GEWE), particularly to generate gender-transformative results. This would mean addressing root causes (and underlying power relations) of inequalities within households. The IFAD corporate vision to invest in rural household transformation requires bringing about changes in household behaviour and norms. This vision and GALS approach also emphasizes the significance of "family", which is highly relevant to the "Decade of family farming 2019-2028".

Key results and challenges about the GALS in IFAD

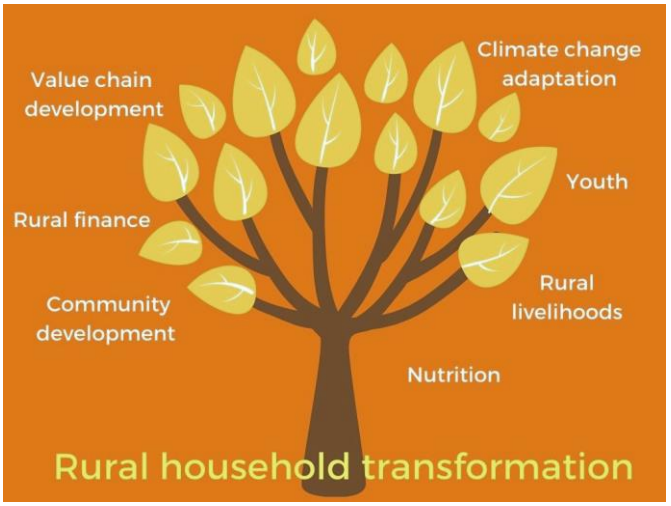
In 2007, IFAD started to experiment with the GALS methodology in collaboration with Linda Mayoux – the originator – and Oxfam Novib. In 2016, the Fund organized, together with Oxfam Novib, Hivos, Linda Mayoux and several GALS practitioners, a "Forum on Empowerment through Household Methodologies", with a special focus on the GALS. The forum helped to consolidate a network of GALS practitioners and organizations, the partnership and identify key elements to bring the positive results of the GALS to scale. In 2019, a decade of GALS experiences in IFAD was captured by the "Stocktake of the use of household methodology in IFAD's portfolio". As of 2018, 55 projects were using or had used the GALS, covering 26 countries. The GALS was integrated in the IFAD country programmes of 8 countries out of the currently existing 26. As of today, there are currently 26 IFAD projects that are using GALS.

Results. The GALS offers a very effective strategy to facilitate the achievement of IFAD's broad development goals on GEWE and on gender-transformative results. As a pathway to promoting social justice through rural poverty reduction, gender equality and social inclusion, it is supporting IFAD and its partners' efforts.

- The GALS addresses the three strategic objectives of the IFAD Policy on Gender Equality and Women's Empowerment in a comprehensive way: economic empowerment, voice and decision-making and equitable workloads.
- The GALS motivates behavioural change at household level and contributes to the IFAD Policy on Poverty Targeting. It focuses on rural people who are poor and vulnerable and stimulates their potential to take advantage of improved access to assets and opportunities for agricultural

[1] More on IFAD Targeting Policy and guidelines at https://www.ifad.org/en/targeting
[2] More on IFAD Policy on Gender Equality and Women's Empowerment at https://www.ifad.org/en/document-detail/asset/39549487?inheritRedirect=true

production and rural income-generating activities; at the same time, it promotes a gradual approach to facilitate access to resources and benefits for the poorest.



- The GALS offers a framework to implement a gender-transformative approach (GTA) by: challenging the root causes of inequalities between women and men; promoting positions of social and political influence for women in communities; and addressing power inequities between women and men.
- The GALS is a "delivery method", a behavioural change methodology applicable to all sectors of IFAD investments – value chains, rural finance, agribusiness and rural entrepreneurship, agricultural techniques/technologies, rural infrastructure, natural resource management, among others. The GALS recently offered a pathway to integrate the four IFAD mainstreaming themes (gender, climate, nutrition, and youth) within an IFAD-funded project.

Key challenges. The use of the GALS over the last 10 years is proving the relevance of the methodology for IFAD's portfolio. Together with promising results arise the following challenges:

- The GALS is being integrated at various stages of the project cycle. Integration is easier at design stage, followed by start-up support to ensure that project staff develop the capacity to implement it. However, GALS expertise is limited or difficult to find, and several project teams do not receive adequate support to initiate the GALS, missing out on the opportunity to embed it in the other project activities. The current IFAD "Empower @ scale" partnership[3] with Oxfam Novib and Hivos is precisely meant to provide capacity development support and peer-learning centres for IFAD-funded projects that foresee the use of GALS but do not have the necessary knowledge to roll it out.
- GALS has specific features and cannot be implemented in a "business as usual" manner. An innovative mindset and attitude towards change are required to implement activities. Willingness to engage in gender-transformative work should prevail among PMU staff, service providers and implementers. Budget allocation and dedicated human resources are an asset. When gender officers or specialists are lacking, the process can lose a gender focus, thus failing to deliver gender-transformative results.
- The GALS can bring about gender-transformative changes, but these types of changes take time to happen, which can be conflicting with the project's timeline and the implementation timeframe of other activities.

[3] More on the partnership at https://empoweratscale.org/

How to integrate the GALS methodology in the IFAD project cycle

The table below illustrates the key phases of a GALS process, together with their related timing and underpinning activities.

Table 1. Overview of GALS Phases

PHASE 1: CHANGE CATALYST (1 to 2 months)	
Key goals and steps	A workshop of 5 to 10 days called "change catalyst workshop" (CCW) is organized to share and learn about the GALS principles and basic tools. It is designed to help visualize and plan for a better and happier life – and immediately start bringing about changes.
GALS tools[4]	Introduction of basic tools: soulmate visioning; road vision journey; gender balance tree; social empowerment and leadership map; multilane highway.
GALS beneficiary activities	About 20-30 community members and some key project staff (no more than 20% of total participants) are trained by GALS facilitators. Project senior management (coordinators and heads of unit/component) should have a separate orientation workshop that would also include theoretical concepts and practical management considerations.
Project staff activities	Identify clearly which project staff/unit are accountable for GALS implementation. It is desirable to have at least 2-3 people involved to mitigate the risk of staff turnover. They should participate actively in the CCW and learn how to replicate it themselves.
Key outputs	Change catalyst phase launched A pool of GALS champions formed at community level Project management and staff are sensitized, trained and mobilized in the process
PHASE 2: COMMUNITY ACTION LEARNING (up to 12 months)	
Key goals and steps	A community action learning process starts after the CCW. Participants, with support of project staff or the implementing partner, meet to use the tools (fine-tuning them from the CCW), share and learn with peers. The peer- sharing mechanism is commonly called "pyramidal peer sharing". A ratio of one person trained can share with three to five peers.
GALS beneficiary activities	Community members go back to their communities, use and share the basic tools with at least 5 people (family members, friends and peers) with the support of facilitators or project staff or a service provider. They are becoming "GALS champions". Each champion should plan on how to share the methodology, thus promoting upscaling through the pyramidal peer-sharing system.
Project staff activities	Provide regular field monitoring and support to GALS beneficiaries by asking them to present their drawings in groups, explain achievements, and clearly track the number of people with whom they have shared the methodology. Collect data on elements of the participant's vision and link them to the objectives of project activities (e.g. desired assets such as livestock, desired expected income, etc.)
Key outputs	Upscaling process launched through the peer-sharing system Project staff progressively skilled to conduct, monitor and facilitate the community processes A database of champions is developed
PHASE 3: PARTICIPATORY GENDER REVIEW OR HAPPY FAMILY REVIEW (6 to 12 months after Phase 1)	
Key goals and steps	Changes are assessed through a participatory gender review (PGR), also called Happy Family Review. A workshop for GALS champions is organized with specific tools used for this participatory review.
GALS tools	PGR tools: road achievement journey; gender diamond; poverty diamond

[4] GALS tools are described in detail in GALS manuals, available at https://empoweratscale.org/resource-centre/gals-phase-1-manual/

GALS beneficiary activities	With support of GALS facilitators, participants of the CCW assess their progresses and achievements and update their goals.
Project staff activities	The PGR is often linked to a formal evaluation exercise conducted by the project to report on GALS relevance and effectiveness (also updating activity targets and feeding into the M&E system). The IFAD Empowerment Index or the Project-level Women Empowerment in Agriculture Index (Pro-WEAI) and its qualitative research protocols provide tools for the broader evaluation exercise that project staff can combine with the PGR.
Key outputs	Self-assessment tools for beneficiaries and champions Quantitative and qualitative data in terms of economic, gender and social empowerment Set of indicators that could be integrated in the M&E system or in a specific report Project staff progressively skilled to monitor and facilitate assessments of the community processes
PHASE 4: LIVELIHOOD AND VALUE CHAIN DEVELOPMENT PHASE (also called mainstreaming phase). The Business Action Learning for Innovation can also be rolled out. A few months after Phase 2 and up to Year 2	
Key goals and steps	Advanced tools are used to develop livelihoods through access to markets, entrepreneurship, and gaining voice in related decision-making instances. Recently, IFAD developed the Business Action Learning for Innovation (BALI) as a GALS advanced phase for bringing innovations in businesses; and the concept of Financial Action Learning System[5] for financial inclusion.
GALS tools	Development of trees based on the GALS advanced tools – for example, on cassava, it will be a cassava income challenge action tree, household cassava tree, cassava market map and cassavacalendar vision journey. BALI tools include Business Innovation Vision, Business Innovation Challenge Action Tree and Happy Business Tree.[6]
GALS beneficiary activities	A GALS senior expert designs and customizes the tools to specific needs. With GALS facilitators, the most committed participants (GALS champions) participate with key project staff (no more than 20% of participants). Other players can be included such as value chain actors or microfinance institutions.
Project staff activities	It is key to ensure linkages between phase 3 and concrete opportunities provided by the project (e.g. support to marker access, development of value chain stakeholders' platforms). Specific expertise is required to develop the capacity of GALS champions on specific topics of interest such as financial literacy, accounting or technical specificities of a given value chain. Specific indicators must be designed depending on the nature of activities.
Key outputs	Set of advanced tools for beneficiaries and champions. Project staff progressively skilled to conduct and facilitate the advanced community processes
PHASE 5: SUSTAINABILITY PLAN (Year 2 or 3 depending on the context)	
Key goals and steps	The process is being mainstreamed in local/national institutions. Local leadership and ownership are reinforced.
GALS tools	Tools are designed on demand: mapping of actors; win-win tree; multilane highway for stakeholders.
GALS beneficiary activities	The process is perpetuated by community volunteers (GALS champions) with interested public, private or civil society actors. GALS champions at this stage are likely to have become (semi)-professional GALS facilitators at national or international level.
Project staff activities	The project should open doors for policy engagement at local and national levels. Support of a strong knowledge management and learning agenda can be conducive to promote sustainability and integration in existing institutions.
Key outputs	Pool of champions leading the process at community level Evidence-based knowledge on the process Policy dialogue engaged at various levels

[5] Learn more about the Financial Learning Action System at https://gamechangenetwork.org/wp-content/uploads/2017/02/FALS_IFADConceptNote_Marchweb.pdf

[6] BALI manuals are available at https://gamechangenetwork.org/methodology/business-action-learning-for-innovation-bali/

Integrating the GALS in the country strategies

IFAD's collaboration with a country is spelled out in a strategy document, either in a results-based country strategic opportunities programme (COSOP) or in a country strategy note (CSN). IFAD commits to mainstreaming gender in 100 per cent of its country strategy documents. Integrating the GALS in the COSOP represents a strategy to promote empowerment and gender-transformative results, and to enforce beneficiary engagement. During the design of a COSOP, an intention can be set to have a gender-transformative portfolio. As a COSOP is a strategic document between IFAD and a given country, this intention can be discussed with government counterparts (willingness, readiness and relevant experiences with GTA and the GALS if any) during the consultation process. The key elements to be considered are described below.

Step 1. Analyse the situation

- COSOP/CSN typically entails a gender-sensitive poverty study. A background study to IFAD's Social, Environmental and Climate Assessment Procedures (SECAP) will analyse the situation of GEWE along with the socioeconomic situation, youth, indigenous people, nutrition and climate. Social and gender norms and power relations are typically identified as key drivers of poverty and marginalization. Adopting a GTA, including GALS, can build social and economic inclusion.
- Draw and include lessons learned from experiences with the GALS in the country/region (if any) during the consultation processes.

Step 2. Identify an appropriate strategy

- A SECAP background study can include the GALS in the strategic recommendations as a strategy to address poverty and gender inequalities. The recommendation can be further elaborated in the poverty/gender strategy in the main text.
- If already implemented in the country, the GALS can be mentioned in the "Innovations and scaling up" section.

Step 3. Develop a theory of change with GALS outcomes, outputs, inputs and indicators

- If gender-transformative changes are expected through the integration of GALS, the theory of change (ToC) will address root causes of inequalities/marginalization by holding GALS peer learning sessions and using GALS tools as an input.
- ToC output indicators can specify the number of people to be trained in GALS, specific GTA/GALS events to be organized with national counterparts and IFAD partners, etc.
- ToC outcome indicators can include selected Pro-WEAI indicators or the Empowerment Index. Other outcomes could include developing a network around GEWE/GALS, as well as national strategy documents intending to use the GALS in agriculture, national/local actors that are aware of/sensitive to GTA/GALS, etc.

Step 4. Incorporate the GALS in project concept notes attached to the COSOP/CSN

- The intention to use GALS as part of the COSOP gender strategy or scaling up plan can be further specified in the context of upcoming projects identified in the portfolio.
- The GALS can then be integrated in one of the project components or with other cross-cutting activities (linked to a concrete set of project activities).
- It can also be a stand-alone component or subcomponent to facilitate budget earmarking in the project PMU and results-related indicator, depending on the scope and budget availability.

Step 5. Assess the GALS experience during the COSOP review process

- When implementing the GALS in the context of the portfolio, assess its relevance as a GTA, identifying results, lessons learned and key challenges.
- During the COSOP review process, collect feedback from governments and other key stakeholders in the country on GALS results. Upon positive performance on GEWE and relevance to the country context, identify scaling up strategies with stakeholders.

Step 6. Evaluate the GALS at completion review and completion

- Upon completion of COSOP:
- Analyse the GALS contribution to achieving the COSOP strategic objectives and the targeting/gender strategy
- Assess the performance of GALS implementation by the projects based on the indicators selected, and draw lessons to inform future interventions and an eventual scaling-up plan.
- Introduce the GALS in knowledge-sharing, policy dialogue and strategies at national level

See example of the GALS in COSOPs in Annex 1

When included in COSOPs, the GALS offers an opportunity for IFAD to influence national policies and strategies as a GTA in agricultural/rural development.

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Integrating the GALS during project design

At design stage, the goal is to define an implementation plan. Targeting and gender strategies of a project are being defined at this stage. The GALS can be incorporated as a subcomponent linked to other technical components activities (e.g. value chain development, rural finance, empowerment of vulnerable populations), or embedded in a "soft skills" development component of the project. The steps below can guide project design to incorporate the GALS methodology.

Step 1. Analyse gender and social norms in the SECAP review note and draw lessons learned

- This is similar to the SECAP background study for a COSOP, but with a stronger focus on a specific area of the country and specific technical scope of the project.
- Analyse and report lessons learned for inclusiveness, empowerment and GEWE in past development initiatives (IFAD and other development partners), including on former GALS processes, if any.

Step 2. Embed the GALS as part of the project's targeting and gender strategies

In the project description, along with the targeting and gender strategies, specify how the GALS will contribute to the empowerment of the target population and/or how it will contribute to achieve the three goals of the IFAD Gender Policy (empowerment, voice/influence and equitable workload and benefits). GALS outreach targets can be disaggregated by sex, age, educational level, and skills (skilled and unskilled, illiterate and literate), minorities (indigenous people, people living with disabilities) whenever relevant.

See example of GALS in project design report in Annex 2

Step 3. Define the GALS' contribution in the project theory of change

As the project outlines its pathway towards rural transformation and its specific development objectives, define the GALS' contribution to address the various forms of inequalities and exclusion. Increase asset base, women's access and control over productive inputs, increase voice, self-efficacy and promote more equitable workload are typical areas of GALS contribution. Specify desired outcomes and impacts in terms of equality/equity, empowerment and inclusiveness.

Step 4. Integrate the GALS in a component, with expected outcomes

Two options are possible:

i. GALS is a stand-alone component or subcomponent – for example, on community development or social mobilization, social mentoring, empowerment.

ii. GALS can be integrated in a component that relates to any technical intervention – for example, inclusive value chain development, rural finance, extension services (e.g. Farmers Field Schools), functional capacity-building, business or financial inclusion services.

See example of GALS as a project subcomponent in Annex 6 and GALS within Farmers Field Schools in Annex 2

Step 5. Include the GALS in the logframe and M&E system

The project design team can include the following indicators:

Inputs/Outputs: number of people trained, workshops conducted, learning events held, etc.

Outcomes: a selection of relevant Pro-WEAI indicators. If the project is classified as gender-transformative, it will calculate the IFAD Empowerment Indicator (which is an adaptation of the pro-WEAI) baseline and endline, as part of the as part of the Core Outcome Indicators' survey. While the use of the Empowerment Indicator at mid-term is optional, it is strongly recommended for projects using the GALS.

Impacts: measuring impacts of the GALS can be either integrated in the project impact surveys or performed as a stand-alone exercise. In both cases, specific GALS contributions to household assets, human and social capital and GEWE can be investigated

The best way to measure GALS results is to conduct a gender analysis of available indicators, and combine quantitative and qualitative measures in the M&E system.

As Core Indicators are always disaggregated by sex and age, analysing them could yield a lot of useful information on results stimulated by the use of the GALS. For instance, a project trying to address women's secure access as a challenge identified in step 1-2, the M&E system could analyse the difference between communities/men/women using the GALS and those not using the GALS, using C 1.1.1 "*Number of persons whose ownership or user rights over natural resources have been registered".*

The qualitative protocols of the Pro-WEAI[7] offer a useful blueprint to assess changes generated by the GALS.

GALS itself offers tools for participatory review of its results at community level by beneficiaries themselves (the PGR) that can be combined with Pro-WEAI qualitative protocols (see examples of the studies from the Nepal and Kyrgyzstan Joint Programme Rural Women Economic Empowerment Project, currently under development but soon available on IFAD website).

Case studies, stories of change, most significant changes can also be useful assessment tools.

See example of specific GALS indicators in a project M&E system in Annex 3 and a list of Pro-WEAI indicators in Annex 4

Step 6. Budget the GALS in the project costs and financing

Costs vary depending on the country context, scope and outreach targets. At design stage, integration of GALS as a subcomponent can cost from USD 0.6 million to 2 million over five to six years' duration. Unit cost ranges from USD 500 to 1200 per beneficiary.

Usual budget items include:

- **Technical assistance** (international and national) to adapt GALS tools to the specific context and technical scope. This is usually critical in the first year (field visit once every month and then every three months)
- **Learning workshops** at various levels (community and service providers), and exposure visits
- **Replication and scaling up**, training community-level trainers (GALS champions) and field missions to train other communities
- **Recurring costs**: dedicated staff or unit and related mission expenses
- **Service provider**: to follow up on the GALS roll-out. It could be the same service provider in charge of other project activities (e.g. community mobilization) for better synergies and cost-saving
- **Learning/sharing events**: on GTA/GALS for PMU staff, government partners and IFAD
- **Knowledge management**, and outcome and impact surveys: surveys and assessments, sharing events, communication including photos, videos, publications, etc.
- **Equipment**: motorbikes, cameras, laptops, etc.

See examples of GALS budget items and total cost in Annexes 5 and 6

[7] https://weai.ifpri.info/files/2018/04/GAAP2-Qualitative-Protocols-no-comments-.pdf

Step 7. Detail the GALS roll-out in the project implementation manual (PIM)

The PIM offers an excellent space to elaborate the goals sought for GALS in the project, the expected outcomes and the main activities to be conducted with suggested phasing, the proposed implementation modality, the selection criteria, and the procurement process if a service provider is to be recruited.

Phasing of activities with a GALS process would be:

- Year 1: Start-up phase: exposure visits, recruitment processes, setup of technical assistance and roll-out plan
- Years 2, 3, 4: Roll-out phase, starting from piloting to replication and upscaling through pyramidal learning, starting with GALS phase 1 to phase 3
- Years 5 and 6: Consolidation and sustainability phase, with GALS phases 4 and 5

Implementation modality

- Will there be a dedicated staff or focal points (and specify terms of reference)?
- Will it require service provision from civil society, producers' groups, or individual companies?

Selection criteria and procurement process

- Specify whether it will undergo an international or national procurement process
- Define eligibility criteria to participate in the procurement process (e.g. level of experience with GALS, capacities in terms of outreach, internal resources)

See example of PIM in Annex 6

Step 8. Set foundations of GALS activities in the first annual work plan and budget

Within the first year of implementation, the project can aim to plan and budget for the start-up phase:

- an exposure visit/learning route, or participation in a learning event for key project staff (within or outside the country)
- recruitment of technical assistance and service providers
- setting up of a baseline survey with the Empowerment Indicator (if provision was made) or include gender considerations in the terms of reference for baseline surveys
- if possible, first training (e.g. GEWE/GALS induction/orientation workshop) for project staff/service provider
- Adaptation of tools (first mission for technical assistance)

See example of annual work plan and budget activities in Annex 7

Integration of a GALS process at design stage is ideal to ensure an appropriate synergy with overall project goals and activities and adequate allocation of resources. However, despite a good design, the start-up phase remains challenging in most cases. Engaging appropriate technical assistance or support is crucial to gain momentum and kick off when project staff are recruited.

Photo: @ *Linda Mayoux*

Integrating the GALS during project implementation

At this stage, the GALS can either be already part of the project design and requires support for implementation, or might need to be retrofitted as an innovation/response to specific challenges identified during a supervision mission. In both cases, similar pathways will be adopted, and nuances will be highlighted when appropriate.

Step 1. Support to roll-out the GALS at project start-up

When the project design incorporates the GALS in its activities, the following can be done to effectively kick-off the process:

- recruit gender officer or take advantage of synergies within the portfolio (rotation among projects, sharing of resource persons with other projects)
- update the PIM before start-up by cross-checking GALS manuals and project main phases and activities
- pre-identify the technical assistance required (potential international, regional and local expertise) with support of IFAD gender team when relevant
- pre-identify GALS learning opportunities within or outside the country
- If a start-up mission is scheduled, this offers an opportunity to:
- clarify the project's vision for gender- transformative changes and introduce the GALS methodology as a pathway to achieving the vision
- discuss the GALS' contributions to national goals and strategies, as well as to IFAD commitments, in plenary (in a start-up workshop) and bilaterally with key stakeholders
- share the specific features of the GALS broadly to create a common understanding
- work with PMU on a realistic timeline to finalize the first annual work plan and budget, procurement plan, PIM and tender documents
- include gender considerations in the baseline survey (with or without Empowerment Indicator)
- Review the ToC and specific indicators for the GALS in the M&E system

See example of start-up activities and deliverables in Annex 8

Step 2. Kick-off GALS activities (year 1)

The first 18 months of a project are usually dedicated to tendering, recruitments and procurement of goods and services as planned in step 2. Recruitment of a project gender officer or setup of the gender unit is foundational in this phase. In this phase, relevant GALS activities include an exposure visit or participation in a learning-sharing event on GALS. This can ensure an appropriate knowledge base before kicking off the implementation of GALS activities.

When GALS is not part of the project design, project staff can start with attendance at GALS learning events or allocating resources for an exposure visit. Following the visit/event, the steps below can be carried out.

Step 3: Roll-out (year 2)

This phase can start when technical assistance and required staff and service providers are recruited and on board. With respect to GALS, this implies that:

i. the PMU manages GALS-relevant contracts as defined in the project design, or innovation plans issued from a learning event/exposure visit
ii. GALS knowledge and skills of relevant stakeholders (e.g. PMU staff and selected service providers) are strengthened through technical assistance (e.g. facilitate workshops, support knowledge generation, provide coaching to the project partners)
iii. project field staff and/or service provider will roll out the GALS activities, as designed with PMU and technical assistance.

GALS pilots are initiated in selected communities to define the GALS implementing model for the project and adapt the tools to the project specificities. Pilot activities will focus on one or two communities, with a pool of 25-30 community members and no more than five representatives from project staff and partners. Priority should be given to the most excluded and vulnerable people (male and female) in order to empower them. Design of the pilot is best done with the technical assistance of a GALS expert.

See example of pilot experience in Annex 9

Step 4 – Replication and scaling up (years 3,4,5)

Results and lessons drawn from the GALS pilot will serve to replicate and scale up the GALS in other project areas. The pilot also plays an important role in building local capacities and local facilitators (GALS champions). They will be the multipliers of the process in other communities through peer-sharing. Project staff and service providers can recruit them as community facilitators in the GALS upscaling plan to new communities/regions; this turns the scaling-up process into a very powerful empowerment process for the champions.

Technical assistance is still needed for coaching all stakeholders and producing GALS manuals, guidelines and on-demand support. In this phase, learning events and exchanges can be organized, including South-South exchanges. The PMU can organize a knowledge management plan and document the process.

See example of roll-out plan in Annex 10

Step 5 - Consolidation phase (years 5, 6 and beyond)

This phase is meant to mainstream GALS processes into local institutions and recognize local actors as key drivers of the process. The GALS increases ownership of change processes at grassroots level. This contributes to the project exit strategy and sustainability plan.

See examples of a project completion review report and a GALS assessment in Annex 11

Step 6. Analyse GALS progress and results during supervision missions

When GALS has been piloted and rolled-out in the project, it is recommended that visits to implementing communities in supervision missions be included.

IFAD gender marker, Empowerment Index and some Pro- WEAI indicators provide valuable information to measure GEWE and also GALS results.

It is also important to assess the quality of GALS service providers, capacities of project staff to supervise and monitor GALS Implementation, GALS inclusion in the annual work plan and budget, and inclusion in the reporting and monitoring system.

Reviewing GALS progress through all of the above entry points can lead to identifying the need for implementation support or additional technical assistance on GALS.

See examples in Annex 10 and Annex 11

Step 7. Define needs for implementation support

Depending on the recommendations of supervision missions, or requests from the project team, technical assistance and capacity-strengthening can help the project to graduate to new GALS stages (e.g. recruiting international expertise to facilitate advanced phases of the GALS process and/or to review and improve existing processes).

See examples in Annex 9 and Annex 12

Step 8. Assess GALS achievements at mid-term review

At mid-term, GALS processes and their contribution to GEWE and overall project results will be assessed through midline surveys, outcome surveys, thematic studies and knowledge management products. The use of the Empowerment Indicators is recommended. In addition to GEWE results and lessons learned, the mission can also look at GALS' impact on the criteria of human and social capital, empowerment, quality of beneficiary participation and attainment of overall project outcomes in GALS and non-GALS communities.

The mid-term review is an excellent opportunity to recommend GALS, with an appropriate allocation of resources and an articulation of the specific challenges to be addressed.

See examples in Annex 9 and Annex 12

Step 9. Assess GALS achievements at project completion phase

It is crucial to elicit lessons learned on GALS relevance and on its implementation arrangements. At completion phase, the following are recommended:

- Ensure the impact survey includes GALS communities or conduct the Empowerment Indicator. All IFAD impact domains can be assessed vis-à-vis GALS contribution: household income and assets; human and social capital; food security; agricultural productivity; institutions, and policies; and GEWE. This exercise can be conducted separately (GALS and non-GALS beneficiaries) to illustrate how GALS can help projects to deepen their impacts. Social sustainability and empowerment can also be documented in the project completion review report.
- Completion review mission can undertake rapid assessments, in depth interviews, key informant interviews, focus group discussions and direct observations to understand outcomes/impacts on individuals, households and groups.
- Compile all knowledge management and communication products that will demonstrate results and lessons learned.
- The completion review mission offers an opportunity to engage in discussions and consultations on scaling up and policy on GEWE with implementing agencies and government bodies.

See example in Annex 11

Key players and their roles in the GALS process

The GALS intends to be an empowerment process driven by individuals and their community. Activities are focused on the community level, with its members at the driver's seat. The process is facilitated in a way that the change process can be immediate. Goals are developed by GALS participants: they should be actionable and achievable by them, and with their existing resources. The project (or implementing partner) should play a catalyst role – steering them toward opportunities that could facilitate the achievement of their vision, as well as ensuring the monitoring and support process by peers to sustain the process of change. For the various roles, examples of terms of reference are provided in Annex 13.

At community level	
Key players	**Roles and responsibilities**
Community members	They are selected as participants in the GALS change catalyst phase to become "GALS champions" and lead the process in their communities. A champion is a CCW participant who shows commitment not only in using the tools, but also in sharing them with others. An inclusive selection is strongly recommended, with a balance of female and male champions. Therefore, the roll-out and upscaling processes are driven by communities.
GALS facilitators	They facilitate the development of local champions through workshops and build their capacities as "agents of change". They ensure a common understanding and vision of the GALS process among stakeholders. Facilitators can be internationally recruited or locally recruited (consultants or service provider).
Project field staff	Field agents/workers of the project are involved as learners and catalysers only and do not figure prominently in the process. They can support once they have reached a practical command of tools and facilitation. They can facilitate the peer-sharing mechanism and the documenting/reporting of the process.
Local leaders	Local leaders and authorities need to be informed about the process and intended goals (social inclusion, gender and social justice, empowerment) but should not be part of activities.
At project level	
Senior management	At any stage of the project cycle, a good understanding of the GALS needs to be provided to the project senior management (coordination, head of units/components). This ensures a proper integration of GALS in the project's goals and supports the process with an adequate allocation of resources. Senior management should not participate in community workshops but it is recommended that they have an orientation workshop and visit during supervision/field missions or during learning-sharing events.
Project staff/unit	A gender unit or a gender officer at the project level is ideal to coordinate the GALS roll-out. Alternatively, the coordinator of the component where GALS is included can help integrate GALS with other activities. In their absence, a Social Mobilization or Community Development Unit/officer of the project can be enlisted. Key representatives of this unit take part in the GALS process as learners first, then as facilitators and supervisors if required. This unit/officer ensures coordination within components, planning and M&E units.
Project field staff	As mentioned above, field staff are participating as learners. At a later stage, they will be able to support the process by reporting on changes, challenges and lessons learned at project level.

Service provider	Recruiting a specific service provider to roll out the GALS activities supports the project in terms of results and outreach. It is crucial to ensure that the vendor has relevant experience as well as an appropriate mindset and attitude. Selection criteria and the selection process are key to obtaining the expected results.
At country level	
IFAD country office	Country offices play an important role when linking the project with relevant resources (technical assistance, IFAD headquarters, resource persons and partners in the country) and policy engagement (GALS as an IFAD innovation) for GTA in national fora and platforms. They also plays a key role in scaling up the GALS across the portfolio.
Ministry of Agriculture or other ministries	As with project senior management, representatives of ministries should not participate in community workshops but are recommended to participate in orientation workshops, and visit during supervision/field missions or during learning-sharing events. At a later stage (GALS phases 2-4), project staff or GALS facilitators can engage in discussions with ministries to identify entry points for GALS integration within national strategies, fora and platforms.
At hub/regional level	
IFAD hub	Gender and Youth officers at the relevant IFAD regional hub are to be informed about processes and invited to learning-sharing events; they can support learning across countries and projects.
Empowerment learning centres	IFAD is supporting GALS scale-up in Africa in partnership with Oxfam Novib and Hivos. Empowerment learning centres can provide resources for IFAD project staff to learn and share experiences about the GALS as well as provide access to regional networks. Empowerment Learning Centers are located in Kenya, Uganda and Nigeria. There are also regional hubs in Kenya and Nigeria that can be used as entry points for other countries in Eastern and Western Africa.
At global/headquarters level	
IFAD gender team	As key holder of IFAD's agenda on GEWE, the gender team at headquarters initially took the lead on GALS piloting, integration and scaling up, creating a repository of resources and networks that are essential for effective implementation (more details in the paragraph below the table).
Oxfam Novib	Oxfam Novib is a long-term partner (since 2007) of IFAD in piloting, developing and scaling up the GALS methodology. The partnership brings a wealth of knowledge, skills and networks.
Gamechange network	Facilitated by the author of the GALS methodology, Linda Mayoux, this global platform offers access to a community and online resources from around the world.

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Role of the IFAD gender team The IFAD gender team, which includes staff in the field and at headquarters, plays a central role when integrating a GALS process into IFAD operations.

Technical supporter	Knowledge broker	Connector
Providing advices and guidance throughout the process, on COSOPs and programmes/projects (from design to implementation) Creating opportunities to develop capacities, skills, and knowledge (e.g. fora, special initiatives, events, workshops)	Giving access to a knowledge base, materials, research products, online resources about the GALS and related IFAD operations across countries and regions	Linking to community of GALS partners, researchers, experts/practitioners at global, regional, and national levels Connecting to events, materials and learning opportunities prepared/organized by partners

Conclusion

Over the years, IFAD has worked to develop tools and methods to achieve rural household transformation. The ambition for gender-transformative portfolios is rightly supported by a series of experiences and practices that demonstrate solid results and indicate the way forward. IFAD has marked itself as a leading development organization innovating with household methodologies to advance its gender and broader development agenda. The GALS methodology is outstanding in that sense and constitutes IFAD's comparative advantage with respect to GTA. More and more, IFAD is investing resources, knowledge, skills and networking to scale up the GALS and support its integration within operations.

This note is one of the resources that aims to guide any programme/project team that wishes to integrate the GALS methodology in its rural development efforts, and in particular as a pathway to GEWE. Although the methodology always offers flexibility and adaptability, there is a process and step-by-step approach that can be capitalized on in order to travel this pathway effectively and efficiently.

Annex 1. Examples of GALS in COSOPs

COSOPs' strategic objectives	Entry points for GALS	Key results for COSOP
Rwanda, Results-based COSOP 2019–2024 Goal: Reduce poverty by empowering poor rural men, women and youth to participate in the transformation of the agriculture sector and enhance their resilience by: -sustainably increasing agricultural productivity in priority food and export value chains; -improving post-harvest processes; and -strengthening market linkages.	A specific section on cross-cutting areas of the document mentions: "In line with IFAD's intention to ensure that its projects take a more gender-transformative approach, the GALS will be introduced in order to tackle the root causes of inequality." Past and ongoing GALS experiences such as with the JP RWEE, or IFAD-Oxfam Novib grant on household methodologies can help draw lessons learned and scale up good practices through the portfolio.	No specific outcome nor milestone indicators is included. One outcome indicator mentions a target of "50% increase in number of farmers organized in associations and/or cooperatives, with at least 30% of them with women in leadership positions". Milestone indicators could include the number of farmers (male, female, youth) trained on the GALS methodology. Outcome indicator could include selected Pro-WEAI indicators, the integration of GALS in the gender strategy of the Ministry of Agriculture, the number of local partners capacitated to implement the GALS, among others.
Nigeria, COSOP 2016–2021 The goal is a rural economy in which the targeted population can derive prosperity and equal benefit from economic growth. The goal is supported by: strategic objective (SO) 1 – the sustainable, climate-resilient economic and financial inclusion of young people in profitable agribusiness; and SO2 – strengthened institutions at the state and community levels to work with private actors in key value chains.	In the section about previous lessons and results, the document mentions: the Rural Finance Institution-Building Programme (RUFIN) also promoted GALS as part of innovative solutions for targeting. In the targeting and gender section, the document mentions: "Projects will continue to include strategies for gender equality and women's empowerment to support women's participation at all levels and in all spheres – public, private and community – and will scale up the GALS methodology and successes from Village Savings and Credit Groups." Two project concepts notes mention the intention to use the GALS methodology: The Concept Note on Additional Financing for the Value Chain Development Programme specifies that programme is supporting the GALS to bring about behavioural change in households and communities.	Same as the above, the document does not make provision for milestone or outcome indicators. Similar suggestions apply.

- Find the full document here: Rwanda, RB-COSOP 2019–2024
- Find the full document here: Nigeria, COSOP 2016–2021

Annex 2 - Examples of GALS in a project design report

The first example is taken from the Rwandan Dairy Development Project, designed in 2015. The main report and the working paper illustrate how the GALS was integrated in the Farmers Field Schools for Very Poor Households in the dairy sector.

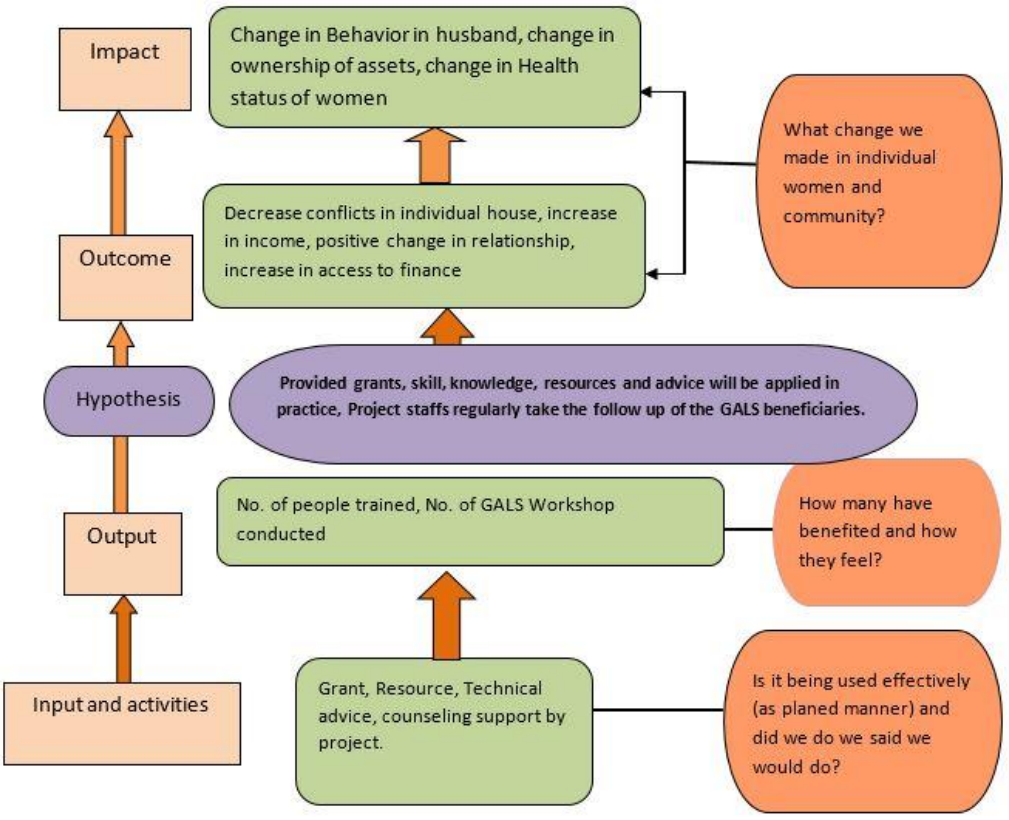
- Find the main report here: Rwandan Dairy Development Project, Detailed design report
- Find the working paper here: Rwandan Dairy Development Project, Working paper, Poverty, Targeting and Gender

The second example is taken from the Financial Inclusion and Cluster Development project, Swaziland, designed in 2018. The GALS is designed as a subcomponent of Social Mentoring.

- Find the project design report here: Financial Inclusion and Cluster Development project, Final project design report

Example of GALS indicators in a project M&E system

The example is based on the Rural Enterprises and remittances Project experience in Nepal, where GALS has been part of a Social Mobilization component since project design. Although no specific indicators were defined at that stage, the project team developed the following chart during implementation:



Annex 3 - Example of indicators from the Pro-WEIA

Indicator	Definition of adequacy	Related Strategic Objective of IFAD policy on GEWE
Autonomy in income	More motivated by own values than by coercion or fear of others' disapproval Answering the question, "How similar are you to someone who…" 1) uses her income as determined by necessity 2) uses her income how her family or community tells her she must (external) 3) uses her income how her family or community expects because she wants them to approve of her (external) 4) chooses to use her income how she wants to and thinks is best for herself and her family (internal)	Economic empowerment
Self-efficacy	"Agree" or greater on average with self-efficacy questions (use of Self-Efficacy Scale)	All
Attitudes about intimate partner violence against women	Related to right to bodily integrity. Believes husband is NOT justified in hitting or beating his wife in all five scenarios: 1) She goes out without telling him 2) She neglects the children 3) She argues with him 4) She refuses to have sex with him 5) She burns the food	All
Respect among household members	Meets ALL of the following conditions related to another household member: 1) Respondent respects relation (MOST of the time) AND 2) Relation respects respondent (MOST of the time) AND 3) Respondent trusts relation (MOST of the time) AND 4) Respondent is comfortable disagreeing with relation (MOST of the time)	All
Input in productive decisions	Meets at least ONE of the following conditions for ALL of the agricultural activities they participate in 1) Makes related decision solely 2) Makes the decision jointly or has at least some input into the decisions 3) Feels could make decision if wanted to (to at least a MEDIUM extent)	Economic empowerment
Ownership of land and other assets	Owns, either solely or jointly, at least ONE of the following: 1) At least THREE small assets (poultry, non-mechanized equipment, or small consumer durables) 2) At least TWO large assets 3) Land	Economic empowerment
Access to and decisions on financial services	Meets at least ONE of the following conditions: 1) Belongs to a household that used a source of credit in the past year AND participated in at least ONE sole or joint decision about it 2) Belongs to a household that did not use credit in the past year but could have if wanted to from at least ONE source 3) Has access, solely or jointly, to a financial account	Economic empowerment
Control over use of income	Has input in decisions related to how to use BOTH income and output from ALL of the agricultural activities they participate in AND Has input in decisions related to income from ALL non-agricultural activities they participate in, unless no decision was made	Voice and decision-making + economic empowerment

Indicator	Definition of adequacy	Related Strategic Objective of IFAD policy on GEWE
Work balance	Works less than 10.5 hours per day: Workload = time spent in primary activity + (1/2) time spent in childcare as a secondary activity	Equitable workloads
Visiting important locations	Meets at least ONE of the following conditions: 1) Visits at least TWO locations at least ONCE PER WEEK of [city, market, family/relative] or 2) Visits least ONE location at least ONCE PER MONTH of [health facility, public meeting]	Equitable workloads
Group membership	Active member of at least ONE group	Voice and Decision-making
Membership in influential groups	Active member of at least ONE group that can influence the community to at least a MEDIUM extent	Voice and Decision-making

Annex 4 - Example of cost table including the GALS

The first example is taken from the Rwandan Dairy Development Project (RDDP), designed in 2015. The table of costs includes cost estimates for the GALS at design stage in the Detailed Costs tables DT 1.1, DT 4.1 and DT 4.2. The table illustrates how the GALS costs were integrated during the project design mission.

- Find the full table of costs here: RDDP Costab at design stage

The second example is taken from the Samriddhi - Rural Enterprises and Remittances Project (RERP) in Nepal, designed in 2018. The table of costs includes cost estimates for the GALS at design stage in the Detailed Costs table DT 3.2. The table illustrates how the GALS costs were integrated during the project design mission.

- Find the full table of costs here: RERP Draft Costab at design stage

Annex 5 - Example of project implementation manual with GALS as a project subcomponent

The first example is taken from the Promoting Resilience of Vulnerable through Access to Infrastructure, Improved Skills and Information (PROVATI³) in Bangladesh, where the GALS is a subcomponent. The project implementation manual was drafted at project design and illustrates how to roll out activities and the related implementation arrangements.

- Find the full draft document here: PROVATi³, Project Implementation Manual - draft

The second example is taken from the Rural Development: Sustainable and Appropriate Development Project in Rural Territories (DESATAR) in Ecuador. Specific guidance and key elements of the GALS are integrated in the project implementation manual.

- Find the document here: DESATAR Excerpt from the Project Implementation Manual

Annex 6 - Examples of GALS activities in the annual work plan and budget

The first example is a standard offer made by Empower@scale, "Integrating the Gender Action Learning System (GALS) phase 1 in IFAD projects". The offer integrates a table of suggestions for activities to be included in the annual work plan and budget of a project.

Find the full document here: Empower@scale standard offer for IFAD projects

The second example is taken from the Vocational Training and Agricultural Productivity Improvement Programme (FORMAPROD) in Madagascar. The GALS has been integrated in the project activities during implementation as supplementary trainings or "Formations complémentaires" in addition to agricultural trainings. More specifically, please see the following activity lines:

- Line 153, code 141D03: for GALS training of Programme staff
- Line 193, code 143E02: Edition of a GALS Facilitation Guide
- Line 301, code 223A01: Cercle des Métiers Ruraux Facilitator Training on GALS
- Line 307, code 223B04: Apprenticeship tutor training on GALS
- Line 326/331/370, code 224D03 /224F03/ 231A15: GALS training of center trainers
- Line 396/397, code 234B01 or 234B02: GALS training for working technicians
- Line 398, code 234B03: GALS Training of Producers Organization's members or leaders
- Line 416, code 241A04: Conseiller en Insertion Professionnel (project field officers) training on GALS
- Line 423, code 242A02: GALS training for mentors
- Line 458, code 311C01: Training of young people (Project Central Unit budget)
- Line 530, code 321A02: training of young people (Regional Unit budget)

Find the full table here: FORMAPROD, Annual Work Plan and Budget 2021

Annex 7 - Example of GALS activities during a project startup mission

This example is taken from the Promoting Resilience of Vulnerable through Access to Infrastructure, Improved Skills and Information (PROVATi[3]) in Bangladesh. IFAD was invited to participate in a pre-startup mission of the project and introduce the GALS to key stakeholders.

- Find the document here: PROVATIII, draft ToRs GALS in pre-startup mission

Annex 8 - Examples of GALS pilot experience at project level

The first example is taken from the Rural Finance Institutions Building Programme (RUFIN) in Nigeria where the GALS was piloted as an innovation in the project. The project staff attended a Learning Route where they drafted an innovation plan. Pilot activities benefited from IFAD technical support at a later stage and were scaled up to the entire portfolio.

- Find the document here: RUFIN Report from GALS pilot experience
- Find the document of IFAD technical support here: IFAD concept note on strengthening RUFIN's GALS experience

The second example is taken from the Coastal Climate Resilient Infrastructure Project (CCRIP) Bangladesh where the GALS was piloted as part of a project exit strategy. It aimed at empowering beneficiaries and developing their livelihoods at project completion phase.

- Find the document here: CCRIP Terms of Reference for GALS pilot experience

Annex 9 - Example of GALS roll-out plan after a pilot experience at project level

This example is taken from the Samriddhi - Rural Enterprises and Remittances Project (Nepal). In 2019, an IFAD supervision mission defined a roll-out plan for the project after completion of pilot experiences initiated in 2018. See details in Appendix 4 and page 54 of the report.

- Find the full document here: RERP Supervision report 2019

Annex 10 - Examples of GALS assessments at project completion phase

This example is taken from the Rehabilitation and Community Based Poverty Reduction Project (RCPRP) in Sierra Leone. The completion review mission of the project assessed the contribution of the GALS to the results and impacts. In addition, in 2015 the project staff conducted a specific assessment of the GALS activities.

- Find the full completion review report here: RCPRP Completion Report
- Find the GALS assessment report here: RCPRP GALS Assessment report

Annex 11 - Example of GALS implementation support mission

The first example is taken from the IFAD portfolio in Sudan, where the IFAD-funded projects requested implementation support to improve their GALS integration initiatives.

- Find the document here: IFAD Sudan Technical proposal for the GALS

The second example is taken from the Vocational Training and Agricultural Productivity Improvement Programme (FORMAPROD) in Madagascar. IFAD provided a technical support mission in collaboration with international GALS facilitators.

- Find the mission report here: IFAD-FORMAPROD GALS workshop report

Annex 12 - Examples of terms of reference related to the GALS

Sample terms of reference listed below:

- ToRs for a GALS service provider in Rwanda
- ToRs for a GALS service provider in Kyrgyzstan
- ToRs for an international technical assistance during project implementation
- ToRs for an international GALS facilitator
- ToRs for an IFAD technical support on GALS
- ToRs for an international technical assistance in a GALS initiative
- ToRs for a national technical assistance in a GALS initiative
- ToRs for a GALS officer

GALS useful links and resources

- IFAD How to do note: Household Methodologies
- IFAD Stocktake of the use of household methodologies in IFAD's portfolio
- IFAD case study: Case Study Gender Action Learning System in Ghana, Nigeria, Rwanda, Sierra Leone and Uganda
- IFAD AgTalks: The Power of a Dream
- IFAD Rwanda: Fighting poverty with equality
- The GAMEchange network website for GALS
- Facebook community: @GAMEchangeNetwork
- Oxfam Novib Practical Guide for the GALS
- Oxfam Novib: Rocky Road to Diamond Dreams
- Empower@scale platform

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