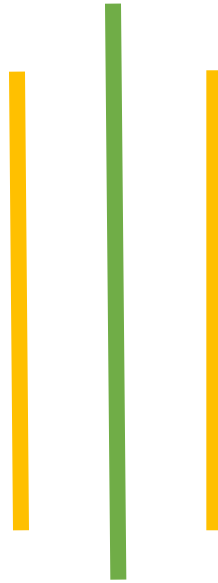


**A Case Study on  
Gender Action Learning System  
(GALS)**



**Submitted To:**

Ministry of Agriculture and Livestock Development  
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## 1. Introduction

The Gender Action Learning System (GALS) is a community-led approach that uses participatory tools to promote gender equality and empower marginalized groups, particularly women. This thematic study explores two critical themes within GALS: Empowerment through Participatory Tools and Challenging Gender Norms. These themes illustrate the transformative potential of GALS in addressing deep-rooted gender inequalities and promoting sustainable development.

## 2. Background

Agriculture Sector Development Programme (ASDP) consists of four sub-components: Inclusive and Sustainable Agricultural Value Chains, Market-Oriented Public and Community Infrastructure, Rural Financial Services for Value Chain Development and Agriculture services support for value chain development. Among these, the fourth sub-component focuses on women's empowerment and nutrition. Under this sub-component, activities are carried out to involve women and marginalized communities in the agricultural value chain process, creating employment and income-generating opportunities for them, and enabling them to supply products according to market demand based on purchase agreements with agribusinesses. Additionally, these activities aim to ensure food security for residents in the programme areas and to improve nutrition at the household level.

The Gender Action Learning System (GALS) is a participatory process based on specific principles and tools. It is an empowerment approach that promotes the leadership of communities, enabling both women and men to take control of their own lives, fostering self-motivation and collaboration, with the aim of establishing gender and social justice in society.

It is also known as a household-level approach. This method empowers families to lead prosperous and happy lives through the concept of "thinking" or "dreaming". Families draw their dreams and visions through pictures and sketches, get inspired, practice way to bring about change in their lives, and continuously apply what they learn. This learn-by-doing approach is particularly beneficial for vulnerable rural households, female-headed households, families affected by violence, those unable to take risks to engage in value chains, and those facing social discrimination. The GALS tools help these families achieve economic growth, balance work within the household, maintain a power balance at the family and community levels, and reduce work within the household, maintain a power balance at the family and community

levels, and reduce risks while taking advantage of opportunities, thereby promoting women's empowerment or overall family empowerment.

### 3. Objectives:

Here are the key objectives of the case study.

- Assess how GALS has influenced gender dynamics within the community. This includes examining changes in gender roles, power relation, level of participation & inclusion and the empowerment of women and marginalized groups.
- This case study aims to documents changes in participant' perspectives on gender roles, decision making and shared responsibility.
- Identify how GALS has impacted on the economic status of livelihood of participants, particularly women members in group. This study would look at improvements in income, resource management and access to economic opportunities as a results of GALS interventions.

### 4. Operation Modality with flow chart:

The operation modality of the Gender Action Learning System (GALS) outlines the structured approach through which GALS is implemented in a community. It includes the key steps, tools and methods that guide the entire process. Below is a detailed breakdown of the operation modality of GALS:



### 5. Methods

- Choosing a compatible partner for a happy life.
- Journey of golden dream.
- Tree of Happy family.
- Leadership empowerment map

- Community action learning.
- Regular meetings.
- Expansion of friend in Pyramid shape.
- Documentation of changes.
- Annual review of GALS programme (Happy family review)
- Sustainability and mainstreaming

## 6. Challenges:

In spite it has many strengths, there are several challenges associated with implementing GALS.

- Implementing GALS requires resources for training, facilitation, and support. Limited financial and human resources can hinder the effectiveness of the program.
- Ensuring the long-term sustainability of GALS interventions can be difficult. Communities may need ongoing support and resources to maintain the changes initiated by GALS.
- Evaluating the impact of GALS can be complex. Measuring changes in gender dynamics and social norms requires robust monitoring and evaluation methods.
- Regular follow-up activities have become challenging due to the lack of a proper mechanism.
- Graduating group members and scaling up GALs related activities at the field level is challenging.
- Achieving genuine community ownership and buy-in is essential for the success of GALS. Without strong community involvement, the sustainability of the programme may be at risk.

## 7. Key Learning

- Storytelling methods are more effective at the community level for understand the subject matter.
- The system emphasizes active participation and engagement of women member in discussions and decision-making processes, fostering a more inclusive environment.
- Use of visual tools and techniques, such as maps & diagrams, flip charts etc to help participants visualize gender roles, power dynamics, and potential changes.
- GALS empowers group members especially women, by enhancing their confidence, skills, and ability to influence decisions affecting their lives and communities.
- Participants learn to develop and implement action plans based on their goals and aspirations, promoting practical steps towards achieving gender equality.

- Regular monitoring and evaluation of the programme at the field level have had a positive impact on its outcomes.
- After its implementation, the fair distribution of household work has led to increased harmony within the family.
- Co-investment in value chain development should be practiced after implementing GALS, as it would help increase the income of group members.

## 8. Conclusion:

Gender Action Learning System (GALS) is a powerful approach to promoting gender equality and empowering marginalized women members in groups. The success of GALS in various contexts demonstrates its potential as a scalable and adaptable model for achieving sustainable development goals related to gender equality.

### Success Story

#### THE GOAL of THE GOLDEN DREAM, CREATED BY GALS TRAINING

**M**anju B.K. (Batha), an active member of Shikhar Saphal Cooperative Ltd. in Bheriganga Municipality-9, Jahare, Surkhet, grew up in poverty and scarcity. Due to this poverty, she could not pursue further education beyond passing the School Leaving Certificate (SLC). She got married at a young age amid family disputes. Her husband worked as a Police constable. Because her husband was often away on duty, Manju faced neglect and issues with her Mother-in-laws and father-in-laws who did not involve her in family decisions and did not provide her with food. Consequently, her husband had to leave his job and return home. Her parents did not allow them to farm on the land registered in her name. Due to these challenges, Manju was forced to stay at her parental home. Within a year of marriage, in 2017 A.D., she gave birth to a daughter at her parental home. While staying at her parental home, her husband started working as a supervisor at the Bheri Babai Diversion Project.



Manju got the opportunity to participate in a 5-day Gender Action Learning System (GALS) training organized by the Agricultural Sector Development Program (ASDP) in collaboration with

Shikhar Saphal Cooperative Ltd. After participating in the GALS training, she developed a plan with her golden dream goal, which included starting goat farming and vegetable cultivation. She returned home with this plan. She mentioned that the training taught her how to communicate, make decisions, and manage household matters. Upon returning home with her golden dream plan, she shared her plan with her husband. Her husband reviewed and supported the plan she had created using visual aids. He agreed to support her in achieving this family plan.

Initially, Manju started with one goat and began vegetable farming on some land. She began earning income by selling the vegetables and goat products produced annually. From this small



beginning, her business has now grown to include five goats, twelve chickens, and a vegetable business. She reported that her annual sales range from 50,000 to 60,000. Additionally, after passing the SLC (School Leaving Certificate), she has now enrolled in Class 11, resuming her education after seven years. She still plans to complete her education

and seek employment. Manju said that joining the Agricultural Sector Development Program (ASDP) through the cooperative has transformed her life. From a life entangled in scarcity and poverty, she now carries golden dreams. With improvements in her circumstances, the perspectives and behavior of other family members have also changed positively. With tears of joy, she noted that her family's golden dream plan, drawn on paper during the training, is now in the process of being fulfilled.

It feels like a return of the happiness that was once lost. During the GALS training review session, Manju shared her success story with other participants. In conclusion, she expressed her gratitude to the Agricultural Sector Development Program (ASDP) for their support.

**“The End”**