ICRW
INTERNATIONAL CENTER FOR RESEARCH ON WOMEN
PASSION. PROOF. POWER.

Transcending Boundaries

Evidence and Learning from GEMS

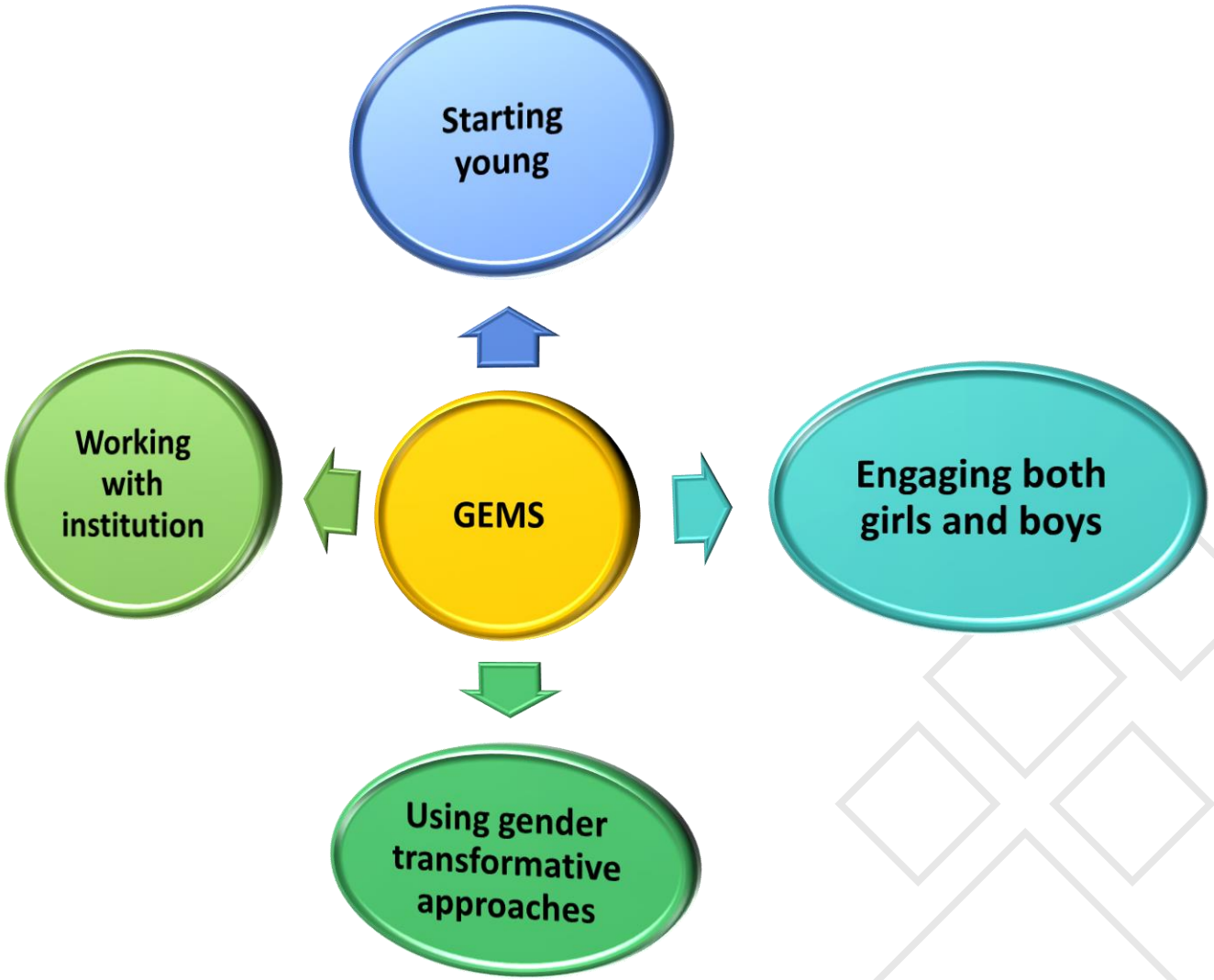
Pranita Achyut, Nandita Bhatla, Gurpreet Singh, Hemlata Verma, Shubha Bhattacharya & Ravi Verma | December 6, 2016

Gender Equity Movement in Schools

- A primary violence prevention program
- Aims to foster gender equality, redefine masculinity & negate all forms of violence

ICRW
INTERNATIONAL CENTER FOR RESEARCH ON WOMEN

GEMS Core Principles



ICRW
INTERNATIONAL CENTER FOR RESEARCH ON WOMEN

GEMS uses

Multiple strategies and activities

ICRW
INTERNATIONAL CENTER
FOR RESEARCH ON WOMEN

Institutional Engagement

Pivotal Role of Teachers

Making personal connection with issues

Guide and role model

Gender transformation – a journey that requires support

To create supportive environment, school staff are orientated and sensitized

ICRW
INTERNATIONAL CENTER FOR RESEARCH ON WOMEN

Group Education Activities

with girls and boys of grades 6 & 7 in Classroom

- Teacher led
- During school hours
- 24 sessions of 45 min each over two academic year
- Domains – *Gender, body changes, Violence, Relationship, emotion and Communication*

- Uses participatory methods
  - Role play
  - Debates
  - Stories/situations
- Encourage discussion, reflection & questioning

School Campaign

to reinforce messages on gender equality and non-violence

Snakes and Ladders

Breaking stereotypes with gender-bender race

Pledging

ICRW
INTERNATIONAL CENTER FOR RESEARCH ON WOMEN

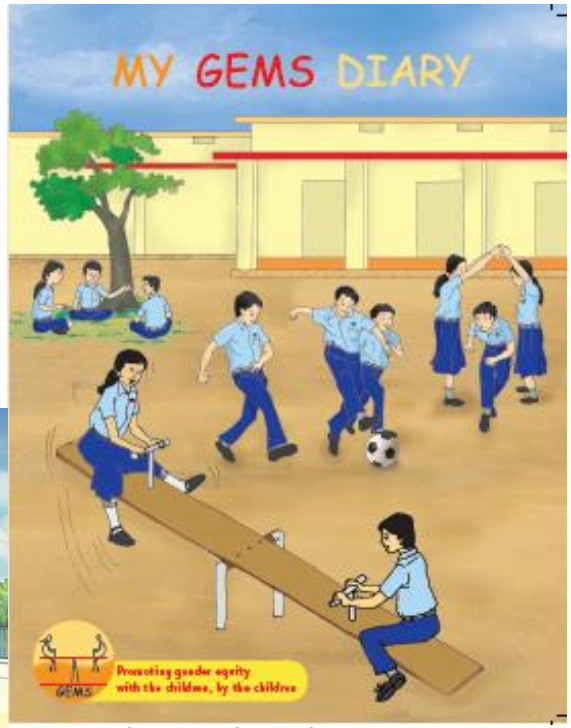
Community Engagement

Taking conversation on gender equality beyond school

Leveraging structures and platforms:

- School management committee
- Students' group
- Parent-teacher meeting

Web game (DaNang)



Taking the discussion home (Jhar & DaNang)

Community campaign

ICRW
INTERNATIONAL CENTER FOR RESEARCH ON WOMEN

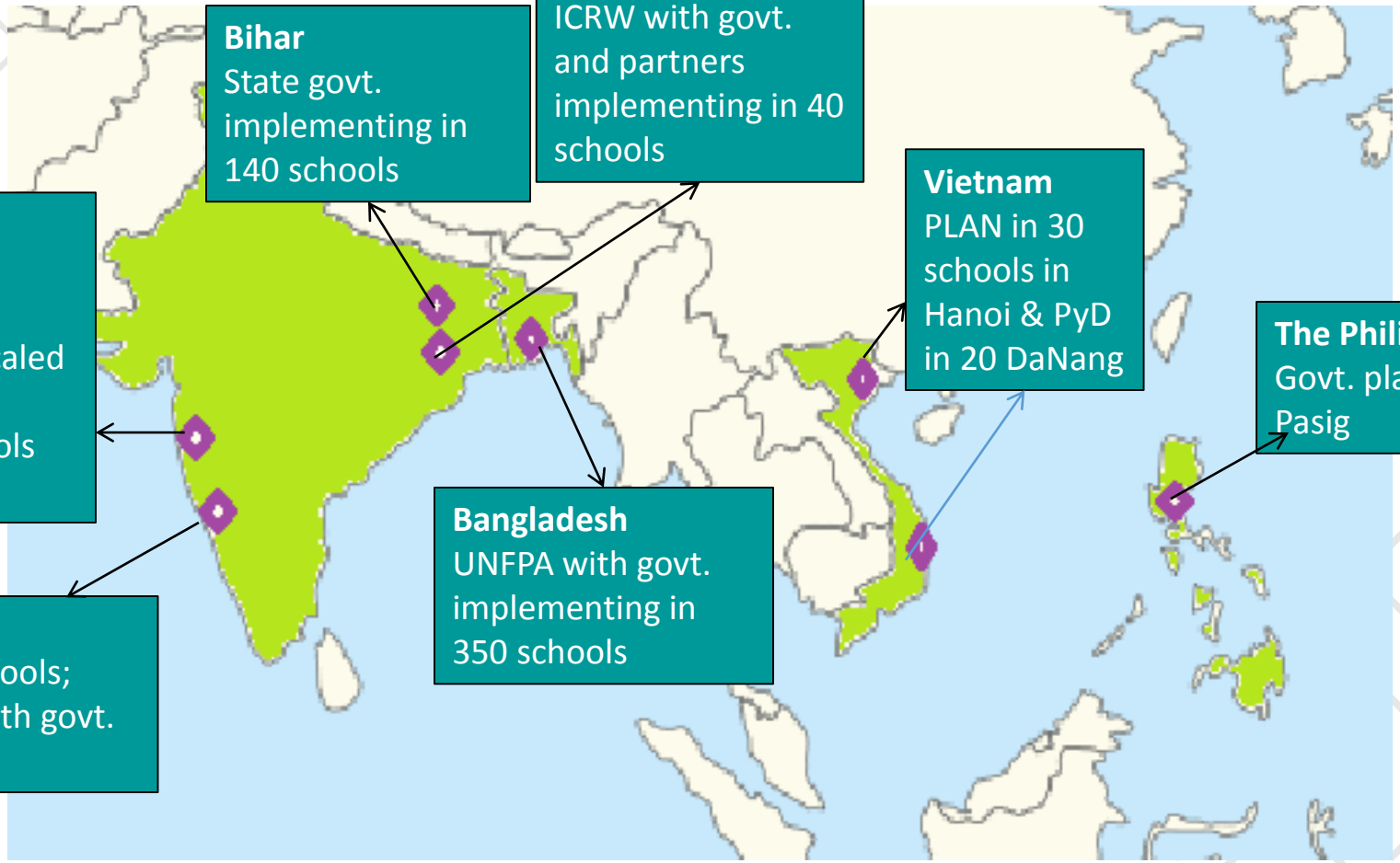
The GEMS Journey…

- Conceptualized, developed and implemented in 45 govt. schools in Mumbai during 2008-2011

- Scaled up in ~20000 schools across the state

ICRW
INTERNATIONAL CENTER FOR RESEARCH ON WOMEN

The GEMS Journey…



Bihar
State govt. implementing in 140 schools

Jharkhand
ICRW with govt. and partners implementing in 40 schools

Maharashtra
Piloted in 45 schools in Mumbai & scaled up in ~20000 schools across state

Vietnam
PLAN in 30 schools in Hanoi & PyD in 20 DaNang

The Philippines
Govt. planning in Pasig

Bangladesh
UNFPA with govt. implementing in 350 schools

Goa
Tried in 5 schools; discussion with govt. to scale-up

ICRW
INTERNATIONAL CENTER FOR RESEARCH ON WOMEN

Adaptability and Scalability

ICRW
INTERNATIONAL CENTER
FOR RESEARCH ON WOMEN

GEMS has wider appeal

Addresses fundamental constructs of gender and violence

Lends itself to wider issues – e.g quality education in Jharkhand, value of girl child in Maharashtra, to child marriage in Bangladesh

Relevant in wider context - Conflict region (Jharkhand in India) to MIC (Vietnam); Public schools to religious schools

ICRW
INTERNATIONAL CENTER FOR RESEARCH ON WOMEN

Designed within institutional framework

Stakeholders

- State and district education authorities
- Principal and teachers
- UN, CSOs and Donors
- *Built on existing network*
- Ex – in Maharashtra, India and Bangladesh government and UN are part of the adaptation process

Policy linkage

- Linkage and grounding within existing policies
- Child protection, education, policies related to youth, health, …
- E.g, in India – Education policy; Bangladesh – Adol. SRHR; Vietnam – gender policy

Designed within institutional…

Contextualize

- Fewer sessions as academic calendar is busy
- Duration of sessions same as a class period
- Selection of methods in view of restricted class space
- Context specific - additional sessions & platforms
- *Used formative research*

Piloting in routine condition

- Operate in routine conditions using available resources and platforms
- Implemented in government schools during school hours led by teachers
- Used platforms – SMCs, youth forums/clubs
- *Bottom-up planning strategy*

IC
INTERNA
FOR RESE

Designed within institutional…

Multiple sites

- Piloting at multiple sites/ context – urban, rural, tribal, conflict to learn and validate
- Robust monitoring & evaluation design
- E.g – in Bangladesh- 4 districts (mix of rural & urban), some schools only GEMS, others GEMS with SRHR, religious & non-religious schools

Fund to support

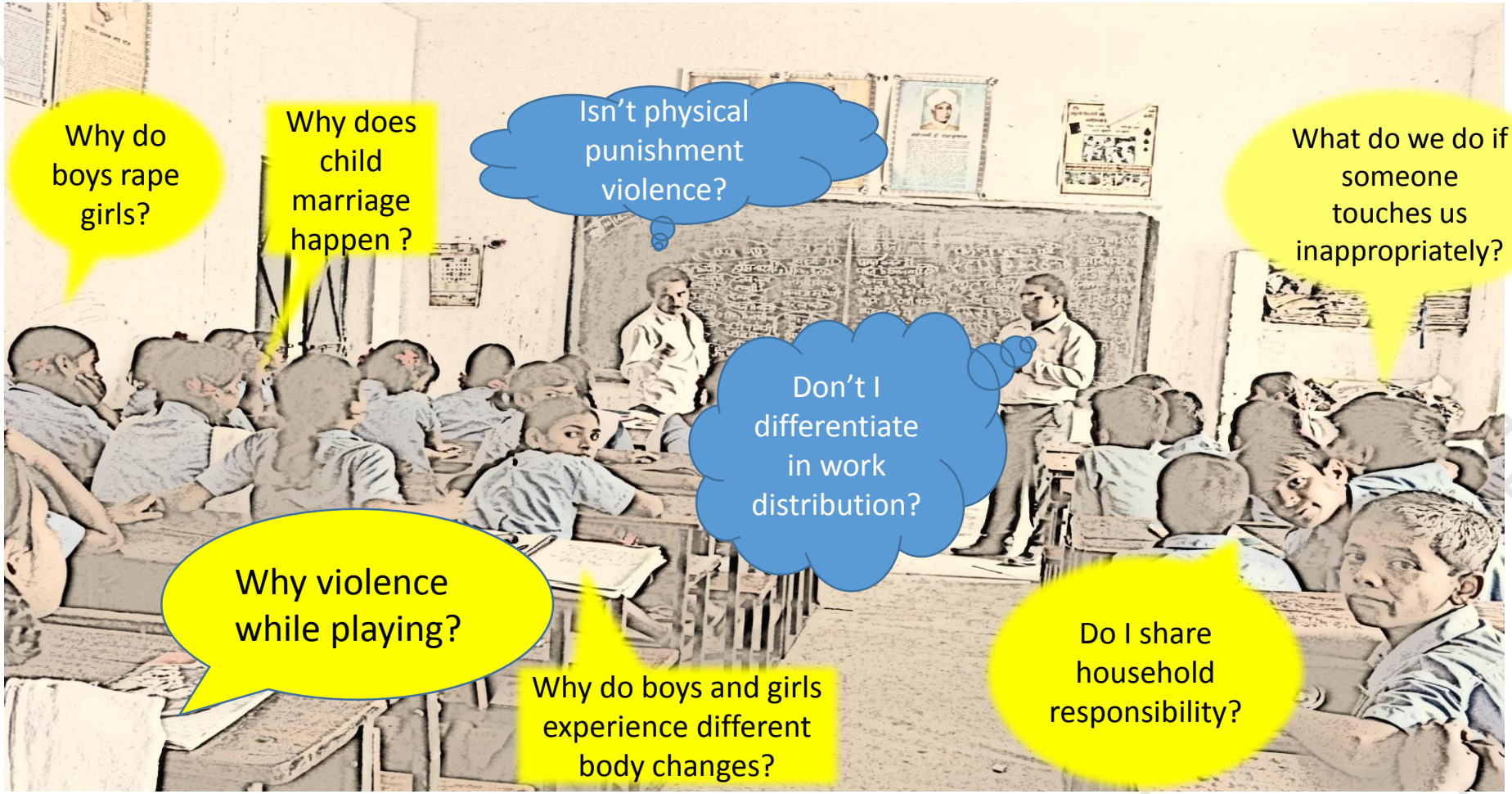
- Fund within and outside system
- Funding under innovation
- Advocacy with development communities

Few Results

ICRW
INTERNATIONAL CENTER
FOR RESEARCH ON WOMEN

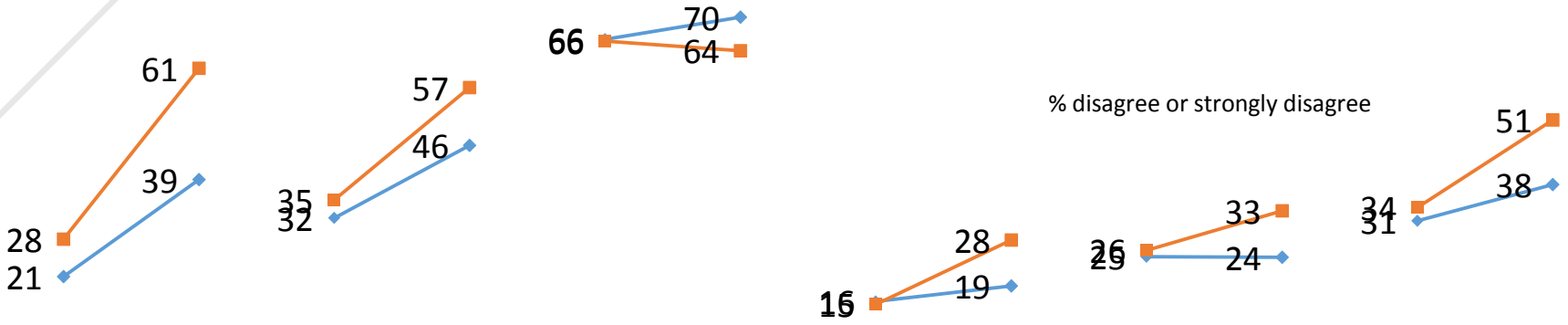
Reflecting and questioning

GEMS has made teachers and students to reflect and question inequitable practices



Gender attitude of students

More students belief in gender equality and non-violence



Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
For women, taking care of the house and children is more important than her career*		Girls are tolerant than boys by nature*		Violence against women is acceptable in some situations		For women, taking care of the house and children is more important than her career*		Girls are tolerant than boys by nature*		Violence against women is acceptable in some situations*	
Da Nang						Jharkhand					

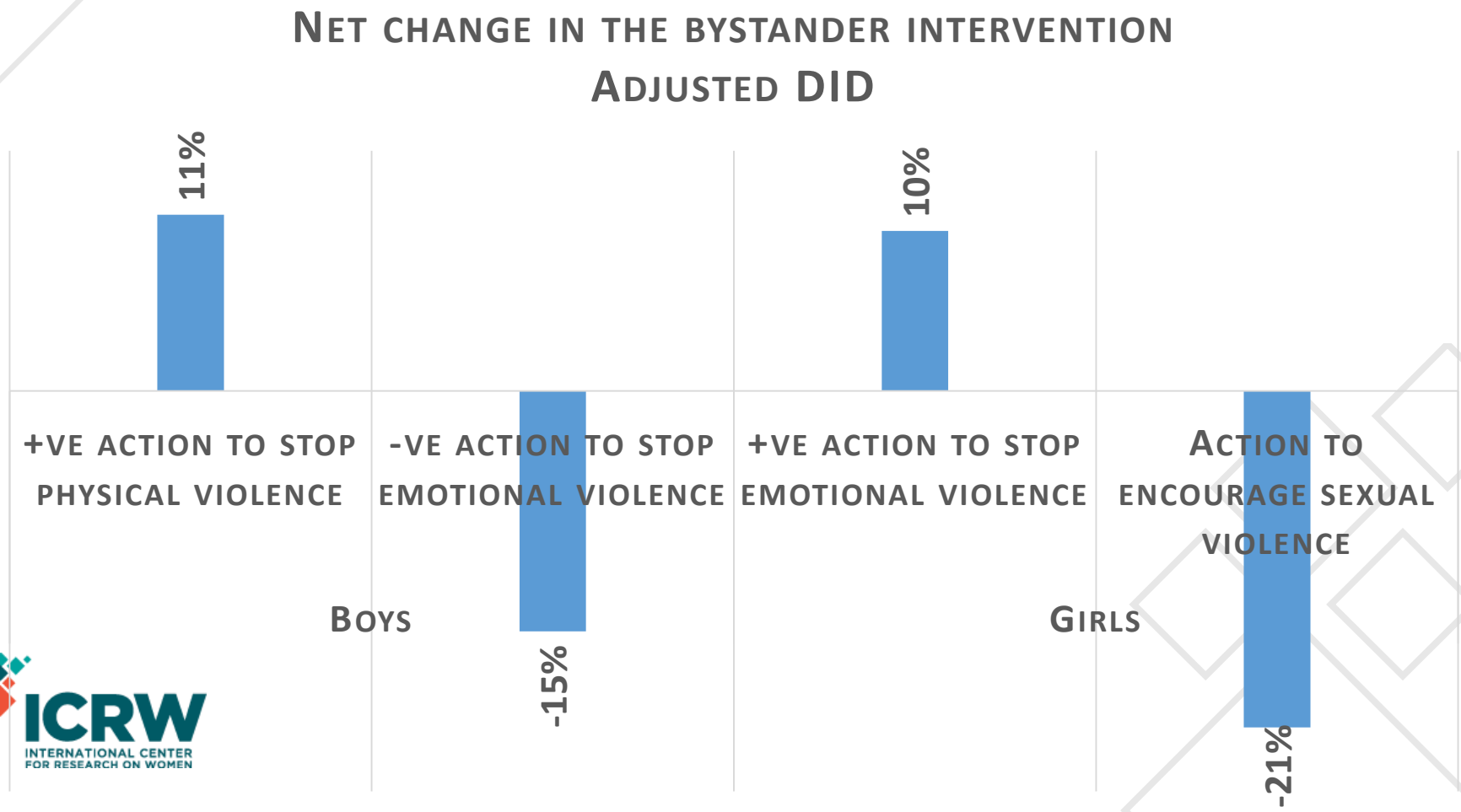
Control Intervention

ICRW INTERNATIONAL CENTER FOR RESEARCH ON WOMEN

*Adj DID significant at p<0.05

Bystander intervention

Increase in positive actions and decline in negative actions



ICRW
INTERNATIONAL CENTER FOR RESEARCH ON WOMEN

Interaction & Communication

Program has enhanced confidence and communication between students and teaches, but struggle continues…

Students	*[I] have learnt to raise voice against violence. We should stop those who are doing that. Then that person will not do it* – Girl, Mumbai
	Now, I know violence is not appropriate, but its difficult to control anger – Boy, Jharkhand
	… [I] have teachers and friends whom I can talk in case of violence – Girl, Jharkhand
Teachers	*GEMS program made me realize that how women are socialized not to speak out . … After GEMS I started to speak out and ensured that tasks were distributed equally to all* – Female teacher, Jharkhand
	Girls are not scared now [of reporting incidents]…they know that it is not their fault. They are also more confident because they think that they can tell the GEMS teachers – Female teacher, Jharkhand

ICRW
INTERNATIONAL CENTER FOR RESEARCH ON WOMEN

be Prepared… explore Opportunities…
go with Passion…

ICRW
INTERNATIONAL CENTER
FOR RESEARCH ON WOMEN