Gender Equity Movement in Schools (GEMS)

Learnings on Primary Prevention of Gender Based Violence
A school-based program that aims to foster gender equality, redefine masculinities & negate all forms of violence.

Gender Equity Movement in Schools

Initiated in 2008 in Municipal Schools of Mumbai, India
Maharashtra
Piloted in 45 schools in Mumbai & scaled up in ~20000 schools across state

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

Bihar
Govt. implementing in 40 schools

Jharkhand
ICRW with govt. and partners implementing in 40 schools

Bangladesh
UNFPA with govt. implementing in 350 schools

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

Philippines
Govt planning in the city of Pasig

Rajasthan
Govt. (2019- ongoing) implementing in 400 schools, Sirohi and Udaipur districts

GEMS Journey...
GEMS uses a gender relational and institutional transformation approach

- Starting young
- Engaging both girls and boys
- Using gender transformative approaches
- Working with institution
Gender Equity Movement in Schools (GEMS) 2008- till date with girls and boys of grades VI-VIII in classroom

Take Home Messages

School Campaigns

- Teacher-led Group Education Session in classroom – 24 over two academic years
  - Gender Equality, Masculinities, Sexuality, Gender Based Violence, Life skills- Communication, Relationships and Emotions

Outcomes

• Improved attitudes of boys and girls on gender equality and rejecting gender based violence
• Improved communication between peers- boys and girls; between teachers and students
• Improved by-stander intervention on gender based violence
• Positive ways of intervening on GBV and promoting gender equality
Few Results

- Increased communication and reflection
- Positive shift in gender attitude
- Increased reporting of violence
- Improved bystander intervention
Gender attitude of students
More students belief in gender equality and non-violence

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

Baseline | Endline
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For women, taking care of the house and children is more important than her career*

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Violence against women is acceptable in some situations

For women, taking care of the house and children is more important than her career*

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Violence against women is acceptable in some situations*

Control

Intervention

*Adj DID significant at p<0.05
### Bystander intervention

Increase in positive actions and decline in negative actions

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<tr>
<th>Net Change in the Bystander Intervention Adjusted DID</th>
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<tr>
<td>+Ve Action to stop physical violence</td>
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<tr>
<td><strong>Boys</strong></td>
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Learnings
Children understand, experience and use gender power dynamics

- Need to understand contextual expressions and examples
- Use lived experiences during discussion
- Provide safe spaces to discuss and reflect
- Make concepts and constructs simple not simplistic
Facilitator (teacher) needs gender perspective

- It's about transfer of perspective and conviction in equality and non-violent behavior
- Start with self - examine own attitude & behavior
- Skills to transact
Gender transformation is a (difficult) journey...

- Perspective building enable teachers to analyze situation, and create dissonance
- Personalized journeys follow different trajectories.
- Discussion brings questions, confusion, vulnerable
- Requires support and continuous dialogue
To talk to boys about...

........ social pressure boys face, what they loose, what they gain?

........why do some boys opt for resolving conflicts through expression of anger or aggression, while some don’t... but for many girls its not an option?

........whether they want help in their everyday life at school or with peers and family?
COLLECTIVE DISCUSSION OFTEN MADE BOYS AND MEN FELT CORNERED

Safe space to express themselves - State their gendered understanding and not be judged, show confusions, ask questions.

Understand the concept of masculinity: pressures, vulnerabilities, power and privileges in context of self- and relationships
GEMS TEAM at ICRW

Hemlata Verma
Pranita Achyut
Sapna Kedia
Daliya Sebastian
Ronak Soni
Manoj Gaur
Ravi K Verma

Former co-travellers in the movement

Nandita Bhatla
Gurpreet Singh
Shubha Bhattacharya

Partners

CORO, TISS, CINI, LEADS, PyD, UNFPA, Vikalp, Jatan, Dusra Dashak, SARD