



Gender Equity Movement in Schools (GEMS)

Learnings on Primary Prevention of Gender Based Violence

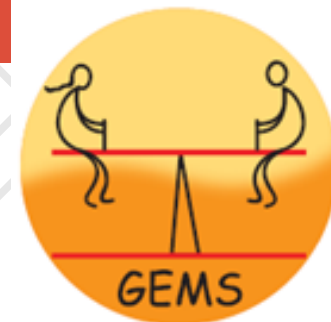


Gender Equity Movement in Schools

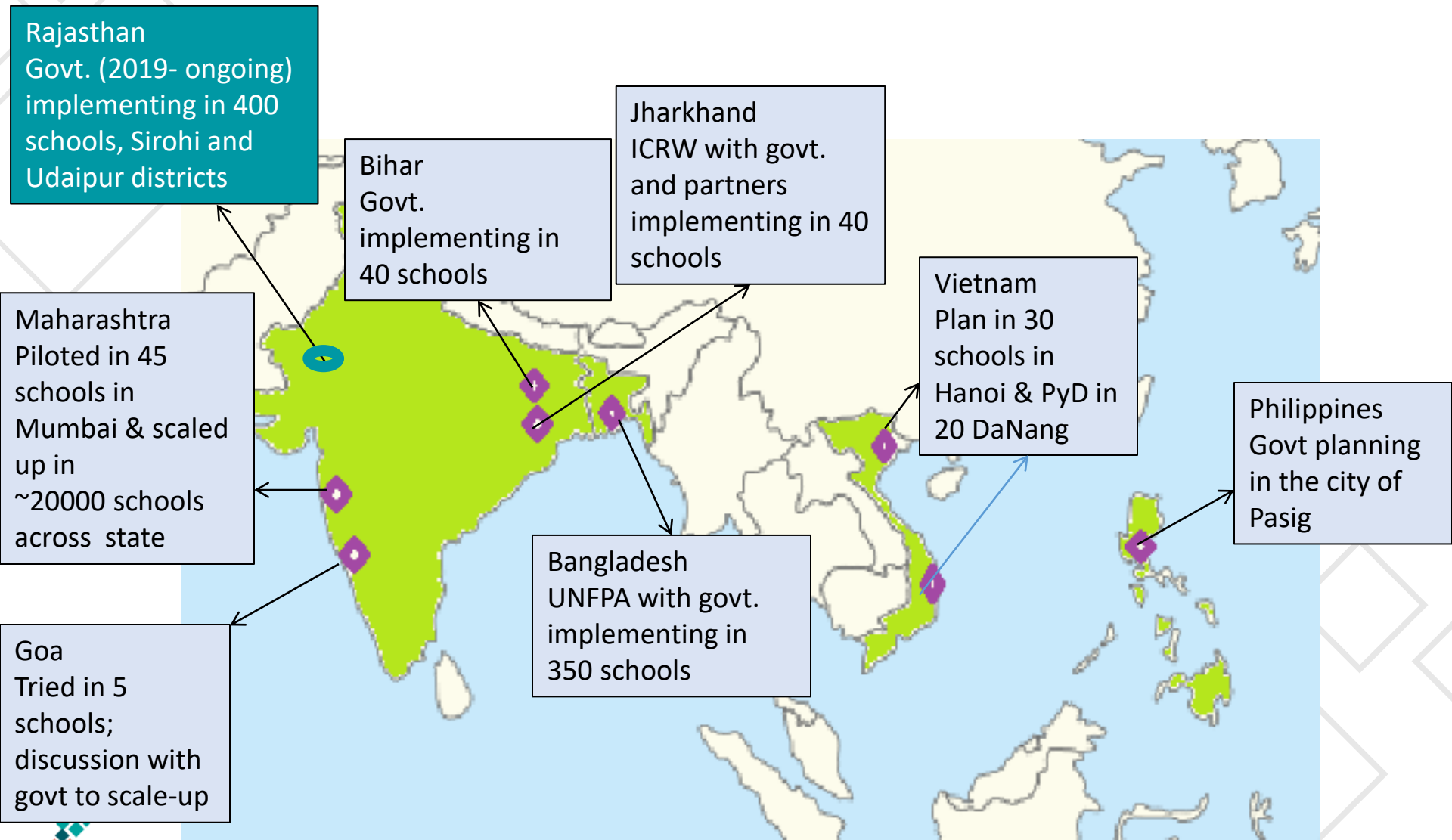


*Initiated in
2008 in
Municipal
Schools of
Mumbai,
India*

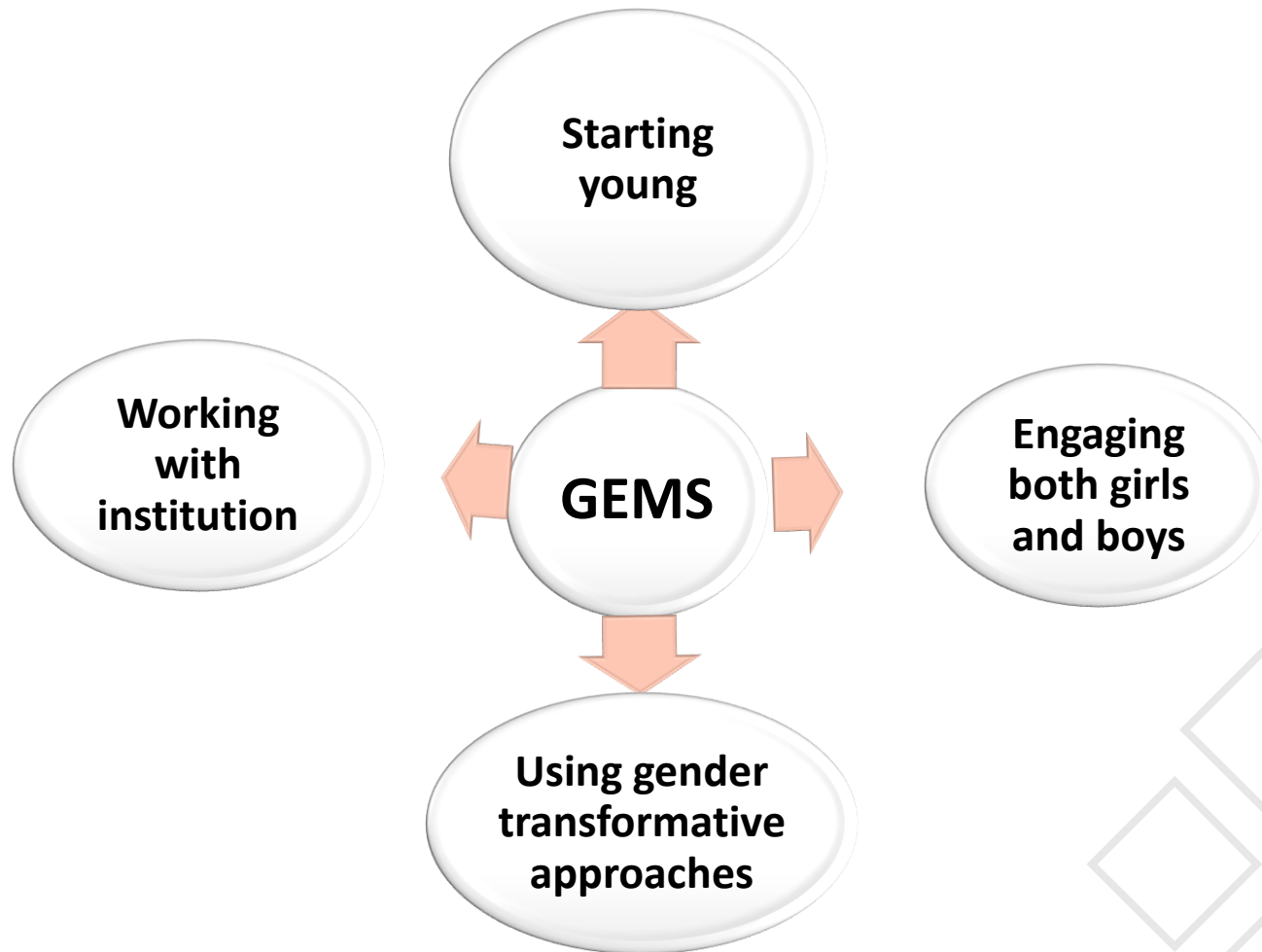
*A school-based program that aims to
foster gender equality, redefine
masculinities & negate all forms of
violence*



GEMS Journey...



GEMS uses a gender relational and institutional transformation approach



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

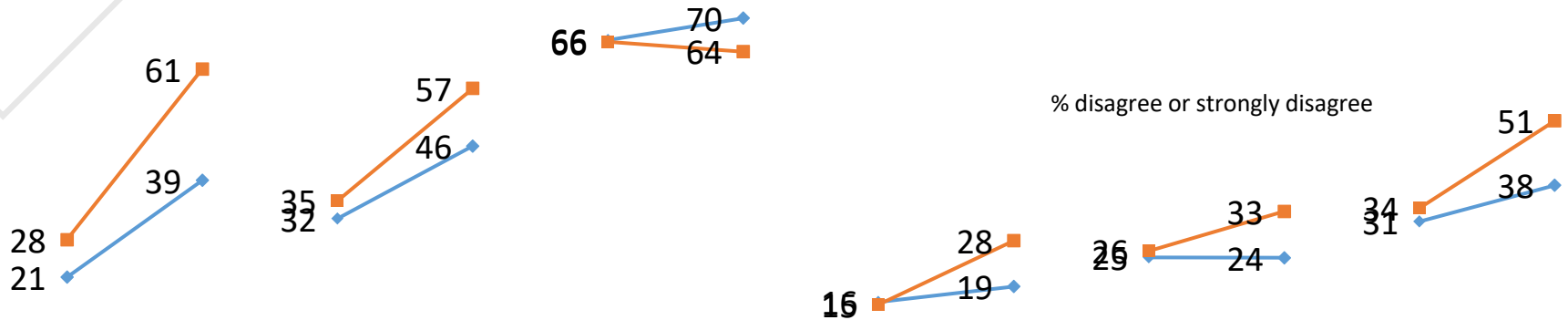
- *Improved attitudes of boys and girls on gender equality and rejecting gender based violence*
- *Improved communication between peers- boys and girls; between teachers and students*
- *Improved by-stander intervention on gender based violence*
- *Positive ways of intervening on GBV and promoting gender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



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

Bystander intervention

Increase in positive actions and decline in negative actions

NET CHANGE IN THE BYSTANDER INTERVENTION
ADJUSTED DID



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

- *Its 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 **lose**, 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?

Boys, Men and Masculinities : Separate spaces for discussions on masculinity needed



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

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Partners

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