

Changing what we think and do

Working on gender norms with young adolescents through schools and sports

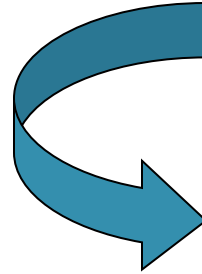
Evidence from Mumbai, India

Nandita Bhatla, Pranita Achyut, Madhumita Das, Ravi Verma

Gender norms

- Norms refer to beliefs and expectations about how one should behave or act
- Individual behavior is influenced by what is ‘acceptable’ by the group (or society)
- Gender norms refer to the ways in which society expects men and women, boys and girls to behave and relate to one another
- **PROBLEM:** Gender norms are inequitable and perpetuate differential value for boys and girls

Gender norms



Gender roles,
stereotypes

Concepts:
masculinity
femininity
sexuality

Relationships

Attitudes and
behaviors
regarding
opposite sex

conflict
resolution

Concepts of sexuality and health find their roots in
the formation of notions about gender

Shifting gender norms : learning

- **Start young:** Fundamental concepts must be challenged at ages when they are being constructed. Impetus from earlier programs with adults
- **Work with boys and men, as well as girls and women**
 - Men as partners not obstacles
 - Men want to change but are constrained by rigid norms; masculinity needs to be reexamined and challenged
 - There are men who are challenging these norms. They need to be made visible (positive deviant approach)

Shifting gender norms : approach

- **Gender transformative approach: change social relations between men and women**
 - Pausing and reflecting on our realities
 - Going beyond giving and receiving information to changing the way we process information
 - Creating dissonance as an approach – critical thinking
 - Establishing safe spaces and a supportive environment for group reflection

Shifting gender norms : approach

‘Go beyond’ the life skill education approach

- Individual information and skill based
- Discussion on relational aspects is limited: Bereft of gender analysis
- Focus on specific outcomes

Shifting gender norms : approach

- **Focus on Institutions and platforms that are key to socialization**
 - School and sports environments are characterized by norms that directly or indirectly promote aggression and conflict
 - Schools are stable institutions to create lasting impact and are sites for “learning”
 - Sports provide influential power of coaches to be mentors and role models for young men and boys

Interventions

Draw on 2 intervention research initiatives carried out in Mumbai, India with young adolescents

GEMS (Gender Equity Movement in Schools)

NGO facilitators and teachers

Boys and girls in school

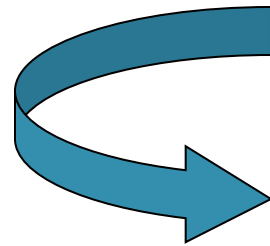
Parivartan (meaning change) :

Used sports as a platform

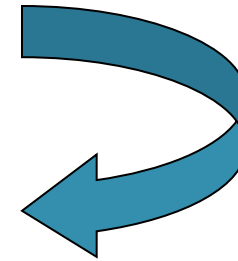
Boys through sports coaches and mentors

similar objectives & approaches, but different platforms & methods

Fosters gender equality, redefines masculinity & negates all forms of violence to promote SRH among young adolescents aged 12-14 in schools



GEMS



Collective reflection : positive
peer environment

Group Education Activities

Public dialogue within school
supportive environment

Campaigns

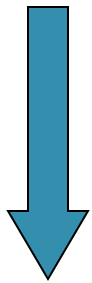
**Teacher Sensitization:
ownership , support and buy in**

Parivartan

Uses the influential power of coaches as mentors and role models for boys (10-16years); aims to promote gender equity, respect for women and girls and reduce gender-based violence

COACHES/MENTORS TRAINED

Perspective building, self reflection around gender and violence; trained to engage athletes in critical thinking



ATHLETES

Used 'card series' to engage athletes ,
talk to them in the field through 'teachable' moments

Intervention design

Formative Research

Workshop and discussions

Designing Intervention & Evaluation

Designed content

- Identified indicators
- Developed evaluation design

Implementation

- Sensitization and advocacy meetings ; workshops with facilitator/coaches
- Group Education sessions
- Campaigns

Evaluation

- Quasi-experimental design
- Mixed method
- Quantitative survey at 3 time points
- Self-administered questionnaire

- Outcomes seen among students

Evaluation Design : GEMS

	Grades	Year 1 – 2008-09			Year 2 – 2009-10	
		Baseline survey	Intervention 1 st round	1 st follow-up survey	Intervention 2 nd round	2 nd follow-up survey
GEA+ Campaign (15 schools)	Grade VI	G-448 B-465	GEA-2300; Campaign ~4500	G- 378 B - 292	GEA-1200; Campaign ~4500★	G-151 B - 101
	Grade VII					
Only Campaign (15 schools)	Grade VI	G-437 B-450	Campaign ~3500	G- 298 B - 271	Campaign ~3500★	G-124 B -93
	Grade VII					
Control (15 schools)	Grade VI	G-579 B-517		G- 424 B - 372		G-151 B -134
	Grade VII					

★ Campaign was open for all the students of grades V, VI & VII in both the rounds

754 students participated in all three rounds, while 909 participated in baseline and 2nd follow-up

Evaluation Design : Parivartan

Two arms, longitudinal design, with baseline and follow-up measures

Experimental group

25 schools with 377 athletes

16 Mentors with 228 athletes

Control group

20 schools with 286 athletes

15 Mentors with 178 athletes

GEMS Intervention



Training of facilitators

Group education activities (25 session) &
campaign conducted over 2 academic yrs

- One hour class room session every week
- Week long school based events
culminating into GEMS day
- Use of GEMS diary



Parivartan

INSULTING LANGUAGE

This training will help athletes:

- Recognize that language can be harmful in unexpected ways.
- Refuse to use language that degrades girls and women.

Warm Up

“ Today I want to talk with you about the impact of abusive language. Sometimes we don't realize how harmful the words we use can be. Or sometimes we purposely use words that are disrespectful without understanding what effect those words can have.”

Ask the Players

- Why do athletes use abusive language on and off the field?
- What do you think about saying to a teammate “You play like a girl?” How do you think this might affect the player? Why might this also be insulting to girls?
- How would you feel if someone used abusive language when talking about you, your mother, your sister, or your girlfriend?



PARIVARTAN
thoda sa badlav aur ban jao star

- Phase 1: training of the coaches/mentors on gender, masculinity, and violence (4 months)
- Phase 2: Sessions with athletes (boys) on respect, relationships and responsibility, fair-play, violence (6 months).



Content

- **Gender** – Definition; discrimination and its effect on girls’ education, early marriage, division of labor/ privileges & restrictions; gender & power
 - Labeling- who we label, and the types
 - Emotion (appropriate expression such as teasing)
 - Value of work and roles
- **Body** - Understanding & being comfortable with body; Respect for own & others’ body
- **Violence** – Definition; Forms; Cycle of violence – empathy; From violence to understanding; Conflict resolution skills
- **Relationships** emotions, communication

Examples of participatory exercises ICRW International Center for Research on Women where insight and action connect

Real life situations : snakes and ladders; races, forms of violence

Notion /scenarios and norms-
“the snake bite pulls you down, when this is repeated for women , then what is the cumulative impact”

GEMS diary : hurdle race :
who faces more hurdles and why





Campaign races



Findings on changing norms : attitudes and behaviors

Gender Equitable Measurement Scale

Developed a scale using 15 statements that clustered around 3 themes

Role/Privileges/Restrictions

- Since girls have to get married, they should not be sent for higher education
- Only men should work outside the home
- A wife should always obey her husband

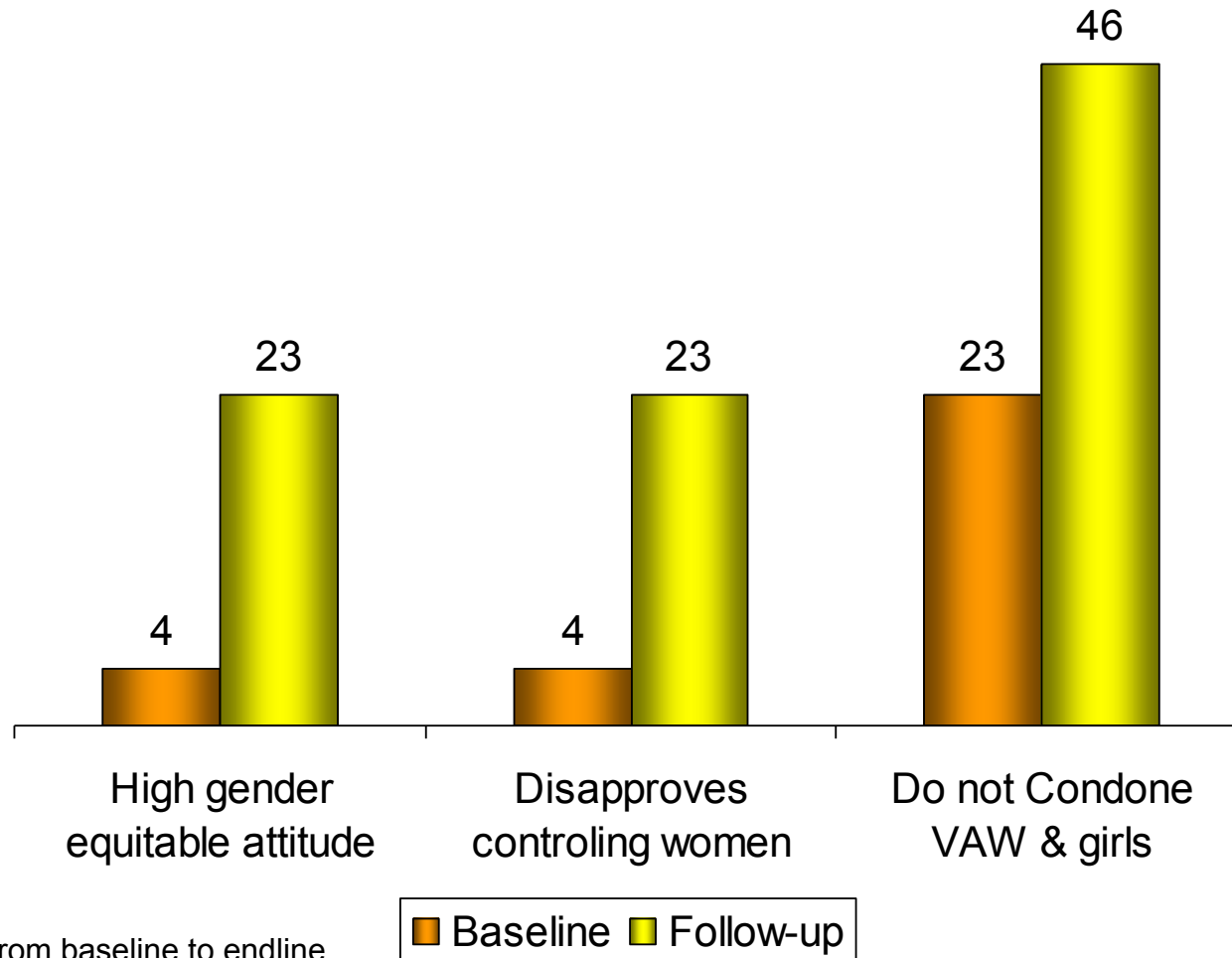
Attributes

- Girls cannot do well in Math and Science

Violence

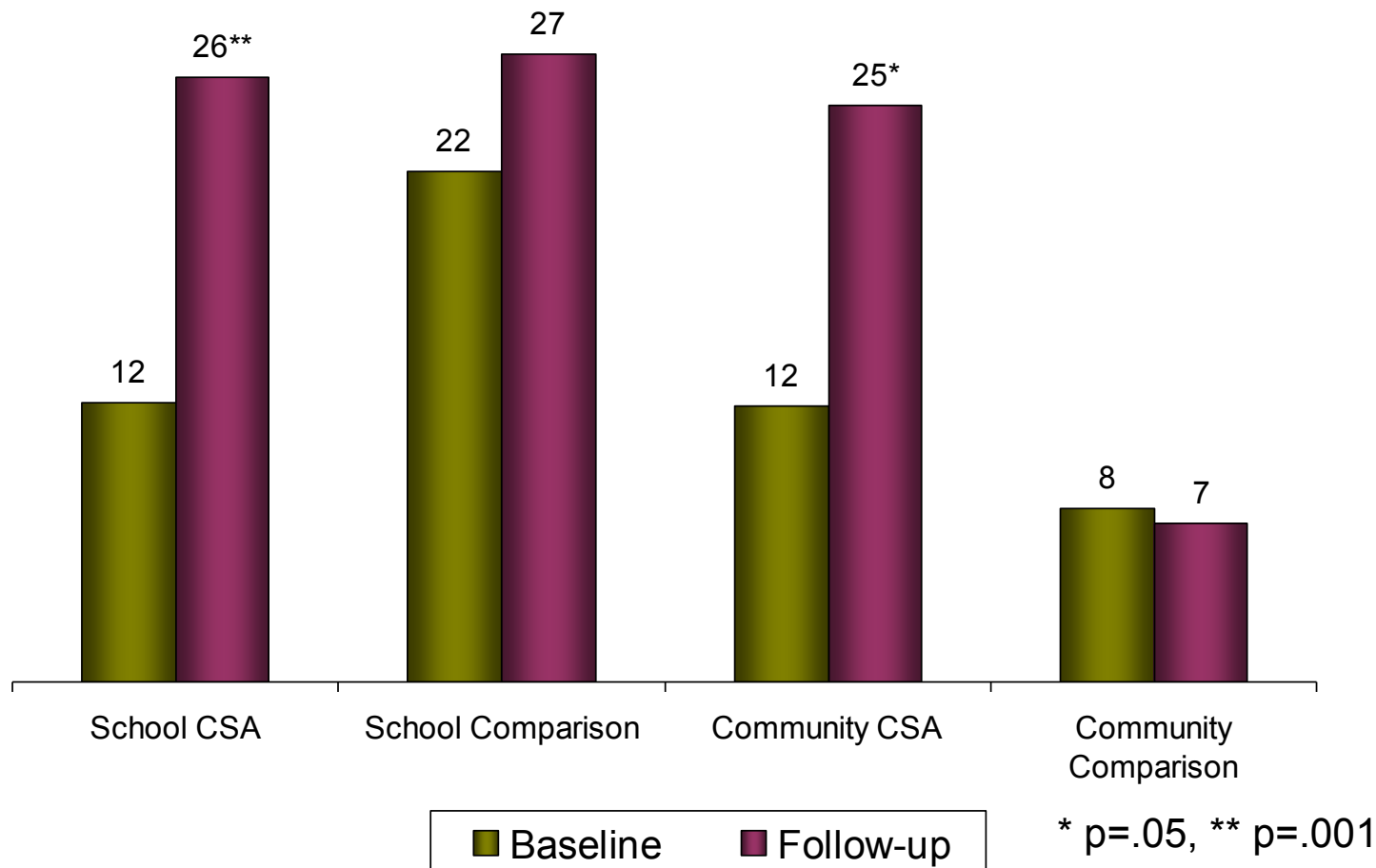
- A woman should tolerate violence in order to keep her family together
- Girls provoke boys with short dresses
- There are times when a boy needs to beat his girlfriend

Change among coaches

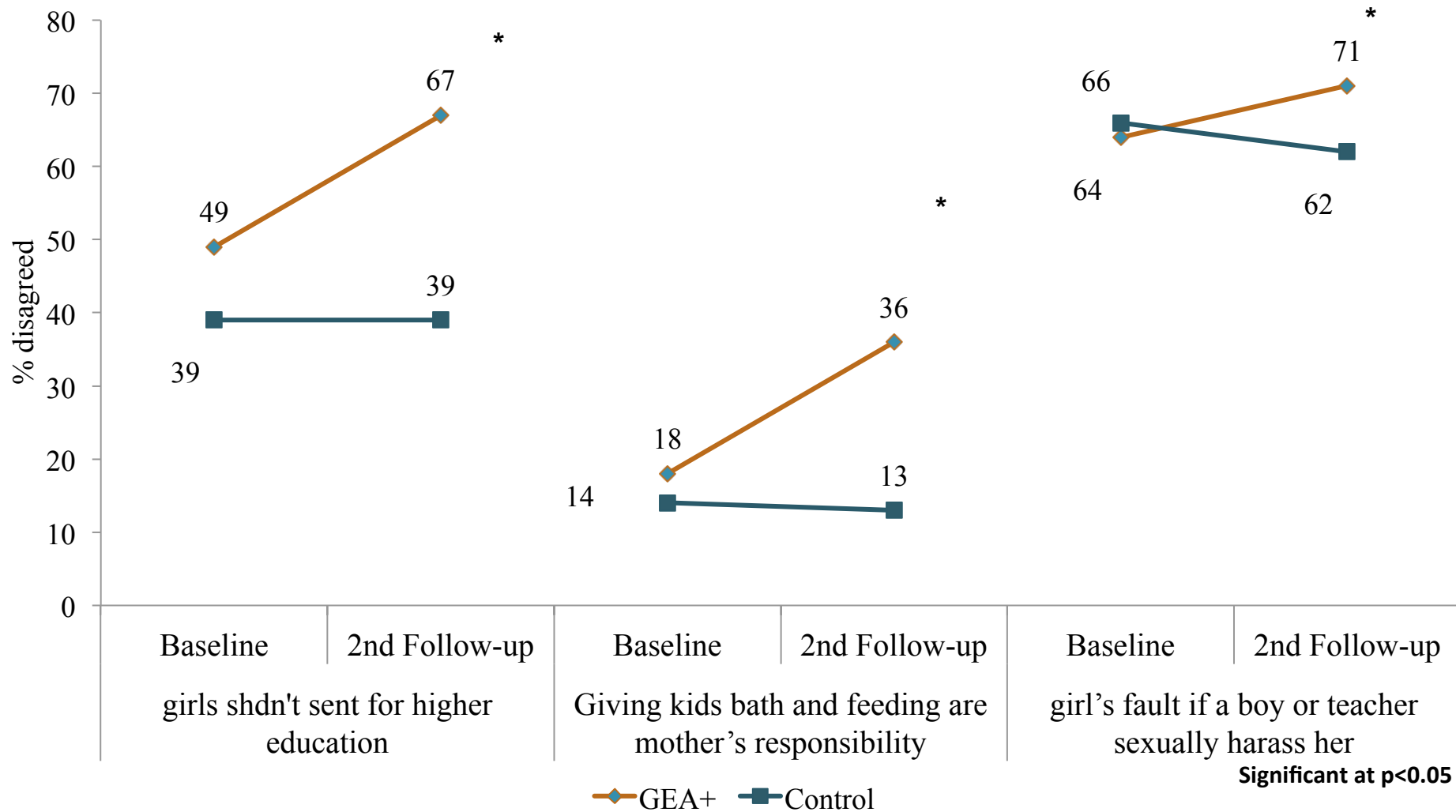


Percent change from baseline to endline

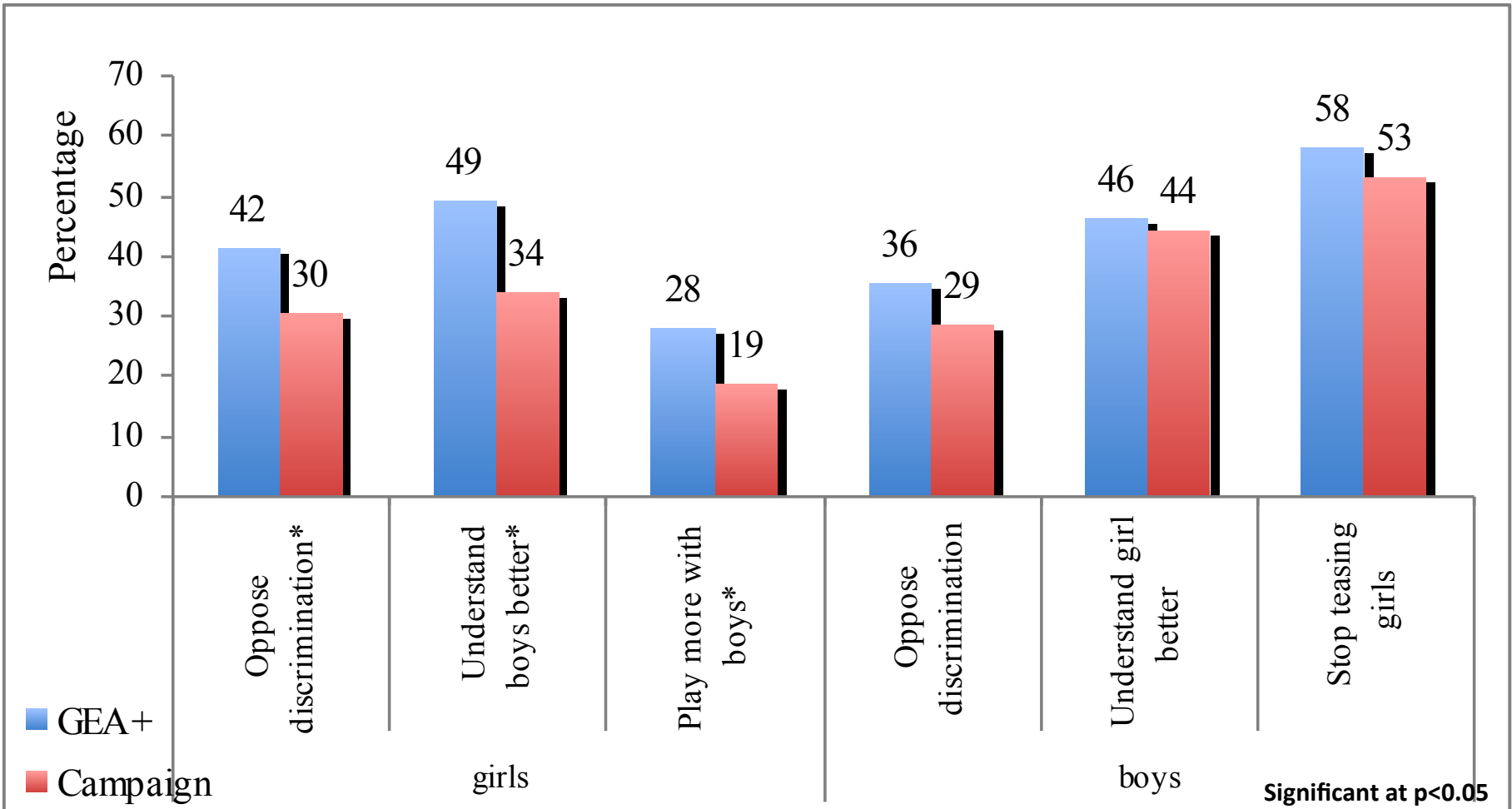
Changes in high gender equitable score among athletes



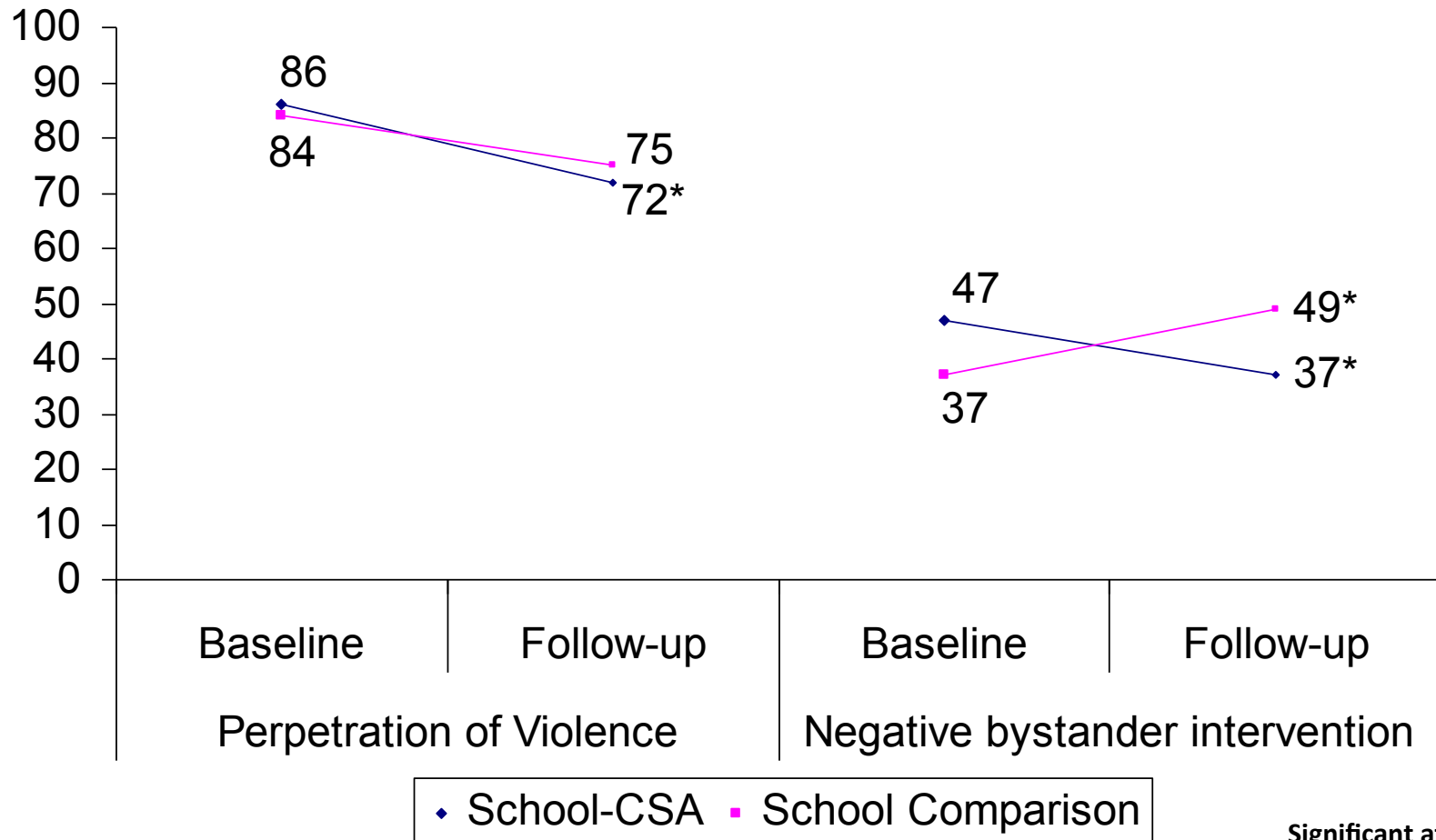
Positive shift on specific statements among GEMS students



Greater self-reported change in GEA+ group vis-a-vis campaign only

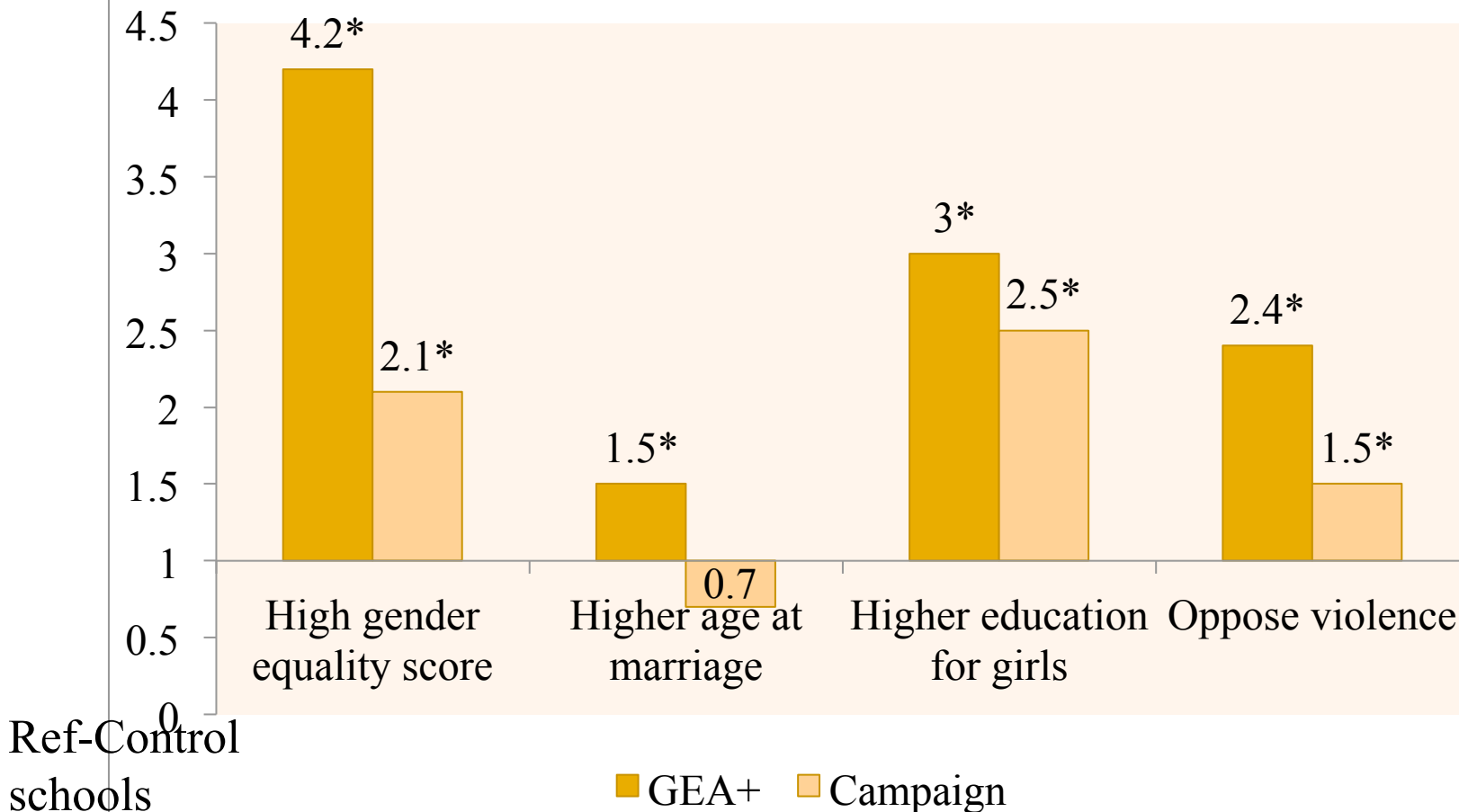


Change in behavior among athletes



Significant at $p < 0.05$

Odds Ratio for few key indicators at 2nd follow-up



Voices of students

“A girl was standing on the road when two or three boys pulled her dupatta (scarf). The girl called out for help. We shouted at them and threatened to inform their parents about this. They apologized immediately. I was not frightened while doing so. ...I could not stop harassment in the past. But because of the classroom sessions we got to know many things such as harassment of girls should be stopped, boys should understand the feelings and emotions of girls and girls should oppose violence.”

Girl from GEA+ school

“...there is nothing like girl's work. Anyone can do any work... Now we are doing it.”

Boy from GEA+ school

“The girl should study. She has the right to study. It is illegal to get her married before the age of 18 and no one should be married off at a young age. One should get married after the age of 18 or 20.”

Boy from GEA+ school

Voices from women in the lives of coaches....

“ Now he talks to the children, understands them. Earlier he would not even talk to them. Now he asks everyone what we need, what he should get for us? He talks nicely to his mother, his sister”.

Wife of a Mentor

“Before it was me who had to always say sorry for everything that according to him is wrong. He would never come to me even if he himself did something wrong. Sometimes I would even cry after a fight, but he would react to it saying, ‘don’ t irritate me. But now, he does (smiles). He would come back after an argument to say sorry and will wipe my tears. He has changed a lot”

Wife of a Coach

Conclusions

- Schools and sports are effective platforms to engage students in discussions on issues of gender, sexuality and violence
- GEA as an effective strategy in bringing positive shifts in attitude and self-efficacy towards gender, sexuality and violence: the precursors for better sexual and reproductive health and relationships : campaigns are limited in their potential.
- Potential of creating change that is wider and holistic : age at marriage, ease can comfort with opposite sex
- Longer term impact and studies are needed to track sustained change on specific behavioral indicators

Challenges and Way Forward..



ICRW

International Center
for Research on Women
where insight and action connect

- Moving from a proof of pilot to a scaled up model
- Linking with specific messages : value of girl child, violence prevention, reproductive and sexual health
- Challenges of institutionalization : systems need to be engendered, text books may have content that is not gender sensitive , though it is gender neutral, systematic work with teachers and coaches
- Balancing intensive engagement with reaching scale
- Designing comprehensive programs with all key influencers so that similar messages resonate , and changes are supported and sustained

Training Manual
for
Facilitators



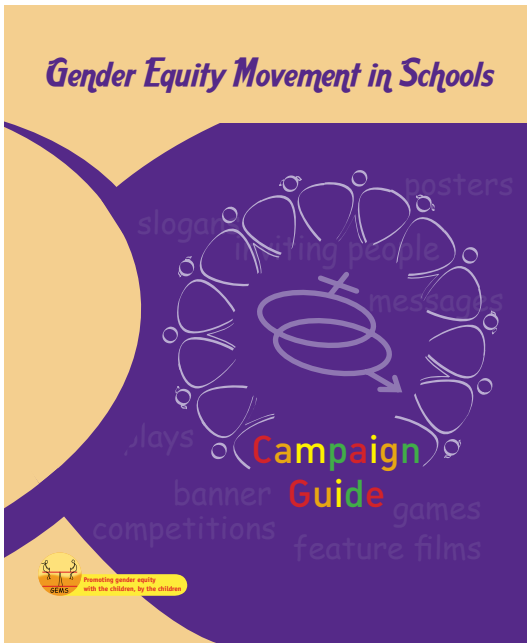
[http://www.icrw.org/
publications/gems-training-
manual-facilitators](http://www.icrw.org/publications/gems-training-manual-facilitators)



Photos: © David Snyder/ICRW

Parivartan Card
Series

[http://www.icrw.org/
publications/my-
gems-diary](http://www.icrw.org/publications/my-gems-diary)



[www.icrw.org/
publications/gems-
campaign-guide](http://www.icrw.org/publications/gems-campaign-guide)

