

# School Based intervention on Gender Based Discrimination



breakthrough



# Policy relevance

- MoU with the Department of Education, Haryana before the project implementation.
- Evidence that will be generated from the impact evaluation is expected to get scaled to the entire state.
- All the intervention and control schools are government schools



# Policy relevance contd.....

## Key questions

- Has Breakthrough's work been able to break the pathways of gender norms?
- How much have the students been able to learn and adapt?
- Given the local context, what is feasible to change?
- Do school children amplify the change in mind set?

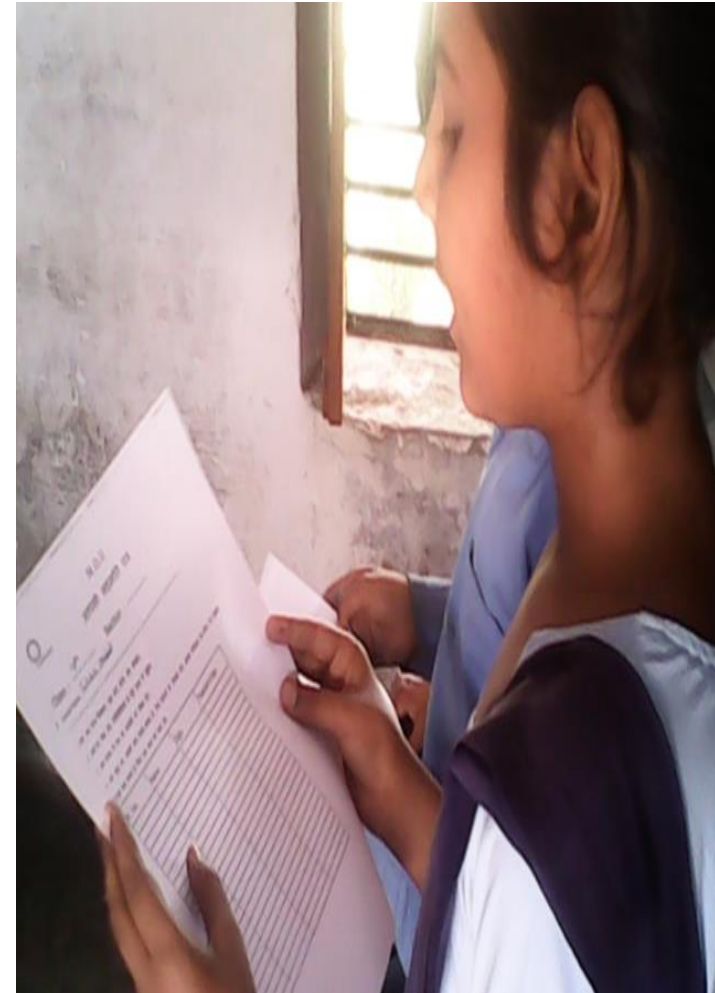




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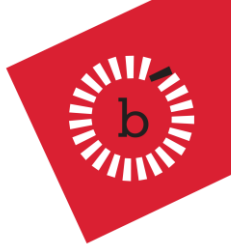
# Lessons Learnt

- Critical to consider seasonal, celebration and school calendar (actual number of school days available) to minimise the activity lag. Available days are reduced by 30%.
- Child Protection Policy needs to be well synced with or internalised in project design
- Essential to keep upgrading the knowledge and capacities of field teams periodically



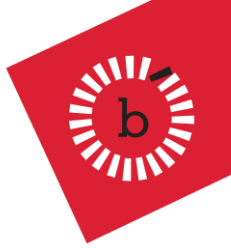


# Challenges



- Working with government is a challenge – the priorities and expectations keep changing
- Teachers have a crucial role but frequent transfers and low motivation levels
- Limited infrastructure in school ( space for conducting sessions), sessions with exercises to be held to be planned very well with list of alternate exercises, easy, quick and efficient to choose one that fits the room size.
- Though students share the class room learning's with their peers and parents, however it would be too early to prove how their family members have been able to grasp and to what level vis-à-vis the change in mindset
- Managing multiple donor requirements

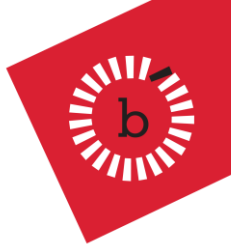
# Course corrections



- While engaging with government, it was essential to sign an MOU detailing all objectives, engagement and responsibilities at administrative level
- To keep the principals and teachers updated and motivated, meetings with principals are conducted occasionally teacher's training are organised annually
- Though there has not been any activity for parent's engagement, however, for ease of students, Thank-You cards were sent to parents by students to acknowledge their support
- To make the CPP as inclusive in programmes, it was part of organisational programme strategy
- To make engagements highly participatory, small activities like story telling and related ones were made part of morning assembly than confined to a class room
- To sustain the programme impact and make outcome reliable, funding is pitched from different sources than reducing the intervention size



# Some field observations



- Students have not taken any bold measures collectively towards challenging gender biased practices, though few case studies reflect it well at individual level
- Program has pitched to initiative gender balanced discussions; knowledge about various forms of gender based discriminations and role of social norms contributing to discrimination
- Students have shown willingness to challenge and resist any sort of discrimination
- Initial level conversations with family and friends have started and students have initiated to actually resist and challenge such discrimination, reflects a change a mindset
- Teachers who earlier were not enthusiastic about class room sessions, now show high interest in doing so. However, this may not be true for all 150 schools.





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