



Adapting and Supporting Government Adoption at Scale of the Gender Equity Curriculum in India

Viji Iyer

Associate Director, Policy Scale-Ups



Background: Gender Attitudes and Norms in India



Economic development alone seems unlikely to achieve gender equality, as many gender gaps persist despite economic progress.



According to the recently released Global Gender Gap Report 2024, India ranks 129 among 146 countries.



India's female labor force participation stood at **48%** in 2024



One in three women had experienced some sort of **physical or sexual violence** from their husbands in 2024.

Addressing gender norms at an early age may have an inter-generational impact—via adolescents, their parents and future generations—on improving gender equality across social, political and economic outcomes

Addressing social norms on gender equity through a school based curriculum

Boys need to be included in the gender norms conversation as much as girls

Schools are safe spaces to learn in activity-based setting

Adolescence is a critical time to develop morality and identity

Addressing gender norms at an early age impacts students and future generations



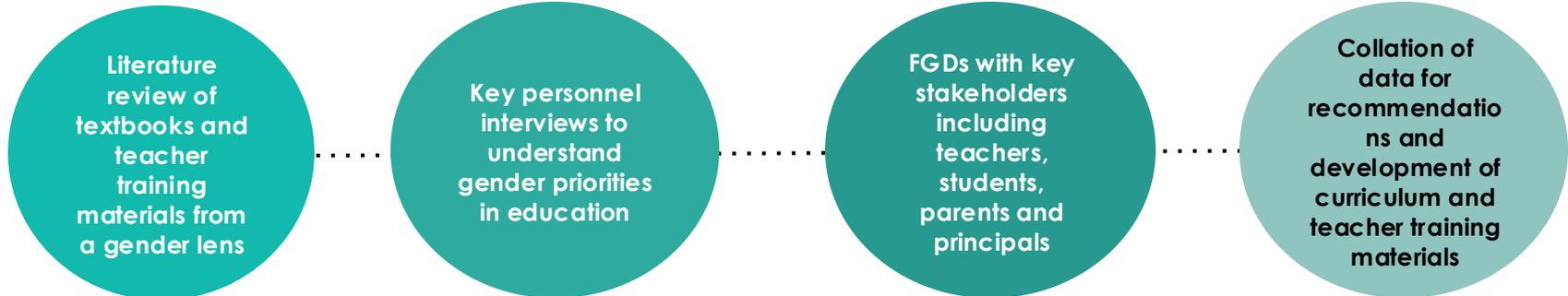
Solution: J-PAL affiliates partnered with the Govt. of Haryana and Breakthrough to evaluate the Gender Equity Curriculum developed through **community consultations** in 2014

Impact: RCT In Haryana in 2014 showed both boys and girls had more **progressive gender attitudes** and displayed more **gender-equitable behavior**

Effect at scale : J-PAL and Breakthrough are working with **5 states** across India to scale up the Gender Equity Curriculum reaching **4 million students per year**

Encouraging gender transformational change through geographical and culturally specific content & intervention

To incorporate the needs of multicultural geographies and ensure inclusion, J-PAL and Breakthrough conduct a systematic review of the needs and gender gaps of every new geography



Gender Transformative change through education systems at scale

The government led scale up of the Gender Equity Curriculum requires embedding the curriculum across all stakeholders, ensuring ownership for sustainability by helping governments prioritize gender transformative education.



Buy-in by top
Gov't
leadership
through MoU's



Work with SCERT
to gender
mainstream
subjects/
curriculum



Gender
sensitization
training for Block
and District
Education
Officials

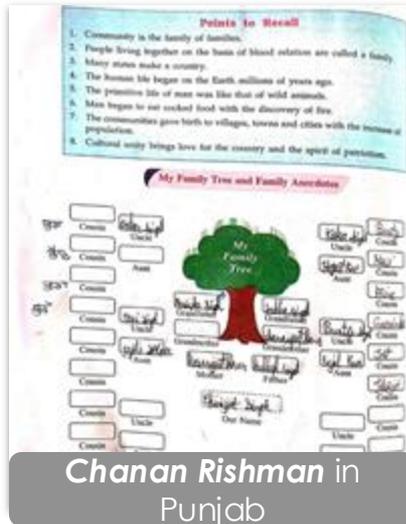


Teacher trainings to
enable reflection
on gender biases
and support
through mentoring
and resources



Parental
engagement
through
messaging on
gender equality

How do we ensure context specific levers for gender inequality in different contexts are met to to reach the most marginalised?



Promoting discussion on division of labour among men and women in the household

The Gender Equity curriculum is adapted to local contexts and delivered in the states mother tongue

Family tree activity encourages students to trace their maternal and paternal family lines



Identifying gaps through the formative research process helps in ensuring targeted outreach to students through ensuring familiarity with the content

Measuring the effects the Program

?

Can a gender transformation program have a positive impact at scale not only on students receiving it but also on government school teachers being exposed to the program for the first time?

Pre/Post Survey with Teachers
(after 3 years)

Pre/Post Survey with Students
(after 3 years)

Implementation Monitoring to
ensure sustainable integration

J-PAL used the principles from the original evaluation to track upstream outcomes on gender attitudes and behaviour change within students and teachers

Gender Attitudes

Aspirations

Behaviours

Decision making

Girls' Self Esteem

Challenges & Learnings

- ➔ **Building government capacity** on understanding of cross-cutting nature of GESI to drive system change through gender transformative education.
- ➔ High effect at scale in a cost effective manner requires **utilizing existing systems to deliver programs** in a sustainable yet inclusive manner
- ➔ **Government timelines, leadership changes**, and budget cycles **shape buy-in and feasibility** for inclusive programs
- ➔ **Attacking the root causes** of gender inequality instead of symptoms can only be achieved through thorough **local contextualisation** of curriculum & program design.
- ➔ Shifting aspirations, attitudes, and behaviours among adolescents, teachers, and institutions requires **sustained engagement at all levels.**

Thank you and Questions