Emerging Gender & Social Norms Measures

Lessons Learned from across 4 Sectors and 5 Countries

25 APRIL 2023
6 AM PDT/9AM EDT/1 PM GMT/4 PM EAT/6:30 PM IST
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emerge

GLOBAL
SOCIAL NORMS
LEARNING COLLABORATIVE
Tell us about yourself

In the chat, introduce yourself and where you’re joining from!
Agenda

1. Welcome
2. Overview of EMERGE & the Social Norms Learning Collaborative
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4. Discussion and Q&A
5. Closing Remarks
## Today’s Presentations

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Introduction

To the social norms learning collaboratives network and emerge project
Social Norms Learning Collaborative Network

- Share evidence, approaches and resources
- Integrate social norms into behavior change initiatives
- Improve program implementation and evaluation
- Strengthen networks to improve learning and practice
- Generate and share knowledge
• A network of passionate individuals and organizations working together to influence and shape the field of social norms.

• Aims to build consensus on promising practices for program design, implementation, monitoring and evaluation and scaling of proven norms-shifting initiatives.

https://www.alignplatform.org/global-learning-collaborative
Purpose: Compile, evaluate and improve global gender equality and empowerment (GE/E) survey measures.

A one-stop shop digital platform to:

• *Find* best evidence GE/E survey measures
• *Learn* about the science of GE/E survey measures
• *Share* your validated GE/E survey measures

http://emerge.ucsd.edu/
How is EMERGE shaping the field?

**DEFINE AND HIGHLIGHT**
- Dimensions and constructs of gender empowerment using theory
- Gender empowerment survey measures

**CREATE**
- Fund and provide technical support to researchers creating innovative gender empowerment measures
- Fill gaps in gender empowerment measurement
- Discourse on gender empowerment theory to measurement work

**TRAIN**
- Scholars in measurement science

**ACCESS**
- Improve access to and awareness of GE/E measures
- 500+ GE/E measures on EMERGE

**COLLABORATE**
- Partner with large scale survey researchers (e.g. LSMS, WVS) to get best evidence measures to scale
A few useful resources

- Resources for measuring social norms: a practical guide for programme implementers [Link]
- What is Measurement and How Do We Quantitatively Measure Gender Equality and Empowerment? [Link]
- How to create scientifically valid measures on Gender Equality and Empowerment [Link]
- How Do We Measure Economic Empowerment? A Summary of Current Measures and Recommendations for Future Research [Link]
- Measuring Women’s Agency and Gender Norms in Family Planning. What do we know and where do we go? [Link]

Check out https://emerge.ucsd.edu/resources/ & https://www.alignplatform.org/learning-collaborative for more resources
Emma Samman

Research Associate within ODI’s Equity and Social Policy Programme, specializing in the analysis of poverty and inequality, particularly gendered inequalities, monitoring of the Sustainable Development Goals and survey design.

Lauren Pandolfelli

Gender Statistics Specialist in the Division of Data, Analytics, Planning and Monitoring (DAPM) at UNICEF, where she leads the division’s technical work to improve the quality, analysis and availability of gender data on women and children.
Testing the validity and reliability of new gender norms scales concerning adolescent engagement in unpaid domestic and care work

Emma Samman (ODI) & Lauren Pandolfelli (UNICEF)
Motivation & objectives

Despite increased interest in policy and programming to shift gender norms to foster more equitable outcomes, the measurement of norms around unpaid care and domestic work (UCDW) remains nascent.

To contribute to filling this knowledge gap:

• Develop module for household surveys to measure gender norms among adolescents & primary caregivers, and to understand whether and how they influence adolescent engagement in UCDW

• Test the validity and reliability of three new scales aiming to measure attitudes, descriptive norms and injunctive norms, respectively

• Use norms data to to inform the design of policies, interventions and services aiming to redistribute care and domestic work within households (SDG 5.4.1)
Scales: Themes and components

**Attitude:** Percentage agreeing that ‘older girls and boys’ should share UDCW equally

**Injunctive norm:** Perceptions of the share of households in their community/friendship & peer group who expect older girls and boys to share UDCW equally

**Descriptive norm:** Perceptions of the share of households in their community/friendship and peer group in which older boys & girls share UDCW equally
Piloting the module: Data collection

Urban, peri-urban & rural areas of Mutare District, Manicaland Province of eastern Zimbabwe, July-Aug 2022

Zimstat, UNICEF HQ, UNICEF Zimbabwe

• **Survey:** 247 adolescents aged 15-19, 108 caregivers

• **Behavioral coding:** 75 respondents

• **Cognitive survey:** 25 respondents
Exploring the data (1): Attitudes and injunctive norms

**Attitudes toward UCDW: Adolescents & caregivers**

- 4. Older girls and boys should share household tasks equally: 12.4% Disagree, 86.8% Agree, 0% No response
- 5. Older girls and boys should help take care of children in the household equally: 17.5% Disagree, 82.0% Agree, 0% No response
- 6. Older girls and boys should assist older, sick, or disabled household members equally: 13.0% Disagree, 86.5% Agree, 0% No response
- 15. Older girls and boys should share water collection equally: 16.6% Disagree, 83.1% Agree, 0% No response
- 16. Older girls and boys should share firewood collection equally: 23.9% Disagree, 75.8% Agree, 0% No response

**Injunctive norms relating to UCDW: Adolescents & caregivers**

- 8A. Older girls and boys should share household tasks equally: 34.4% None, 26.2% A few, 18.9% Some, 13.5% Many, 0% Most, 0% No response
- 8B. Older girls and boys should help take care of children in the household equally: 40.3% None, 24.2% A few, 19.2% Some, 10.4% Many, 0% Most, 0% No response
- 8C. Older girls and boys should assist older, sick, or disabled household members equally: 39.4% None, 25.1% A few, 13.2% Some, 13.2% Many, 0% Most, 0% No response
- 18A. Older girls and boys should share water collection equally: 37.5% None, 22.8% A few, 22.3% Some, 10.4% Many, 0% Most, 0% No response
- 18B. Older girls and boys should share firewood collection equally: 40.3% None, 25.4% A few, 18.9% Some, 6.5% Many, 0% Most, 0% No response
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<th>Scale</th>
<th>Internal consistency reliability</th>
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| Attitudes toward equal sharing of UDCW     | Cronbach's Alpha = 0.649, does not improve by dropping any item | Item-Total correlation between .613 and 0.702  
Inter-item correlation (between 0.240 and 0.287, average = 0.270) | High goodness-of-fit:  
Bartlett's test, Chi sq= 265.95, 10df, p=0.000;  
KMO= 0.641  
Two factor solution: 1) water/fuelwood collection, 2) household tasks and care of persons. |
| Descriptive norms regarding UDCW          | Cronbach's Alpha = 0.756, does not improve by dropping any item | Item-Total correlation between 0.662 and 0.750  
Inter-item correlation (between 0.365 and 0.418, average = 0.383) | High goodness-of-fit:  
Bartlett's test, Chi sq= 426.091, 10df, p=.000;  
KMO= 0.722  
Two factor solution: 1) household tasks & care of persons, 2) water/fuelwood collection |
| Injunctive norms regarding UDCW           | Cronbach's Alpha = 0.783, does not improve by dropping any item | Item-Total correlation between 0.6855 and 0.7544  
Inter-item correlation (between 0.404 and 0.442, average = 0.419) | High goodness-of-fit:  
Bartlett's test, Chi sq= 583.816, 10df, p=0.000;  
KMO= 0.696  
Two factor solution: 1) household tasks & care of persons 2) water/fuelwood collection |
| Descriptive norms regarding sanitation management | Cronbach's Alpha = 0.591, does not improve by dropping any item | Item-Total correlation between 0.617 and 0.736  
Inter-item correlation (between 0.210 and 0.317, average = 0.266) | High goodness-of-fit:  
Bartlett's test, Chi sq= 140.233, 6df, p=0.000;  
KMO= 0.634  
Two factor solution: 1: Care of facilities; 2. Assisting household members |
Exploring the data (3): Criterion validity

- Upper secondary or higher
- Lower secondary
- Primary or less

- Female head
- Male head

- Caregivers
- Adolescents

- Female
- Male
Conclusions

• The scales – particularly for injunctive and descriptive norms – offer promise in monitoring gender norms relating to UCDW at a population level – but further testing is needed.

• The measures appear capable of distinguishing between different population groups in a way that is consistent with other population surveys.

• The analysis shows some expective & some counterintuitive results that may offer implications for policy and programming – e.g. while adolescents held more progressive attitudes than caretakers, males had some more equitable perceptions than females.
Betsy Costenbader

Senior Social and Behavioral Scientist and Gender Equity and Social Inclusion expert in the Global Health, Population and Nutrition Division at FHI 360.

Involved with the Learning Collaboratives (LC) to Advance Normative Change since their inception in 2016 and serves on the Cross-Collaborative Coordinating Committee (C4) and as a Technical Expert Advisor on the Nigeria LC.
HER+ Multidimensional Gender Norms Index in Agri-food Systems

Presented April 25, 2023 by: Betsy Costenbader, FHI 360 on behalf of collaborators IFPRI, IITA, FHI 360 and KIT
HER + Proposed Approach – Research and Intervention

**The innovative research**
- Assessments of unequal norms that restrict women from building economic resilience to CC challenges
- Identify leverage points and levers to intervene for deeper-level change
- Design and test gender transformative approaches (GTAs) with partners

**The value proposition**
- GTAs are regarded as ways to intervene in food systems at a deeper level by targeting normative constraints and building critical consciousness
- A lack of guidance on:
  - Where and how to intervene
  - Specific GTA designs, methods and tools to spark transformative change at scale
- With more food system actors targeting inequitable norms using GTAs, women’s capacities to build economic resilience will increase
In Nigeria, “patriarchal systems of gender inequality” result in gender roles which constrain women’s ability to engage fully in the economy; inability to move freely through the community; [and] women’s lack of autonomy to make decisions for themselves and their families” (Abdul-Isma’il et al., 2021).

Source: Szabo et al. (2016)

Discriminatory social institutions “are at the root of the restrictions that women and girls face, and underpin unequal outcomes across all spheres of life including employment, entrepreneurship, health and education” (SIGI Country Report Tanzania, 2022).
Cassava Value Chain

Sampling to include:
1) Farmers via HH survey
2) Processors at Processing Plants
3) Wholesalers/Retailers at Markets
4) Small sample of Ag Boards, Cooperatives etc.
Social Norms Critical to Women’s Resilience in AFSs: Index Structure

**Structural Influences/Environment:**
- Infrastructure & Institutions
- Technology
- Policies & Governance
- Climate Challenges

- **Technology & Training**
- **Participation & Leadership**
- **Financial & Material Resources**
- **Value-chain Mobility**

**Power & Resilience**

**Gender Meta Norms**
Gender Meta-Norms (Agency)

- What: Overarching gender ideologies
- How identified: Lit review & stakeholder interviews identified 21 underlying gender norms that affect lives of women working in AFSs
- How/Behavior: bodily autonomy & freedom from violence/decision-making/division of labor
- Injunctive Norms: Approved of in your community
  - How many [people in your community] would agree that the most important role of [a woman] is to take care of her home and cook for her family?
- Descriptive Norms: Typical in your community
  - What percent of [married women in your community] work for pay outside of their households?
- These questions will be asked of everyone
Participation & Leadership (Agency)

- What: Participation and leadership
- How identified: Lit review & stakeholder interviews discussed women’s limited participation & leadership
- How/Behavior: have membership/hold leadership position/attend meetings/raise hand/speak up membership or leadership in agricultural or community groups
- Injunctive Norms: Approved of in your AFS
  - To what extent do [those who work in [cassava, fish, poultry] in this community] approve of [women being members of an agricultural organization]?
- Descriptive Norms: Typical in your AFS
  - What percent of [women who work in [cassava, fish, poultry] in this community] hold leadership positions within the community?
- Ask and compare within different value chain groups within which these norms may be more or less prevalent or strongly held: Smallholders, Processors, Wholesalers/Retailers etc.
Value-Chain Mobility (Agency)

- What: Value-chain Mobility
- How identified: Lit review & stakeholder interviews discussed women & men being held to certain jobs in value chain
- How/Behavior: Can women go to fields to work? Can they go to market to sell? Can they operate machinery? Okay for men and women to work at different jobs in the AFS Value chain?
- Injunctive Norms: Approved of in your AFS
  - To what extent do [those who work in [cassava, fish, poultry] in this community] approve of [women working in the fields]?
- Descriptive Norms: Typical in your AFS
  - What percent of [women who work in [cassava, fish, poultry] in this community] trade at the market?
- Ask and compare within different value chain groups within which these norms may be more or less prevalent or strongly held: Smallholders, Processors, Wholesalers/Retailers etc.
Material & Financial Resources (Access)

- **What**: Material & Financial resources
- **How identified**: Lit review & stakeholder interviews - most frequently mentioned & deemed most important to WEE in AFSs were those pertaining to control over material and financial resources
- **How/Behavior**: Access and/or ownership to land, livestock, farm equipment, Personal savings, loan, financial assets and income from the AFS business in their own name/joint ownership/inherited/purchased
- **Injunctive Norms**: Approved of in your AFS
  - To what extent do [those who work in [cassava, fish, poultry] in this community] approve of [women owning land]?
- **Descriptive Norms**: Typical in your AFS
  - What percent of [women who work in [cassava, fish, poultry] in this community] have personal savings?
- **Ask and compare within different value chain groups within which these norms may be more or less prevalent or strongly held**: Smallholders, Processors, Wholesalers/Retailers etc.
Technology & Training (Access)

• What: Technology & Training
• How identified: Lit review & stakeholder interviews discussed for instance, extension agents are usually men, and extension trainings are most often designed by and for men
• How/Behavior: Owning a cell phone, attending extension trainings, listening to the radio etc
• Injunctive Norms: Approved of in your AFS
  • To what extent do [those who work in [cassava, fish, poultry] in this community] approve of [women attending extension trainings]?
• Descriptive Norms: Typical in your AFS
  • What percent of [women who work in [cassava, fish, poultry] in this community] have their own cell phone?
• Ask and compare within different value chain groups within which these norms may be more or less prevalent or strongly held: Smallholders, Processors, Wholesalers/Retailers etc.
What next?

April/May
Finalize surveys and protocols & IRB Review

June - August
Piloting of the index in TZ and Nigeria

September
Stakeholder workshop to present findings

October - Dec
Using findings to develop gender transformative approaches to launch 2024

www.cgiar.org
Sudipta Mondal

A seasoned Measurement, Learning, and Evaluation (MLE) specialist with over 20 years of experience in the non-profit sector in India. Currently serving as Senior Director - MLE at PCI India, Sudipta has a strong command of theoretical concepts and practical experience in applying diverse approaches for social and behavioral research and evaluation studies in the realms of public health, nutrition, gender, social norms, livelihoods, and social protection.
Social norms, Fertility Preferences, and Family Planning Practices among Young Wives: Early results from a study of two districts with a higher prevalence of child marriages in India

Emerging Gender & Social Norms Measures

25 April 2023

Dr. Sudipta Mondal, PCI
Context of the Study

Genesis of the study:
- PCI is conducting a Primary Research study with funding support from National Academies of Sciences, Engineering and Medicines (NASEM), USA as part of its Partnership for Enhanced Engagement in Research (PEER) grant
- The title of the study is: Young Wives: An exploratory study of married women below twenty and the socio-cultural determinants of their contraceptive behavior in low resource settings in India

About
- Current studies on Family Planning (FP) focus mainly on knowledge, access, and supply-side interventions.

Gaps
- Lack of understanding of the complex social norms and gender roles surrounding fertility, inadequate knowledge of cultural ecology that influence FP behaviors of Indian couples

Importance
- FP is a public health priority in India; help design interventions to delay conception at an early age. Collecting local evidence from states with a higher incidence of early marriage is important for NSIs

Concerns
- Among young women aged 15-19 years, almost 14% in Assam and 12% in Jharkhand had children (NFHS-4)
Objective of the Current Study

Unpacking the relationship between beliefs and practices in case of young wives in rural areas with a higher prevalence of under age marriage

What is the level of congruity between these two constructs?

How does self belief of young wives influence two critical FP outcomes –

- use of modern family planning methods and
- pregnancy within a year of marriage

Most importantly how to measure the prevailing beliefs or descriptive norms?
We have used mixed method design and collected data from young wives (15-19 years), their mothers-in-law and husbands living in rural areas with a higher prevalence of under age marriage. Current study is based on quantitative data collected from 599 YWs in rural Godda, Jharkhand.

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<th>Tool</th>
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<td>In-depth interviews</td>
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<td>Key Informant Interviews</td>
<td>Frontline workers, community influencers</td>
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<td>Quantitative Survey (108 villages thru’ 2-stage cluster sampling)</td>
<td>Personal interview Schedule</td>
<td>Currently married women</td>
<td>1080</td>
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<td>Personal Interview Schedule</td>
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<tr>
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<td>Personal Interview Schedule</td>
<td>Husbands</td>
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<tr>
<td></td>
<td>Semi structured interviews schedule</td>
<td>Frontline workers, community influencers</td>
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Personal Interview Schedule for Young Wives: How we have included the social norms measure

Personal interview schedule for the young wives included the following sections:

01 | Background profile
02 | Rituals, scientific temperament, affiliations and access to resources
03 | Marriage, fertility preferences, and FP - KAP
04 | Household decision making
05 | Fertility pressure and reproductive coercion
06 | Respect and quality of care
07 | Social norms around family planning

We asked questions on social norms at the end. Out of 143 questions, only 14 questions were on social norms (<10%) and used the following two patterns:

- **Statement:** In my community, it is expected for newly married couples to have a child soon after marriage?
  - Agree | Disagree

- **Question:** What proportion of married women of your age in your community do you think can decide when they want to use contraception?
  - None | Some | Many | Most | No idea
Questions related to individual beliefs around FP, and fertility timing with answer categories – ‘None’, ‘Some’, ‘Many’, ‘Most’, and ‘No Idea’ were treated as under:

‘No idea’ figured prominently in the responses and thus, our weak belief is, in fact, ‘weak or no belief’.

For each question, proportion of respondents scored 1 (which depicts the stronger belief) were calculated and matched with corresponding practices and plotted separately.

Similarly, questions that were canvassed in the form of a statement with two answer options – ‘agree’ and ‘disagree’ were scored 1 and 0 respectively. 1 indicates stronger belief of the index belief.

Many or most were scored 1, None or Some or No Idea were scored 0.
Social Norms - Belief Vs. Action

At the community level, the strong belief about certain practices match well with each other.
At an individual level also, those who have a stronger belief about certain behaviors, tend to practice the same behaviors in a higher proportion.

Belief and practice about Modern FP use

- **Weak/No belief**
  - Action: Not using modern FP method (86.0) / Using modern FP method (14.0)
- **Strong belief**
  - Action: Not using modern FP method (67.6) / Using modern FP method (32.4)

Belief and practice of becoming pregnant soon after marriage

- **Weak/No belief**
  - Action: Not becoming pregnant soon after marriage (<1yrs: 8.5, 1-2yrs: 29.8, 3yrs & above: 61.7)
- **Strong belief**
  - Action: Not becoming pregnant soon after marriage (<1yrs: 2.5, 1-2yrs: 39.1, 3yrs & above: 58.4)
Critical Outcomes: 1st Pregnancy & Use of modern FP Methods

Although married at a young age, one-third of the wives became pregnant within a year of marriage. Only about 17% reported to use a modern family planning method.
Young wives who exhibited positive belief around modern FP methods are more likely to practice modern FP even after controlling for other predictors.

Result from multivariate logistic regression controlled for background characteristics like, age of women, education, religion, caste, economic status, decision making power for using FP/resources, knowledge about FP, quality interaction with health staff, age at marriage, husband education etc. Result is significant at 5% level of significance, Pseudo $R^2 = 0.61$. 
Young wives who exhibited positive belief that society expects the newly married couples should have a child soon after marriage are more likely to conceive within a year of marriage.

Result from multivariate logistic regression controlled for background characteristics like, age of women, education, religion, caste, economic status, decision making power for using FP/resources, knowledge about FP, quality interaction with health staff, age at marriage, husband education etc. Result is significant at 5% level of significance, Pseudo R² = 0.52.
Summary and Points to Ponder

• Descriptive social norms play an important role in modern family planning adoption and timing of the first pregnancy among YWs in rural areas with a higher prevalence of child marriage.

• On measurement of social norms, one needs to ask questions using certain formats and analyze them carefully.
  • Options like ‘no idea’ or ‘can’t say’ pose challenges unless only a few respondents opt for them. We had a sizeable number of such responses. Respondents often tend to opt for neutral answers or avoid giving answers thoughtfully esp. when the questionnaire is long.

• We included the questions on norms towards the end of the survey. It might have added to the response fatigue.
  • A larger question is how common is to have no belief about certain personal intimate behaviors of one’s surroundings esp. for respondents who are newly married with a lower access to resources, limited mobility and social interaction.
Thank you!

The PEER research grant is a collaborative project with IIPS, Mumbai and UT Austin. PCI was awarded the grant from National Academies of Sciences, USA and managed by USAID.

The paper is cowritten with Prof. Cristine H Legare*, Prof. S K Singh**, Mr. Prasann Thatte***, Ms. Sushmita Mukherjee***, Dr. Anjali Singh*** and Ms. Harshita Chary**.

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Nandita Bhan

Professor at the Jindal School of Public Health (JSPH) at O.P. Jindal Global University (JGU). She is a social epidemiologist with degrees in Public Health and Social & Behavioral Sciences from Harvard University, University College London and Delhi University.

Prior to her current role, she worked as Research Scientist- India at the Center on Gender Equity and Health at UC San Diego between 2017 and 2022. Presently, she consults with GEH for the Gender Project.
Validation of the fertility norms scale and association with fertility intention and contraceptive use in India. Studies in Family Planning. 2023 Jan 23.

Bhan N, Johns NE, Chatterji S, Thomas EE, Rao N, Ghule M, Lundgren R, Raj A.
Cari Jo Clark

Associate Professor at the Rollins School of Public Health, Emory University. Her research is focused on the health effects of exposure to child maltreatment and intimate partner violence, the measurement of violence and its associated norms, and the design and evaluation of primary and secondary prevention strategies in institutions and communities.

Abbie Shervinskie

Public Health Program Associate at the Rollins School of Public Health, Emory University where she also received her MPH. She currently provides administrative and analytic support on multiple projects focused on intimate partner violence in Nepal.
Measurement Properties of an Expanded Version of the Partner Violence Norms Scale

Change Starts at Home Project

Cari Jo Clark, Abbie Shervinskie
Emory University

April 2023
EMERGE/SNLC
Limited research on the measurement properties of social norms scales
Norms change was programmatically relevant in high diffusion communities with poorer norms at baseline.

Clark et al., 2020; Clark et al. 2019; Clark et al., 2018; Clark et al., 2017
Current Work

Expanded measurement to 25 items

Acceptability of help-seeking

A woman who seeks help from the police for domestic violence brings shame on her family and should not be welcomed home.

If a woman goes directly to the police to report violence, without first seeking support from the community, she may be shunned or lose the support of the community.
Study

Quasi-experimental mixed-methods study
13 communities in two municipalities in Nawalpur District, Nepal
SBCC intervention - radio drama, couple's/family curriculum, community mobilization

N=1994
78% Intervention
52% Women
77% Disadvantaged Caste
Analysis

EFA / CFA on split half random sample
Measurement invariance testing (MGCFA)

- Gender
- Asset quintile
- Caste
- Condition

Bifactor analysis to confirm dimensionality

- Unidimensional
- Measurement invariant except for gender
Analysis

GEE models examining testing impact of the intervention on study primary outcomes (IPV and norms) and secondary outcomes

- Reductions in IPV
- Improvement in norms
- Improvement in most secondary outcomes

Demonstrating sensitivity to change
Take Aways
Norms change is possible and measurable
Scale needs further development and testing

Next steps
Assessing norms and behavior change in networks
Completing study endline and potentially one additional measurement period
Secure funds dedicated to scale development to accompany intervention testing
EAI Team
Gemma Ferguson, Arti Lad, Binita Shrestha (former), Soham Subedi, Vijaya Development Resource Center

Resources
- Curricula:
  - https://www.whatworks.co.za/resources/item/494-big-change-curriculum
- Change Starts at Home | Facebook

Emory Team Cari Jo Clark, Abbie Shervinskie, Anuska Bhandari

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Associate Professor in the Department of Sociology at the University of Sindh in Jamshoro, Pakistan. His research interests include gender and inequalities, climate change, child and families, and youth empowerment.

Dr. Abro is currently involved in several research projects, including a study on gendered social norms and women's economic empowerment among castes restricted to specific occupations in Sindh, Pakistan, in collaboration with the Center on Gender Equity and Health at the University of California.
Measuring Gender Equity and Empowerment for Monitoring and Evaluation: Identifying and Addressing Gaps in the Field

Dr. Ameer Ali Abro
• The system of patriarchy always dominates in Pakistan and society is segregated into classes and clans (Tarar, M. G., & Pulla, 2014).

• As women being half of the population, they do not have equal rights as a citizen. They do not have access to participate in national development (Tarar, M. G., & Pulla, 2014).

• The reports of the Pakistan Bureau of Statistics reveal that male consists of 51%, female consists of 48.76% and transgenders are 0.24% of the population.
Introduction

• The rural population is 63.40% and the urban population is 36.40% in each society, equalizing gender rights is a main question.
• Women have limited access to family income, facilities for health, and education.
• They do not have access to enough food and they do not have right even on their income.
This project focuses at the grassroots level on marginalized indigenous Sindhi communities to understand how the gendered social norms and women's economic empowerment among castes are restricted to specific occupation functions in a society, where the mode and means of production are controlled by men.

There are several casts restricted to specific occupations where women's work is not counted as 'paid work' because occupations are predominantly associated with men's work.

Social norms have limited women's economic empowerment and created constraints on their social mobility.
Introduction

• Gender inequalities are still innate in every culture. Women suffer from a lack of access to decent work and face professional segregation and gender wage gaps.

• In several circumstances, women are deprived of access to education and health maintenance and are victims of violence and discrimination.

• Women are under-represented in political and economic decision-making processes.

• Social and gender norms are critical underlying factors in determining whether a woman can work, what kind of work she can do, and what responsibilities she has aside from paid work.
The objective of the study

To measure the social norms and their relationship with the economic empowerment of women among castes restricted to specific occupations
• Gender norms have been identified as key drivers for both health and development outcomes, but gender norm measures are in a nascent stage, and most have not been tested in Pakistan.

• We undertook a survey with rural communities in Sindh province Pakistan to understand gender norms related to gender roles for males and females and gender attitudes toward women’s advancement.

• Our communities of focus are:

<table>
<thead>
<tr>
<th>Community</th>
<th>Profession</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malah</td>
<td>Fisherman community</td>
<td>100 interviews</td>
</tr>
<tr>
<td>Kumbhar</td>
<td>Potter Community</td>
<td>100 Interviews</td>
</tr>
<tr>
<td>Manganhar</td>
<td>Singing and playing cultural instruments (Music) during marriages and other social events</td>
<td>100 interviews</td>
</tr>
<tr>
<td>Baghri</td>
<td>Community who works to grow vegetables</td>
<td>100 interviews.</td>
</tr>
</tbody>
</table>
The fisherman community in Sindh is one of the most marginalized groups, and women in this community face significant barriers to empowerment.

Women in this community are primarily engaged in fish processing and other household activities, with limited opportunities for education or formal employment.

However, some NGOs have been working to empower women in the fisherman community by providing them with vocational training and encouraging them to form cooperatives.
• The Manganhar community in Sindh is known for its drumming tradition, and women in this community play an essential role in performing and accompanying the male drummers.

• However, women in this community face significant social and economic barriers, such as limited access to education, healthcare, and formal employment opportunities.
• The Baghri community in Sindh is known for vegetable farming, and women in this community play an essential role in the production and processing of vegetables.

• However, women in this community also face significant challenges, such as limited access to education, healthcare, and financial resources.
• The pottery community in Sindh is known for its traditional pottery-making techniques, and women in this community play an essential role in the production and processing of pottery.

• However, women in this community also face significant social and economic barriers, such as limited access to education, healthcare, and financial resources.
This study initiated for testing of already developed measures by EMERGE, to meet the objective of the study:

To measure the social norms and Gender role for Women empowerment among castes restricted to specific occupations in Pakistan.

Set of questions developed by EMERGE, as Social Norms measurement were used:

Social Norms and Gender Roles
<table>
<thead>
<tr>
<th>Gender</th>
<th>Total</th>
<th>Manganhar</th>
<th>Mallah</th>
<th>Baghri</th>
<th>Kumbhar</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>200</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>200</td>
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<td>Age</td>
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</tr>
<tr>
<td>21 to 30</td>
<td>34</td>
<td>48</td>
<td>32</td>
<td>41</td>
<td></td>
<td>155</td>
</tr>
<tr>
<td>31 to 40</td>
<td>65</td>
<td>32</td>
<td>53</td>
<td>42</td>
<td></td>
<td>192</td>
</tr>
<tr>
<td>41 to 50</td>
<td>1</td>
<td>20</td>
<td>15</td>
<td>17</td>
<td></td>
<td>53</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uneducated</td>
<td>80</td>
<td>79</td>
<td>96</td>
<td>75</td>
<td></td>
<td>330</td>
</tr>
<tr>
<td>Primary Education</td>
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<td>13</td>
<td>4</td>
<td>11</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Middle</td>
<td>5</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Matriculation</td>
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<td>1</td>
<td>0</td>
<td>3</td>
<td></td>
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</tr>
<tr>
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<td>1</td>
<td>0</td>
<td>2</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Graduate</td>
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<td>0</td>
<td>0</td>
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</tbody>
</table>

Table 1. Demographic characteristics of the total sample and by community
Table 2. Gender role norms and Attitudes toward women’s advancement (total Sample)

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree</td>
<td>Disagree</td>
<td>Agree</td>
</tr>
<tr>
<td>1</td>
<td>Our culture makes it harder for girls to achieve their goals than boys</td>
<td>400</td>
<td>139</td>
</tr>
<tr>
<td>2</td>
<td>Adolescent girls in my community are more likely to be out of school than adolescent boys</td>
<td>400</td>
<td>76</td>
</tr>
<tr>
<td>3</td>
<td>Girls in my community are sent to school only if they are not needed to help at home</td>
<td>400</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>Most people in my community expect girls to be sent to school only if they are not needed at home</td>
<td>400</td>
<td>76</td>
</tr>
<tr>
<td>5</td>
<td>Most boys and girls in my community do not share household tasks equally</td>
<td>400</td>
<td>149</td>
</tr>
<tr>
<td>6</td>
<td>Most people in my community expect men to have the final word about decisions in the home</td>
<td>400</td>
<td>179</td>
</tr>
<tr>
<td>7</td>
<td>Most people in my community do not expect girls and boys to share household tasks equally</td>
<td>400</td>
<td>156</td>
</tr>
<tr>
<td>8</td>
<td>Most men in my community are the ones who make the decisions in their home</td>
<td>400</td>
<td>186</td>
</tr>
<tr>
<td>9</td>
<td>Most women in my community have the same chance to work outside the home as men</td>
<td>400</td>
<td>154</td>
</tr>
<tr>
<td>10</td>
<td>Most people in my community expect women to have the same chance to work outside the home as men</td>
<td>400</td>
<td>158</td>
</tr>
<tr>
<td>11</td>
<td>Most adolescent girls in my community marry before the age of 18 years</td>
<td>400</td>
<td>150</td>
</tr>
<tr>
<td>12</td>
<td>Adults in my community expect adolescent girls to get married before the age of 18 years</td>
<td>400</td>
<td>173</td>
</tr>
<tr>
<td>13</td>
<td>Most families in my community control their daughters’ behaviors more than their sons’ behaviors</td>
<td>400</td>
<td>165</td>
</tr>
<tr>
<td>14</td>
<td>Most people in my community expect families to control their daughter’s behavior more than their sons’ Behavior</td>
<td>400</td>
<td>141</td>
</tr>
<tr>
<td>Gender Role Attitudes</td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>-------</td>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td>SA</td>
<td>A</td>
<td>NANG</td>
</tr>
<tr>
<td>Changing diapers, bathing the kids, and feeding the kids are the mothers' responsibilities.</td>
<td>400</td>
<td>108</td>
<td>24</td>
</tr>
<tr>
<td>A man is the one who decides when to have sex with his wife.</td>
<td>400</td>
<td>115</td>
<td>35</td>
</tr>
<tr>
<td>Only when a woman has a child is she a real woman.</td>
<td>400</td>
<td>124</td>
<td>46</td>
</tr>
<tr>
<td>If a woman wants to avoid being pregnant, it is her responsibility alone.</td>
<td>400</td>
<td>71</td>
<td>20</td>
</tr>
<tr>
<td>It's better to have more sons than daughters in a family.</td>
<td>400</td>
<td>73</td>
<td>16</td>
</tr>
<tr>
<td>Women have the same rights as men to work and study outside of their homes.</td>
<td>400</td>
<td>146</td>
<td>14</td>
</tr>
<tr>
<td>A couple should decide together how many children to have.</td>
<td>400</td>
<td>130</td>
<td>23</td>
</tr>
<tr>
<td>Men should help with household duties.</td>
<td>400</td>
<td>158</td>
<td>26</td>
</tr>
<tr>
<td>It is just as important for a girl to go to school as it is for a boy to go to school.</td>
<td>400</td>
<td>163</td>
<td>17</td>
</tr>
<tr>
<td>Masculinity Attitudes</td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
<td>-------</td>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td>1. To be a man, you need to be tough</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>SWA</td>
<td>DA</td>
</tr>
<tr>
<td></td>
<td>400</td>
<td>135</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td></td>
<td>127</td>
<td>34</td>
</tr>
<tr>
<td>2. Men should be embarrassed if unable to get an erection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>SWA</td>
<td>DA</td>
</tr>
<tr>
<td></td>
<td>400</td>
<td>115</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>98</td>
<td>27</td>
</tr>
<tr>
<td>3. If someone insults men, he should defend his reputation, with force if he has to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>SWA</td>
<td>DA</td>
</tr>
<tr>
<td></td>
<td>400</td>
<td>168</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>149</td>
<td>42</td>
</tr>
<tr>
<td>4. Men need sex more than women do</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>SWA</td>
<td>DA</td>
</tr>
<tr>
<td></td>
<td>400</td>
<td>78</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td></td>
<td>67</td>
<td>77</td>
</tr>
<tr>
<td>5. Men don't talk about sex, they just do it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>SWA</td>
<td>DA</td>
</tr>
<tr>
<td></td>
<td>400</td>
<td>104</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td></td>
<td>84</td>
<td>88</td>
</tr>
<tr>
<td>6. Men are always ready to have sex</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>SWA</td>
<td>DA</td>
</tr>
<tr>
<td></td>
<td>400</td>
<td>67</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55</td>
<td>80</td>
</tr>
<tr>
<td>7. Most men would not want to have a gay friend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>SWA</td>
<td>DA</td>
</tr>
<tr>
<td></td>
<td>400</td>
<td>163</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>137</td>
<td>13</td>
</tr>
<tr>
<td>8. A man needs to have male friends to talk about his problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>SWA</td>
<td>DA</td>
</tr>
<tr>
<td></td>
<td>400</td>
<td>180</td>
<td>10</td>
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<tr>
<td></td>
<td></td>
<td>165</td>
<td>28</td>
</tr>
<tr>
<td>9. A man should have the final word about decisions in his home</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Agree</td>
<td>SWA</td>
<td>DA</td>
</tr>
<tr>
<td></td>
<td>400</td>
<td>174</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>172</td>
<td>18</td>
</tr>
</tbody>
</table>
Table 5. Gender role norms and Attitudes toward Women’s Advancement (total Sample)

<table>
<thead>
<tr>
<th>ATTITUDES TOWARD WOMEN’S ADVANCEMENT</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
<td>A</td>
<td>NANG</td>
</tr>
<tr>
<td>1 On the whole, men make better political leaders than women</td>
<td>400</td>
<td>128</td>
<td>32</td>
</tr>
<tr>
<td>2 A university education is more important for a boy than for a girl</td>
<td>400</td>
<td>60</td>
<td>45</td>
</tr>
<tr>
<td>3 On the whole, men make better business executives than women do</td>
<td>400</td>
<td>168</td>
<td>15</td>
</tr>
<tr>
<td>Social Norms and Expectations of Males and Females in your Community (For Men and Boys)</td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>SA</td>
<td>A</td>
<td>NANG</td>
</tr>
<tr>
<td>1</td>
<td>They should be good at domestic work such as cooking and cleaning</td>
<td>400</td>
<td>147</td>
</tr>
<tr>
<td>2</td>
<td>They should marry</td>
<td>400</td>
<td>116</td>
</tr>
<tr>
<td>3</td>
<td>They should have children</td>
<td>400</td>
<td>141</td>
</tr>
<tr>
<td>4</td>
<td>They should stay a virgin until marriage</td>
<td>400</td>
<td>172</td>
</tr>
<tr>
<td>5</td>
<td>They should be respectful to their parents</td>
<td>400</td>
<td>180</td>
</tr>
<tr>
<td>6</td>
<td>They should be respectful to their in-laws</td>
<td>400</td>
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</tr>
<tr>
<td>7</td>
<td>They should mostly be at home and should not “roam around” with friend</td>
<td>400</td>
<td>72</td>
</tr>
<tr>
<td>8</td>
<td>They should dress modestly</td>
<td>400</td>
<td>172</td>
</tr>
<tr>
<td>9</td>
<td>They should complete their secondary education</td>
<td>400</td>
<td>180</td>
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<tr>
<td>10</td>
<td>They should complete higher education</td>
<td>400</td>
<td>188</td>
</tr>
<tr>
<td>11</td>
<td>They should have a paid income to help keep the family financially secure</td>
<td>400</td>
<td>181</td>
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</table>
### Social Gender Role Norms

<table>
<thead>
<tr>
<th>Reliability Statistics</th>
<th>N of Items</th>
</tr>
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<tbody>
<tr>
<td>Cronbach's Alpha</td>
<td>14</td>
</tr>
<tr>
<td>0.422</td>
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### Reliability of Social Norms and Gender Role

#### Gender Role Attitudes

<table>
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#### Masculinity Attitudes

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<td>0.657</td>
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RELIABILITY OF SOCIAL NORMS AND GENDER ROLE

ATTITUDES TOWARD

WOMEN’S ADVANCEMENT

<table>
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</thead>
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<td>N of Items</td>
</tr>
<tr>
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SOCIAL NORMS AND EXPECTATIONS OF MALES AND FEMALES IN YOUR COMMUNITY

<table>
<thead>
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<th>Reliability Statistics</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>.775</td>
<td>22</td>
</tr>
</tbody>
</table>
• The Research concludes in light of collected information that Prospects about characteristics and behaviors suitable to women or men and the associations between women and men in other words, gender are formed by social norms.

• Policies that provision women's authorization can subsidize women's capability to express and support their ideas for their society as well as understandings and variations to cultural and gender norms.
• The result of this study shows most of the male and female respondents agreed that social norms create hurdles for girls to achieve their goals in life more than boys of that community. Gender is an organized foundation of disparity in education.

• Until recent times, girls feel behindhand boys in schooling. Girls’ admission to education is incomplete and prejudiced.

• Education is considered the right of boys.

• Girls are underprivileged in education as they have less attention and admission to higher education.
• The results of all communities show the same scenario.
• The study examined Male-controlled beliefs rooted in local societies and values that encode the social value of gender.
• Females are completely far away from state constructions and decision-making. Females face major difficulties due to their tasks in the household.
• Females make respect by being tolerant of all decisions completed by their spouse and other male family members, their services in domestic tasks (cleaning, cookery, caring for kids) mark them reputable wives or daughters, and sisters.
• The findings of the research show that household preparation can contribute to women's authorization as it allows them to work out free choice, and family planning can affect direct health welfare.

• Pakistani females contain important health dangers for both mother and kid. Bashfulness and social norms on the subject of sexuality create it problematic for the wife and husband to discuss family planning matters with each other.

• In Pakistan, females are normally not the only ones who affect their reproductive behavior. Much consideration is absorbed on the role of males, specifically husbands, and in-laws, in making fertility-related decisions.
The current study examined women's political empowerment as well the findings show the causes behindhand the inadequate political authorization of females to go through socio-cultural performance and the financial dependence of females on the male of their home.

Laterally with this, low proportions of literateness and gender segregation in social roles are other features that delay females’ contribution to the political sector.
Questions for the Panelists
To Learn more about EMERGE, visit the EMERGE website: https://emerge.ucsd.edu/

To learn more about the global social norms learning collaborative, visit the ALiGN website: https://www.alignplatform.org/global-learning-collaborative
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