Measuring Gender Equitable Attitudes: Developing a tool to measure progress
Bernadette Crawford / Chris Pain
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Introduction

Inequality – key barrier to exiting Extreme Poverty

Challenges
- Understanding attitudes and norms amongst men and women
- Measuring changes in attitudes (and whether interventions have had an impact)

Developed a Concern Specific Scale
- Necessary as programmes shift towards trying to influence changes in attitudes and behaviour
- Existing scales very narrow in focus eg on specific issues, such as gender roles
- Contexts we work in require something different

Engaged Promundo (experts in the area from work on GEM Scales and IMAGES)

Developed a questionnaire based on existing tested scales

Read 545 respondents 56 / 61 statements to assess their ‘gender equitable’ attitudes, with variety of closed answers

Sample drawn from three countries
- Bangladesh (30.8%); Rwanda (32.5%); Tanzania (36.7%)

And across Concern Staff and Beneficiaries (49% to 61%)

Equal representation of men and women (49.5% to 50.5%)

Supplemented by Qualitative work and questions on behaviours as well as attitudes
Could Identify 5 Sub Scales

1. Relationships between men and women
2. Social and Sexual Relations at Home (based on GEM)
3. Acceptance of Violence
4. Equality of the Girl Child
5. Attitudes towards Sexual Exploitation

A further scale ‘Women’s Rights and Equality’ is not performing
Statements included in this scale

• When women work they are taking jobs away from men.
• When women get rights they are taking rights away from men.
• Rights for women means that men lose out.
• If a woman works she should give her money to her husband.
• If a man paid a bride price for his wife, he owns her.
• Children belong to a man and his family.
• A woman cannot refuse to have sex with her husband.
• If a woman does something wrong her husband has the right to punish her.
Relationships Between Men and Women

![Bar chart showing relationships between men and women based on education level and employment status.]

- Concern (or Partner) Staff: Yes = 3.18, No = 2.68
- Education Level:
  - No Schooling: 2.56
  - Some Primary School: 2.79
  - Completed Primary School: 2.72
  - Some Secondary School: 2.79
  - Completed Secondary School: 2.95
  - Some Higher Level Education: 3.21
  - Higher Level Degree: 3.33
- Employment Status:
  - Unemployed / Never Worked: 2.66
  - Formally Employed: 3.06
  - Informally Employed: 2.70
  - Other (Studying / Retired): 3.11
  - Ever Attended Gender Training (Workshop): Yes = 3.07, No = 2.82
Statements Included in this Scale

- A woman’s most important role is to take care of her family.
- Men don’t just talk about sex, you just do it.
- Changing diapers, or cloths, giving kids a bath, and feeding kids are a woman’s responsibility.
- It is a woman’s responsibility to avoid getting pregnant.
- A man should have the final word about decisions in his home.
- Men are always ready to have sex.
- A woman should tolerate violence in order to keep her family together.
- Men should be embarrassed if they are unable to get an erection during sex.

Social and Sexual Relations

<table>
<thead>
<tr>
<th>Sex</th>
<th>Country</th>
<th>Concern (or Partner) Staff</th>
<th>Employment Status</th>
<th>Ever Attended Gender Training (Workshop)</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>Bangladesh</td>
<td>Yes</td>
<td>Unemployed / Never Worked</td>
<td>Yes</td>
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<tr>
<td></td>
<td>Female</td>
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<td>Formally Employed</td>
<td>No</td>
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<td>2.03</td>
<td>Informally Employed</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>1.92</td>
<td>Other (Studying / Retired)</td>
<td>Yes</td>
</tr>
<tr>
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<td></td>
<td>2.35</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.69</td>
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</tr>
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<td></td>
<td>No</td>
</tr>
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<td>2.29</td>
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<td></td>
<td>1.77</td>
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<td>No</td>
</tr>
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<td></td>
<td></td>
<td>1.96</td>
<td></td>
<td>No</td>
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<td>2.30</td>
<td></td>
<td>No</td>
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<td>2.21</td>
<td></td>
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</tr>
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<td></td>
<td>1.88</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

Social and Sexual Relations
Valuing the Girl Child

Statements Included in this Scale

• If there is limited amount of money, it should be spent on sons first.

• It is more important for a woman to give birth to a boy than a girl.
## Valuing the Girl Child

### Concern (or Partner) Staff
- **No Schooling**: 2.61
- **Some Primary School**: 2.74
- **Completed Primary School**: 2.81
- **Some Secondary School**: 2.83
- **Completed Secondary School**: 2.96
- **Some Higher Level Education**: 2.94
- **Higher Level Degree**: 2.92
- **Ever Attended Gender Training (Workshop)**: 2.90

### Education
- **Yes**: 2.93
- **No**: 2.73

### Chart: Attitudes towards the Girl Child

- **Bar Chart Description**: The chart illustrates the attitudes of Concern (or Partner) Staff and Education towards the girl child, categorized by different levels of schooling and educational training.

**Source**: Concern worldwide
Violence Against Women

Statements Included in this Scale

• Beating a woman is justified if she goes out without telling her husband.
• Beating a woman is justified if she neglects her children.
• Beating a woman is justified if she argues with her husband.
• Beating a woman is justified if she refuses to have sex with her husband.
Violence Against Women

<table>
<thead>
<tr>
<th>Concern (or Partner) Staff</th>
<th>Employment Status</th>
<th>Education Level</th>
<th>Ever Attended Gender Training (Workshop)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3.40</td>
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<td>3.47</td>
</tr>
<tr>
<td>No</td>
<td>2.67</td>
<td>2.67</td>
<td>3.43</td>
</tr>
<tr>
<td>Unemployed / Never Worked</td>
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<td>2.67</td>
<td>3.26</td>
</tr>
<tr>
<td>Formally Employed</td>
<td>3.21</td>
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<td>3.43</td>
</tr>
<tr>
<td>Informally Employed</td>
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<td>2.76</td>
<td>3.26</td>
</tr>
<tr>
<td>Other (Studying / Retired)</td>
<td>2.34</td>
<td>2.93</td>
<td>3.43</td>
</tr>
<tr>
<td>No Schooling</td>
<td>3.33</td>
<td>3.17</td>
<td>3.43</td>
</tr>
<tr>
<td>Some Primary School</td>
<td>3.47</td>
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<tr>
<td>Completed Primary School</td>
<td>3.43</td>
<td>3.26</td>
<td>3.43</td>
</tr>
<tr>
<td>Some Secondary School</td>
<td>3.43</td>
<td>3.26</td>
<td>3.47</td>
</tr>
<tr>
<td>Completed Secondary School</td>
<td>3.47</td>
<td>3.26</td>
<td>3.47</td>
</tr>
<tr>
<td>Some Higher Level Education</td>
<td>3.47</td>
<td>3.26</td>
<td>3.47</td>
</tr>
<tr>
<td>Higher Level Degree</td>
<td>3.26</td>
<td>2.86</td>
<td>3.47</td>
</tr>
</tbody>
</table>

Attitude towards Violence Against Women
Sexual Exploitation

Statements Included in this Scale

• I think it is a natural thing for men to do.

• I think it is OK as long as he is not married or in a relationship with someone.

• I think it is something that most men do at least once in their lifetime.

• I think that sex is a service that can be bought like any other service.
Sexual Exploitation

Concern (or Partner) Staff
Education
Ever Attended Gender Training (Workshop)
No major differences in answers on any of the scales between men and women

No real differences between countries

Age not (significantly) correlated with attitudes, but men and women seem to go in different directions

Education the strongest predictor of equitable attitudes (but not quite linear) – influences employment

Attendance at training also good predictor of response – doesn’t seem to be influenced by when the training took place
Yes: n = 125; within the past month (8.0%), within the past six months (36.0%); within the last two years (29.6%); longer ago (or can’t remember) (26.4%)
Ever Attended Gender Training

Statistical Significance: p < .001 ***, p < .01 **, p < .05*