## Handout 8.1.1: Table of Gender Indicators

### Household Decision-Making

Gather information from men and women on their perceived roles in household decision-making. This includes asking questions about whether women, men or both have a role in decisions on issues such as:

- Finances (including large and small purchases)
- Healthcare (including family planning)
- Sex or fertility preferences

Where culturally relevant, assess the role of family and community members in these decisions.

### Partner Communication

Whether and to what extent partners communicate about personal and household topics should also be measured. Evaluations should assess whether men and women communicate about:

- Household responsibilities
- Healthcare (including use of family planning)
- Sex or fertility preferences

This should also include measures of whether men and women discuss these issues with:

- Partners
- Family
- Friends
- Healthcare providers
- Community members
- Other: Specify

Finally, assess the frequency of communication between men and women

Use an ordinal measure: Never, sometimes, often, always

### Power Relations

Programs may also want to assess relationship power by measuring:

- Men and women's ability to refuse sex
- Men and women's ability to disagree with their partners

Individual autonomy is also a key dimension of gender equity. To measure autonomy, evaluate men and women's attitudes about the acceptability of:

- Mobility for work
- Travel to visit friends and/or family
Access to Opportunities and Resources

To measure men and women's access to employment, education, healthcare and leadership:

**Address differences in employment by:**
- Men's employment (whether employed, position, type of income)
- Women's employment (whether employed, position, type of income)
- Differences in men and women's employment
- Attitudes towards women's education and employment
- Women's ability to control income (either their own or their husband's income)

**Address differences in education by:**
- Men's education level and women's education level
- Differences in men and women's education
- Attitudes towards women's education

**Address differences in access to healthcare by:**
- Men and women's use of healthcare services (whether used, how frequently)
- Difference in men and women's use of healthcare services
- Household allocation of funds for healthcare
- Women's freedom of movement, mobility

**Address differences in leadership roles held by:**
- Men and women's participation in:
  - Local community organizations, governing bodies
  - Proportion of local, regional and national leadership positions held by women

Gender Norms and Attitudes

To measure changes in attitudes to gender norms as a result of SBCC interventions, it is important to evaluate cultural norms such as 1) sex preference, 2) gender roles 3) and violence.

**Sex preference:**
- Assess attitudes toward giving birth to a girl vs. attitudes towards giving birth to a boy.
- Measure attitudes around whether household resources should be differentially invested in girls or boys. This includes allocation of resources for:
  - Education
  - Food
  - Healthcare

**Gender roles (masculine and feminine expectations):**
- Assess men and women's attitudes in regard to whether:
  - Women should be submissive to men.
  - Men should be the dominant partner.
  - Women are responsible for household duties.
Women are responsible for childcare duties.
Men are the primary earners of income.
Men should hold leadership roles and political positions.

Violence:

Ask if men and women believe men are justified in physical and/or mental abuse.

Assess in what circumstances men and women believe it’s ok for men to be violent (either physically or mentally) with women. For example, is it ok if:

- It is “deserved”
- A partner has been unfaithful
- There is a disagreement (including disagreements about sex)