



Addressing Harmful Gender Stereotypes

Application of Behavioural Insights

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The design, development, implementation, and reporting of the experiment was led by **CVE Insights**, a UK-based international organisation that empowers communities and individuals to build resilience against violent extremism through people-centred and evidenced-based solutions.

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Executive Summary

In recent years, the Government of Uzbekistan has taken commendable steps and made considerable progress in addressing gender equality and harmful gender stereotypes. However, despite these significant legislative and policy initiatives, gender biases and widespread discriminatory attitudes remain deeply entrenched in society, hindering the achievement of the desired impact and conditions as outlined in the Strategy for Achieving Gender Equality in the Republic of Uzbekistan Until 2030 (hereafter the “2030 Strategy”).

To maximise the effectiveness of gender policies, it is essential to address not only legal considerations and the provision of services by government entities but also the deeply rooted social norms and community-level beliefs. Gender norms are not learned through government legislation; they are typically learned in social settings, often from a very young age, and are particularly guided by parental attitudes. As children grow up, they are socialized into the prevalent gender norms, expectations, and associated behaviours that surround them.

To achieve lasting change towards gender equality and successfully meet the indicators set by the 2030 Strategy, the Government of Uzbekistan must complement their legislation and services with measures that engage and transform these gender norms, including through behavioural and community-based interventions. By addressing the root causes of gender inequality within social structures and promoting positive behaviours and beliefs, the government can foster an environment where gender equality is not only legally mandated but also culturally embraced.

To support the Government of Uzbekistan in this effort, this report presents the findings of an innovative behavioural insights experiment conducted in Namangan. This experiment assessed the efficacy of a specifically designed behavioural intervention in transforming these norms, beliefs, and behaviours. The findings from this study provide a strong evidence-base for the development and implementation of several policy and practice measures that the Government of Uzbekistan should consider to enhance the overall impact of the 2030 Strategy.

The study was original yet grounded in evidence-based behavioural science and gender equality practices. By leveraging self-determination theory (SDT), which emphasises a sense of autonomy, competence, and relatedness in motivating behaviour, along with the social influence of key community figures, the intervention successfully fostered a transformation in the way gender was perceived and manifested within households.

Community members engaged in a series of individual and group exercises that enabled them to identify and change their own beliefs. In line with SDT and behavioural change principles, the intervention recognised the critical role of intrinsic motivation and social influences in guiding behaviour and decision-making. In practice, the intervention was built on three key behavioural levers:

Autonomy: Participants were encouraged to introspect and identify their own issues and solutions, promoting individual choice and motivation.

Information: Participants developed the information themselves with subtle guidance, enhancing their sense of capacity and achievement.

Social Influences: The intervention leveraged credible and trusted messengers, including a religious leader, community leader, and female role model, to support and promote the desired behavioural change.

By combining the self-development and sharing of information with individual autonomy and social influence, the study impacted not only the surface-level behaviours but also created a fundamental shift in underlying beliefs and attitudes towards gender equality.

This study marks a crucial step in the broader effort to challenge and ultimately redefine the traditional gender norms in Uzbekistan. It demonstrates how community-based, culturally sensitive, and psychologically and behaviourally informed strategies can effectively promote gender equality and the empowerment of women in society. By focusing on changing the underlying beliefs and behaviours, this intervention can complement and enhance the traditional policy-driven strategies and government efforts to create a more inclusive and gender-equal society.

Key Findings

Women's Agency and Decision-Making: The intervention significantly enhanced women's intrinsic agency, with 80% of women reporting increased comfort visiting places alone, expressing opinions, and making independent decisions. Additionally, the belief that «a man should have the final word on decisions in his home» also reduced from 80% to 45% among the experimental group participants.

Equal Opportunities to Work: The intervention halved the number of people believing that «men should have more right to a job than women», reducing it from 60% to 30%. Post-intervention, 100% of male participants supported «more opportunities for women in business», and 80% of women started to consider earning their own money, with 50% contemplating starting their own business.

Intimate-Partner Violence: The intervention significantly reduced the acceptance of intimate-partner violence, with the number of participants believing that «it is justifiable for a man to beat his wife» decreasing by 67%. Moreover, the proportion of individuals who fully disagreed with the statement «a women should tolerate violence to keep her family together» increased from 35% to 70%, while those who agreed or fully agreed fell from 30% to 5%. Similarly, full disagreement with the statement «it is alright for a man to beat his wife to discipline her» rose from 55% to 90%, and agreement reduced from 10% to 0%.

Politics and Education: The belief that «women having the same rights as men is essential for democracy» rose from 20% to 50%, and support for «more opportunities for women in politics» increased from 65% to 85%. Additionally, support for «more access to higher education for women» reached 100% post-intervention, up from 85%.

Behaviour Beyond Perspectives: Following the intervention, 85% of participants reported that husbands took on more household work and chores, indicating a significant behavioural change and shift in gender perspectives within the households. Additionally, 80% of participants frequently engaged in discussions on gender equality, reflecting a proactive approach to gender-related dialogues.

Impact of Opinion Leaders: The opinion leaders, including a religious leader, community leader, and female role model, significantly influenced participants' attitudes, with the female role model being particularly impactful among women. The results demonstrate that the combination of interactive exercises aligned with SDT and credible opinion leaders effectively shifted gender attitudes and behaviours towards greater gender equality.

Recommendations

- 1. Incorporate Behavioral Insights into the 2030 Strategy:** Integrating behavioural insights into policy development can create more effective and sustainable policies that address gender inequality at its root. Understanding how people behave and make decisions, rather than how they are expected to behave, allows for frameworks that address deeply ingrained social norms. To fully achieve the goals of the 2030 Strategy, the government should consider updating and expanding the current measures in the Strategy to incorporate behaviourally informed measures, such as this intervention, which aim to change these harmful gender norms and stereotypes.
- 2. Scaling up the BI Intervention in other the mahallas across Uzbekistan:** The success of the behavioural change intervention demonstrates its potential for broader application. Replicating this intervention in other communities can advance gender equality and improve women's livelihoods, supporting the government's policy approaches and increasing the likelihood of meeting the target indicators set in the 2030 Strategy.
- 3. A Behavioural Response to Intimate Partner Violence:** In alignment with the Law on the Protection of Women from Oppression and Violence, the government should integrate key components of the intervention into preventive conversations conducted by inspectors and correctional programmes aimed at changing violent behaviour. This approach can foster long-term change and reduce the cases of repeated violence.
- 4. Enhance the Agency of Women Repatriated from Conflict Zones:** The prevalent gender norms are hindering the reintegration of many women repatriated from Syria, Iraq and Afghanistan. The intervention, when implemented in accordance with the individual client plans, can equip these women with the agency and understanding needed to overcome these challenges, complementing the ongoing rehabilitation and reintegration efforts.
- 5. Invest in the Promotion of Female Role Models:** Promoting a diverse range of female role models, particularly in underrepresented sectors, such as politics, can shift societal attitudes and encourage more equitable gender norms. Public campaigns and media representation of successful women, using the intervention's effective messaging structure, can amplify positive effects and encourage women's engagement with government services.
- 6. Integrate an Adapted Version into Education Curricula:** By incorporating a behaviourally informed approach into gender curricula, the government can foster a generation that is more aware of and committed to gender equality. The materials and activities developed in this intervention can be adapted for classroom implementation with minor tailoring, aligning with the 2030 Strategy's emphasis on gender literacy in education.

- 7. Expand Support for Religious Leaders in Promoting Gender Equality:** Building upon Mahalla and religious leaders' influence on social norms can support the effectiveness of established measures. The message structure used in the intervention can be replicated in other formats, including informal events or sermons. The inclusion of such activities within the 2030 Strategy would complement the existing measures.
- 8. Integrate the Intervention into the National PVE Strategy:** Violent extremist groups exploit harmful gender norms. Integrating this intervention into the National Strategy on Countering Extremism and Terrorism can address root causes of radicalisation. The focus on promoting gender equality, reducing acceptance of violence, and supporting vulnerable women aligns with the National Strategy, contributing to a comprehensive approach to preventing violent extremism.
- 9. Piloting Behavioral Insights Entity in the Government System.** Success of the BI application to address harmful gender stereotypes in Uzbekistan heralds the prospects and important possibilities of BI in tackling policy issues in the country. Establishment of the BI unit/entity within the government system could provide the consistent and systematic designing and implicating of BI interventions. This unit would generate and apply Behavioural insights to form, improve the relevant government policies.

Acronyms and Abbreviations

| | |
|-----------------|--|
| BI | Behavioural Insights |
| CEDAW | Convention on the Elimination of All Forms of Discrimination against Women |
| GEAS | Gender Equality Attitudes Study |
| GSNI | Gender Social Norms Index |
| IJU | Islamic Jihad Group |
| IMU | Islamic Movement of Uzbekistan |
| ISIS-K | Islamic State – Khorasan Province |
| ISIL | Islamic State in Iraq and the Levant |
| PVE | Preventing violent extremism |
| RLVE | Radicalisation leading to violent extremism |
| SDT | Self-Determination theory |
| UNDP | United Nations Development Programme |
| UN WOMEN | United Nations Entity for Gender Equality and the Empowerment of Women |
| WAS-61 | Women’s Agency Scale 61 |

Concepts and Terminology

Autonomy

Autonomy refers to the need for self-direction and personal endorsement in one's actions. It involves the freedom to make choices aligned with one's true interests and values. Autonomous individuals perceive their behaviours as self-endorsed and consistent with their values, supporting intrinsic motivation.¹

Behavioural Insights (BI)

An approach to policymaking that combines knowledge from psychology, and the cognitive and social sciences, with robust measurement approaches to understand how people behave and make choices. These insights are then used to design policies and initiatives that 'nudge' people's decision-making and behaviour in a way that promotes positive social change while preserving freedom of choice.²

Behavioural Insights Experiment

A behavioural insights experiment aims to demonstrate the causal relationship between a behavioural intervention and its outcome (i.e. the desired behaviour). In other words, a behavioural insights experiment aims to identify whether an intervention (i.e. the manipulation of an independent variable) will cause an effect (i.e. a measurable difference in the dependent variable). A behavioural insights experiment may also aim to determine under which mechanisms and conditions the intervention produces its effect.

Community (Mahalla)

"Often a geographical subset of society at the local level, a "community" can be defined by commonalities such as, but not limited to, norms, religion, shared interests, customs, values and needs of civilians. A community is not static or closed, but constantly evolving subject to internal and external construction and reconstruction".³

Competence

Competence involves feeling effective and capable in one's interactions with the environment, mastering tasks, and experiencing a sense of achievement and growth.⁴

Gender

"Gender refers to the characteristics of women, men, girls, and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl, or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time."⁵

¹ University of Rochester (2022). Our Approach: Self-Determination Theory. [link](#)

² United Nations Development Programme (2022). Enhancing Efforts to Prevent Violent Extremism by Leveraging Behavioural Insights. [link](#)

³ United Nations (2020). United Nations Community Engagement Guidelines on Peacebuilding and Sustaining Peace. [link](#)

⁴ University of Rochester (2022). Our Approach: Self-Determination Theory. [link](#)

⁵ World Health Organization (2019). Gender and Health. [link](#)

Gender Norms

Gender norms are the standards and expectations to which women and men generally conform, within a range that defines a particular society, culture, and community at that point in time. Gender norms are ideas about how women and men should be and act. Internalised early in life, gender norms can establish a life cycle of gender socialisation and stereotyping.⁶

Gender Stereotypes

A Gender stereotype is a generalised view or preconception about attributes or characteristics that are or ought to be possessed by women and men or the roles that are or should be performed by women and men.⁷

Instrumental Agency

The power to exercise one's capabilities, make one's own strategic choices, pursue one's rights, goals, and aspirations, and affect desired change in one's life.⁸

Intrinsic Agency

Intrinsic agency (or power within) entails a critical awareness of one's rights and aspirations, confidence in one's capabilities, and motivation to pursue self-defined goals.⁹

Intrinsic Motivation

The motivation to engage in activities or behaviours because it is appealing and fulfilling, without external contingencies (e.g. rewards).¹⁰

Preventing Violent Extremism

Preventing violent extremism (PVE) focuses on preventative approaches that address the underlying drivers and factors that create vulnerabilities to violent extremism. The Swiss Government describes PVE as "depriving violent extremism of its breeding ground by enhancing the capacity of individuals and communities to resist it".¹¹

Radicalisation Leading to Violent Extremism

Radicalisation leading to violent extremism (RLVE) is the process by which an individual increasingly adopts violence as a means to pursue an ideological objective.¹²

Relatedness

Relatedness involves establishing meaningful and supportive connections with others, feeling a sense of belonging, mutual respect, and understanding in relationships.¹³

⁶ European Institute for Gender Equality (2016). Gender Norms. [link](#)

⁷ Office of the United Nations High Commissioner for Human Rights (2014). Gender Stereotypes and Stereotyping and Women's Rights. [link](#)

⁸ Yount, K. M., Khan, Z., Miedema, S., Cheong, Y. F. & Naved, R. T. (2019). The Women's Agency Scale 61 (WAS-61): A Comprehensive Measure of Women's Intrinsic, Instrumental, and Collective Agency. [link](#)

⁹ Ibid.

¹⁰ DeHaan, C. R. & Ryan, R. M. (2014). Self-Determination Theory. [link](#)

¹¹ Swiss Federal Department of Foreign Affairs (2016). Switzerland's Foreign Policy Action Plan on Preventing Violent Extremism. [link](#)

¹² Search for Common Ground & Hedayah (2021). Countering Violent Extremism: An Introductory Guide to Concepts, Programming, and Best Practices, Adapted for the Central Asian Region. [link](#)

¹³ University of Rochester (2022)

Violent Extremism

The United Nations Plan of Action on Preventing Violent Extremism (2015) explains that “Violent extremism is a diverse phenomenon, without clear definition. It is neither new nor exclusive to any region, nationality, or system of belief”.¹⁴ This has left the definition open to contextualisation.

Hedayah, the International Centre of Excellence for Countering Extremism and Violent Extremism, defines violent extremism as “the beliefs and actions of people who support or use ideologically motivated violence to further social, economic, religiously-based, or political objectives”.¹⁵

¹⁴ United Nations General Assembly (2015). Plan of Action to Prevent Violent Extremism: Report of the Secretary-General. [link](#)

¹⁵ Search for Common Ground & Hedayah (2021).

Introduction

Gender equality is a relatively new phrase in the official discourse of Uzbekistan. In the early 2000s, the concept of gender equality was primarily addressed by relevant experts and stakeholders. For example, the term could be found in the reports of international organisations, but it was practically unknown among the general public. In recent years, there has been a significant shift, with steps taken to improve the situation, and the gender equality agenda has become a priority issue for public policy.

Uzbekistan ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) in 1995 and has submitted six periodic reports, the latest in 2019. In response to the CEDAW Committee's recommendations, Uzbekistan has enacted several laws and policies addressing the protection of women from harassment and violence, equal rights and opportunities, and the National Strategy for Achieving Gender Equality. Additional regulations have also been adopted to support women's entrepreneurship and education. For example, in 2022, women could receive preferential loans for business and education.¹⁶

Despite the commendable efforts by the Government of Uzbekistan, significant social issues remain, primarily related to discriminatory gender stereotypes that are firmly rooted in society. These informal barriers have a negative impact on the necessary and effective implementation of the adopted legal reforms since the existing social structures, community-level perceptions, and status quo influence the position of women more than the formal legislation. This is demonstrated by the 2023 Gender Social Norms Index by UNDP, which found that in Uzbekistan, 98.03% of people hold at least one gender bias and 88.17% hold at least two biases. These results highlight that only 1.97% of the survey respondents were found to hold no gender bias.¹⁷

These barriers and patriarchal norms can also be found within the economic context of men and women in Uzbekistan. According to the State Statistics Committee, women's access to credit is slightly higher than that of men, accounting for 67.3% of all loans issued. However, only 24.1% of businesses are owned by women and only 10.7% of businesses are managed by women.¹⁸

Additionally, one study explored the readiness of local populations to change the existing gender stereotypes in Uzbekistan. On a three-point scale, respondents expressed their (dis-)agreement with the existing notions of roles distribution between men and women. This study found that the most committed supporters of preserving traditional norms were the respondents in the Namangan region, where the majority believed that the existing order should be upheld, and the established traditions should be respected.¹⁹

¹⁶ See 'Appendix I: Brief Overview of the Legislative Framework for Gender Equality in Uzbekistan' for more information.

¹⁷ United Nations Development Programme (2023). Human Development Report: Breaking Down Gender Biases: Shifting Social Norms Towards Gender Equality. [link](#)

¹⁸ Matvienko, I. & Lesikhina (2022). Balancing Gender opportunities and Risks: Gender Impacts of the EBRD's Investment in Uzbekistan. [link](#)

¹⁹ Itafact report on research results. Preview version. 2023.

The stereotypical norms in Uzbekistan also define men as the owner of the financial and other resources of the family, granting them full responsibility for the family's standard of living. Through a comprehensive assessment of gender stereotypes in Uzbekistan, conducted by UNDP in 2022, this social norm was found to be the strongest gender stereotypes, with 74% of survey respondents (2,234 people surveyed) viewing the role men as the owner of property and land (56%), and as the household's primary breadwinner (55%). Moreover, the survey found that 71% of the respondents support the attitude that men should make the most important family decisions.²⁰

In practice, this often leads to only men engaging in activities that generate income and distribute it. At the same time, when distributing funds, family heads typically do not consider the needs and interests of women and children, and do not provide for the costs of strengthening their health, physical, mental, and creative development.²¹

Furthermore, the responsibilities within the household, including the upbringing of children, are typically reserved for women without the support of their husbands. In fact, 70% of respondents from the same UNDP survey held the view that women should spend more time with family, taking care of the household and children, while 62% also think that women should be responsible for the health of all family members, especially children.²²

This assessment also found a high-rate of respondents who believe women must obtain permission from their husbands and parents-in-law to continue their studies or go to work (49%), or to use the family budget for their personal needs (43%). 85% of respondents also believe that women must take parental leave, should not work full time due to family dues (62%) and should not engage in external labour migration (60%).²³

Moreover, women are also expected to continue with family responsibilities. These social norms further obligate women to reject potential income, including from labour migration, and agree to lower-paid jobs in their own country, casual earnings, or to remain dependent on remittances.²⁴ Thus, the results of UNDP's assessment showed that while the existing gender stereotypes do not create total barriers to women's incomes per se, it is considered unacceptable when women provide the primary income for the family.

These prevalent gender stereotypes increase women's financial and social dependence on men and affect children's social security and poverty rates, especially in cases of divorce. Although the laws of Uzbekistan provide women and men with equal rights to familial property, the current practice of registering it in the name of older family members (primarily the father/mother of the husband) puts women and their children at a disadvantage, even leaving them without housing and property in the event of divorce.²⁵

These societal norms and stereotypes continue to severely limit women's agency, with less freedom of choice and control over one's life, including in household decision-making.²⁶

20 United Nations Development Programme (2022).

Negative Impact of Gender Stereotypes and Patriarchal Attitudes on Gender Equality in Uzbekistan. [link](#)

21 Ibid.

22 Ibid.

23 Ibid.

24 Ibid.

25 United Nations Development Programme. Roundtables held with civil society representatives, on 9 November 2023.

26 Jayachandran, S. (2015). The Roots of Gender Inequality in Developing Countries. [link](#)

As noted, the Government of Uzbekistan has enacted multiple laws to address the prevalent gender inequalities, however, these harmful gender stereotypes and patriarchal attitudes are rooted in the social and behavioural patterns cultivated within families and communities. Typically, these stereotypical models of behaviour of men and women are preserved and passed on by older generations during the upbringing and socialization of the younger generations. As highlighted by the UNDP's 2023 Gender Social Norms Index:

"Gender norms are inculcated in social settings, usually from an early age and especially through parental attitudes. As children grow up, they are socialized into the gender norms, expectations and associated behaviours that surround them, drawing from schools, workplaces, religious institutions, media representations of gender and so on."²⁷

Moreover, the existing traditional approaches have been supported by various religious leaders who have significant influence to shape public opinion. For example, an Imam in the Fergana region publicly expressed that girls should not dance the waltz at school proms, stating "What if they see her dancing on the Internet? Who will marry her tomorrow? Those who have a normal upbringing will not take her. How will she (the girl dancing the waltz) be faithful to her husband?".²⁸ Often, these leaders also propagate views that suggest women should not work outside the home. In extreme cases, they recommend that their followers not let women leave their homes at all. The most susceptible members of the population readily adhere to these ideas, effectively leading to the isolation of women and their detachment from the outside world and social networks, and the realization of their rights in employment and other areas.²⁹

In Namangan, it is considered that the roots of the gender stereotypes stem from misinterpretation of religious messages. These attitudes become ingrained from a young age, reinforcing stereotypes over time and contributing to the challenges faced by women in the region.³⁰

In Namangan, there is also a particularly uncommon trend related to the socialization of women from urban areas compared to those from rural areas. Contrary to expectations, women in the rural regions typically exhibit more liberal attitudes and behaviours than their urban counterparts. This is demonstrated by rural women being freer to leave the house, having more interest in education, and being able to socialize and work more freely than their counterparts in Namangan city. It is reported that the men in Namangan City typically expect women to adhere to the traditional roles, including staying at home and caring for the family, and believe there is no need for women and girls to pursue education.³¹

The lack of role models for young girls (i.e. positive examples of women leaders who have achieved high results, including professionally), which would serve as motivation for them to strive for further development, is also considered a factor that influences the persistence of gender stereotypes.³²

²⁷ United Nations Development Programme (2023).

²⁸ Agency for Information and Mass Communications (2023). Imam Hatiba Fired at Graduation Games in Ferghana. [link](#)

²⁹ United Nations Development Programme. Roundtables held with civil society representatives, on 9 November 2023..

³⁰ United Nations Development Programme. Roundtables held with civil society representatives, on 9 November 2023..

³¹ Ibid.

³² United Nations Development Programme (2022).

Therefore, these traditional gender stereotypes and norms, which restrict women's participation in social life, have been reinforced community social milieu, as well as the lack of role models for women and girls. In turn, these gender stereotypes and norms create harmful manifestations for women and girls, as well as the wider society. In fact, social norms surrounding early marriage, domestic and unpaid care work, and limited economic engagement of women limit women's opportunities based on their gender.³³ Some of these harmful manifestations are briefly discussed in the next chapter 'Harmful Manifestation of Gender Norms and Stereotypes in Uzbekistan'.

³³ Ibid.

Harmful Manifestations of Gender Norms and Stereotypes in Uzbekistan

The gender norms and stereotypes prevalent in Uzbekistan have manifested in several harmful forms, including in relation to polygamy and forced marriage, harassment and violence, social vulnerabilities, lack of economic integration, limited education, and violent extremism.

Polygamy and Marriage Issues

Polygamy is a pressing social problem in Uzbekistan with serious consequences for women and children. Despite being a criminal offense in Uzbekistan,³⁴ polygamy and forced marriage, particularly in rural areas, are persistent.³⁵ In fact, while there are no official statistics on polygamous marriages, the number of unregistered religious (through the Islamic religious rite of “Nikoh”) marriages in the presence of an official marriage reaches several tens of thousands.³⁶

In turn, polygamy becomes a cause of frequent domestic violence within official marriages, and for informal wives, it results in a lack of legal guarantees regarding inheritance and property division, both for the women themselves and their shared children. The United States Department of State reported that “The law does not confer the same rights, including property, inheritance, or child custody rights, to women in unregistered polygamous marriages as it does to those in registered marriages, making women in unregistered polygamous marriages particularly vulnerable to abuse and deprivation of rights when the spouse dies or ends the relationship.”³⁷

It is believed that the motives for polygamy among women may include socio-economic vulnerability, limited access to quality education, poor prospects for legal marriages among divorced and widowed women in traditional circles, and patriarchal norms in everyday life, which restrict access to certain resources and services.³⁸

Furthermore, women and girls are often pressured to marry at early ages. The Fergana Valley grapples with such issues related to early marriages, where societal expectations place immense pressure on women to marry between the ages of 16 to 19. Failure to conform to this timeframe is perceived as a mark of societal disapproval, deeming women unsuccessful if not married within this narrow window. In response to these stereotypes, family members, particularly younger and elder brothers, play a significant role in reinforcing traditional gender norms.³⁹

³⁴ Government of Uzbekistan (1995) Criminal Code. [link](#)

³⁵ Office of the United Nations High Commissioner for Human Rights (2022).

Concluding Observations on the Sixth Periodic Report of Uzbekistan. [link](#)

³⁶ Central Asia Program (2019). Women of Uzbekistan: Empowered on Paper, Inferior on the Ground. [link](#)

³⁷ U.S. Department of State (2020). Country Reports on Human Rights Practices: Uzbekistan. [link](#)

³⁸ United Nations Development Programme. Roundtables held with civil society representatives, on 9 November 2023.

³⁹ United Nations Development Programme. Roundtables held with civil society representatives, on 9 November 2023.

Harassment and Violence

In Uzbekistan, significant strides have been made in addressing violence against women, particularly with the implementation of protective orders. The Law “On the Protection of Women from Harassment and Violence,” enacted in 2019, initiated the practice of issuing these protective orders, providing state protection to victims. In 2020, Uzbekistan issued protective orders to 14,774 women, a number that surged to 39,343 by the end of 2021.⁴⁰ This increase should be seen not as a rise in violence but as a greater willingness to recognize and address the issue. In fact, it is likely that the numbers are much higher due to a widespread lack of reporting in the conservative society that sees domestic violence as a private matter, especially in remote, rural areas.⁴¹

The UNDP assessment also revealed that psychological violence, predominantly from mothers-in-law, is the most frequent form of domestic abuse in Uzbek families. This is followed by physical violence, mainly by husbands, and economic violence, where women are deprived of financial independence. These issues stem from entrenched gender stereotypes, casting women primarily as mothers, housewives, brides and unpaid servants to their husband’s families.⁴²

Young brides often face pressure and criticism from their mothers-in-law and are denied independence or personal agency. Husbands, raised in patriarchal traditions, generally accept or are complicit in such dynamics. Disagreement with the mother is often met with physical violence. These relationship patterns lead to women’s loss of trust, low self-esteem, and an acceptance of violence as a norm.⁴³

As noted, economic violence is also a significant aspect of domestic abuse in Uzbekistan. Women, often lacking education, profession, or personal housing, feel compelled to endure such situations. Even employed women may have no control over their earnings, further entrenching their subordinate status and fear of destitution in case of divorce.⁴⁴

Socialisation, Leadership, and Decision-making

Conservative and traditional views in Uzbekistan significantly influence perceptions of gender roles, particularly regarding women in leadership positions. The prevailing belief is that leadership roles, demanding more time and effort, contradict the traditional image of a woman as a mother and household keeper, detaching her from family responsibilities. This viewpoint, held by the majority, posits women as more suited for executive roles, while men are perceived as natural leaders.⁴⁵

Nevertheless, there is a trend of more women in leadership roles, however, public awareness of successful female leaders remains low, with only a few well-known figures being recognized. This lack of visible role models presents a challenge for young women,

40 Mamasoliev, S. (2023). Women’s Rights in Uzbekistan: Legislative Problems and their Solutions. [link](#)

41 United States Institute of Peace (2023). Central Asia Needs a New Approach to Security. [link](#)

42 United Nations Development Programme (2022).

43 Ibid.

44 Ibid.

45 United Nations Development Programme (2022)

many of whom accept the gender imbalance in leadership as normal and are hesitant to advocate for more female leaders.⁴⁶

While women's advancement in entrepreneurship or business may be tolerated within some families for economic benefits, their progress in careers and social hierarchy is less accepted. Traditional views hinder female leadership by dictating that young women should prioritize domestic responsibilities and limit their time outside the home, especially in the evenings. This restricts their opportunities to engage in various activities and exhibit leadership qualities. Such attitudes reflect the deep-rooted gender biases that continue to limit women's roles in Uzbek society, particularly in leadership domains.⁴⁷

Education, Employment, and Labour Migration

In Uzbekistan, women's involvement in household affairs and their limited participation in social activities are heavily influenced by their educational level. Women with lower education levels are more likely to accept traditional roles as housewives, often foregoing opportunities for well-paid employment, career development, or social advancement. While general secondary education is accessible to all, disparities in access to higher education between young men and women, and particularly between urban and rural areas, are notable. In rural regions, there's a preference for educating boys over girls, who are often directed towards early marriage.⁴⁸

The choice of educational fields for young people is often dictated by elder relatives as well, with stereotypical norms guiding these decisions. Men are encouraged to pursue sectors like finance, law, and technology for their potential to support a family, while women are steered towards "feminine" fields like healthcare and education. This not only restricts women's professional growth but also their participation in public life beyond family confines.⁴⁹

In Namangan City, educational challenges persist. Residents often hold the belief that there is no need for girls to pursue education, perpetuating a mind-set that discourages and even prohibits women from leaving their homes for educational purposes. Moreover, women in urban areas are commonly relegated to traditional feminine jobs such as nursing, hairdressing, and sewing, further limiting their educational and professional opportunities. Societal norms in Namangan dictate that women should aspire to be brides rather than pursue careers or education.⁵⁰

The UNDP also found that women's engagement in the workforce is delayed by domestic responsibilities, early marriages, and childbirth, leading to part-time employment. Full-time work for women is often opposed by senior family members, reinforcing gender stereotypes that confine women to domestic roles.⁵¹

Entrepreneurship among women also encounters societal resistance, with gender stereotypes favouring men in business. Women are perceived as less responsible and less

⁴⁶ Ibid.

⁴⁷ Ibid.

⁴⁸ Ibid.

⁴⁹ Ibid.

⁵⁰ United Nations Development Programme. Roundtables held with civil society representatives, on 9 November 2023..

⁵¹ United Nations Development Programme (2022).

capable of managing a business effectively. This perception, coupled with the demands of household duties, limits women's opportunities in entrepreneurship.⁵²

Regarding labour migration, the majority view it as a male role, with negative attitudes prevalent towards female migrant workers. The consequences for children left behind or taken abroad, community suspicions about women's behaviour away from home, and barriers preventing women from accessing better-paying jobs abroad are significant concerns. Additionally, labour migration has been linked to family breakdowns.⁵³

Violent Extremism

Uzbekistan has grappled with the different manifestations of the violent extremism since its independence. Several violent extremist groups, such as the Islamic Movement of Uzbekistan (IMU), the Islamic Jihad Group (IJU), and Hizb-ut-Tahrir al-Islami,⁵⁴ have emerged, particularly in the Fergana Valley. Influenced by ideologies from the Taliban in Afghanistan, Pakistani madrassas, and Wahabi doctrine from Saudi Arabia, these groups claimed that social equity in Uzbekistan are only achievable under their interpretation of sharia law.⁵⁵

Additionally, Central Asia also represented the third largest group of people who travelled to Syria to join the Islamic State in Iraq and the Levant (ISIL), after citizens of the Middle East and North Africa, with an estimated 5,000 – 7,000 individuals traveling to the conflict zones.⁵⁶ In the case of Uzbekistan, it is understood that many of the women who travelled were taken to the conflict zone and forced to join ISIL through deception or coercion, primarily by their husbands.⁵⁷ Due to the prevalence of minimal education and limited options for livelihoods, many of these women found themselves lacking agency and were dependent on their husbands, without the ability to question the decision or provide for themselves if they did not follow.⁵⁸

These cases have posed significant implications for their rehabilitation and reintegration upon their repatriation.⁵⁹ Upon return, the Government of Uzbekistan has taken a victim-centred approach to rehabilitation and reintegration, opting not to imprison any of the women and children who have been repatriated, in acknowledgment that many were forced to travel to Syria and Iraq by their husbands or parents. Instead, those repatriated to Uzbekistan have been rehabilitated through a model based upon the principle of family and community life. While, many of these women have been successfully reintegrated, others continue to face challenges within the communities, hampered by the existing gender norms and stereotypes that prevent them from participating in normal life and providing for themselves and their family.⁶⁰

52 Ibid.

53 Ibid.

54 [link](#)

55 Rashid, A. (2001). *The Fires of Faith in Central Asia*. [link](#) Omid, A., Khan, K. H., & Schortz, O. (2024).

56 Bulan Institute for Peace Innovations (2021). *The Repatriation, Rehabilitation and Reintegration of Women and Children from Syria and Iraq The Experiences of Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan*. [link](#)

57 Bulan Institute for Peace Innovations (2021).

58 Fink, N. C., Zeiger, S. & Bhulai, R. (2016). *A Man's World? Exploring the Roles of Women in Counter Terrorism and Violent Extremism*. [link](#)

59 International Civil Society Action Network & United Nations Development Programme (2019). *Invisible Women*. [link](#)

60 United Nations Development Programme. Roundtables held with civil society representatives.

It has been suggested that the women reintegrated in Namangan City have faced slower rates of reintegration when compared to their rural counterparts. This is in part due to the more traditional values held in the city, which have prevented the women from socializing with their neighbours and communities and obtaining employment.⁶¹

The most difficult stage in the reintegration program has been found to be the employment of repatriated women. Of the total share of repatriated persons, only 10-15% of women have sources of income through their own work activities. This low participation of repatriated women in economic activity has been caused by the ingrained gender stereotypes and norms, where women are assigned the role of homemaker and childcare provider. These women prefer to get married and be fully supported by a man, rather than gain professional skills and have their own source of income.⁶²

It is also important to note that women can be perpetrators of violent extremism. There are numerous cases from Syria and Iraq to Chechnya, Nigeria, France, Spain, Australia, Sri Lanka, Colombia, Rwanda, the United States and others where women actively and willingly participate in violent extremism.⁶³ In 2018, women constituted 30 percent of foreign terrorist fighters in ISIS. It was also reported that ISIS had had about 4,761 female members.⁶⁴

Social and economic factors that could make women and girls join violent extremist groups encompass social discrimination, stigmatization, marginalization, limited social mobility, failure to achieve goals leading to disappointment, limited education or job opportunities, a difficult socioeconomic situation that causes anxiety, and social turbulence and frustration due to the failure to meet promises and aspirations⁶⁵.

In this regard, it has been found that harmful gender norms, are among the root causes that are driving women and girls to join violent groups.⁶⁶

For men, toxic masculinity and the traditional, patriarchal norms can lead to the adoption of violent extremist ideologies as a means of fulfilling their societal expectations. Harmful gender norms, including intimate partner violence, may instil a greater acceptance of violence as a way to resolve conflict and increase their vulnerability to radicalisation leading to violent extremism (RLVE).⁶⁷ In fact, research has found a significant relationship between political violence and intimate partner violence.⁶⁸

Concerningly, gender equality issues also affect security practices. For example, a woman previously allied with the IMU, who later aligned with Islamic State Khorasan (IS-K), was detained at a checkpoint but not searched because social norms prevented male security personnel from searching women. She reportedly later set off a grenade, wounding security personnel. Additionally, IS-K have reportedly offered payment for women recruits and the promise of marriage to attract women.⁶⁹

61 United Nations Development Programme. Roundtables held with civil society representatives.

62 Barkaror Hayot (2022). Analytical Report on the Results of a Field Study Assessing Comprehensive Assistance to Women and Children Returned From Military Conflict Zones within the Framework of Government Re-integration Programs.

63 Fink, N. C., Zeiger, S. & Bhulai, R. (2016).

64 [link](#)

65 [link](#)

66 O'Farrell, K. T. & Street, J. (2019). A Threat Inflated? The Countering and Preventing Violent Extremism Agenda in Kyrgyzstan [link](#)

67 Van der Kroft, L, Merkova, S. & Mosadiq, H. (2023). The Role of Gender in Taliban and IS-K Recruitment: Evolving Trends. [link](#).

68 United States Institute of Peace (2023).

69 United Nations Security Council (2018). Report of the Secretary-General on Women and Peace and Security. [link](#)

Violent extremist groups often exploit these norms, offering a sense of power and control that aligns with these distorted views of masculinity and misinterpretations of religion. This distortion can be particularly harmful, as it often leads to the justification of violence in the name of religious purity.⁷⁰ This intersection of gender, religion, and violence is a complex dynamic that violent extremist groups frequently manipulate to recruit and radicalise individuals. As noted by the United Nations Security Council, violent extremist groups, such as ISIL, “use the promise of marriage and access to sex to incentivize recruitment of men and boys, engage in trafficking and other gendered practices that promote and reinforce violent masculinities, perpetuate sexual and gender-based violence and [...] continue to demonstrate foundational ideologies and cultures of violent misogyny”.⁷¹

In this regard, comprehensive approaches to PVE require the respect, protection, and promotion of the human rights of women and girls. It is an obligation of Member States and the United Nations to ensure that such efforts “respond to the full scope of commitments in the context of the women and peace and security agenda and are inclusive, coordinated, human rights-based and gender-sensitive”.⁷²

⁷⁰ United Nations Office on Drugs and Crime (2018). Radicalization and Violent Extremism. [link](#)

⁷¹ United Nations Security Council (2018).

⁷² Ibid.

Behavioural Change Approach

In Uzbekistan, the responses to harmful gender norms and stereotypes, as well as the approaches to gender equality, have primarily relied on formal policy and legislative changes. However, while positive impacts have been achieved, these measures have not yielded the desired scale of impact. The prevalent social norms around gender in Uzbekistan are so pervasive, persistent, and powerful, it is important to determine whether behavioural change efforts could complement and enhance the policy and legislative approaches.⁷³

Policies and practices that not only address the preferred state, gender equality, but also address the conditions under which people's perceptions are formed will likely improve the impact of the government's efforts.⁷⁴ In other words, public policies and approaches that are designed with a realistic understanding of human behaviour could counter the systemic gender norms and stereotypes, and nudge individuals towards different choices, beliefs, and behaviours.

As noted by Iris Bohnet and Jeni Klugman "Gender equality is multidimensional. It is not just about equal opportunities to decent work, or women in boardrooms. Gender inequality is happening in our homes, our workplaces, our schoolyards, our hospitals, on our television screens, and on our sporting fields."⁷⁵ In this regard, the main barrier to change and the widespread success of the Government of Uzbekistan's initiatives appears to be how these harmful gender norms and stereotypes are propagated. In Uzbekistan, these are learned primarily within the household, passed on generationally from parents to children, and further strengthened by messages from religious and community leaders that support traditional values. In fact, studies have shown that gender norms are typically learned in social settings, usually from an early age and especially through parental attitudes.⁷⁶ As children grow up, they are socialized into the gender norms, expectations, and associated behaviours that surround them.⁷⁷

This concept is supported by a study on enhancing women's agency that drew evidence from 160 randomized controlled trials and quasi-experiments in low- and middle-income countries.⁷⁸ The study found that gender equality interventions either failed or had limited success due to the pervasiveness of social norms related to gender. These norms were reflected in the attitudes held by both men and women and household dynamics.

In this regard, if the beliefs and opinions of parents can be changed to a pro-gender equality position, this will likely have lasting impacts on their children. For example, a study conducted by the Government Equalities Office and the Behavioural Insights Team in the United Kingdom found strong links between mothers' characteristics and

73 Waylen, G. (2018). Nudges for Gender Equality? What can Behaviour Change Offer Gender and Politics. [link](#)

74 Dold, M. & Lewis, P. (2024). Towards a Liberal Behavioural Political Economy: The Constitutional Approach and the Role of Capable Agency. [link](#)

75 Bohnet, I. & Klugman, J. (2017). Behavioural Insights and Gender Equality: The Second VicHealth Leading Thinkers Residency. [link](#)

76 Tenenbaum, H. R., & Leaper, C. (2002). Are Parents' Gender Schemas Related to Their Children's Gender-Related Cognitions? A Meta-Analysis. [link](#)

77 Marcus, R., & Harper, C. (2014). Gender Justice and Social Norms-Processes of Change for Adolescent Girls. [link](#)

78 Chang, W, Diaz-Martin, L, Gopalan, A, Guarneri, E., Jayachandran, S. & Walsh, C. (2020). What works to enhance women's agency: Cross-cutting lessons from experimental and quasi-experimental studies. [link](#)

beliefs and their daughters' aspirations. The study showed that girls are substantially more likely to prefer male-dominated degrees or careers (such as Science, Technology, Engineering, and Mathematics, or STEM) if their mothers appear to have strong beliefs on gender equality.⁷⁹ Therefore, changing the mind-sets of the parents can play a powerful role in policy solutions to gender inequalities.

Within this context, this experiment applied a behavioural change approach aimed at impacting the attitudes and behaviours within households, particularly among parents (both husbands and wives). This approach is an important step towards overcoming barriers and enhancing the likelihood of engagement in other gender equality activities and behaviours.

Influencing the Behaviour of the Target Audience

Self-Determination Theory (SDT) is a robust and well-established motivational theory that addresses personality, development, and social processes. This theory emphasizes the role of intrinsic motivation and highlights the importance of core values in guiding behaviour and decision-making. Research has shown that intrinsic motivation is a strong predictor of long-term behavioural change.⁸⁰

SDT identifies three basic psychological needs essential for optimal functioning: autonomy, competence, and relatedness.

Autonomy refers to the need for self-direction and personal endorsement in one's actions. It involves the freedom to make choices aligned with one's true interests and values. Autonomous individuals perceive their behaviours as self-endorsed and consistent with their values, supporting intrinsic motivation.

Competence involves feeling effective and capable in one's interactions with the environment, mastering tasks, and experiencing a sense of achievement and growth.

Relatedness involves establishing meaningful and supportive connections with others, feeling a sense of belonging, mutual respect, and understanding in relationships.⁸¹

Supporting these three needs has been shown as essential to foster intrinsic motivation and lasting behavioural change.⁸²

Other theories related to behavioural change distinguish between two types of social norms that impact behaviour:

Descriptive norms, characterized by the perception of what most people do, and **Injunctive norms**, characterized by the perception of what most people approve or disapprove of.⁸³

⁷⁹ Roy-Chowdhury, V. (2021). Household factors and girls' aspirations for male-dominated STEM degrees and careers. [link](#)

⁸⁰ Legate, N. & Weinstein, N. (2024). Motivation Science Can Improve Diversity, Equity, and Inclusion (DEI) Trainings. [link](#)

⁸¹ University of Rochester (2022).

⁸² Sheeran, P., Wright, C. E., Avishai, A., Villegas, M. E., Rothman, A. J., & Klein, W. M. (2021). Does increasing autonomous motivation or perceived competence lead to health behavior change? A meta-analysis. [link](#)

⁸³ Waylen, G. (2018).

In other words, a social norm can be understood as a “rule of behaviour that individuals prefer to conform to because they believe most people in their referent network conform to it and that they believe most people in their referent network believe they ought to conform to it”.⁸⁴ This is closely aligned with the relatedness component of SDT.

Therefore, this study employs a behavioural intervention that integrates principles from SDT with a behavioural change approach. By expanding the relatedness component, the intervention aims to create intrinsically motivated and socially influenced positive changes in participants’ attitudes towards gender norms and stereotypes.

Behavioural Levers for Changing Gender Norms and Stereotypes

Behavioural levers are strategies and approaches grounded in behavioural and social sciences, employed to induce desired behavioural changes.⁸⁵ These levers can enhance the effectiveness of an intervention by ensuring that the right information reaches the target audience in an influential manner.⁸⁶

This study focused on the use of three behavioural levers: 1) autonomy, 2) Information, and 3) Social Influences.⁸⁷

Autonomy: Based on Self-Determination Theory (SDT), autonomy suggests that people are more motivated to engage in behaviours when they feel a sense of volition and choice. By enabling participants to introspect and identify their own issues and solutions, this lever promoted individual choice, enhancing motivation and engagement. The focus on self-awareness was also intended to lead to more deliberate and thoughtful decision-making, as individuals recognized their biases and patterns. This study employed evidence-based curricula from international programmes on enhancing gender equality,⁸⁸ adapting the activities to ensure alignment with the autonomy lever.

Information: Aligned with the competence principle of SDT, the information lever was considered necessary for positive behavioural change. It aimed to provide guidance on the desired behaviour while enhancing participants’ feelings of capacity and achievement. To accomplish this, the experiment ensured that participants developed the information themselves, with subtle guidance provided to ensure the correct information was absorbed and internalized.

Social Influences: This lever considered the social environment of the individuals. When norms change, attitudes are often altered through influential people and groups.⁸⁹ Research shows that having sufficient individual connections holding a certain opinion can effectively influence a person’s opinions.⁹⁰ The intervention created group conversations around beliefs related to the desired behaviour, promoted cases of success, and leveraged credible and trusted messengers to support the desired behavioural change.

84 Bicchieri, C. (2017). Norms in the wild: How to Diagnose, Measure and Change Social Norms.

85 Center for Behavior & the Environment (2020). Levers of Behavior Change.[link](#)

86 Organisation for Economic Co-operation and Development (2022). Good Practice Principles for Ethical Behavioural Science in Public Policy. [link](#)

87 The Behavioural Insights Team (2020). Education. [link](#)

88 Care Rwanda (2018). Couple Curriculum Training Module. [link](#)

Care (2020). Social Analysis and Action Global Implementation Manual. [link](#)

89 Prentice, D. & Paluck, E. L. (2020). “Engineering Social Change Using Social Norms: Lessons from the Study of Collective Action.” [link](#)

90 United Nations (2019). Behavioural Insights at the United Nations: Achieving Agenda 2030. [link](#) Center for Behavior & the Environment (2019). Social Influences. [link](#)

Just as the framing of a message can significantly influence people's attitudes and beliefs, so can the characteristics of the messenger, provided that they are socially credible.⁹¹ Influential actors have been found to play an important role in norm change.⁹² Recognising the significant role of religious and community leaders in Uzbekistan's pervasive gender norms, these leaders were considered potentially powerful influencers for positive change when equipped with appropriate information and perspectives.

Additionally, role models have been shown to significantly influence target groups.⁹³ In some cases, having successful women speak out in support of gender equality may have more impact on the target audience than the local leaders. For instance, prominent women were central to raising the profile of the 'Me Too' movement, which contributed to significant norm changes in the United States.⁹⁴

To support the social influences lever, the behavioural intervention included pro-gender equality messages delivered by representatives from three important categories: religious leaders, community leaders, and female role models (successful businesswomen). The intervention also facilitated active discussions between the three opinion leaders and the target audience, emphasizing the importance of conversations around beliefs as part of the social influence lever.⁹⁵

91 United Nations (2019).

92 Childs, S. Krook, M.L. (2013). Analysing Women's Substantive Representation: From Critical Mass to Critical Actors. [link](#)

93 Waylen, G. (2018).

94 Ibid.

95 Center for Behavior & the Environment (2019).

Methodology

Hypothesis

This experiment hypothesised that the behavioural change intervention would positively impact the gender stereotypes and norms among husbands and wives within the participating households (experimental treatment group) compared to untreated households (control group).

Theory of Change

If participants felt a sense of volition and choice regarding their perceptions of gender equality;

And if they had the opportunity to introspect and identify their own beliefs and solutions regarding gender norms in a safe space;

And if they received clear, relevant, and enhanced knowledge on gender equality from credible and trusted messengers;

And if they further developed this information themselves with subtle guidance;

And if they had the opportunity to discuss their beliefs and experiences with influential leaders and a group of their peers;

Then it was expected that a significant change would be observed in the perspectives and beliefs regarding gender stereotypes and norms among the participants;

And the female participants would gain greater agency due to the change in perspectives regarding gender roles and norms;

Because the targeted behavioural intervention, when well-designed and contextually relevant, could influence individual beliefs and attitudes, leading to a change in social norms and behaviours.

Independent Variable (the manipulated factor)

Intervention (Treatment vs. Control): This primary independent variable categorised households into two groups: the experimental treatment group (those who received the intervention) and the control group (those who did not).

This enabled the study to conduct assessments that compared the effectiveness of the behavioural change intervention on altering gender norms and stereotypes between the two groups. By having a control group, the study could isolate the impact of the intervention itself, providing a clearer understanding of its efficacy. The comparison allowed for the measurement of differences in perspectives, beliefs, and behaviours regarding gender stereotypes and norms, and helped determine whether any observed changes could be attributed to the intervention. This methodological approach ensured that the findings were robust and provided a strong basis for evaluating the potential for scaling up the intervention.

Dependent Variables (the effects measured)

Perspectives and Beliefs about Gender Stereotypes and Norms: This dependent variable involved measuring changes in attitudes, beliefs, and perspectives regarding gender stereotypes and norms as a result of the intervention. This was measured through a pre- and post- intervention survey. See the 'Tools and Materials' section below for more information.

Agency in Women: This involved measuring any changes in the level of agency that the participating women experienced following the intervention. This was measured through the pre- and post-intervention survey, as well as a follow-up survey conducted one week after the intervention, to measure any self-reported changes in various indicators such as decision-making power, financial independence, or participation in household and community activities.

Dynamics in Relationships: This variable assessed changes in the dynamics within the household. This also was measured through the follow-up survey, which measured indicators related to shared responsibilities, communication patterns, and mutual support within the household.

Type of Intervention: An additional variable examined the impact of the different exercises and messengers (opinion leaders) to identify which aspects of the intervention resonated most with the participants. This analysis aimed to provide recommendations on which elements could be expanded upon and which needed further refinement based on their effectiveness and participant feedback.

Sample

This study's sample comprised 20 households (40 adult participants in total) from Namangan City, Uzbekistan. The inclusion of both husbands and wives enabled an investigation into the intervention's effectiveness on gender stereotypes and norms among men and women. This approach also directly addressed the current behavioural barrier of gender stereotypes and norms being reinforced within households. By focusing on entire households, the study reflected the generational nature of these norms, which are often passed from parents to children. No individuals under the age of 18 were engaged in this study.

The sample was divided into two groups: 10 households (20 participants) were subjected to the behavioural change intervention (experimental group), while the remaining 10 households (20 participants) constituted the control group, receiving no intervention. This division facilitated a comparative analysis to assess the intervention's efficacy.

Namangan City was strategically selected for its unique cultural and social dynamics. The city is characterised by pronounced and entrenched traditional gender roles, making it an ideal, yet challenging, setting for examining potential shifts post-intervention. While conducted in Namangan City, the design of the intervention comprised limited contextualisation before implementation, thereby facilitating the simple export of the experiment's insights to other contexts.

The household sampling process was conducted in a non-random manner (where not all individuals have an equal chance of selection). Non-random sampling was used due to a lack of specific and reliable statistics on households in Namangan City and because random sampling with the small sample size might not have captured the diverse characteristics of the households present in the city. Therefore, households were selected based on a set of criteria that aligned with the objectives of the study. The following criteria were used for the non-random sampling:

- Households with nuclear and extended family structures.
- Young marriages (up to three years), average-length marriages (four to ten years), and older marriages (over 10 years).
- Households with one to two children and households with more than three children.
- Households from both functional and dysfunctional family classifications, according to district crime prevention officer records.
- Socio-economic status, with households listed and not listed in the “iron notebook” in mahalla committee records.
- Households with both husband and wife having similar education levels, households where only the husband had higher education, and households where only the wife had higher education.
- Households where preventive conversations related to gender-based violence were held, and households that had no information on gender-based violence.

Households could belong to multiple categories depending on their characteristics, and approximately equal representation of each criterion was applied to both the experimental and control groups. This comprehensive selection ensured a diverse and representative sample for the analysis. See ‘Appendix II: Criteria for Selecting the Participants for more information.

While the study’s sample was carefully selected to reflect a diverse cross-section of households in Namangan City, the non-random sampling method and specific cultural context limit the ability to generalize findings universally. The entrenched traditional gender roles in Namangan City present a unique environment, which may not be directly comparable to other regions with different cultural and social dynamics. Therefore, while the insights gained from this study are valuable for understanding and addressing gender norms in similar settings, additional contextual adjustments and validations may be required when applying the results to broader or different contexts.

Tools and Materials

To ensure participants were able to provide informed consent to take part in the study, a participant information sheet and consent form were developed. The information sheet concisely outlined the study’s objectives, participant expectations, the approach to confidentiality, data protection, and storage, as well as the risks and benefits of participation. The consent form ensured that participants were fully informed of their rights (e.g., ability to withdraw from the study at any stage) and the study’s parameters.

Other tools and materials for this study were designed to capture a wide array of data points that addressed the attitudes, beliefs, and behaviours of the participants regarding gender roles, stereotypes, and norms. Central to this toolkit was a well-structured pre- and post-intervention survey, which included Likert-scale questions to quantitatively measure any shifts in attitudes and beliefs. This survey was developed taking into consideration the cultural appropriateness and ability to measure any changes in perspectives. Both the experimental treatment group and control group completed the same survey before and after the intervention. The control group's results represented a baseline against which the efficacy of the intervention was evaluated. This comparative analysis was crucial in isolating the impact of the intervention from other variables that could influence the results.

The fifteen questions contained within this survey were drawn from three validated sources to measure changes in gender-related attitudes and biases. Seven indicators from the UNDP's Gender Social Norms Index (GSNI) assessed biases across political, educational, economic, and physical integrity dimensions. Another seven questions, encompassing 36 sub-questions, were selected from the Women's Agency Scale 61 (WAS-61), a validated tool that measures women's intrinsic and instrumental agency. The final question, with six sub-questions, was adopted from UN WOMEN's Gender Equality Attitudes Study (GEAS), which focused on Future Ideals to measure shifts in gender-related priorities for the future of Uzbekistan. This approach ensured a comprehensive yet specific assessment of the intervention's impact on gender stereotypes and norms. See 'Appendix IV: Pre- Post-Intervention Survey' for more information.

The pre- and post-intervention survey was complemented by a follow-up survey, completed by the experimental group only, one a week after the completion of the intervention. This follow-up survey contained quantitative and qualitative (open) questions, allowing participants to articulate their thoughts and experiences in a more expansive manner, providing richer insights. This tool was invaluable in providing a more comprehensive view of the shifts in household perceptions and behaviours since the intervention. See 'Appendix V: Follow-up Survey' for more information.

Regarding the intervention, the study deployed an evidence-based training curriculum. This curriculum was adapted from successful international models and tailored to the local context to engage with the participants effectively. Training curricula materials, including comprehensive facilitator guides, were developed to ensure high-quality training was provided to the opinion leaders and that the intervention was implemented effectively.

Design and Procedure of the Experiment

The experiment, conducted in Namangan City, Uzbekistan, investigated the impact of a behavioural change intervention on household members' (husbands and wives) perspectives on gender stereotypes and norms. Engaging 20 households (40 participants), the study employed a non-randomized controlled trial design.

The households were divided equally into two groups: an experimental group (20 participants) that participated in the intervention and a control group (20 participants) that did not. This division was critical for ensuring comparability.

The experiment unfolded in several phases:

Phase 1: Identification of Opinion Leaders

Three representatives were selected to be trained as gender equality messengers: one religious leader, one community (Mahalla) leader, and one-woman role model (business woman). These individuals were chosen based on their potential impact as community influencers.

Phase 2: Training of Opinion Leaders

The three opinion leaders received a one-day in-person training, focusing on key gender concepts and principles, building and redefining women's agency, and how to engage the participants on gender equality. They then developed their own speeches for the intervention, with support from a national trainer to ensure alignment with the intervention's core messages.

Phase 3: Participant Identification

Participants were selected and allocated to the experimental or control group. They received a Participant Information Sheet and Consent Form, confirming their willingness to participate by signing the consent form before the study began.

Phase 4: Baseline Phase

All participants, from the experimental and control groups, completed a baseline (pre-intervention) survey capturing their initial attitudes, beliefs, and behaviours related to gender roles, stereotypes, and norms. The survey consisted of a series of Likert-scale questions. See 'Appendix IV: Pre- Post-Intervention Survey' for more information.

Phase 5: Treatment (Intervention) Phase

The control group received no intervention, serving as a benchmark. The experimental group received the intervention, a one-day event, designed to enhance knowledge and challenge existing gender stereotypes and norms. The intervention, anchored in a behavioural change approach, leveraged self-determination, information, and social influence to motivate change. See the next chapter on 'Structure and Approach of the Intervention' for more information.

Phase 6: Immediate Post-Treatment Assessment Phase

After the intervention, all participants (both experimental and control groups) completed the same survey as the baseline phase to identify immediate shifts in attitudes or perceptions related to gender stereotypes.

Phase 7: Post-Intervention Survey Phase

A follow-up survey was conducted among the experimental group participants one week after the intervention to capture any lasting impacts and changes in gender-related

perceptions, women's agency, and behaviours. This survey included both qualitative and quantitative questions. Although a longer interval between the intervention and the follow-up survey was desired, the project's timeline necessitated a shorter period. See 'Appendix V: Follow-up Survey' for more information.

Phase 8: Data Analysis and Report Write-up

The final phase involved comprehensive analysis of the quantitative and qualitative data to evaluate the intervention's effectiveness. Statistical models were used to compare results between the experimental and control groups. The analysis highlighted which norms and stereotypes were most impacted by the intervention, as well as which elements of the intervention were considered the most impactful by the participants.

Structure and Approach of the Intervention

The following provides a summary of the intervention, highlighting the approach and objectives for each session, as well as their relevance to the identified behavioural levers. Each session was designed to sequentially contribute to the participants' growth and address specific aspects of gender norms and stereotypes. Facilitators guided the activities and discussions but did not directly challenge the participants' harmful perspectives. Instead, the facilitators would ask questions and share insights intended to encourage the participants to consider alternatives, and therefore, develop their own conclusions. These approaches leveraged the behavioural levers (autonomy, information, and social influence) to foster meaningful change.

By integrating these behavioural levers, the intervention aimed to enhance participants' understanding, intrinsic motivation, and capacity to challenge and transform harmful gender norms.

Interactive Exercise 1: Gender Box

Participants were divided into two groups, one for men and one for women. Each group discussed their perspectives and expectations related to the roles, behaviours, and norms associated with "typical" and "non-typical" men and women. This was followed by a group discussion on the main differences and whether the expectations were beneficial or harmful.

This exercise enabled participants to identify and initially analyse these gender norms and expectations themselves. This process aimed to increase the participants' understanding and consciousness of the different expectations of men and women, allowing them to reflect on how these may affect individuals.

This exercise utilised the self-determination and information levers, allowing participants to introspect and articulate their experiences. It aimed to foster a sense of autonomy and enhance intrinsic motivation, leading participants to engage more deeply in the discussions. The relatedness component of self-determination theory was also engaged, providing participants with a sense of social support and inclusion, thereby building a strong foundation for the upcoming sessions.

Interactive Exercise 2: Pile Sorting

As a group, participants sorted various tasks and decision-making responsibilities based on gender (either men, women, or both). They then discussed their experiences and assessed whether these roles were equitable and functional. Following the discussion, participants were asked to identify whether any of the tasks or decisions could be moved from either 'men' or 'women' to 'both', and how this could be achieved.

This exercise enabled participants to critically reflect on the gender roles and explore potential changes. This process increased participants' understanding of how these roles affect individuals and families, encouraging them to consider more equitable alternatives.

This session fostered a sense of autonomy and competence. This aimed to enhance participants' feelings of capacity to identify and question these roles. It also aimed to build a sense of community and support associated with potential change.

Interactive Exercise 3: Social Mapping

Participants engaged in a group discussion to identify and analyse community resources, focusing on who controls and accesses them. Participants reflected on which institutions and resources were accessible only to men and which were accessible to women, as well as who benefits from this distribution.

This exercise highlighted enabled participants to recognize and critically examine how gender norms influence resource control and access, aiming to address gender-based disparities.

This exercise utilized the social influence and information levers. By promoting discussions about community resources and their control, it encouraged participants to reflect on and question existing norms.

Interactive Exercise 4: But, Why?

In smaller groups, participants analysed the underlying causes of gender norms. For select norms identified in earlier session, participants discussed the question "but why does this norm exist?", and for each answer participant were encouraged to ask "but, why?", repeating the process until they couldn't provide an answer, thereby identifying the root cause.

This exercise aimed to foster critical thinking and collaborative problem-solving about gender inequality. It enabled participants to identify and explore the root causes of gender norms and increase their understanding of gender issues.

This exercise utilized the self-determination and information levers. By encouraging participants to think critically and collaboratively, it fostered a sense of autonomy and competence. This aimed to enhance participants' intrinsic motivation and engagement, as they felt more capable of identifying and addressing the root causes of gender norms.

Remarks by Opinion Leaders

The three opinion leaders (a religious leader, a community leader, and a female role model) gave presentations on gender from their perspectives. For a summary of the structure of the opinion leaders' remarks, see 'Appendix III.

This process aimed to increase participants' understanding of gender issues and motivate them to reflect on their own beliefs and behaviours.

This session utilised the social influence lever by enabling participants to hear different perspectives on gender equality from influential figures, addressing misconceptions and providing insights. By exposing participants to credible and influential messengers, it aimed to shift their perceptions and attitudes towards gender equality.

Group Discussion with Opinion Leaders

Following the presentations, participants engaged in an open discussion with the three opinion leaders, addressing questions and concerns related to gender equality. This session aimed to facilitate meaningful conversations around their beliefs, behaviours, and perspectives on gender equality, as well as to share insights from the influential figures.

This exercise utilized the social influence lever. By promoting dialogue with credible and influential community figures, it aimed to shift participants' perceptions and attitudes towards gender equality, by reflecting on the social acceptance of their own beliefs and behaviours.

Facilitators also monitored the participants engagement with the opinion leaders throughout this session and the preceding session to determine which of the leaders the participants engaged with the most, as a measure of influence.

Interactive Exercise 5: Motivations and Barriers

Participants individually identified their own motivations in their personal lives and reflected on the importance of understanding both their own and others' motivations and how this awareness can contribute to positive change. Participants then identified the barriers to change. Next, in small groups the participants selected one barrier and discussed potential solutions. Participants were encouraged to be specific and concrete with their solutions. For example, if the barrier related to changing a perspective, participants were asked to explain how they could demonstrate this change.

By encouraging participants to identify their own motivations, barriers, and solutions, this exercise utilised the self-determination lever, fostering autonomy and competence, to enhance their intrinsic motivation for positive change.

Couples Exercise: Making Commitments

In the final session, husbands and wives jointly developed individual commitments towards change based on what they had learned during the workshop, which were to be personal and not shared publicly unless they chose to share.

This exercise enabled participants to identify and articulate their own commitments to change, effectively utilising the autonomy aspect of the self-determination lever. By doing this as a couple, the exercise also engaged the relatedness component, providing participants with a sense of social support as they worked together with their partners to commit to change.

Results

Gender Social Norms Index (GSNI)

| | Experimental Group (20 Participants) | | Control Group (20 Participants) | |
|---|---|-------------------|------------------------------------|-------------------|
| | Pre-intervention | Post-intervention | Pre-intervention | Post-intervention |
| Average No. of Biases Per Respondent (Mean) | 4.05 | 3.55 | 4.85 | 4.85 |
| Std. Deviation | 1.61 | 1.7 | 1.27 | 1.27 |
| Min | 0 | 1 | 2 | 2 |
| Max | 6 | 6 | 7 | 7 |

Table 1. The Average Number of Biases Presented by Each Participant in the Experimental and Control Groups, on the pre-intervention and post-intervention survey.

The results of the GSNI show that the intervention had a meaningful and positive impact on gender bias reduction. The average number of biases presented by the participants in the experimental group decreased from 4.05 to 3.55 (out of seven) after the intervention, reflecting an overall reduction of 12.3%. The summaries below on each gender bias indicator highlight the significant impact the intervention had in multiple areas as measured by the UNDP's GSNI.

A mixed model ANOVA was used to evaluate the statistical significance of the intervention's effects by comparing the experimental and control groups, as well as the pre-intervention and post-intervention phases. The analysis revealed that the intervention significantly reduced the number of people presenting a gender bias related to three out of the seven gender bias indicators, namely: 'Women Having the Same Rights as Men is Essential for Democracy', 'Men Should Have More Right to a Job Than Women', and 'It is Justifiable for a Man to Beat His Wife'.

These significant changes demonstrate the intervention's effectiveness in challenging and transforming perspectives and beliefs regarding harmful gender norms and stereotypes.

Political Bias 1:

Women Having the Same Rights as Men is Essential for Democracy

| Experimental Group (20 Participants) | No. of Participants Reporting Bias | |
|---|------------------------------------|----------------------|
| | Pre-intervention | 16 (8 women, 8 Men) |
| | Post-intervention | 10 (5 Women, 5 Men) |
| Control Group (20 Participants) | Pre-intervention | 19 (10 Women, 9 Men) |
| | Post-intervention | 19 (10 Women, 9 Men) |

Table 2. The Number of Participant's Reporting a Bias Related to the Indicator: 'Women Having the Same Rights As Men is Essential for Democracy'.

The number of people presenting this bias in the experimental group reduced by six (37.5%) after the intervention. This change was statistically significant ($F(1,38) = 8.55$, $p = .007$). The effect size was also examined for the change in strength of the bias among participants in the experimental group ($r = .56$), which demonstrated a large effect.

These findings indicate that the intervention had a significantly large impact on improving the participants' perception that "women having the same rights as men is essential for democracy".

Political Bias 2: Men Make Better Political Leaders Than Women Do

| | | No. of Participants Reporting Bias |
|---|-------------------|------------------------------------|
| Experimental Group (20 Participants) | Pre-intervention | 13 (6 women, 7 Men) |
| | Post-intervention | 13 (7 Women, 6 Men) |
| Control Group (20 Participants) | Pre-intervention | 17 (8 Women, 9 Men) |
| | Post-intervention | 17 (8 Women, 9 Men) |

Table 3. The Number of Participant's Reporting a Bias Related to the Indicator: 'Men Make Better Political Leaders Than Women Do.

The number of people presenting this bias in the experimental group remained the same after the intervention ($p = 1$). The effect size was also examined to determine whether the strength of the bias had reduced ($r = .05$), which demonstrated a very small effect. These results suggest that the intervention did not have a meaningful impact on changing the bias «men make better political leaders than women do».

Education Bias: University is More Important for Men than for Women

| | | No. of Participants Reporting Bias |
|---|-------------------|------------------------------------|
| Experimental Group (20 Participants) | Pre-intervention | 10 (4 women, 6 Men) |
| | Post-intervention | 11 (4 Women, 7 Men) |
| Control Group (20 Participants) | Pre-intervention | 15 (7 Women, 8 Men) |
| | Post-intervention | 17 (7 Women, 8 Men) |

Table 3. The Number of Participant's Reporting a Bias Related to the Indicator: 'University is More Important for Men than for Women.

The number of people presenting this bias in the experimental group increased by one after the intervention. The analysis revealed that this was not significant ($F(1,38) = 3.51$, $p = .788$). The effect size was also examined for the change in strength of the bias ($r = .01$), which demonstrated a very small effect. These results indicate that the intervention did not significantly impact the bias «university is more important for men than for women».

Economic Bias 1: Men Should Have More Right to a Job Than Women

| | | No. of Participants Reporting Bias |
|---|-------------------|------------------------------------|
| Experimental Group (20 Participants) | Pre-intervention | 12 (6 women, 6 Men) |
| | Post-intervention | 6 (2 Women, 4 Men) |
| Control Group (20 Participants) | Pre-intervention | 13 (5 Women, 8 Men) |
| | Post-intervention | 13 (5 Women, 8 Men) |

Table 4. The Number of Participant's Reporting a Bias Related to the Indicator 'Men Should Have More Right to a Job Than Women'.

The number of people presenting this bias in the experimental group reduced by six (50%) after the intervention. Analysis showed this change to be statistically significant ($F(1,38) = 2.17, p = .048$). The effect size was also examined for the change in strength of the bias among participants in the experimental group ($r = 0.41$), which demonstrated a medium effect.

These findings suggest that the intervention did have a meaningful impact on the bias "men should have more right to a job than women".

Economic Bias 2: Men Make Better Business Executives Than Women Do

| | | No. of Participants Reporting Bias |
|---|-------------------|------------------------------------|
| Experimental Group (20 Participants) | Pre-intervention | 15 (7 women, 8 Men) |
| | Post-intervention | 15 (7 women, 8 Men) |
| Control Group (20 Participants) | Pre-intervention | 18 (8 Women, 10 Men) |
| | Post-intervention | 18 (8 Women, 10 Men) |

Table 5. The Number of Participant's Reporting a Bias Related to the Indicator 'Men Make Better Business Executives Than Women Do'.

The number of people presenting this bias in the experimental group remained the same after the intervention ($p = 1$). The effect size ($r = .19$) was also found to be small, suggesting that while the intervention did have a small effect on the strength of this bias among the experimental group participants, it was not large enough to change the categorisation of their bias, and therefore the intervention did not considerably impact the bias "men make better business executives than women do".

Physical Integrity 1: It is Justifiable for a Man to Beat His Wife

| | | No. of Participants Reporting Bias |
|---|-------------------|------------------------------------|
| Experimental Group (20 Participants) | Pre-intervention | 6 (1 women, 5 Men) |
| | Post-intervention | 2 (1 Women, 1 Men) |
| Control Group (20 Participants) | Pre-intervention | 11 (4 women, 7 Men) |
| | Post-intervention | 11 (4 Women, 7 Men) |

Table 6. The Number of Participant's Reporting a Bias Related to the Indicator 'It is Justifiable for a Man to Beat His Wife'.

The number of people presenting this bias in the experimental group reduced by four (67%) after the intervention. Analysis revealed this change to be significant ($F(1,38) = 6.51, p = .036$). The effect size was also examined for the change in strength of the bias among participants in the experimental group ($r = 0.21$), which demonstrated a small effect.

For the ten experimental group participants who previously received a preventive conversation related to gender-based violence, four participants (three men, one woman) presented this bias on the pre-intervention survey. This was reduced by 50% (both male), with one married couple, a man and woman, presenting this bias on the post-intervention survey. This was found to be a medium effect size ($r = .32$).

These findings suggest that the intervention significantly impacted the bias “it is justifiable for a man to beat his wife”. The small effect size for the wider audience can likely be attributed to the small number of experimental participants who presented the bias prior to the intervention. Nevertheless, a reduction from six people to two people (a 67% reduction), should be considered impactful.

Physical Integrity 2: Abortion is Never Justifiable

| | | No. of Participants Reporting Bias |
|--|-------------------|------------------------------------|
| <i>Experimental Group</i> (20 Participants) | Pre-intervention | 9 (4 women, 5 Men) |
| | Post-intervention | 14 (7 Women, 7 Men) |
| <i>Control Group</i> (20 Participants) | Pre-intervention | 4 (2 women, 2 Men) |
| | Post-intervention | 4 (2 Women, 2 Men) |

Table 7. The Number of Participant’s Reporting a Bias Related to the Indicator ‘Abortion is Never Justified’.

The number of people presenting this bias in the experimental group unfortunately increased by five after the intervention. The analysis revealed this to be a significant change ($F(1,38) = 7.82, p = .016$), with a small effect size ($r = 0.23$).

It is possible that the results were affected by the phrasing of the question, particularly the double use of “Never” (“Please rate the following statement from 1 to 10 (‘Never’ to ‘Always’), based on your own perspective: Abortion is never justifiable”). This could have caused confusion among participants, potentially impacting the accuracy of their responses. Nevertheless, it is a concerning result that would require attention in the future.

Women's Intrinsic Agency

The intervention significantly enhanced women's intrinsic agency, increasing the overall weighted score from 588 (pre-intervention) to 644 (post-intervention) ($F = 0.88, p < .001$).

The intervention's impact on women's intrinsic agency, revealed several notable findings. The results were scored for the women only from the experimental and control groups to measure the change reported in their level of comfort visiting places by themselves, expressing their opinions, and making decisions without inputs from others, as well as several other opinions and perspectives related to gender norms and roles associated with intrinsic agency. See 'Appendix VII: Results Table, Women's Intrinsic Agency' for a breakdown of all results.

The overall weighted score for intrinsic agency group increased considerably from 588 (pre-intervention) to 644 (post-intervention) for the experimental group, demonstrating a statistically significant improvement among the women who participated in the intervention ($F = 0.88, p < .001$).

Comfort Going Place Alone

Regarding the women's comfort in going places by themselves, the overall weighted score increased from 123 (pre-intervention) to 127 (post-intervention) among the experimental group. However, this change in comfort was not found to be significant ($F = 1.98, p = .283$). The most notable changes in comfort related to an increase in comfort going to "a pleasure trip, fair, cinema, etc.", growing from a weighted score of 23 to 27, and going to a "religious gathering", rising from 11 to 15 post-intervention, indicating a positive change, although neither were found to be statistically significant ($F = 0.12, p = .207$ and $F = 0.64, p = .151$).

Comfort Expressing Opinion

Participants were also asked about their comfort in expressing opinions to their husbands, in-laws, their own family, and community leaders. The overall weighted scores for the experimental group increased from 99 (pre-intervention) to 108 (post-intervention), however this change was not statistically significant ($p = 0.88$).

The largest change in this category was related to expressing their opinion to community leaders, with the experimental group's score increasing from 23 to 27 post-intervention, indicating a positive trend, but this change was not statistically significant ($F = 0.2, p = .207$).

Making Decisions by Yourself

An increase in the women's comfort in making decisions, without input from others, was also found. The weighted score rose from 74 to 84 post-intervention among the experimental group; however, this was not found to be statistically significant ($F = 1.85, p = .139$). In all decisions measured, the participants reported an increase in comfort. "How to spend money you earn" increased from 24 to 28, "how to spend money your husband gives you" increased from 27 to 30, and "how to spend your husband's earnings" increased from 23 to 26.

Opinions Related to Intrinsic Agency

The final and more comprehensive set of factors on diverse opinions and perspectives related to intrinsic agency showed a significant increase in the overall weighted score among women in the experimental group, rising from 292 to 325. This increase was statistically significant ($F = 6.41, p = .036$), underscoring the intervention's substantial impact on enhancing women's intrinsic agency.

For the statements "a women should tolerate violence to keep her family together" and "it is alright for a man to beat his wife to discipline her", the weighted scores increased considerably among the women post-intervention, from 33 to 38 and from 34 to 40, respectively. Prior to the intervention, 50% "Fully disagreed" and 20% "Agreed" with the first statement. Whereas, post-intervention, no respondents "Agreed," and 80% "Fully Disagreed." For the second statement, 60% "Fully Disagreed" and 10% "Fully Agreed" pre-intervention, with 100% fully Disagreeing after the intervention. The result for the first statement was found to be statistically significant ($F = 1.25, p = .008$), while the second was not ($F = 0.55, p = .065$).

Male participants were also evaluated on these two questions regarding intimate-partner violence. Before the intervention, only 20% of the men "Fully Disagreed" with the statement "a women should tolerate violence to keep her family together", while 20% "Agreed" and a further 20% "Fully Agreed". Following the intervention, 60% "Fully Disagreed" and only 10% "Agreed". For the second statement, "it is alright for a man to beat his wife to discipline her", the number of men who "Fully Disagreed" increased from 50% to 80% and those who "Agreed" reduced from 10% to 0%. The first question saw a significant increase in the weighted score from 26 to 35 ($F = 2.43, p = .019$), while the second question's increase from 34 to 38 was not significant ($F = 5.24, p = .151$).

These results, when combined with the statistically significant finding from the GSNI bias indicator "It is Justifiable for a Man to Beat His Wife", highlight the intervention's strong impact on reducing perceptions related to intimate-partner violence.

Furthermore, while the results related to women's comfort in making decisions independently were not found to be statistically significant, the weighted scores for the statements "a man should have the final word on decisions in his home" and "the husband should decide what major household items to buy" showed significant improvement. Specifically, the scores increased from 17 to 26 ($F = 0.57, p = .01$) and from 23 to 30 ($F = 10, p = .015$), respectively. These highly significant findings underscore that, although the women's comfort with independent decision-making did not show significant change, the intervention had a meaningful impact on their perceptions of equality in decision-making. This suggests that the intervention effectively shifted attitudes towards more egalitarian views on decision-making roles.

Women's Instrumental Agency

The impact on instrumental agency, which includes women's influence over financial and household decisions and their frequency of visiting various places, was not statistically significant. The overall weighted score slightly decreased from 386 (pre-intervention) to 359 (post-intervention) for the women in the experimental group, but this change was not statistically significant ($F = 1.51, p = .936$).

Intrinsic agency, indicated by confidence in capabilities and gender-equitable attitudes, strongly correlates with instrumental agency. This suggests that enhancing intrinsic agency can positively influence instrumental agency. Given that the intervention had a strong impact on intrinsic agency, it is possible that the post-intervention survey was conducted too soon to capture its full effects on instrumental agency. This timing may have limited the observable changes in participants' experiences and behaviours.

Making Decisions

When the participants were asked about their influence on household decisions, the weighted scores for decision-making showed varied results. For example, the ability to decide how to spend money they earn showed a slight decrease in the experimental group from a pre-intervention score of 30 to a post-intervention score of 26. However, this was not significant ($F = 0.35, p = .361$). Similarly, decisions on how to spend the money given by their husband showed a decrease in the experimental group from 29 to 24 ($F = 0.13, p = .443$). These changes were not statistically significant, indicating that the intervention did not significantly alter women's influence over these household decisions.

Going Places

Regarding the frequency of visiting various places, the weighted scores also did not show significant changes. For instance, visits to the market showed an increase in the weighted score from 30 to 32 in the experimental group ($F = 0.22, p = .331$), and visits to a health facility increased slightly from 31 to 32 ($F = 0.51, p = .722$). Whereas the weighted score for pleasure trips decreased from 28 to 26 ($F = 1.07, p = .613$). Despite these slight variations, the changes were not statistically significant, suggesting the intervention had limited impact on women's mobility in visiting different places.

Expressing Opinions

In terms of the frequency of expressing opinions, the weighted scores indicated minimal change. For example, the comfort in expressing opinions to husbands decreased from 39 to 37 in the experimental group ($F = 3.27, p = .433$), but the weighted score for the frequency in expressing their to their own family increased from 38 to 39 in the experimental group ($F = 3.86, p = .584$). These changes were not statistically significant, indicating that the intervention did not significantly enhance women's frequency in expressing their opinions.

Future Ideals: Gender-related Priorities

All Respondents

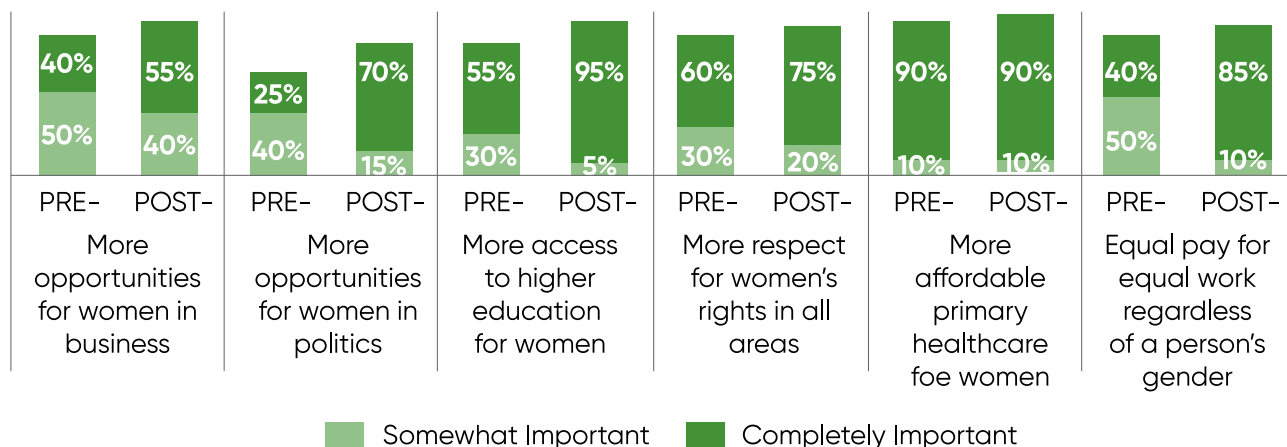


Fig. 1. Percentage of all respondents from the experimental group who responded with "somewhat important" or "completely important" across the six gender-related priorities during pre- and post-intervention

On the last section of the pre- and post-intervention survey, participants were asked to rate the importance of six gender-related priorities for the future of Uzbekistan (either 'Not At All Important', 'Somewhat Unimportant', 'Somewhat Important', or 'Completely Important').

Overall, there was a considerable increase in the ratings of importance following the intervention among the experimental group. Specifically, the importance of Priority Area 1, 'more opportunities for women in business,' saw a 5% increase. For Priority Area 2, 'more opportunities for women in politics,' there was a notable 20% increase. Priority Area 3, 'more access to higher education for women,' experienced a 15% increase, achieving a perfect score of 100% on the post-intervention survey. Priority Area 4, 'more respect for women's rights in all areas,' increased by 5%. Priority Area 5, 'more affordable primary healthcare for women,' remained unchanged, maintaining its perfect score of 100% from the pre-intervention survey. Lastly, Priority Area 6, 'equal pay for equal work regardless of a person's gender,' saw a 5% increase in its importance rating.

The analysis revealed a statistically significant increase for Priority Area 2 ($F = 0.58, p = .004$), Priority Area 3 ($F = 7.65, p = .002$), and Priority Area 6 ($F = 6.04, p = .001$). The change was not significant for Priority Areas 1, 4, and 5, which were likely caused by the high scores on the pre-intervention surveys, with each scoring 90% or above.

When accounting for all priority areas, a very strong significance was found ($F = 5.25, p = .009$). Therefore, it can be stated with high confidence that the intervention positively influenced the participants' perspective on the importance of these gender priority areas for the future of Uzbekistan. It is also crucial to note that all participants rated more affordable healthcare for women as important, even on the pre-intervention survey, highlighting this as a significant need among the local population.

Women

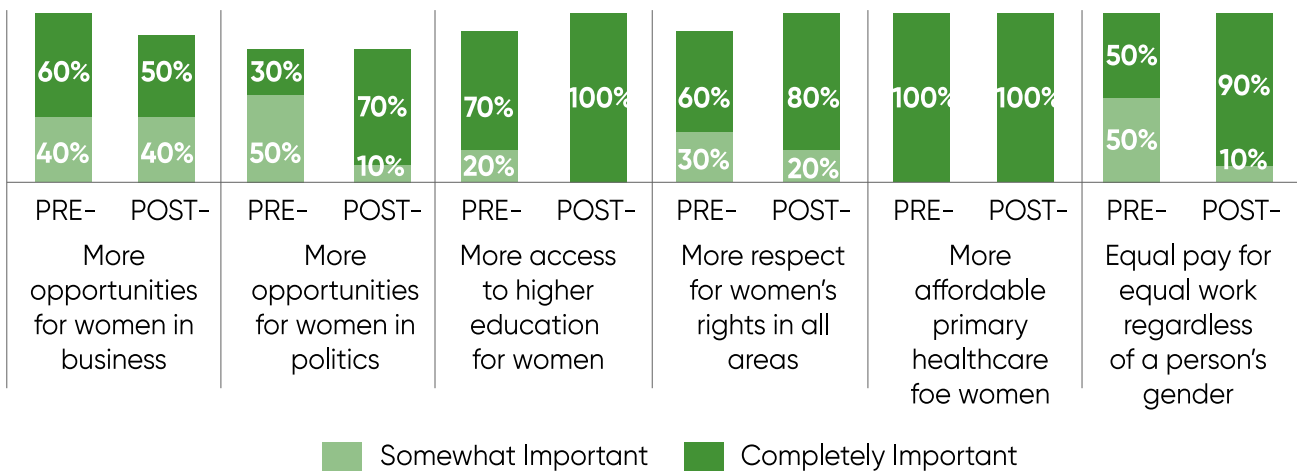


Fig. 2. Percentage of female respondents from the experimental group who responded with "somewhat important" or "completely important" across the six gender-related priorities during pre- and post-intervention.

The female participants of the experimental group did not show a significant increase in the perception of importance for priority areas 1-5. The expected reason for this is the relatively high ratings of importance on the pre-intervention surveys, as seen in the above figure. However, while 100% of participants stated that Priority Area 6 'equal pay for equal work regardless of a person's gender' is important on the pre-intervention survey, the 40% increase in the number of participants reporting that it is 'Completely Important' was found to be statistically significant ($F = 8.33, p = .025$).

Men

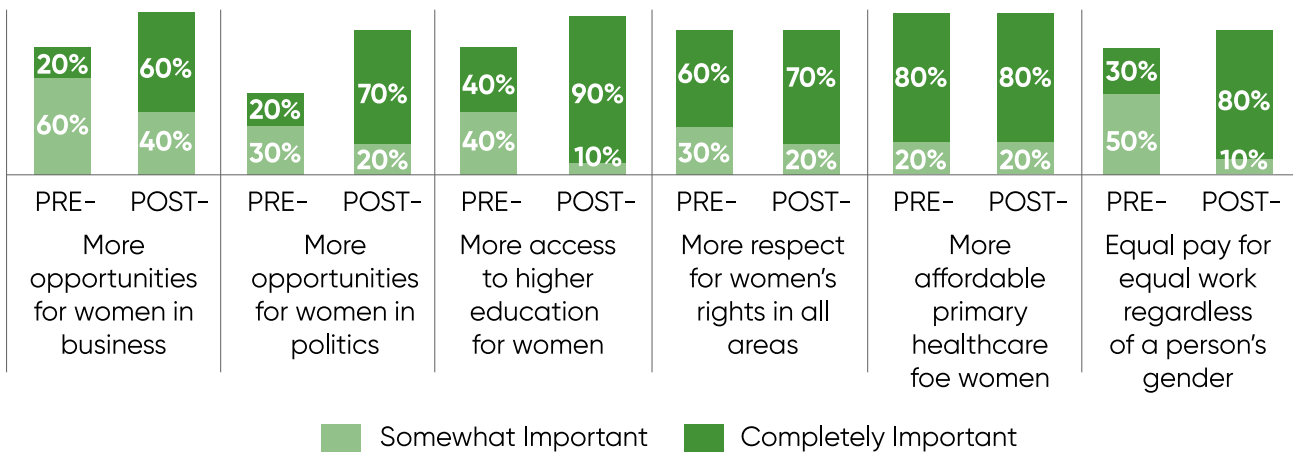


Fig. 3. Percentage of male respondents from the experimental group who responded with "somewhat important" or "completely important" across the six gender-related priorities during pre- and post-intervention.

Among the experimental group, the number of men rating these priority areas as important on the pre-intervention survey was considerably different compared to the women, with a lower percentage of ratings of importance across four of the priority areas.

Subsequently, the results from the post-intervention survey found a significant increase in the number of men rating these priority areas as important, namely: Priority Area 1 ($F = 1.16$, $p = .031$), Priority Area 2 ($F = 0.18$, $p = .009$), Priority Area 3 ($F = 3.52$, $p = .015$), Priority Area 6 ($F = 1.53$, $p = .014$).

The number of men rating priority areas 4 and 5 as important did not change, however, this is likely caused by the high number of men already rating these as important on the pre-intervention survey (90% and 100%).

Therefore, these results underscore the intervention's effectiveness at changing the perception of men regarding the importance of gender equality for the future of Uzbekistan.

Sustained Impact

The following results are drawn from the follow-up survey, conducted one week after the intervention among the experimental group. These results showcase a lasting impact of the intervention.

Understanding and Perspective of Gender Roles and Norms

Participants were asked, "On a scale of 1-10, how much has your understanding of gender roles and norms increased after participating in the activity?" (1 representing no change and 10 representing a significant change). The average (mean) score was 8.75. Notably, 11 out of the 20 participants (55%) gave a score of 10, while an additional five respondents (25%) gave a score of eight or nine. Therefore, 80% of participants provided a score of eight or higher. The difference between the ratings of men (average score = 8.4) and women (average score = 9.1) was not significant ($U = 41.5$, $p = .529$). These results suggest that the intervention equally impacted the men's and women's perceived understanding of gender roles and norms to high degree, even one week post implementation. These results also demonstrate the impact of the information behavioural lever and increased the participants' feelings of competence, which is considered critical for behavioural change, in line with SDT.

Participants were also asked, "On a scale of 1-10, how much has your perspective on gender roles and norms changed after participating in the activity?" (1 representing no change in perspective and 10 representing a completely changed perspective). The average (mean) score was 8.6, with six participants (30%) reporting a score of 10, and a further 11 participants (55%) scoring eight or nine. A One-Sample Wilcoxon Test indicated a significant difference compared to the test value (5), suggesting that participants reported a substantial change in their perspective on gender roles and norms after the activity ($W = 0$, $z = -3.78$, $p < .001$). The difference between men's (average score = 8.4) and women's (average score = 8.8) perspectives was not statistically significant ($U = 43.5$, $p = .631$).

Participants were then asked to explain their answers to the above questions, highlighting why their perspectives and understandings had/hadn't changed, as well as in what ways do they believed they had changed. The comments supported the numerical responses, with participants stating the following, among other positive sentiments:

- “After the event, my respect for my wife increased”.
- “I have understood that there should be equal rights in the family, and trust among our family has increased”.
- “I gained a valuable takeaway that I can implement at home”.
- “Realizing the feasibility of equal rights within the family”.
- “Many of my perspectives evolved positively during the event. It is crucial for a married couple to act in harmony together.”
- “My understanding of equal rights has deepened, and the mutual trust between us has also increased”.
- “There has been a noticeable increase in the mutual trust between us”.

The participants were also asked whether there had been any changes made in their personal life that may reflect a shift in their perspective and/or understanding of gender roles and norms. Female participants reflected upon “the notion that only women should do certain things is incorrect” and that “a woman can find her place in society, stand alongside her husband, and contribute”. Male reflections such as:

- “I was initially opposed to the education of girls, but the sessions have changed my perspective”.
- “Assisting my wife in all aspects of life”.
- “Women can also have equal rights, run their own businesses, or choose to stay at home and pursue activities like sewing”.
- “I have shifted my perspective to support women’s involvement in education and pursuing their own business pursuits”.

These results show that the intervention effectively fostered a perception of deeper understanding and a significant shift in perspectives on gender roles and norms among participants. The substantial proportion of participants reporting high levels of change in both understanding and perspective, combined with qualitative feedback and behavioural changes, underscores the intervention’s impact. The equal impact on men and women, along with the reported change in behaviour after the intervention, highlights the potential of such interventions to promote gender equality and challenge entrenched stereotypes within a short timeframe.

Women’s Agency

In line with the pre- and post-intervention survey’s questions on intrinsic and instrumental agency, the female participants were again asked whether their level of comfort had changed related to making decisions and going places by themselves, as well as sharing their opinion. The response options were ‘No Change’, ‘Slight Change’, ‘Moderate Change’, and ‘Significant Change’. A One Sample Wilcoxon-Test was used to determine whether the responses were significantly higher than a test value of two (‘Slight Change’). For all three areas, the results showed that they were significantly higher than a ‘Slight Change’, demonstrating a considerable impact on women’s comfort in making decisions by themselves, going places by themselves, and sharing their opinions.

- making decisions by themselves: eight out of ten (80%) women responded with a 'Significant Change' in their level of comfort, while two (20%) said there was a 'Slight Change' ($W = 0, z = -2.83, p = .002$).
- Going to places by themselves: eight out of ten women (80%) reported a 'Moderate Change', and two reported a 'Slight Change' ($W = 0, z = -2.71, p = .007$).
- Sharing their opinion: eight women (80%) stated that there has been a 'Significant Change' in their comfort, while two stated a 'Slight Change' ($W = 0, z = -2.83, p = .002$).

These results align with and strengthen the previous findings on intrinsic agency, further indicating that instrumental agency was likely measured too soon to find change. Therefore, these findings suggest that the intervention has a sustained and positive effect on women's agency.

Putting Learned Perspectives into Practice

As an indicator of behavioural change reflecting shifts in gender perspectives, participants were asked, «Since completing the activity, has the distribution of household chores within your household changed?»

Of the 20 experimental group participants, 17 (85%) reported that the husband completes more of the household chores, with four men indicating that they are doing a lot more, and 13 respondents (eight women and five men) indicating the husband is doing slightly more. A One Sample Wilcoxon Test result showed that this result was highly significant ($W = 7.5, z = -4.05, p < .001$). Additionally, a Mann-Whitney U test showed that there was no significant difference between the responses by men and women ($U = 30, p = .143$). Hence, there appears to have been a substantial shift towards husbands taking on more household chores after the activity, indicating a positive change, not only in gender perspectives, but also for behaviour within the household.

Participants were also asked whether they have observed any change in their own behaviour towards members of the opposite gender since the intervention. No participant responded stated that there was 'No Change', while six said there was a 'Significant Change' (five men and 1 woman), ten responded with 'Moderate Change' (four men, six women), and four reported a 'Slight Change' (one man, three women). A One Sample Wilcoxon Test result showed that this result was very significant ($W = 0, z = -3.64, p < .001$). The difference between the women's and men's observed behaviour change was not significant ($U = 27, p = .89$), suggesting that both men and women perceived a similar change in their own behaviour following the intervention.

When asked "in what way(s) have your behaviour(s) changed related gender roles and norms since the activity?", male participants responded with the following, among others:

- "My behaviour has changed significantly regarding assisting my wife with domestic chores and communicating more with her".
- "After the event I understood that it is counterproductive to force women".
- "I have understood that men should also support and assist women".

- "I decided to devote more time to the family to help my wife with housework".

The female participants responded to the same question with the following, among others:

- "I've come to realize that I can benefit my family, my husband, and my children without confining myself to the home".
- "After the event, I, as a woman, understood that I can assist my husband in areas beyond housework".
- "I have decided to open sewing business at home".

In fact, five women reported that they were now considering starting their own business following the intervention. Furthermore, when asked to describe any situation where they applied the knowledge gained from the intervention, eight women reported that they were considering earning their own money.

When asked whether the intervention had influenced their personal life and relationships, all participants reported a very positive influence, with comments such as "the relationship with my wife has really improved", "my respect for my wife has increased", and "my life is very good because my husband is very understanding".

Participants were also asked whether they had any challenges in applying the principles of gender equality in their daily life since the intervention. 19 out of 20 participants confirmed that they have not faced any challenges. One man responded that he had faced a challenge, clarifying that "I have not helped my wife with housework before", with both him and his wife confirming on the earlier question that the husband had completed more of the household chores.

Overall, the intervention these results demonstrate the successful application of learned perspectives into everyday life, showing a meaningful shift in both attitudes and behaviours towards gender equality within the household. The intervention has fostered a more equitable distribution of household responsibilities and promoted a positive change in relationships, underscoring its effectiveness in advancing gender equality. The intervention has also empowered some women to consider entrepreneurial ventures, highlighting a broader influence on their roles beyond domestic responsibilities. The lack of significant challenges in applying gender equality principles further underscores the intervention's success in fostering sustainable change.

Diffusion of Impact

Participants were asked whether they feel more comfortable challenging the existing gender stereotypes and norms compared to before the intervention. All participants reported that they felt more comfortable doing so (12 reporting 'More' and 8 reporting 'Much More').

Participants were also asked "Since the activity, have you engaged in any conversations about gender equality with others who did not participate in the activity?" 16 out of the 20 (80%) participants responded 'Frequently', two (10%) replied 'Occasionally',

and two (10%) stated 'Not at All'. A One Sample Wilcoxon-Test found that the result was significantly higher than a test value of two, representing a 'Rarely' ($W = 5$, $z = -3.98$, $p < .001$). There was also no difference found between the frequency of men and women engaging in such conversations ($U = 48$, $p = .912$).

When asked what the topics of such conversations were, if held, participants explained that they discussed "about equal rights", "different roles of men and women in family", "mainly about mutual understanding between men and women and their roles", "insights I gained with my close ones", and "knowledge I gained with my relatives and friends".

Overall, the topics of these conversations suggest a deepening of the participants' comprehension and commitment to gender equality. The participants' engagement on gender equality issues with people who did not participate in the intervention demonstrates the intervention's effectiveness in promoting awareness and dialogue about gender issues beyond the immediate participants. This collective change in behaviour and attitudes, which appears to be driven by intrinsic motivation, underscores the intervention's success in fostering a broader cultural shift towards gender equity and extending its impact to communities beyond the direct beneficiaries of the intervention.

Impact of Opinion Leaders and Activity Preference

During the sessions led by the opinion leaders, facilitators closely monitored the participants' engagement. It was observed that the participants were receptive during the religious leader's remarks, showing agreement by nodding and expressing support for the speaker. When the businesswoman shared her story, the participants, both men and women, showed a keen interest and listened attentively. The participants were already familiar with the community (Mahalla) leader prior to the event, which was evidenced by their sense of comfort during his presentation.

In general, all three opinion leaders appeared to receive equal attention and engagement from the participants throughout the intervention, although some individuals seemed to be more comfortable with the community (Mahalla) leader.

The follow-up survey, conducted one week after the intervention among the experimental group, asked participants "what aspects of the activity were most impactful in changing your perspective?". Ten participants (50%) cited the interactive exercises and activities as the most impactful, with nine of these respondents being men. This suggests a strong preference for interactive exercises among male participants over sessions led by opinion leaders. Five respondents (25%), all women (50% of women), indicated that they found the discussion with the businesswoman impactful, demonstrating her influence on female participants. Eight participants (40%) reportedly enjoyed the discussion with the psychologist, the facilitator of the interactive sessions. This was an unexpected response, and it was unclear whether they were referring to specific conversations with the facilitator or the exercises led by the facilitator. No respondents referred to the religious leader or the community leader in their responses.

In the section for additional thoughts or feedback on the follow-up survey, twelve respondents (60%, seven men and five women) expressed that the exercises were beneficial and should be replicated. Comments included, “it’s good to have more interactive sessions like this” and “we need more activities like this.”

Overall, these results suggest that the interactive exercises and activities had a significant perceived impact, particularly among men, while the businesswoman’s discussion was especially influential among female participants. This underscores the importance of the autonomy lever, represented by interactive activities, and the social influence lever, in interventions aimed at improving gender equality for both men and women.

These results, combined with the numerous statistically significant findings, underscore the overall effectiveness of the behavioural intervention and validate the experiment’s hypothesis. The intervention’s success in fostering the behavioural levers of autonomy, information, and social influence demonstrates a substantial impact on changing the perspectives and behaviours of both men and women regarding gender equality. This highlights the potential of targeted behavioural strategies to drive meaningful progress in gender equality in Uzbekistan.

Discussion

The primary objective of this study was to assess the efficacy of a behavioural change intervention aimed at reducing harmful gender stereotypes and norms within households in Namangan City, Uzbekistan. The study hypothesised that the intervention, which incorporated principles of self-determination theory (SDT) and social influence for behavioural change, would result in a measurable reduction in gender biases among the participants. Specifically, it was posited that:

1. Participants in the experimental group would exhibit a significant decrease in the number of gender biases compared to the control group.
2. The intervention would enhance women's agency.
3. The perspectives of both men and women on gender roles and priorities would shift towards greater gender equality.

The results of the study provide strong support for the hypotheses.

Summary and Interpretation of Key Findings

Women's Agency and Decision-Making

The intervention successfully enhanced women's intrinsic agency, evidenced by the statistically significant increase in the overall weighted score found on the pre- and post-intervention survey from 588 to 644 ($F = 0.88$, $p < .001$). The instrumental agency result was not found to be significant; however, intrinsic agency is strongly correlated with instrumental agency,⁹⁶ and the significant improvements in intrinsic agency indicated a potential for long-term positive effects on instrumental agency. This was subsequently demonstrated by the follow-up survey, which found that one week after the intervention all of the women felt a change in their comfort visiting places by themselves, expressing their opinions, and making independent decisions with 80% of women reporting a significant change in their level of comfort.

Previous research by UNDP in Uzbekistan indicated that 71% of respondents believed that men should make the most important family decisions.⁹⁷ The experiment also found that before the intervention 80% of the experimental group respondents agreed with the statement "a man should have the final word on decisions in his home". This was effectively reduced to only 45% on the post-intervention survey, while the control group showed no change. Confirming this result, 55% of the participants also agreed that "the husband should decide what major household items to buy", which was significantly reduced to 30% among the experimental group. This indicates that there was a majority agreement that men should make the most important family decisions before the intervention, which shifted to a majority disagreeing with this position after the intervention.

Therefore, the intervention effectively addressed two of the core issues identified in the earlier research, fostering enhanced agency among women and promoting a more balanced perspective on gender roles in household decision-making.

⁹⁶ Yount et al. (2019).

⁹⁷ United Nations Development Programme (2022).

Equal Opportunities to Work

UNDP's previous national-level research reported that 62% of people believed women should not work full time due to family duties.⁹⁸ Similarly, this experiment found that 60% of the participants held the bias that «men should have more right to a job than women». The intervention successfully reduced this to only 30%, a significant reduction of 50%.

Supporting this finding, the perspectives that 'more opportunities for women in business' and 'equal pay for equal work regardless of a person's gender' are important for the future of Uzbekistan also significantly increased among all participants, particularly among male respondents, which was statistically significant. In fact, after the intervention 100% of the male participants reported that more opportunities for women in business was important.

Moreover, one week after the intervention, 80% of the women who participated in the intervention were considering earning their own money, and 50% were contemplating starting their own business.

Therefore, these results demonstrates the intervention's strong impact in challenging traditional gender roles that restrict women's participation in the workforce. By promoting the idea that both men and women should have equal job opportunities, the intervention effectively tackled one of the key barriers to gender equality identified in the previous study. This suggests that this intervention could increase women's engagement with the ongoing government initiatives, such as preferential loans for business.

Intimate-Partner Violence

UNDP had previously found that physical abuse by husbands was one of the most frequently mentioned cases of gender-based harassment and violence in Uzbekistan.⁹⁹ In fact, prior to the intervention, it was found that 30% of the participants believed «it is justifiable for a man to beat his wife». However, the intervention was found to be highly effective at reducing this harmful gender norm, with a 67% reduction. This effect was also shown among participants who had previously received a preventive conversation related to gender-based violence, reducing by 50%. This result was also supported by the reductions in agreement to "a women should tolerate violence to keep her family together" and "it is alright for a man to beat his wife to discipline her", which reduced from 30% to 5% and from 10% to 0% respectively.

These results clearly demonstrate the intervention's effectiveness in addressing deeply entrenched gender norms that justify and perpetuate violence against women. By significantly reducing the acceptance of intimate-partner violence, the intervention has made substantial progress towards creating a safer and more equitable environment for women. The intervention's success in this area underscores its potential to effect meaningful change and improve the lives of more women in Uzbekistan.

⁹⁸ United Nations Development Programme (2022).

⁹⁹ Ibid.

Politics and Education

Before the intervention, 85% of the participants felt that 'more access to higher education for women' was important, which was more positive than UNDP's previous findings, which highlighted 43% of respondents in Uzbekistan believed that women should not necessarily pursue higher education.¹⁰⁰ Despite this high starting score, the intervention still had a significant impact, with 100% of the participants agreeing post-implementation that 'more access to higher education for women' is important for the future of Uzbekistan.

This was supported by qualitative comments from male participants, who stated "I was initially opposed to the education of girls, but the sessions have changed my perspective" and "I have shifted my perspective to support women's involvement in education and pursuing their own business pursuits".

The intervention also significantly increased participants' perception that 'women having the same rights as men is essential for democracy', from only 20% to 50% post-intervention. Moreover, the intervention significantly increased the number of participants stating it is important to have 'more opportunities for women in politics', from 65% to 85%. This increase was particularly extensive among the males participants, increasing from 50% to 90%. However, the intervention it did not appear to improve the perception that 'men make better political leaders than women do', with 65% of participants reporting this bias.

These results indicate the intervention effectively increased awareness and support for gender equality in education and politics among participants. The increase in positive attitudes and the reduction of certain gender biases highlight the especially improved the perceptions related to the need for greater opportunities women in these fields. However, the persistence of some biases also underscores the need for ongoing efforts and possibly more targeted strategies to address deeply held stereotypes.

Behaviour Beyond Perspectives

A significant shift towards husbands taking on more household chores was observed one week after intervention, with 85% of participants reporting that husbands completed more of the household chores. Previous research indicated that women spent significantly more time on unpaid care work than men, reinforcing traditional gender roles.¹⁰¹ The intervention effectively promoted a more equitable distribution of household responsibilities, indicating a positive change in household behaviour.

Participants also reported significant changes in their behaviour towards members of the opposite gender. This reflects the intervention's success in fostering a more gender-equitable environment within households, challenging the traditional norms identified in the earlier study.

Additionally, as noted in the above summary on equal opportunities for work, there was a considerable number of women who were considering earning their own money

¹⁰⁰ United Nations Development Programme (2022).

¹⁰¹ United Nations Development Programme (2022).

after taking part in the intervention. Moreover, all participants reported that they now felt more comfortable challenging the existing gender stereotypes and norms, and that 90% of them engaged with other people in discussions on gender equality, with 80% reporting that they are having these discussions frequently.

The results of this intervention underscore the critical role of the behavioural levers and intrinsic motivation in driving sustainable behavioural change. The intervention not only fostered a deeper understanding of gender equality but also empowered participants to enact these changes in their daily lives. The increase in women's intrinsic agency, coupled with the positive shifts in household dynamics and open discussions about gender roles, highlights the potential of well-designed behavioural interventions to challenge and transform entrenched norms. This study demonstrates that fostering intrinsic motivation through supportive, autonomy-enhancing environments can lead to significant and lasting improvements in gender equality in households and communities.

Impact of the Opinion Leaders

The role of the opinion leaders, including a religious leader, a community leader, and a female role model (a businesswoman), was crucial to the intervention's success. Previous research emphasises the influence of community and religious leaders in perpetuating gender norms, and female role models' ability to challenge them. Engaging these leaders in the intervention effectively leveraged their influence to promote positive changes in gender attitudes.

Participants responded positively to the remarks and discussions led by these leaders, although there appeared to be a strong preference for the interactive sessions especially among male participants. Nevertheless, information was a critical behavioural lever and required to ensure the absorption of key messages on gender equality, and therefore, the use of credible messengers appears to have positively impacted the intervention's effectiveness.

The female role model appeared to play a particularly important role. Her engagement was noted by several women as being a particularly important component of the intervention. This is an important finding considering that previous research has found a distinct lack of visible female role models in Uzbekistan.¹⁰²

Overall, the integration of interactive exercises with credible opinion leaders proved to be critical for the intervention's success. By combining these approaches, the intervention effectively leveraged autonomy, information, and social influence, leading to meaningful shifts in gender attitudes and behaviours among the participants. Interactive exercises fostered self-reflection and critical thinking, allowing participants to personally engage with the concepts of gender equality. Meanwhile, the involvement of the opinion leaders ensured that the messages were not only heard but also valued and trusted by the participants. This strategy underscores the need for a multifaceted and behaviourally guided approach in challenging and transforming gender norms and stereotypes. It highlights that sustainable behavioural change is achievable when interventions foster these three behavioural levers.

¹⁰² United Nations Development Programme (2022).

Limitations

While the findings of this study provide significant insights into the efficacy of behavioural change interventions in reducing harmful gender stereotypes and norms, several limitations must be acknowledged. The sample size of 40 participants from Namangan City was small and non-randomly selected, which limits the generalizability of the results. The unique cultural context of Namangan City, with its pronounced traditional gender roles, means the findings may not be directly applicable to other diverse contexts. The short follow-up period of one week also did not capture the long-term sustainability of the changes observed.

Measuring deeply ingrained and multifaceted gender norms is inherently complex, and while robust survey tools were used, they may not fully capture the nuances of these norms. The awareness of being part of a study could also have caused participants to modify their behaviour.

Despite these limitations, the study provides valuable insights into the potential of behavioural change interventions to address harmful gender norms in Namangan, as well as potentially more broadly in Uzbekistan and other similar contexts. Future research should aim to address these limitations by using larger samples, longer follow-up periods, and considering broader cultural contexts to enhance the robustness and generalisability of the findings.

Conclusion

This study demonstrates the significant potential of behavioural change interventions to reduce harmful gender stereotypes and norms in Namangan City, Uzbekistan. By incorporating principles of self-determination theory and social influence, the intervention effectively enhanced women's agency, promoted gender equality, and reduced acceptance of intimate-partner violence. The findings highlight the importance of leveraging intrinsic motivation and credible opinion leaders to foster sustainable changes in gender attitudes and behaviours.

The study contributes to the field of gender equality by providing empirical evidence that well-designed behavioural interventions can challenge and transform entrenched gender norms. It underscores the value of integrating behavioural insights into gender equality initiatives, offering a replicable model that can be adapted to different cultural contexts. This research supports the ongoing efforts by the Government of Uzbekistan to create a more equitable and inclusive society and emphasizes the need for continued innovation in addressing the deeply rooted gender norms and stereotypes.

Recommendations

The following recommendations have been formulated based on the key findings of the study. They aim to replicate and adapt the successful intervention and its elements to various contexts and gender-related social issues, ensuring broader and more sustainable impacts on gender equality and women's agency throughout Uzbekistan. These recommendations provide a strategic roadmap for policymakers, community and religious leaders, international and local organisations, and relevant stakeholders to address the harmful gender norms and stereotypes and promote a more equitable society.

Incorporate Behavioral Insights into the 2030 Strategy

Traditional policy development methods, while valuable, often overlook the nuanced ways in which social norms and individual behaviours influence the effectiveness of such policies. By integrating behavioural insights into the policy development and implementation process, the government can create more effective and sustainable policies that address gender inequality at its roots.

Using a behavioural insights approach involves understanding how people actually behave and make decisions, rather than how they are expected to behave. For gender-related policies, this means creating frameworks that consider the deeply ingrained social norms and stereotypes that influence gender dynamics.

Within this context, to fully achieve the indicators set in the Strategy of Achieving Gender Equality in the Republic of Uzbekistan Until 2030 (hereafter the "2030 Strategy"),¹⁰³ the Senate of the Oliy Majlis should consider updating and expanding the current measures and indicators to incorporate a behavioural insights approach.

The 2030 Strategy currently provides a commendable set of measures, focusing on improving the legal framework, implementing socio-economic measures, and enhancing coordination and research. The socio-economic measures primarily include discussions, greater involvement of women in processes and activities, organising trainings, and providing support to women and girls across diverse sectors. All of these measures are admirable and appropriate; however, their effectiveness will likely continue to be hindered by the prevalent gender norms and stereotypes.

Therefore, additional measures should be incorporated into the 2030 Strategy to focus on addressing these social norms. By integrating interventions that target norms and beliefs, the strategy can more effectively dismantle the deep-rooted gender biases that hinder progress towards gender equality. This holistic approach, combining behavioural insights with the existing practical measures, will create a more conducive environment for achieving the desired outcomes and indicators by 2030.

It is also prudent to include indicators that address perceptions and stereotypes within the 2030 Strategy. The results from the UNDP's 2022 study on the Negative Impact

¹⁰³ Senate of the Oliy Majlis of Uzbekistan (2021). Decision About the Approval of the Strategy of Achieving Gender Equality in the Republic of Uzbekistan until 2030. [link](#)

of Gender Stereotypes and Patriarchal Attitudes on Gender Equality in Uzbekistan could provide a suitable baseline for understanding the current status of gender norms and stereotypes. Based on these findings, the average and objective indicators for 2025, 2027, and 2030 should be set to track progress in changing social norms and attitudes. This approach ensures that Strategy measures and addresses the social factors impacting gender equality in Uzbekistan, making it more effective and sustainable.

Moreover, when drafting new gender-related policies, the Government of Uzbekistan should begin by conducting thorough behavioural diagnostics to identify the specific behaviours and social norms that the policy aims to change. This involves engaging with communities to not only understand their perceptions, beliefs, and attitudes towards gender roles, but also to identify the behavioural barriers to the desired change. By grounding policies in a clear understanding of the local context and challenges, the government can tailor interventions that are more likely to be accepted and effective. Furthermore, policies should be framed in a way that resonates with people's values and beliefs, making it easier for them to internalise and support the desired changes.

The behavioural insights approach also emphasises the importance of testing and refining policies, strategies, and practices to ensure they achieve the desired outcomes. This can be done through pilot programmes and small-scale trials, such as this study, where different approaches are tested and evaluated. The insights gained from these experiments can then inform the final policy, ensuring it is both effective and responsive to the needs and conditions of the community.

Scaling up the BI Intervention in other the mahallas of Uzbekistan

Mahallas are of pivotal importance in safeguarding human values, culture, and social cohesion in Uzbekistan.

The intervention significantly enhanced women's intrinsic agency, promoted gender equality, and reduced acceptance of intimate-partner violence in the community. Replicating this intervention in other mahallas could similarly advance gender equality and improve women's livelihoods, thereby providing broad support and complementarity to the government's policy approaches on gender equality.

It is fit for purpose to train and build capacities of the staff of "Mahalla Association of Uzbekistan" and community leaders such as mahalla chairmen, women leaders and youth leaders on different aspects of gender equality, women empowerment and gender sensitive decision making. To facilitate this, it is also recommended to conduct a training-of-trainers programme.

A Behavioural Response to Intimate Partner Violence

The intervention's substantial impact on reducing the acceptance of intimate partner violence underscores its potential for broader application in Uzbekistan. Adapting and adopting this intervention could help change these harmful gender norms and enhance the support provided for victims.

Article 15 of the Law on the Protection of Women from Oppression and Violence specifies that programmes and activities to prevent and combat violence against

women are to be developed and implemented. Article 22 states that “In order to convince a particular person to comply with the norms and generally accepted rules of behaviour in society, [...] a preventive conversation is held.” While Article 29 mandates the implementation of correctional programmes for those who has committed violence or are prone to commit such violent behaviour.¹⁰⁴

In alignment with this law and the intervention’s findings, which significantly reduced the acceptance of intimate partner violence including among those that previously had preventive conversations held, it is recommended that the Government of Uzbekistan consider establishing standard operating procedures that integrate key components of the intervention into the preventive conversations. These conversations are conducted by preventive inspectors. Formal adoption and implementation of the intervention’s core components during these preventive conversations will likely enhance their effectiveness and could reduce cases of repeated violence.

Furthermore, given the proven effectiveness of the intervention, it should also be included in the correctional programme aimed at changing violent behaviour, as mandated by Article 29. Incorporating the intervention’s exercises and methodologies into these programmes can help reshape attitudes and behaviours, fostering long-term change.

The intervention could be redesigned for use by practitioners engaging with individuals, couples, or groups during these preventive conversations or related activities. Most of the intervention’s exercises could be adapted for these settings, though the role of opinion leaders might need adjustment, possibly involving recorded messages rather than in-person engagement.

To ensure effective implementation, comprehensive training should be provided to preventive inspectors and relevant practitioners. A training-of-trainers model and the adoption of the intervention’s core components into the practitioners’ on boarding and training curriculum could further ensure the long-term sustainability of this approach.

While this study demonstrates the interventions effectiveness at reducing acceptance of intimate partner violence, it should also be tested within this context before formal adoption as a standard operating procedure. Training of select practitioners and implementation among a sample population would enable assessment of the intervention’s impact. If adopted, continuous monitoring and evaluation should also be conducted. Feedback mechanisms should be established to allow for ongoing refinement and improvement.

By taking these steps, the Government of Uzbekistan can leverage the intervention’s proven effectiveness to foster a safer and supportive environment for victims of intimate partner violence, ultimately contributing to the broader goal of gender equality and social harmony.

¹⁰⁴ Government of Uzbekistan (2019). Law of the Republic of Uzbekistan on Protecting Women from Oppression and Violence. [link](#)

Enhance the Agency of Women Repatriated from Conflict Zones

Given the intervention's success in enhancing women's agency and decision-making power, it could serve as a valuable tool for supporting the rehabilitation and reintegration of women repatriated from conflict zones.

Many repatriated women face significant challenges due to entrenched gender norms that hinder their full participation in community life and economic activities. Tailoring the intervention to address the specific needs of these women, and integrating it into their individual client plans as needed, could help them gain autonomy and independence, which are essential for successful reintegration.

To ensure the reliability and effectiveness of opinion leaders, the intervention for repatriated women could benefit from the engagement of a successfully reintegrated woman. This approach would provide a relatable role model and credible source of support, potentially enhancing the impact of the intervention.

By focusing on increasing agency and decision-making power, the intervention can equip repatriated women with the skills and confidence needed to overcome social barriers. This approach would complement the ongoing rehabilitation and reintegration efforts, thereby providing holistic support. Training local civil society actors who are already engaged in this work could facilitate the effective implementation of the intervention, ensuring it addresses the specific needs of repatriated women, aligns with the other ongoing activities, and promotes their successful reintegration.

Invest in the Promotion of Female Role Models

Promoting a diverse range of female role models, particularly in underrepresented sectors can shift societal attitudes and encourage more equitable gender norms. Public campaigns and media representation of successful women, using the intervention's effective messaging structure, can amplify positive effects and encourage women's engagement with government services.

The 2030 Strategy of Uzbekistan includes measures aimed at ensuring opportunities for women in socio-economic, political-legal, cultural and humanitarian spheres. Indeed, prominent female figures can challenge traditional norms and inspire others to pursue education and careers.

Particularly, increased representation of women in the prestigious spheres, such as diplomatic service (including ambassadors, international organizations and international missions) could provide an essential platform for cultivating female role models with considerable positive impact. It is recommended, to further national efforts to create more opportunities for women in the foreign policy and foster female ambassadors/high level government representatives by reviewing the current action plans, implication of the additional interventions, learning and emulating of the foreign best practices.

It is also recommended to promote and intensify the work of the National Women Leaders Caucus under the Senate of the Oliy Majlis to nurture and ensure wider representation of women leaders in the country. Forming, within the framework of

this platform, the pool of the women leaders in the regions of Uzbekistan and active campaigns to raise their visibility would tremendously contribute in fostering women role models and their positive public impact.

Integrate an Adapted Version into Education Curricula

To ensure long-term and sustainable change, it is crucial to address gender norms through multiple approaches and across different audiences. Integrating an adapted version of the intervention into the education curricula could instil values of gender equality in the younger generation, which are then reinforced in the homes where the intervention has been implemented. '

The 2030 Strategy underscores the importance of schools. To increase gender literacy, it emphasises that it is necessary to implement measures that introduce the topic of gender into the curricula at all educational levels, as well as providing trainings for educators and teachers.¹⁰⁵

By incorporating a behaviourally informed approach into the gender curricula, the government can foster a generation that is more aware of and committed to gender equality. The intervention used in this study has developed materials and activities that can be adapted for implementation within classrooms with minor tailoring.

The five interactive exercises (Gender Box, Pile Sorting, Social Mapping, But, Why?, and Motivations and Barriers) can be implemented with high school students, provided that teachers receive sufficient training in its facilitation. The final exercise on making commitments, originally designed for couples, could be adapted as an individual exercise for students.

Regarding the involvement of opinion leaders, it would be important to identify the most appropriate and effective leaders for the younger generation. These leaders may be able to provide remarks directly to students, on occasions such as International Women's Day, or through recorded remarks used throughout the year.

To ensure the curriculum's effectiveness, pilot programmes should be conducted in select schools to test different approaches and gather feedback from students and teachers. The insights gained from these pilots can then be used to refine the curriculum before it is implemented at a national scale. This iterative process ensures that the curriculum remains responsive to the needs and experiences of students, thereby enhancing its impact.

Expand Support for Religious Leaders in Promoting Gender Equality:

Building upon religious leaders' influence on social norms can support the effectiveness of established measures. Expanding support for these leaders, including training and resources, can significantly enhance their ability to promote gender equality. By leveraging their influence, these leaders can play a pivotal role in challenging and transforming entrenched gender norms within the mahallas.

¹⁰⁵ Senate of the Oliy Majlis of Uzbekistan (2021).

In particular, sermons by the religious leaders during the Friday Prayers in mahallas have tremendous impact on the residents' behaviours and the social attitudes. It is highly recommended to harness this influence by making a practice of introducing the messages on promoting gender equality to the religious sermons, also to organize capacity building trainings for imams and religious leaders in mahallas to increase their "the gender sensitivity".

Furthermore, it is fit for purpose to leverage opportunities and capacities of the institutions like the International Academy of Islam of Uzbekistan, the Al-Bukhari International Research Centre, the Haddith Academic School, and the Centre of Islamic Civilization for gender mainstreaming in the religious realm.

Integrate the Intervention into the National PVE Strategy

Violent extremist groups exploit harmful gender norms, as seen in the recruitment and radicalization of individuals, including in Uzbekistan. Integrating this intervention into the activities guided by the National Strategy on Countering Extremism and Terrorism for 2021-2026 could help to address some the root causes of radicalisation leading to violent extremism.

Section 3 of the National Strategy on Protecting Women's Rights and Strengthening their Role in Countering Extremism and Terrorism emphasises the importance of providing "a) timely and high-quality implementation of regulations aimed at protecting the rights and freedoms of women, and further improvement of the legal framework to support them, meeting international standards; b) moral, psychological and material support for women and their children who find themselves in difficult life situations; c) special training courses for law enforcement officers on the specifics of working with women involved in extremist and terrorist activities; d) strengthening the role and responsibility of the departments of the Ministry for Support of Mahallas and Families in working with problem families; e) cooperation with international organizations in the field of protecting women's rights and freedoms, as well as sharing experience in the field of involving women in the process of countering extremism and terrorism".¹⁰⁶

The intervention's focus on promoting gender equality, reducing acceptance of violence, supporting women in difficult life situations, as well as the involvement of mahallas, families and international organisations, aligns strongly with the above section of the National Strategy. The adoption of the intervention in this regard would support the effective implementation of these priority areas and contribute to a more comprehensive approach to PVE, addressing both the ideological and social dimensions of violent extremism, as well as build the resilience of vulnerable families and communities.

Piloting Behavioral Insights Entity in the Government System

Systematic application of behavioural insights was pioneered in 2010 when the UK established the Behavioural Insights Team. Since then, many countries have been integrating behavioral insights in public policy designing and implication. According to OECD, policymakers are increasingly asking behavioural scientists to help them unpack policy problems, design solutions that go with the grain of human behaviour and evaluate

¹⁰⁶ Government of Uzbekistan (2021). Decree of the President of the Republic of Uzbekistan on the Approval of the National Strategy of the Republic of Uzbekistan to Counter Extremism and Terrorism for 2021 - 2026. [link](#)

them rigorously. As of 2023, there are at least 300 public entities all over the world applying behavioural insights to their policies.

Success of the BI application to address harmful gender stereotypes in Uzbekistan heralds the prospects and important possibilities of BI in tackling policy issues in the country. Establishment of the BI unit/entity within the government system could provide the consistent and systematic designing and implicating of BI interventions. This unit would generate and apply Behavioural insights to form, improve the relevant government policy.

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Appendices

Appendix I: Brief Overview of the Legislative Framework for Gender Equality in Uzbekistan

In 1995, Uzbekistan ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW),¹⁰⁷ committing to submit periodic reports to the CEDAW Committee on national implementation efforts related to the legislative, judicial, administrative or other measures adopted to give effect to the provisions of the CEDAW and on the progress made, due every four years.¹⁰⁸ Uzbekistan has submitted six such reports, the latest being in 2019. Additionally, the Uzbekistan regularly reports on the implementation of the Beijing Declaration and Platform for Action, with the most recent report also being submitted in 2019¹⁰⁹.

Based on the results of the Sixth Report of the Republic of Uzbekistan to the United Nations Committee on the Elimination of Discrimination against Women, Uzbekistan received the following advice relevant to the purpose of this behavioural insights experiment:

“14. The Committee recalls that relegating women to traditional roles as child bearers rather than promoting their role as active agents of development and rights holders is contrary to advancing the status of women. [...]

20. The Committee reiterates its previous recommendations and recommends that the State party: [...]

I Take targeted measures, including awareness-raising, to promote the equal sharing of domestic and childcare responsibilities, as well as responsible fatherhood. [...]

42. The Committee recommends that the State party:

(d) (a) [...] pursue its efforts to combat polygamy and child and forced marriage, especially in rural areas, including by: addressing their root causes [...]

(d) Ensure that women and men have the same rights and responsibilities in marriage and family relations”.¹¹⁰

In anticipation of the 2019 CEDAW report, the Government of Uzbekistan enacted two significant laws: the Law on the Protection of Women from Oppression and Violence and Law on Guarantees of Equal Rights and Opportunities for Women and Men. The first law provides definitions for all forms of gender-based violence, including sexual, physical, economic, psychological and workplace violence, and regulates the concepts of “harassment”, “victim” and “protective order”. The second law regulates the concepts of gender, gender discrimination, gender statistics and gender legal expertise.

¹⁰⁷ The Convention was ratified by the Resolution of the Oliy Majlis of the Republic of Uzbekistan No. 129-1 of August 31, 1995.

¹⁰⁸ UN WOMEN (1979). Convention on the Elimination of All Forms of Discrimination Against Women. [link](#)

¹⁰⁹ UN WOMEN (2019). Report on the Implementation of the Beijing Declaration and Platform for Action: Uzbekistan. [link](#)

¹¹⁰ Office of the United Nations High Commissioner for Human Rights (2022).

In April 2023, Uzbekistan further strengthened its legal framework against gender-based violence with amendments to the administrative and criminal codes (Law No. ZRU-829), through the Law of the Republic of Uzbekistan On Amendments and Additions to Certain Legislative Acts of the Republic of Uzbekistan in Connection with Further Improvement of the System of Reliable Protection of the Rights, Freedoms and Legitimate Interests of Women and Children (dated April 11, 2023, No. ZRU-829). Furthermore, the National Strategy for Achieving Gender Equality in the Republic of Uzbekistan until 2030 was adopted in May 2021, focusing on increasing female representation in leadership roles, addressing gender imbalances, and preventing harassment and violence against women.

Additional regulations also have been adopted to support women's entrepreneurship and education. For example, since 2022, women can receive preferential loans for business and education.¹¹¹

On 31 October 2023, the President of Uzbekistan signed a law amending the criminal and administrative codes, enshrining the secular nature of the state.¹¹² These amendments include provisions against polygamy and the registering of a marriage with a person under marriageable age, as well as propaganda that discriminates based on gender, among other provisions, establishing the minimum penalties for such violations.

111 Government of Uzbekistan (2022). Decree: President of the Republic of Uzbekistan on Measures to Further Accelerate Work on Systemic Support for Families and Women. [link](#)

112 Government of Uzbekistan (2023). Law of the Republic of Uzbekistan on Introducing Amendments and Additions to the Criminal Code of The Republic Of Uzbekistan and the Code of The Republic of Uzbekistan on Administrative Responsibility. [link](#)

Appendix II: Criteria for Selecting the Participants

| Criteria | No. of Participants in the Experimental Group | No. of Participants in the Experimental Group |
|---|---|---|
| Family type by kinship structure: <ul style="list-style-type: none"> Nuclear family (a husband and wife, living alone, with or without children) Extended family (a husband and wife, living with the parents of the husband and/or wife, with or without children) | <p>6</p> <p>14</p> | <p>8</p> <p>12</p> |
| Family type by length of marriage: <ul style="list-style-type: none"> Young family (up to 3 years married) Average family (from 4 to 10 years married) Older family (over 10 years married) | <p>6</p> <p>4</p> <p>10</p> | <p>0</p> <p>12</p> <p>8</p> |
| Family type by number of children: <ul style="list-style-type: none"> Small family (1 to 2 children) Large family (more than 3 children) | <p>10</p> <p>10</p> | <p>10</p> <p>10</p> |
| Classification of the family as registered by the district crime prevention officer in the mahalla: <ul style="list-style-type: none"> Functional family (those with rare or no problems with the law) Dysfunctional family (those with chronic problems with the law) | <p>18</p> <p>2</p> | <p>16</p> <p>4</p> |
| Family employment type according to mahalla committee records: <ul style="list-style-type: none"> The household information included in "iron notebook" (a list of unemployed, low-income, needy families compiled by mahalla authorities) The household is not included in the mahalla accounting books | <p>12</p> <p>8</p> | <p>4</p> <p>16</p> |
| By level of education: <ul style="list-style-type: none"> Only the husband studied at higher education Only the wife studied at higher education Both husband and wife did not study at higher education | <p>2</p> <p>2</p> <p>16</p> | <p>6</p> <p>0</p> <p>14</p> |
| Based on available facts related to gender-based violence: <ul style="list-style-type: none"> No protection orders were issued, but a preventive conversation was held No information | <p>10</p> <p>10</p> | <p>10</p> <p>10</p> |

Appendix III: Structure of Remarks by the Opinion Leaders

1. Community Religious Leader

- Equal rights of men and women in Islam: Chapters in which the verses of Islamic sources consider economic, social, and other rights, freedoms, and balance in marriage.
- Islamic educational and employment viewpoints: Emphasizing women's education, opportunities for work or additional activities, entrepreneurship, and business for generating income in a Muslim family.
- Harassment and violence against women: Condemning such actions as unacceptable in Islam.
- Interpretation of «polygamy» in Islam: Addressing common misconceptions and errors in religious understanding. Clarifying factors leading to polygamy and ways to overcome wrong interpretations leading to polygamy.
- Family and existential crises: Addressing crises in the personal lives of both women and men and emphasizing the importance of overcoming them. Supporting the notion of equal partnership between men and women in the family, as supported by our religion.

2. Businesswoman

- Biographical journey: From an ordinary village girl to a highly educated businessperson and politician.
- Business achievements: Highlighting the results and successes of starting a business, progressing from the district to city, regional, and international levels.
- Challenges faced: Obstacles encountered on the path to success in both business and politics. Addressing the influence of gender stereotypes and preconceptions about women, along with efforts made to overcome them.
- Life lessons: Reflecting on the lessons learned from her experiences in business and politics, emphasizing the personal and intellectual-psychological resources invested in balancing being a successful businesswoman, a wife, and a mother.

3. Community leader, chair of the Mahalla

- Current socio-economic and gender situation in the community: Analysis of demographic trends and the community's perception of the state policy regarding gender equality.
- Challenges and opportunities among youth: The impact of local, national, and gender stereotypes on the mental health and political perspectives of young people, tracing their socio-historical roots.
- Consequences of harmful gender stereotypes: Addressing community issues such as the erosion of family institutions, divorce, and social issues resulting from detrimental gender stereotypes.
- Gender roles in pre-marital and post-marital relationships: Gender norms and expectations in relationships before and after marriage.
- Cultivating gender-Sensitivity in the community: Guidance for couples to foster relationships that are attuned to gender dynamics and cultural norms.

Appendix IV: Pre- Post-Intervention Survey

This appendix provides an explanation for each of the selected questions contained within the pre- post-survey questionnaire, including what they measure, the sources, and the questions' relevance for the purpose of this study. The questions are numbered as per their position within the questionnaire, for ease of reference.

Before the main measures on the questionnaire, it was important to collect key information about the respondents, in order to enable effective comparisons between different demographics and comparisons between couples (husbands and wives), as well as to match the responses to the participants' inclusion criteria. The below list of questions will be included at the beginning of the questionnaire for this purpose. The identifying details will remain confidential and only accessible to the researcher(s).

| | |
|-------------------------------------|--|
| Full Name | |
| Sex | |
| Husband's/Wife's Full Name | |
| Age | |
| Length of Marriage | |
| No. of children under the age of 18 | |

The first set of seven questions replicate the Gender Social Norms Index (GSNI) by the UNDP. These indicators are designed to measure gender bias across four dimensions, namely: 1) Political, 2) Educational, 3) Economic, and 4) Physical Integrity.¹¹³ In the earlier section "Current Gender Issues in Uzbekistan", it was discussed how the results from these questions highlighted that 98% of respondents in Uzbekistan held at least one gender bias in 2023. In this regard, the GSNI was used to measure the rate of gender biases of the participants, the types of prevalent biases, and their potential changes in response to the behavioural intervention.

Responses were analysed in accordance with the accompanying table below, which defines the biases based on specific response ranges for each question. For example, in the political dimension, scores between 0 and 7 on the scale of 'Women having the same rights as men is essential for democracy' indicated a bias within the political dimension. For more information on the analysis, refer to the UNDP Technical Note.¹¹⁴

8. Please rate the following statement from 0 to 10 ('It Is Against Democracy' to 'It Is Essential for Democracy'), based on your own perspective:
Women having the same rights as men is essential for democracy.

| | | | | | | | | | | |
|------------------------------|-----------------|---|---|---|---|---|---|---|---|--------------|
| It is Against Democracy 0 | Not Essential 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Essential 10 |
|------------------------------|-----------------|---|---|---|---|---|---|---|---|--------------|

9. Please tell us whether you 'Strongly Disagree', 'Disagree', 'Agree', or 'Strongly Agree' with the following statement:
Men make better political leaders than women do.

| | | | |
|-------------------|----------|-------|----------------|
| Strongly Disagree | Disagree | Agree | Strongly Agree |
|-------------------|----------|-------|----------------|

¹¹³ United Nations Development Programmes (2023). Technical Note: Gender Social Norms Index. [link](#)

¹¹⁴ Ibid.

10. Please tell us whether you 'Strongly Disagree', 'Disagree', 'Agree', or 'Strongly Agree' with the following statement:
University is more important for men than for women.

| | | | |
|-------------------|----------|-------|----------------|
| Strongly Disagree | Disagree | Agree | Strongly Agree |
|-------------------|----------|-------|----------------|

11. Please state whether you 'Disagree' or 'Agree' with the following statement:
Men should have more right to a job than women.

| | | |
|----------|---------|-------|
| Disagree | Neutral | Agree |
|----------|---------|-------|

12. Please tell us whether you 'Strongly Disagree', 'Disagree', 'Agree', or 'Strongly Agree' with the following statement:
Men make better business executives than women do.

| | | | |
|-------------------|----------|-------|----------------|
| Strongly Disagree | Disagree | Agree | Strongly Agree |
|-------------------|----------|-------|----------------|

13. Please rate the following statement from 1 to 10 ('Never' to 'Always'), based on your own perspective:
it is justifiable for a man to beat his wife.

| | | | | | | | | | |
|---------|---|---|---|---|---|---|---|---|-----------|
| Never 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Always 10 |
|---------|---|---|---|---|---|---|---|---|-----------|

14. Please rate the following statement from 1 to 10 ('Never' to 'Always'), based on your own perspective:
Abortion is never justifiable.

| | | | | | | | | | |
|---------|---|---|---|---|---|---|---|---|-----------|
| Never 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Always 10 |
|---------|---|---|---|---|---|---|---|---|-----------|

| Dimension | Indicator | Choices | Definition of Bias |
|--------------------|--|---|--------------------------|
| Political | Women having the same rights as men is essential for democracy | 0 = it is Against Democracy 1 = Not Essential to 10 = Essential | Values from 0 to 7 |
| | Men make better political leaders than women do | Strongly Agree, Agree, Disagree, Strongly Disagree | Strongly Agree and Agree |
| Educational | University is more important for men than for women | Strongly Agree, Agree, Disagree, Strongly Disagree | Strongly Agree and Agree |
| Economic | Men should have more right to a job than women | Agree, Disagree, Neither | Agree |
| | Men make better business executives than women do | Strongly Agree, Agree, Disagree, Strongly Disagree | Strongly Agree and Agree |
| Physical Integrity | it is justifiable for a man to beat his wife | 1 = Never to 10 = Always | Values from 2 to 10 |
| | Abortion is never justifiable | 1 = Never to 10 = Always | Value of 1 |

The following seven questions (36 sub-questions) measured intrinsic agency (the first four questions and 23 sub-questions) and instrumental agency (the second three questions and 13 sub-questions). These indicators were selected from the validated Women's Agency Scale 61 (WAS-61). The WAS-61 is a comprehensive validated measure of women's multidimensional agency. This scale captures well-defined dimensions of intrinsic, instrumental, and collective agency that are distinct but related. Due to the focus of this study, collective agency was not measured, although the three types of agency are closely related.¹¹⁵

¹¹⁵ Yount et al. (2019).

| 1 | Please tell us if you feel 'Not At All Comfortable', 'Somewhat Comfortable', or 'Very Comfortable' going to the following places by yourself: (Place an X in the box that best matches your answer) | Not At All Comfortable | Somewhat Comfortable | Very Comfortable |
|------|--|------------------------|----------------------|------------------|
| 1.a | Home of a relative | | | |
| 1.b | Home of a Neighbour or Acquaintance | | | |
| 1. c | Market | | | |
| 1.d | Health Facility | | | |
| 1.e | Pleasure Trip, Fair, Cinema, etc. | | | |
| 1. f | Religious Gathering | | | |

| 2 | Please tell us if you feel 'Not At All Comfortable', 'Somewhat Comfortable', or 'Very Comfortable' expressing your opinions to these people: (Place an X in the box that best matches your answer) | Not At All Comfortable | Somewhat Comfortable | Very Comfortable |
|------|---|------------------------|----------------------|------------------|
| 2.a | Your Husband/Wife | | | |
| 2.b | Your In-Laws | | | |
| 2. c | Your Own (Biological) Family | | | |
| 2.d | Community Leaders | | | |

| 3 | Please tell us if you feel 'Not At All Comfortable', 'Somewhat Comfortable', or 'Very Comfortable' making the following decisions yourself, without input from others: (Place an X in the box that best matches your answer) | Not At All Comfortable | Somewhat Comfortable | Very Comfortable |
|-----|---|------------------------|----------------------|------------------|
| 3.a | How to spend money you earn | | | |
| 3.b | How to spend money your husband or wife gives you | | | |
| 3.c | How to spend your husband's or wife's earnings | | | |

| 4 | Please tell us whether you 'Fully Disagree', 'Disagree', 'Agree', Or 'Fully Agree' with each of the following statements: (Place an X in the box that best matches your answer) | Fully Disagree | Disagree | Agree | Fully Agree |
|-----|--|----------------|----------|-------|-------------|
| 4.a | A girl should marry soon after she reaches the age of 18 | | | | |
| 4.b | A woman's most important role is to take care of her home and cook for her family | | | | |
| 4.c | Bathing and feeding the kids should be a woman's responsibility | | | | |
| 4.d | A woman should tolerate violence to keep her family together | | | | |
| 4.e | Boys/Men who help with household chores are weak | | | | |
| 4.f | A man should have the final word on decisions in his home | | | | |
| 4.g | The husband should decide what major household items to buy | | | | |
| 4.h | It is alright for a man to beat his wife to discipline her | | | | |
| 4.i | Men and women should share the housework, such as washing dishes, cleaning and cooking | | | | |
| 4.j | The participation of the father is important in raising children | | | | |
| 4.k | Men must be "physically tough" to succeed in this world | | | | |

| 5. | Please tell us if you have 'No Influence', 'Some Influence', 'A Lot Of Influence', or 'Total Influence', meaning you make the decision yourself, in the following household decisions: (Place an X in the box that best matches your answer) | No Influence | Some Influence | A Lot of Influence | Total Influence |
|-----|---|--------------|----------------|--------------------|-----------------|
| 5.a | How to spend money you earn | | | | |
| 5.b | How to spend money your husband/wife gives you | | | | |
| 5.c | How to spend your husband's/ wife's earnings | | | | |

| 6. | Please tell us if you 'Never', 'Rarely', 'Sometimes', or 'Often' go to the following places: (Place an X in the box that best matches your answer) | Never | Rarely | Sometimes | Often |
|-----|---|-------|--------|-----------|-------|
| 6.a | Home of a relative | | | | |
| 6.b | Home of a neighbour or acquaintance | | | | |
| 6.c | Market | | | | |
| 6.d | Health facility | | | | |
| 6.e | Pleasure trip, fair, cinema etc. | | | | |
| 6.f | Religious gathering | | | | |

| 7. | Please tell us if you 'Never', 'Rarely', 'Sometimes', or 'Often' express your opinions with these people: (Place an X in the box that best matches your answer) | Never | Rarely | Sometimes | Often |
|-----|--|-------|--------|-----------|-------|
| 7.a | Your Husband/Wife | | | | |
| 7.b | Your in-laws | | | | |
| 7.c | Your own (natal) family | | | | |
| 7.d | Community leaders | | | | |

The final set of questions were drawn from the UN WOMEN's Gender Equality Attitudes (GEA) Study,¹¹⁶ which was developed to quantify the scale of harmful gender-based stereotypes, with the vision to monitor, how, if at all, these stereotypes change over time. The questionnaire contains three key sections related to the purpose of this study, namely: 1) Gender Stereotypes, 2) Roles in Society, and 3) Future Ideals. The first two sections have significant overlap with the above questions connected to the GSNi and WAS-61. In this regard, this study utilised only the final section on Future Ideals, which can measure a potential change in attitudes on gender-related priorities in Uzbekistan.

¹¹⁶ UN WOMEN (2021). Gender Equality Attitudes Study. [link](#)
 UN WOMEN (2022). The Levers of Change: Gender Equality Attitudes Study. [link](#)

| 15. | In your opinion, how important is each of the following to the future of Uzbekistan? (Place an X in the box that best matches your answer) | Not at all Important | Somewhat Unimportant | Somewhat Important | Completely Important |
|------|---|----------------------|----------------------|--------------------|----------------------|
| 15.a | More opportunities for women in business | | | | |
| 15.b | More opportunities for women in politics | | | | |
| 15.c | More access to higher education for women | | | | |
| 15.d | More respect for women's rights in all areas | | | | |
| 15.e | More affordable primary healthcare for women | | | | |
| 15.f | Equal pay for equal work regardless of a person's gender | | | | |

Appendix V: Follow-Up Survey

This appendix shares the selected questions contained within the follow-up survey questionnaire, which was completed one week after the intervention. The questions are numbered as per their position within the questionnaire, for ease of reference.

As per the pre- post-survey questionnaire, key information about the respondents were collected, in order to enable effective comparisons between different demographics and comparisons between couples (husbands and wives), as well as to match the responses to the participants' inclusion criteria. The below list of questions will be included at the beginning of the questionnaire for this purpose. The identifying details will remain confidential and only accessible to the researcher(s).

| | |
|-------------------------------------|--|
| Full Name | |
| Sex | |
| Husband's/Wife's Full Name | |
| Age | |
| Length of Marriage | |
| No. of children under the age of 18 | |

The subsequent questions were included in order to determine the participants' perception of the behavioural intervention's effectiveness, as well as the sustainability of any impacts. These questions aimed to assess shifts in participants' perceptions and behaviours concerning gender roles and norms since the implementation of the intervention. For example, questions 1.a and 1.b used a 10-point scale to evaluate the self-reported increase in understanding and the change in perspective regarding gender roles, respectively, following the intervention. Question 1.c requested participants to elaborate on how and why their understanding and perspectives have shifted. Further, questions such as 1.d and 1.e explored the specific elements of the intervention that were impactful, and any personal changes made as a result.

Questions in the subsequent sections sought to ascertain ongoing behaviours and attitudes post-intervention, like engaging in conversations about gender equality (2.a), comfort in challenging gender stereotypes (3.a), changes in the distribution of household chores (4), and observed behavioural changes towards the opposite gender (5.a). Each question was designed to measure whether these changes were sustained over time, indicating the lasting impact of the intervention. It was initially envisaged that the follow-up survey would be conducted months after the intervention, however, due to project time restraints, this timeline was shortened to only one week.

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-----|---|---|---|---|---|---|---|---|---|---|----|
| 1.a | On a scale of 1-10, how much has your understanding of gender roles and norms increased after participating in the activity? 1= No Increase in Understanding At All 10 = Significantly Increased Understanding | | | | | | | | | | |
| 1.b | On a scale of 1-10, how much has your perspective on gender roles and norms changed after participating in the activity? 1 = No Change in Perspective At All 10 = Completely Changed Perspective | | | | | | | | | | |
| 1.c | Please explain your answers on 1.a and 1.b. In what way(s) have your understanding and perspective(s) changed on gender roles and norms since the activity? And, why? | | | | | | | | | | |
| 1.d | What aspects of the activity were most impactful in changing your perspective? | | | | | | | | | | |
| 1.e | Please describe any changes you've made in your personal life that reflect a shift in your perspective and/or understanding of gender roles and norms. | | | | | | | | | | |

| | | No, Not At All | Rarely | Occasionally | Yes, Frequently |
|-----|---|----------------|--------|--------------|-----------------|
| 2.a | Since the activity, have you engaged in any conversations about gender equality with others who did not participate in the activity? (‘No, Not At All’, ‘Rarely’, ‘Occasionally’, ‘Yes, Frequently’) | | | | |
| 2.b | Please explain your answer. Why did/didn't you engage in such conversations? What were the topic(s) of your conversations? | | | | |

| | | Much Less | Less | About the Same | More | Much More |
|-----|--|-----------|------|----------------|------|-----------|
| 3.a | How comfortable do you feel challenging the existing gender stereotypes and norms now compared to before the activity? (‘Much Less’, ‘Less’, ‘About the Same’, ‘More’, ‘Much More’) | | | | | |
| 3.b | Please explain your answer. What made you feel more or less comfortable challenging the existing gender stereotypes and norms? | | | | | |

| | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 4 | <p>Since the completion of the activity, has the share of household chores changed within your household? Does the husband or wife complete more of the household chores compared to before the activity?</p> <p>1 = Husband completes a lot more household chores compared to before the activity 2 = Husband completes a little more of the household chores 3 = No change in the share of household chores 4 = Wife completes a little more of the household chores 5 = Wife Completes a lot more of the Household Chores</p> | | | | | |

| | | No Change | Slight Change | Moderate Change | Significant Change |
|-----|--|-----------|---------------|-----------------|--------------------|
| 5.a | <p>Have you observed any change in your behaviour towards members of the opposite gender since the activity (including family members)?</p> <p>('No Change', 'Slight Change', 'Moderate Change', 'Significant Change')</p> | | | | |
| 5.b | <p>Please explain your answer. In what way(s) have your behaviour(s) changed related gender roles and norms since the activity? And, why?</p> | | | | |

| | | No Change | Slight Change | Moderate Change | Significant Change |
|-----|---|---|---------------|-----------------|--------------------|
| 6.a | <p>Since the activity, has your level of comfort changed with regards to making decisions by yourself?</p> <p>('No Change', 'Slight Change', 'Moderate Change', 'Significant Change')</p> | | | | |
| 6.b | <p>Since the activity, has your level of comfort changed with regards to going places by yourself?</p> <p>('No Change', 'Slight Change', 'Moderate Change', 'Significant Change')</p> | | | | |
| 6.c | <p>Since the activity, has your level of comfort changed with regards to sharing your opinion?</p> <p>('No Change', 'Slight Change', 'Moderate Change', 'Significant Change')</p> | | | | |
| 6.d | <p>Please explain your answers. In what way(s) have you become more or less comfortable with making decisions, sharing your opinion, or going places by yourself? And, why?</p> | <p>Making Decisions</p> <p>Going Places by Yourself</p> <p>Sharing Your Opinion</p> | | | |

| | | |
|----|---|--|
| 7 | How has the activity influenced your personal life and relationships within your household? | |
| 8 | Describe any specific situation where you applied the knowledge gained from the activity. | |
| 9 | Have you experienced any challenges in applying the principles of gender equality in your daily life? | |
| 10 | Please share any requests for further support that you consider important for enhancing gender equality within your personal life or household. | |
| 11 | Please share any additional thoughts, feedback, experiences, or suggestions that you consider important for the researcher(s). | |

Appendix VI: Results Table, Gender Social Norms Index

| Bias Indicator | Number of Respondents Presenting Bias | | | | Number of Experimental Group Participants with Reduced Bias | Level of Significance | Effect Size |
|---|---------------------------------------|------------------------|-------------------------|-------------------------|---|--------------------------|-------------|
| | Experimental Group | | Control Group | | | | |
| | Pre-intervention | Post-intervention | Pre-intervention | Post-intervention | | | |
| <i>Political Bias 1: Women Having the Same Rights as Men is Essential for Democracy</i> | 16 8 Women 8 Men | 10 5 Women 5 Men | 19 10 Women 9 Men | 19 10 Women 9 Men | 6 3 Women 3 Men | Significant (P=.007) | Large |
| <i>Political Bias 2: Men Make Better Political Leaders Than Women Do</i> | 13 6 Women 7 Men | 13 7 Women 6 Men | 17 8 Women 9 Men | 17 8 Women 9 Men | 0 | Not Significant (p =1) | Very Small |
| <i>Education Bias: University is More Important for Men than for Women</i> | 10 4 Women 6 Men | 11 4 Women 7 Men | 15 7 Women 8 Men | 15 7 Women 8 Men | -1 -1 Man | Not Significant (p=.788) | Very Small |
| <i>Economic Bias 1: Men Should Have More Right to a Job Than Women</i> | 12 6 Women 6 Men | 6 2 Women 4 Men | 13 5 Women 8 Men | 13 5 Women 8 Men | 6 4 Women 2 Men | Significant (p=.048) | Medium |
| <i>Economic Bias 2: Men Make Better Business Executives Than Women Do</i> | 15 7 Women 8 Men | 15 7 Women 8 Men | 18 8 Women 10 Men | 18 8 Women 10 Men | 0 | Not Significant (p=1) | Small |
| <i>Physical Integrity 1: It is Justifiable for a Man to Beat His Wife</i> | 6 1 Women 5 Men | 2 1 Women 1 Men | 11 4 Women 7 Men | 11 4 Women 7 Men | 4 4 Men | Significant (p=.036) | Small |
| <i>Physical Integrity 2: Abortion is Never Justifiable</i> | 9 4 Women 5 Men | 14 7 Women 7 Men | 4 2 Women 2 Men | 4 2 Women 2 Men | -5 3 Women 2 Men | Significant (p=.016) | Small |

Appendix VII: Results Table, Women's Intrinsic Agency

| Please tell us if you feel 'Not At All Comfortable', 'Somewhat Comfortable', or 'Very Comfortable' going to the following places by yourself: | | No. of Responses by Women per Group (Out of 10) | | | | | | | | p |
|---|-------------------|---|----------------------|------------------|----------------------------|------------------------|----------------------|------------------|----------------------------|------|
| | | Experimental Group | | | | Control Group | | | | |
| | | Not At All Comfortable | Somewhat Comfortable | Very Comfortable | Weighted Score (Out of 30) | Not At All Comfortable | Somewhat Comfortable | Very Comfortable | Weighted Score (Out of 30) | |
| Home of a relative | Pre-Intervention | 1 | 4 | 5 | 24 | 0 | 1 | 9 | 29 | .722 |
| | Post-Intervention | 1 | 5 | 4 | 23 | 0 | 1 | 9 | 29 | |
| Home of a Neighbour or Acquaintance | Pre-Intervention | 1 | 7 | 2 | 21 | 0 | 2 | 8 | 28 | .065 |
| | Post-Intervention | 2 | 8 | 0 | 18 | 0 | 2 | 8 | 28 | |
| Market | Pre-Intervention | 2 | 4 | 4 | 22 | 1 | 2 | 7 | 26 | 1 |
| | Post-Intervention | 3 | 2 | 5 | 22 | 1 | 2 | 7 | 26 | |
| Health Facility | Pre-Intervention | 2 | 4 | 4 | 22 | 0 | 5 | 5 | 25 | 1 |
| | Post-Intervention | 1 | 6 | 3 | 22 | 0 | 5 | 5 | 25 | |
| Pleasure Trip, Fair, Cinema, etc. | Pre-Intervention | 2 | 3 | 5 | 23 | 1 | 2 | 7 | 26 | .207 |
| | Post-Intervention | 1 | 1 | 8 | 27 | 1 | 2 | 7 | 26 | |
| Religious Gathering | Pre-Intervention | 9 | 1 | 0 | 11 | 6 | 3 | 1 | 15 | .151 |
| | Post-Intervention | 6 | 3 | 1 | 15 | 6 | 3 | 1 | 15 | |
| Overall Weighted Scores | Pre-Intervention | | | | 123 | | | | 149 | .283 |
| | Post-Intervention | | | | 127 | | | | 149 | |

| Please tell us if you feel 'Not At All Comfortable', 'Somewhat Comfortable', or 'Very Comfortable' expressing your opinions to these people: | | No. of Responses by Women per Group (Out of 10) | | | | | | | | p |
|--|-------------------|---|----------------------|------------------|----------------------------|------------------------|----------------------|------------------|----------------------------|------|
| | | Experimental Group | | | | Control Group | | | | |
| | | Not At All Comfortable | Somewhat Comfortable | Very Comfortable | Weighted Score (Out of 30) | Not At All Comfortable | Somewhat Comfortable | Very Comfortable | Weighted Score (Out of 30) | |
| Your Husband/ Wife | Pre-Intervention | 1 | 1 | 8 | 27 | 1 | 1 | 8 | 27 | .673 |
| | Post-Intervention | 0 | 2 | 8 | 28 | 1 | 1 | 8 | 27 | |
| Your In-Laws | Pre-Intervention | 3 | 3 | 4 | 21 | 1 | 5 | 4 | 23 | .433 |
| | Post-Intervention | 0 | 7 | 3 | 23 | 1 | 5 | 4 | 23 | |
| Your Own Family | Pre-Intervention | 1 | 0 | 9 | 28 | 0 | 0 | 10 | 30 | .331 |
| | Post-Intervention | 0 | 0 | 10 | 30 | 0 | 0 | 10 | 30 | |
| Community Leaders | Pre-Intervention | 1 | 5 | 4 | 23 | 0 | 4 | 6 | 26 | .207 |
| | Post-Intervention | 1 | 1 | 8 | 27 | 0 | 4 | 6 | 26 | |
| Overall Weighted Scores | Pre-Intervention | | | | 99 | 2 | 10 | 28 | 106 | .88 |
| | Post-Intervention | | | | 108 | | | 28 | 106 | |

| <i>Please tell us if you feel 'Not At All Comfortable', 'Somewhat Comfortable', or 'Very Comfortable' making the following decisions yourself, without input from others:</i> | | No. of Responses by Women per Group (Out of 10) | | | | | | | | p |
|---|-------------------|---|----------------------|------------------|----------------------------|------------------------|----------------------|------------------|----------------------------|------|
| | | Experimental Group | | | | Control Group | | | | |
| | | Not At All Comfortable | Somewhat Comfortable | Very Comfortable | Weighted Score (Out of 30) | Not At All Comfortable | Somewhat Comfortable | Very Comfortable | Weighted Score (Out of 30) | |
| How to spend money you earn | Pre-Intervention | 1 | 4 | 5 | 24 | 0 | 4 | 6 | 26 | .151 |
| | Post-Intervention | 0 | 2 | 8 | 28 | 0 | 4 | 6 | 26 | |
| How to spend money your husband gives you | Pre-Intervention | 0 | 3 | 7 | 27 | 0 | 3 | 7 | 27 | .065 |
| | Post-Intervention | 0 | 0 | 10 | 30 | 0 | 3 | 7 | 27 | |
| How to spend your husband's earnings | Pre-Intervention | 2 | 3 | 5 | 23 | 1 | 8 | 1 | 20 | .424 |
| | Post-Intervention | 1 | 2 | 7 | 26 | 1 | 8 | 1 | 20 | |
| Overall Weighted Scores | Pre-Intervention | | | | 74 | 1 | 15 | 14 | 73 | .139 |
| | Post-Intervention | | | | 84 | 1 | 15 | 14 | 73 | |

| Please tell us whether you 'Fully Disagree', 'Disagree', 'Agree', Or 'Fully Agree' with each of the following statements: | | No. of Responses by Women per Group (Out of 10) | | | | | | | | | | p |
|---|-------------------|---|----------|-------|-------------|----------------------------|----------------|----------|-------|-------------|----------------------------|------|
| | | Experimental Group | | | | | Control Group | | | | | |
| | | Fully Disagree | Disagree | Agree | Fully Agree | Weighted Score (Out of 40) | Fully Disagree | Disagree | Agree | Fully Agree | Weighted Score (Out of 40) | |
| A girl should marry soon after she reaches the age of 18 | Pre-Intervention | 3 | 6 | 1 | 0 | 32 | 6 | 2 | 1 | 1 | 33 | .255 |
| | Post-Intervention | 6 | 4 | 0 | 0 | 36 | 6 | 2 | 1 | 1 | 33 | |
| A woman's most important role is to take care of her home and cook for her family | Pre-Intervention | 1 | 4 | 4 | 1 | 25 | 2 | 1 | 6 | 1 | 24 | .809 |
| | Post-Intervention | 1 | 3 | 5 | 1 | 24 | 2 | 1 | 6 | 1 | 24 | |
| Bathing and feeding the kids should be a woman's responsibility | Pre-Intervention | 1 | 5 | 2 | 2 | 25 | 1 | 5 | 2 | 2 | 25 | .151 |
| | Post-Intervention | 2 | 6 | 1 | 1 | 29 | 1 | 5 | 2 | 2 | 25 | |
| A woman should tolerate violence to keep her family together | Pre-Intervention | 5 | 3 | 2 | 0 | 33 | 4 | 4 | 2 | 0 | 32 | .008 |
| | Post-Intervention | 8 | 2 | 0 | 0 | 38 | 4 | 4 | 2 | 0 | 32 | |
| Boys/Men who help with household chores are weak | Pre-Intervention | 4 | 6 | 0 | 0 | 34 | 1 | 4 | 5 | 0 | 26 | .754 |
| | Post-Intervention | 8 | 0 | 1 | 1 | 35 | 1 | 4 | 5 | 0 | 26 | |
| A man should have the final word on decisions in his home | Pre-Intervention | 0 | 1 | 5 | 4 | 17 | 0 | 2 | 5 | 3 | 19 | .01 |
| | Post-Intervention | 2 | 4 | 2 | 2 | 26 | 0 | 2 | 5 | 3 | 19 | |

| Please tell us whether you 'Fully Disagree', 'Disagree', 'Agree', Or 'Fully Agree' with each of the following statements: | | No. of Responses by Women per Group (Out of 10) | | | | | | | | | | |
|---|-------------------|---|----------|-------|-------------|----------------------------|----------------|----------|-------|-------------|----------------------------|------|
| | | Experimental Group | | | | | Control Group | | | | | |
| | | Fully Disagree | Disagree | Agree | Fully Agree | Weighted Score (Out of 40) | Fully Disagree | Disagree | Agree | Fully Agree | Weighted Score (Out of 40) | |
| The husband should decide what major household items to buy | Pre-Intervention | 0 | 5 | 3 | 2 | 23 | 0 | 1 | 4 | 5 | 16 | .015 |
| | Post-Intervention | 3 | 5 | 1 | 1 | 30 | 0 | 1 | 4 | 5 | 16 | |
| It is alright for a man to beat his wife to discipline her | Pre-Intervention | 6 | 3 | 0 | 1 | 34 | 6 | 3 | 1 | 0 | 35 | .065 |
| | Post-Intervention | 10 | 0 | 0 | 0 | 40 | 6 | 3 | 1 | 0 | 35 | |
| Men and women should share the housework, such as washing dishes, cleaning and cooking | Pre-Intervention | 0 | 0 | 6 | 4 | 34 | 0 | 3 | 6 | 1 | 28 | .433 |
| | Post-Intervention | 0 | 0 | 8 | 2 | 32 | 0 | 3 | 6 | 1 | 28 | |
| The participation of the father is important in raising children | Pre-Intervention | 1 | 1 | 0 | 8 | 35 | 0 | 1 | 1 | 8 | 37 | 1 |
| | Post-Intervention | 0 | 1 | 3 | 6 | 35 | 0 | 1 | 1 | 8 | 37 | |
| Overall Weighted Scores | Pre-Intervention | | | | | 292 | | | | | 275 | .036 |
| | Post-Intervention | | | | | 325 | | | | | 275 | |

| Please tell us whether you 'Fully Disagree', 'Disagree', 'Agree', Or 'Fully Agree' with each of the following statements: | | No. of Responses by Men per Group (Out of 10) | | | | | | | | | | p |
|---|-------------------|---|----------|-------|-------------|----------------------------|----------------|----------|-------|-------------|----------------------------|------|
| | | Experimental Group | | | | | Control Group | | | | | |
| | | Fully Disagree | Disagree | Agree | Fully Agree | Weighted Score (Out of 40) | Fully Disagree | Disagree | Agree | Fully Agree | Weighted Score (Out of 40) | |
| A girl should marry soon after she reaches the age of 18 | Pre-Intervention | 6 | 4 | 0 | 0 | 36 | 5 | 3 | 1 | 1 | 32 | .673 |
| | Post-Intervention | 7 | 3 | 0 | 0 | 37 | 5 | 3 | 1 | 1 | 32 | |
| A woman's most important role is to take care of her home and cook for her family | Pre-Intervention | 0 | 4 | 4 | 2 | 22 | 0 | 3 | 6 | 1 | 22 | .361 |
| | Post-Intervention | 1 | 5 | 3 | 1 | 26 | 0 | 3 | 6 | 1 | 22 | |
| Bathing and feeding the kids should be a woman's responsibility | Pre-Intervention | 0 | 5 | 3 | 2 | 23 | 0 | 4 | 4 | 2 | 22 | .151 |
| | Post-Intervention | 0 | 7 | 3 | 0 | 27 | 0 | 4 | 4 | 2 | 22 | |
| A woman should tolerate violence to keep her family together | Pre-Intervention | 2 | 4 | 2 | 2 | 26 | 1 | 4 | 4 | 1 | 25 | .019 |
| | Post-Intervention | 6 | 3 | 1 | 0 | 35 | 1 | 4 | 4 | 1 | 25 | |
| Boys/Men who help with household chores are weak | Pre-Intervention | 3 | 4 | 2 | 1 | 29 | 1 | 7 | 2 | 0 | 29 | .196 |
| | Post-Intervention | 5 | 4 | 1 | 0 | 34 | 1 | 7 | 2 | 0 | 29 | |
| A man should have the final word on decisions in his home | Pre-Intervention | 2 | 1 | 3 | 4 | 21 | 0 | 0 | 5 | 5 | 15 | .740 |
| | Post-Intervention | 1 | 4 | 2 | 3 | 23 | 0 | 0 | 5 | 5 | 15 | |

| Please tell us whether you 'Fully Disagree', 'Disagree', 'Agree', Or 'Fully Agree' with each of the following statements: | | No. of Responses by Men per Group (Out of 10) | | | | | | | | | | p |
|---|-------------------|---|----------|-------|-------------|----------------------------|----------------|----------|-------|-------------|----------------------------|------|
| | | Experimental Group | | | | | Control Group | | | | | |
| | | Fully Disagree | Disagree | Agree | Fully Agree | Weighted Score (Out of 40) | Fully Disagree | Disagree | Agree | Fully Agree | Weighted Score (Out of 40) | |
| The husband should decide what major household items to buy | Pre-Intervention | 1 | 3 | 2 | 4 | 21 | 0 | 1 | 3 | 6 | 15 | .258 |
| | Post-Intervention | 2 | 4 | 2 | 2 | 26 | 0 | 1 | 3 | 6 | 15 | |
| It is alright for a man to beat his wife to discipline her | Pre-Intervention | 5 | 4 | 1 | 0 | 34 | 2 | 6 | 0 | 2 | 28 | .151 |
| | Post-Intervention | 8 | 2 | 0 | 0 | 38 | 2 | 6 | 0 | 2 | 28 | |
| Men and women should share the housework, such as washing dishes, cleaning and cooking | Pre-Intervention | 0 | 2 | 6 | 2 | 30 | 1 | 1 | 8 | 0 | 27 | .673 |
| | Post-Intervention | 0 | 1 | 7 | 2 | 31 | 1 | 1 | 8 | 0 | 27 | |
| The participation of the father is important in raising children | Pre-Intervention | 0 | 1 | 1 | 8 | 37 | 1 | 0 | 3 | 6 | 34 | 1.00 |
| | Post-Intervention | 0 | 0 | 3 | 7 | 37 | 1 | 0 | 3 | 6 | 34 | |
| Men Must be «Physically Tough» to Succeed in This World | Pre-Intervention | 0 | 6 | 1 | 3 | 23 | 1 | 5 | 4 | 0 | 27 | 1.00 |
| | Post-Intervention | 2 | 2 | 3 | 3 | 27 | 1 | 5 | 4 | 0 | 23 | |
| Overall Weighted Scores | Pre-Intervention | | | | | 302 | | | | | 276 | .206 |
| | Post-Intervention | | | | | 341 | | | | | 272 | |

Appendix VII: Results Table, Women's Instrumental Agency

| Please tell us if you have 'No Influence', 'Some Influence', 'A Lot Of Influence', or 'Total Influence', meaning you make the decision yourself, in the following household decisions: | | Response Options, % | | | | | | | | | | p |
|--|-------------------|---------------------|----------------|--------------------|-----------------|----------------------------|---------------|----------------|--------------------|-----------------|----------------------------|------|
| | | Experimental Group | | | | | Control Group | | | | | |
| | | No Influence | Some Influence | A Lot of Influence | Total Influence | Weighted Score (Out of 40) | No Influence | Some Influence | A Lot of Influence | Total Influence | Weighted Score (Out of 40) | |
| How to spend money you earn | Pre-Intervention | 1 | 1 | 5 | 3 | 30 | 2 | 0 | 3 | 5 | 31 | .361 |
| | Post-Intervention | 4 | 1 | 0 | 5 | 26 | 2 | 0 | 3 | 5 | 31 | |
| How to spend money your husband/wife gives you | Pre-Intervention | 1 | 1 | 6 | 2 | 29 | 2 | 1 | 4 | 3 | 28 | .443 |
| | Post-Intervention | 5 | 0 | 1 | 4 | 24 | 2 | 1 | 4 | 3 | 28 | |
| How to spend your husband's/wife's earnings | Pre-Intervention | 2 | 1 | 5 | 2 | 27 | 4 | 0 | 3 | 3 | 25 | .388 |
| | Post-Intervention | 5 | 0 | 2 | 3 | 23 | 4 | 0 | 3 | 3 | 25 | |
| Overall Weighted Scores | Pre-Intervention | | | | | 86 | | | | | 84 | .76 |
| | Post-Intervention | | | | | 73 | | | | | 84 | |

| Please tell us if you 'Never', 'Rarely', 'Sometimes', or 'Often' go to the following places: | | No. of Responses by Women per Group (Out of 10) | | | | | | | | | | p |
|--|-------------------|---|--------|-----------|-------|----------------------------|---------------|--------|-----------|-------|----------------------------|------|
| | | Experimental Group | | | | | Control Group | | | | | |
| | | Never | Rarely | Sometimes | Often | Weighted Score (Out of 40) | Never | Rarely | Sometimes | Often | Weighted Score (Out of 40) | |
| Home of a relative | Pre-Intervention | 0 | 4 | 2 | 4 | 30 | 0 | 1 | 0 | 9 | 38 | .777 |
| | Post-Intervention | 0 | 3 | 5 | 2 | 29 | 0 | 1 | 0 | 9 | 38 | |
| Home of a neighbour or acquaintance | Pre-Intervention | 0 | 2 | 7 | 1 | 29 | 0 | 2 | 6 | 2 | 30 | .512 |
| | Post-Intervention | 1 | 4 | 3 | 2 | 26 | 0 | 2 | 6 | 2 | 30 | |
| Market | Pre-Intervention | 0 | 2 | 6 | 2 | 30 | 1 | 1 | 2 | 6 | 33 | .331 |
| | Post-Intervention | 1 | 1 | 3 | 5 | 32 | 1 | 1 | 2 | 6 | 33 | |
| Health Facility | Pre-Intervention | 0 | 4 | 1 | 5 | 31 | 0 | 2 | 2 | 6 | 34 | .722 |
| | Post-Intervention | 0 | 1 | 6 | 3 | 32 | 0 | 2 | 2 | 6 | 34 | |
| Pleasure Trip, Fair, Cinema Etc. | Pre-Intervention | 1 | 4 | 1 | 4 | 28 | 0 | 2 | 5 | 3 | 31 | .613 |
| | Post-Intervention | 2 | 3 | 2 | 3 | 26 | 0 | 2 | 5 | 3 | 31 | |
| Religious Gathering | Pre-Intervention | 8 | 0 | 1 | 1 | 15 | 7 | 2 | 1 | 0 | 14 | .458 |
| | Post-Intervention | 8 | 2 | 0 | 0 | 12 | 7 | 2 | 1 | 0 | 14 | |
| Overall Weighted Scores | Pre-Intervention | | | | | 163 | | | | | 180 | .774 |
| | Post-Intervention | | | | | 157 | | | | | 180 | |

| Please tell us if you 'Never', 'Rarely', 'Sometimes', or 'Often' express your opinions with these people: | | No. of Responses by Women per Group (Out of 10) | | | | | | | | | | p |
|---|-------------------|---|--------|-----------|-------|----------------------------|---------------|--------|-----------|-------|----------------------------|------|
| | | Experimental Group | | | | | Control Group | | | | | |
| | | Never | Rarely | Sometimes | Often | Weighted Score (Out of 40) | Never | Rarely | Sometimes | Often | Weighted Score (Out of 40) | |
| Your Husband/ Wife | Pre-Intervention | 0 | 0 | 1 | 9 | 39 | 0 | 0 | 0 | 10 | 40 | .433 |
| | Post-Intervention | 0 | 1 | 1 | 8 | 37 | 0 | 0 | 0 | 10 | 40 | |
| Your in-laws | Pre-Intervention | 1 | 2 | 4 | 3 | 29 | 1 | 1 | 7 | 1 | 28 | .331 |
| | Post-Intervention | 1 | 3 | 5 | 1 | 26 | 1 | 1 | 7 | 1 | 28 | |
| Your own family | Pre-Intervention | 0 | 0 | 2 | 8 | 38 | 0 | 0 | 0 | 10 | 40 | .584 |
| | Post-Intervention | 0 | 0 | 1 | 9 | 39 | 0 | 0 | 0 | 10 | 40 | |
| Community Leaders | Pre-Intervention | 0 | 3 | 3 | 4 | 31 | 1 | 2 | 2 | 5 | 31 | .151 |
| | Post-Intervention | 0 | 5 | 3 | 2 | 27 | 1 | 2 | 2 | 5 | 31 | |
| Overall Weighted Scores | Pre-Intervention | | | | | 137 | | | | | 139 | .928 |
| | Post-Intervention | | | | | 129 | | | | | 139 | |

Appendix IX: Future Ideals, Gender-related Priorities

Female Respondents

| In your opinion, how important is each of the following to the future of Uzbekistan? | | No. of Responses by Women per Group (Out of 10) | | | | | | | | | | p |
|--|-------------------|---|----------------------|--------------------|----------------------|-------------------------|----------------------|----------------------|--------------------|----------------------|-------------------------|-----|
| | | Experimental Group | | | | | Control Group | | | | | |
| | | Not at all Important | Somewhat Unimportant | Somewhat Important | Completely Important | % Perceiving Importance | Not at all Important | Somewhat Unimportant | Somewhat Important | Completely Important | % Perceiving Importance | |
| More opportunities for women in business | Pre-Intervention | 0 | 0 | 4 | 6 | 100% | 1 | 1 | 4 | 4 | 80% | .42 |
| | Post-Intervention | 1 | 0 | 4 | 5 | 90% | 1 | 1 | 4 | 4 | 80% | |
| More opportunities for women in politics | Pre-Intervention | 1 | 1 | 5 | 3 | 80% | 1 | 2 | 3 | 4 | 70% | .16 |
| | Post-Intervention | 0 | 2 | 1 | 7 | 80% | 1 | 2 | 3 | 4 | 70% | |
| More access to higher education for women | Pre-Intervention | 0 | 1 | 2 | 7 | 90% | 0 | 1 | 5 | 4 | 90% | .09 |
| | Post-Intervention | 0 | 0 | 0 | 10 | 100% | 0 | 1 | 5 | 4 | 90% | |
| More respect for women's rights in all areas | Pre-Intervention | 1 | 0 | 3 | 6 | 90% | 0 | 0 | 3 | 7 | 100% | .21 |
| | Post-Intervention | 0 | 0 | 2 | 8 | 100% | 0 | 0 | 3 | 7 | 100% | |
| More affordable primary healthcare for women | Pre-Intervention | 0 | 0 | 0 | 10 | 100% | 0 | 1 | 3 | 6 | 90% | 1 |
| | Post-Intervention | 0 | 0 | 0 | 10 | 100% | 0 | 1 | 3 | 6 | 90% | |
| Equal pay for equal work regardless of a person's gender | Pre-Intervention | 0 | 0 | 5 | 5 | 100% | 0 | 0 | 8 | 2 | 100% | .03 |
| | Post-Intervention | 0 | 0 | 1 | 9 | 100% | 0 | 0 | 8 | 2 | 100% | |

Male Respondents

| In your opinion, how important is each of the following to the future of Uzbekistan? | | No. of Responses by Women per Group (Out of 10) | | | | | | | | | | p |
|--|-------------------|---|----------------------|--------------------|----------------------|-------------------------|----------------------|----------------------|--------------------|----------------------|-------------------------|-----|
| | | Experimental Group | | | | | Control Group | | | | | |
| | | Not at all Important | Somewhat Unimportant | Somewhat Important | Completely Important | % Perceiving Importance | Not at all Important | Somewhat Unimportant | Somewhat Important | Completely Important | % Perceiving Importance | |
| More opportunities for women in business | Pre-Intervention | 1 | 1 | 6 | 2 | 80% | 0 | 4 | 3 | 3 | 60% | .03 |
| | Post-Intervention | 0 | 0 | 4 | 6 | 100% | 0 | 4 | 3 | 3 | 60% | |
| More opportunities for women in politics | Pre-Intervention | 2 | 3 | 3 | 2 | 50% | 1 | 1 | 6 | 2 | 80% | .01 |
| | Post-Intervention | 0 | 1 | 2 | 7 | 90% | 1 | 1 | 6 | 2 | 80% | |
| More access to higher education for women | Pre-Intervention | 0 | 2 | 4 | 4 | 80% | 0 | 3 | 4 | 3 | 70% | .02 |
| | Post-Intervention | 0 | 0 | 1 | 9 | 100% | 0 | 3 | 4 | 3 | 70% | |
| More respect for women's rights in all areas | Pre-Intervention | 1 | 0 | 3 | 6 | 90% | 0 | 2 | 4 | 4 | 80% | .61 |
| | Post-Intervention | 0 | 1 | 2 | 7 | 90% | 0 | 2 | 4 | 4 | 80% | |
| More affordable primary healthcare for women | Pre-Intervention | 0 | 0 | 2 | 8 | 100% | 0 | 1 | 2 | 7 | 90% | 1 |
| | Post-Intervention | 0 | 0 | 2 | 8 | 100% | 0 | 1 | 2 | 7 | 90% | |
| Equal pay for equal work regardless of a person's gender | Pre-Intervention | 0 | 2 | 5 | 3 | 80% | 0 | 3 | 4 | 3 | 70% | .01 |
| | Post-Intervention | 0 | 1 | 1 | 8 | 90% | 0 | 3 | 4 | 3 | 70% | |

All Respondents

| In your opinion, how important is each of the following to the future of Uzbekistan? | | No. of Responses by Women per Group (Out of 20) | | | | | | | | | | p |
|--|-------------------|---|----------------------|--------------------|----------------------|-------------------------|----------------------|----------------------|--------------------|----------------------|-------------------------|------|
| | | Experimental Group | | | | | Control Group | | | | | |
| | | Not at all Important | Somewhat Unimportant | Somewhat Important | Completely Important | % Perceiving Importance | Not at all Important | Somewhat Unimportant | Somewhat Important | Completely Important | % Perceiving Importance | |
| More opportunities for women in business | Pre-Intervention | 1 | 1 | 10 | 8 | 90% | 1 | 5 | 7 | 7 | 70% | .44 |
| | Post-Intervention | 1 | 0 | 8 | 11 | 95% | 1 | 5 | 7 | 7 | 70% | |
| More opportunities for women in politics | Pre-Intervention | 3 | 4 | 8 | 5 | 65% | 2 | 3 | 9 | 6 | 75% | .004 |
| | Post-Intervention | 0 | 3 | 3 | 14 | 85% | 2 | 3 | 9 | 6 | 75% | |
| More access to higher education for women | Pre-Intervention | 0 | 3 | 6 | 11 | 85% | 0 | 4 | 9 | 7 | 80% | .002 |
| | Post-Intervention | 0 | 0 | 1 | 19 | 100% | 0 | 4 | 9 | 7 | 80% | |
| More respect for women's rights in all areas | Pre-Intervention | 2 | 0 | 6 | 12 | 90% | 0 | 2 | 7 | 11 | 90% | .222 |
| | Post-Intervention | 0 | 1 | 4 | 15 | 95% | 0 | 2 | 7 | 11 | 90% | |
| More affordable primary healthcare for women | Pre-Intervention | 0 | 0 | 2 | 18 | 100% | 0 | 2 | 5 | 13 | 90% | 1 |
| | Post-Intervention | 0 | 0 | 2 | 8 | 100% | 0 | 1 | 2 | 7 | 90% | |
| Equal pay for equal work regardless of a person's gender | Pre-Intervention | 0 | 2 | 5 | 3 | 80% | 0 | 3 | 4 | 3 | 70% | .025 |
| | Post-Intervention | 0 | 1 | 1 | 8 | 90% | 0 | 3 | 4 | 3 | 70% | |
| Overall Important of Gender Equality | Pre-Intervention | | | | | 87% | | | | | 82% | .001 |
| | Post-Intervention | | | | | 95% | | | | | 82% | |

Appendix X: Follow-up Survey Results

| | No. of Responses by All Respondents in the Experimental Group (Out of 20) | | | | | | | | | |
|--|---|---|--|--------|--|---|---|-----------------|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| On a scale of 1-10, how much has your understanding of gender roles and norms increased after participating in the activity? | 0 | 0 | 0 | 0 | 3 | 0 | 1 | 2 | 3 | 11 |
| On a scale of 1-10, how much has your perspective on gender roles and norms changed after participating in the activity? | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 3 | 8 | 6 |
| | No, Not At All | | | Rarely | Occasionally | | | Yes, Frequently | | |
| Since the activity, have you engaged in any conversations about gender equality with others who did not participate in the activity? | 2 | | | 0 | 2 | | | 16 | | |
| | Much Less | | Less | | About the Same | | More | | Much More | |
| How comfortable do you feel challenging the existing gender stereotypes and norms now compared to before the activity? | 0 | | 0 | | 0 | | 12 | | 8 | |
| | Wife Completes A Lot More Of The Household Chores | | Wife Completes A Little More Of The Household Chores | | No Change In The Share Of Household Chores | | Husband Completes A Little More Of The Household Chores | | Husband Completes A Lot More Household Chores Compared to Before the Activity | |
| Since the completion of the activity, has the share of household chores changed within your household? Does the husband or wife complete more of the household chores compared to before the activity? | 0 | | 1 | | 2 | | 13 | | 4 | |

| | No Change | Slight Change | Moderate Change | Significant Change |
|--|-----------|---------------|-----------------|--------------------|
| Have you observed any change in your behaviour towards members of the opposite gender since the activity (including family members)? | 0 | 4 | 10 | 6 |
| No. of Responses by Women in the Experimental Group (Out of 10) | | | | |
| | No Change | Slight Change | Moderate Change | Significant Change |
| Since the activity, has your level of comfort changed with regards to making decisions by yourself? | 0 | 2 | 0 | 8 |
| Since the activity, has your level of comfort changed with regards to going places by yourself? | 0 | 2 | 8 | 0 |
| Since the activity, has your level of comfort changed with regards to sharing your opinion? | 0 | 2 | 0 | 8 |



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