

# DIAGNOSTIC TOOL: SOCIAL NORMS IN THE ECONOMY

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**OXFAM**

# THEORY OF CHANGE

## IMPACT

Improved economic and social empowerment for young women and men (age 15-24) living in rural climate-change affected areas

### AGENCY AND SKILLS

#### LT OUTCOME 1

Young women and men use their agency, soft and market-led technical skills

- Young women and men are part of well-functioning, sustainable youth groups
- Through quality training, young women and men gain soft and technical skills demanded by employers
- Young women and men gain entrepreneurship skills in line with market opportunities youth skill development

### ECONOMIC OPPORTUNITIES

#### LT OUTCOME 2

Young women and men benefit from new or improved employment or entrepreneurship opportunities

- New climate-resilient micro-enterprises established (start-ups)
- Young entrepreneurs and existing youth-friendly enterprises obtain access to fair, affordable finance
- Improved business and social performance within existing micro, small and medium enterprises
- Young women and men in rural climate-affected areas are linked to employment or entrepreneurship opportunities

### ENABLING ENVIRONMENT

#### LT OUTCOME 3

Enabling environment for young women and men's social and economic empowerment promoted

- Gender-Based Violence and discrimination reduced in public and private spaces
- Care and domestic responsibilities are recognised, redistributed and reduced at household level
- Sexual and reproductive health barriers inhibiting young women's economic empowerment are addressed
- Government adopts policies or practices directed at young women and men's social and economic empowerment

# DIAGNOSTIC TOOL METHODOLOGY

# SOCIAL NORMS IN THE ECONOMY

3 areas of social norms in the economy outlined in theory of change:

- 1. Unpaid care and paid/productive work**
- 2. Gender-Based Violence (GBV)**
- 3. Sexual and reproductive health rights (SRHR)**

...which impact *young women's economic empowerment*



# OBJECTIVES

**1-day diagnostic tool with young people and stakeholders**

- 1. Identify** social norms impacting young people's (esp. young women's) economic empowerment
- 2. Develop initial strategies** to shift social norms
- 3. Develop initial strategies** to shift social norms

# DIAGNOSTIC TOOL IN PAKISTAN: FINDINGS ON SOCIAL NORMS

# PARTICIPANTS

Implemented as a pilot:

- In 7 different groups in 2 project districts
- Youth-only and mixed groups
- Stakeholders included:
  - Local politicians
  - Local religious leaders
  - Trade union representatives
  - Agricultural workers
  - Women undertaking unpaid care work
  - Business owners
  - Students

# NORMS ON GENDERED DIVISION OF WORK

## Expectations for men's roles: Income-generation & Decision-making

- Agriculture work: Working in fields
- Working on daily wages/jobs
- Decision-making on family issues
- Attending religious/political activities
- Driving (motor bike/car/tractor)

## Exceptions – requiring mobility & financial management

- Paying utility bills
- Grocery shopping
- Taking children to school

## Expectations for women's roles: Unpaid care and domestic work

- Washing clothes
- Cooking
- House cleaning
- Child care
- Caring for elderly/sick family members
- Grocery shopping
- Assisting children in doing homework
- Attending guests
- Attending family weddings

## Exceptions – in household domain

- Managing livestock
- Handicrafts



# NORMS INFLUENCING ROLE DIVISION: WOMEN & GIRLS

## Gender norms for women

- Care work considered women's '**natural responsibility**'
- Women **not naturally skilled** to do 'men's work'
- Women **don't have ability to make critical decisions**; decisions never taken seriously (can't be part of Panchayat)
- Women should not **interact with unfamiliar men**

## Norms about economic value of care work

- Care work **valued differently** to paid work
- Care work not seen to require **skills and decision-making capacities**

# NORMS INFLUENCING ROLE DIVISION: MEN & BOYS

## Gender norms for men

- Considered **against the dignity** of a man to do 'women's tasks'.
- Husbands will be considered **inferior to wife** if does household tasks

## Key reference group

- **Elderly women** don't want men in their family to do household work

## Entry points

### 1. Exception

Care tasks done by **male bachelors (living away from home)** considered acceptable – but not by boys/men living with families.

### 2. Circular logic:

- Men spend their time and energy on economic activities so can't do care work as well; Women don't have time to engage in paid work as well as care work

# NORMS ON GENDER-BASED VIOLENCE

**Norms on acceptability of GBV – sanction for transgressing gender roles on work**

**Community censure/domestic violence acceptable if women:**

- Spend a lot of time **outside the house**
- **Make decisions** by herself
- **Fail to provide** food/ iron clothes
- **Do not take care** of in-laws

**Harassment in workplace & on street expected** when women do jobs in the public sphere

**Men mocked** if carry out care work



# NORMS ON MARRIAGE & MOTHERHOOD

## Norms on marriage as a barrier to economic empowerment:

- Women should not work in jobs where they **engage with men** – not seen as desirable wife
- Women who get married and have children are **expected to give up paid work/regular employment**
- **Entry point – exception:** highly regarded jobs with pensions, shorter working hours, e.g. government teachers



# IDENTIFYING REFERENCE GROUPS & INFLUENCES ON NORMS

## Reference groups

- Family elders
- Law enforcement agencies
- Religious leaders
- Role models
- Celebrities
- Teachers

## Influences

- Government policies and laws
- Media (Print, Electronic & Social Media)
- Education curriculum

**WHAT'S NEXT?**

# INTEGRATING FINDINGS INTO EXISTING CHANGE STRATEGIES

## Existing change strategies in youth employment programme

- Interactive theatre
- Radio shows and plays
- Social media
- Mobile SMS service
- TV adverts
- Community discussion sessions
- Working with role models and champions
- Supporting women's rights organizations and movements to drive collective action
- Engaging with policy-makers to shift institutional norms

# NEXT STEPS

## 1. Refine diagnostic tool

- Include access to and use of SRHR information and services
- Strengthen action planning element (youth-led change)
- Explore entry points & positive deviance
- Identify reference groups for specific norms & key allies/blockers

## 2. Test new tool and roll out

- Roll out the tool across two project areas
- Test with youth-only groups

## 3. Strategies for change

- Use findings from the diagnostic tool & baseline to inform intervention strategies to shift social norms
- Integrate into existing project strategies
- Conduct similar processes in other programme countries



**THANK YOU!**



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