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 and 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

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)

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 – requiring mobility & financial management
- Paying utility bills
- Grocery shopping
- Taking children to school

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 Panchiayat)
• 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 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!