SOCIAL NORMS DIAGNOSTIC TOOL

Young Women's Economic Justice

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1. INTRODUCTION

In recent years, practitioners have increasingly recognized the importance of addressing discriminatory social norms to realize the social, political and economic rights of women, girls and gender non-binary people. Interventions that provide training, assets or services alone are often insufficient to achieve the desired changes in their lives.

This Social Norms Diagnostic Tool is a set of participatory exercises designed to guide programme staff to work together with young people and other community members to identify and discuss social norms that shape, constrain or promote young women's economic justice within their contexts. Specifically, it looks at norms around:

- 1) Care work and market-oriented work¹ – perceptions of different types of work as skilled and valuable, and gender roles in relation to this work.
- 2) Gender-based violence – including street, public transport and workplace harassment, and intimate partner violence.
- 3) Sexual and reproductive health and rights – including early marriage, early pregnancy and family planning.

The tool also supports participants to develop initial ideas for change strategies.

The field of social norms is complex, multifaceted and sometimes contradictory. In the exercises that follow, the intention is to use words and definitions that help participants understand social norms concepts. That said, the reality is often messier than the definitions propose.² An understanding is also needed of how different factors intersect with social norms to drive behaviour. The exercises are therefore informed by the Dynamic Framework for Social Change,³ and support participants to think about how overlapping individual, social, material and institutional factors can influence people's actions.

It is important to note that this tool is not a prescriptive guide on social norms research. Instead, facilitators and programme staff are encouraged to create spaces to engage young people and other community members in the development of the tool, so that they can adapt and add exercises based on their knowledge and experience. Additional instruments, such as power analysis or capacity assessment tools, can be used alongside this diagnostic tool to analyse community power structures and the scope to engage with social change activities. These components can support an ethical approach,⁴ whereby community engagement, sensitivity to power and flexibility to make adjustments can mitigate against social engineering from the outside in.

INTRODUCTION CONT...

The tool's methodology is rooted in a feminist and youth-led participatory action research⁵ approach to diagnosing social norms. It uses participatory and transformative methods, such as Theatre of the Oppressed⁶ techniques, to engage young people and other community members not just as research participants, but as agents of change identifying solutions to arising issues. The exercises recognize and examine unequal power inequalities through questions around who makes key decisions, whose opinions matter the most, who the most influential people are and the nature of their influence. In the activities, different groups are often engaged separately to help address power inequalities in safe spaces. For example, this could include groups of women/girls, men/boys and gender non-binary people (see note below); younger and older people; community groups and duty bearers; or people of different ethnicities and religions.

These exercises were developed for Oxfam's Empower Youth for Work (EYW) programme for primary research from 2017-2019. This version of the tool was originally developed for use in the EYW programme in Bangladesh, and activities were piloted and adapted by representatives from Oxfam and local and national organizations with young people and community groups. It can easily be adapted to projects in different countries, regions and communities.

The tool can also easily be adjusted for initiatives on women's economic justice without a focus on young women. It is complementary to Oxfam's strategies and interventions on valuing women's work (including women's economic justice, unpaid care and domestic work, and informal employment); ending violence against women and girls; early and forced marriage; sexual and reproductive health and rights; and youth active citizenship.

Note: The terms 'women', 'girls', 'men' and 'boys' are used throughout this guidance document, reflecting the terminology and focus in the EYW programme so far, encompassing cisgender and transgender women, girls, men and boys. However, the tool will increasingly be used to diagnose social norms around gender non-binary people, as well as people of other non-cisgenders as expressed in different contexts and cultures.

The tool can be adapted accordingly in collaboration with representative communities, groups or organizations, taking into account the need to ensure the safety of those participating.

2. SCHEDULE

This should be a one- to three-day workshop, depending on thematic focus. As the tool diagnoses social norms impacting young women's economic justice with a participatory action planning element, Activities 1, 2, 3 and 6 are essential for the implementation of each option. Activity 6 offers the opportunity to discuss strategies for change specific to the chosen focus area(s).

Option 1: Care work and market-oriented work

1 day. Activities 1, 2, 3 and 6.

Option 2: Care work and market-oriented work; gender-based violence

2 days. Activities 1, 2, 3, 4 and 6.

Option 3: Care work and market-oriented work; sexual and reproductive health and rights

2 days. Activities 1, 2, 3, 5 and 6.

Option 4: Care work and market-oriented work; gender-based violence; sexual and reproductive health and rights

3 days. All activities.

Programme staff who want to cover all thematic areas over two days may consider implementing Option 2 and Option 3 with different groups.

3. STRUCTURE

pages

Activity 1 Getting started

9-11

1.5 hours: Introduction to social norms.

Activity 2 Gender roles, responsibilities and decision making

12-15

2.5 hours: Identifying gender norms around roles, responsibilities and decision making, how norms change, and who and what influence norms.

Activity 3 Care work and market-oriented work

16-20

2 hours: Identifying social norms around perceptions of different types of work as skilled and valuable, and gender roles in relation to this work.

Activity 4 Gender-based violence

21-26

3 hours: Identifying social norms around street, public transport and workplace harassment and intimate partner violence.

Activity 5 Sexual and reproductive health and rights

27-30

2 hours: Identifying social norms around early marriage and pregnancy, and family planning.

Activity 6 Strategies for change

31-32

1.5 hours: Brainstorming and prioritizing change strategies according to feasibility and impact.

4. FACILITATION AND DOCUMENTATION

The activities have been designed to be led by community facilitators who have strong skills in participatory approaches and facilitation; expertise in the thematic area(s) is not necessarily required.

Each section offers some questions for focus group discussions. These are provided for guidance and do not have to be followed strictly. The questions are designed to facilitate discussion rather than to lead to consensus on the answers. Facilitators are encouraged to support participants to voice their opinions, including where they disagree with others, and to note minority opinions.

For group activities which split participants by gender, facilitators should discuss beforehand whether gender non-binary people would like to hold discussions in a separate group, depending on what feels most comfortable for participants. Exercises which discuss social norms relating to women/girls and men/boys can be adapted to include an exploration of norms relating to gender non-binary people, as well as people of other non-cisgenders, as appropriate to the context.

It is recommended that before using the tool, programme staff and facilitators discuss how to adapt questions and activities to the context and translate key terms, definitions and lists into local languages. It may also be helpful to pilot the tool with a smaller group before rolling it out more widely.

Facilitators should consider when to include breaks during the session. This is important to support learning and understanding, as well as to ensure that participants feel comfortable following discussions which may have explored sensitive topics. Facilitators can also use these breaks to gauge how participants are feeling and responding to the activities, and to make appropriate adaptations if necessary.

During the discussions, documenters should take detailed notes of the discussions, including key quotations. In particular, they should document when participants use sayings or expressions. These will be used in Activity 6 on strategies for change.

Who needs to be involved?

Community facilitators

A minimum of two facilitators are needed, preferably from local, youth-led organizations. This should include one woman and one man and/or a gender non-binary facilitator, as appropriate. Organizations should support community youth representatives to facilitate discussions and exercises where possible.

Local, youth-led organizations and programme staff

Representatives of local and national organizations and international NGOs should provide support, and coordinate alongside community-level facilitators. Representatives from local, youth-led organizations should lead where possible.

Documenters

A minimum of two documenters are needed to document conversations. This should include one woman and one man and/or a gender non-binary documenter, as appropriate. As long as informed consent is given, conversations can be recorded so that a transcript can be provided if needed.

Community members

To represent the community, the discussions should involve young people, girls and boys, women and men, gender non-binary people, business leaders, community elders, religious leaders, parents and teachers.

Consider running separate workshops with women, with young people, and with other groups who may be in a vulnerable position to ensure that their particular experiences and views are captured and that they can participate confidently.

HOUSE RULES

Participants should be clearly informed that the sessions are being recorded for transcription and reporting purposes, but that no names will be mentioned and the recording will not be made public or shared with authorities in any form. Participants should be reassured throughout the workshop that they can ask for the recording to be paused at any time if they wish to make a point but do not want their voice recorded.

Programme staff may invite a communications team member to take photographs for publication. Informed consent must be obtained from participants for these photos to be taken, and they must be reassured that they can say no or opt out at any time. For Oxfam-supported programmes, Oxfam's guidelines on informed consent⁷ must be fully adhered to.

If participants are stilted or hesitant in their responses, they should be offered the option of writing down their feedback anonymously and handing it to the facilitator. Participants must be asked to indicate if they give consent for this feedback to be read out to the wider group during the discussions. This option should be reiterated at several points.

Should participants express distress or discomfort at any time, they must not be encouraged to keep sharing. If needed, the session should be paused so they can be asked if they would like to take a break or leave if they are experiencing distress. Participants should be reminded that they are in a safe space that they are all expected to uphold by being as open, supportive and non-judgmental as possible. They should be encouraged to allow others to share, and to respect everyone's opinions and experiences.

Safeguarding policies and procedures must be fully adhered to when undertaking research. For research undertaken with young people in Oxfam-supported programmes, programme staff must adhere to the One Oxfam Youth Safeguarding Policy.⁸ Relevant Oxfam safeguarding policies⁹ for other Oxfam-supported programmes include the One Oxfam Policy on Protection from Sexual Exploitation Abuse and Harassment¹⁰ and the One Oxfam Child Safeguarding Policy.¹¹

Additional measures should be undertaken to do no harm, protect confidentiality, minimize participant distress, and provide referrals for care and support where available.

Activity 1 GETTING STARTED

TIME
1.5 HRS

Step 1: Background 30 mins

Objectives:

- To introduce the programme, implementing organizations and the research (the welcoming remarks below should be adapted accordingly).
- To outline the objectives of the workshop.
- To let the participants and the research team introduce themselves.

1 Welcoming remarks

- 1 'Oxfam in [country] aims to contribute to the eradication of poverty by supporting women and other groups who are in a vulnerable position in saving lives and building livelihoods, enhancing resilience to crises, shocks and stresses, and amplifying voices to hold duty-bearers accountable.'
- 2 'The research is part of the Empower Youth for Work (EYW) programme, which focuses on enabling young people, and especially young women, to seek and obtain dignified work.'
- 3 Give some contextual background to the issues which will be discussed. This is important for framing the discussions. For example, introduce issues such as youth unemployment, the unequal distribution of care and domestic work, or the prevalence of gender-based violence in the region. Facilitators can also discuss the ways in which youth-led groups and women's rights organizations have been campaigning for change on these issues.
- 4 Explain the house rules (see above) to assure participants that this is a safe space and that individuals' names and identities will not be revealed outside of the group. Reassure participants that there is no right or wrong answer to give during the workshop, and that all opinions and ideas are equally valid.
- 5 Explain and agree the workshop objectives with participants.

2 Social Norms Diagnostic Tool

This is a one- to three-day participatory workshop, structured around six activities:

- 1 Introduction to social norms.
- 2 Gender norms around roles, responsibilities and decision making.
- 3 Social norms around care work and market-oriented work.
- 4 Social norms around gender-based violence.
- 5 Social norms around sexual and reproductive health and rights.
- 6 Strategies for change.

The workshop is based around a series of focus group discussions that introduce stories with real-life scenarios and prompt discussions around them.

Begin by asking participants to form pairs. Each pair will share their name, age and where they are from. Each participant will then present their partner to the group.

Activity 1 **GETTING STARTED** CONT...

Step 2: **Introduction to social norms** 1 hour

Objectives:

- To introduce the concept of social norms.
- To ensure that participants understand what is meant by social norms as distinguished from personal attitudes, beliefs or actions.¹²
- To share context-specific information on the key issues explored during the workshop.

1 Play a short game to support participants' understanding of social norms.

2 In front of the group, violate a minor social norm. This should not be anything offensive, disrespectful or harmful to participants. For example, talk to participants with your back to them, answer a phone call while someone else is speaking, wear sunglasses or a hat indoors, or hum loudly. Alternatively, facilitators could ask one person to act like an animal or to do a dance, and then ask everyone to copy them.

Note: This exercise should be adapted so that the 'norm violation' is relevant and appropriate to the local context.

3 Ask participants what they noticed or felt, and to describe their reactions to what they saw. What specific rule did they feel was being broken, and how and when did they learn about that rule? How might this rule have originated?

4 Based on the game that has just been played, work together to define the terms that will be used during the activities (norms, attitudes, beliefs, actions). Ask for examples that illustrate differences between them. When have participants done something not because they wanted to or felt it was right, but because they felt socially motivated to do so? What were the beliefs that underpinned this thinking? Write out your definitions and place them where they will be clearly visible throughout the workshop. Facilitators can use the definitions provided (see Box 1) to help their own and participants' understanding.

5 Present context-relevant evidence relating to the social norms which will be discussed. This is important for framing the discussions. For example:

- The numbers of women in different paid occupations in the project area.
- Results on time use among girls, boys, women, and men from Oxfam's Rapid Care Analysis¹³ or Household Care Survey,¹⁴ if these have been carried out in the context.
- Survey results on the prevalence of gender-based violence.
- Statistics on early marriage and pregnancy.

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Activity 1 **GETTING STARTED** CONT...

Box 1: Key definitions for facilitators

- **Actions:** What people actually do. This is shaped by both personal attitudes and social norms.
- **Personal attitudes:** A person's individual preferences. These can be aligned with or opposed to social norms.
- **Moral beliefs:** What a person believes to be morally right/wrong, independent of what others do or believe.
- **Factual beliefs:** What a person believes to be true/false, whether or not this is correct.
- **Social norms:** Shared beliefs and perceptions about others. These include:
 - a) Descriptive norms: Shared beliefs about what others in a group actually do (i.e. what is common or typical behaviour).
 - b) Injunctive norms: Shared beliefs about what others in a group approve of (i.e. what is appropriate or acceptable behaviour).

These beliefs shape the 'social expectations' within a group of people, and are often enforced by social sanctions.

- **Social sanctions:** Positive or negative responses or reactions by others to the behaviour of an individual.
 - a) Positive sanctions: For example, being smiled at, patted on the shoulder or granted higher status in the community.
 - b) Negative sanctions: For example, being the target of scolding, gossiping, threats, physical aggression or being ostracized in the community.

People's anticipation of positive and negative sanctions is believed to affect their actions.¹⁵

- **Reference groups:** The 'others' whose behaviour and opinions matter in maintaining social norms.

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Activity 2

GENDER ROLES, RESPONSIBILITIES AND DECISION MAKING

TIME
2.5 HRS

Step 1: Identifying gender norms around roles, responsibilities and decision making¹⁶ 1 hour

Objectives:

- To identify social norms relating to gender, as understood by group members.
- To identify gender norms around roles, responsibilities and household decision making.

Method:

- 1 Split the group into women/girls, men/boys and/or gender non-binary people, as appropriate. Depending on the number of participants, the group could be further split according to age.
- 2 Give each group two sheets of flipchart paper to write and draw on. One group will have a piece of paper with a woman drawn on it and a piece of paper with a girl drawn on it; the other group will have a piece of paper with a man drawn on it and a piece of paper with a boy drawn on it.
- 3 Ask participants to think about someone who is considered to be an 'ideal' woman or an 'ideal' girl in their community, and someone who is considered to be an 'ideal' man or an 'ideal' boy in their community.
- 4 The men/boys should start by considering an 'ideal' woman and an 'ideal' girl, while the women/girls start by considering an 'ideal' man and an 'ideal' boy. Then swap, so that both groups consider both women/girls and men/boys.
- 5 Ask each group to list: i) The traits and characteristics of 'ideal' women/girls and 'ideal' men/boys; ii) The roles and responsibilities they are expected to perform (this will be used in Activity 3, Step 2).

Ask participants to visually represent these elements as well, thinking about hairstyle, clothing, etc.

Note: If groups need prompting, ask them questions such as: What kind of tasks should an 'ideal' girl/boy be carrying out? What job does the 'ideal' woman/man have? What type of behaviour would an 'ideal' woman/man demonstrate in a certain situation? Prompts can also be given by asking about the traits and roles of wives/husbands, mothers/fathers, daughters/sons, brothers/sisters, etc.

- 6 Ask participants to share their work, and have a discussion using the following questions as a guide. In particular, document when participants use sayings or expressions.

a) Injunctive norms around the traits, characteristics, roles and responsibilities of 'ideal' women/girls and men/boys

Thinking about what people in the community would say:

- Which traits or characteristics do 'ideal' women/girls and men/boys have? What do they not have? Why should 'ideal' women/girls and men/boys exhibit these traits?
- Which roles and responsibilities do 'ideal' women/girls and men/boys perform? What do they not do? Why should 'ideal' women/girls and men/boys play these roles?
- Are there any sayings about 'ideal' women/girls and men/boys who have certain characteristics or roles? What about 'bad' women/girls and men/boys?

Note: Encourage the group to think of traits/characteristics and roles/responsibilities that could be considered 'positive' (e.g. an 'ideal' man looks after his family) and those that could be considered 'negative' (e.g. an 'ideal' husband keeps his wife under control).

b) Social sanctions

- Ask each participant to choose one characteristic and one task that they think is a critical expectation for an 'ideal' woman/girl or man/boy.

Activity 2

GENDER ROLES, RESPONSIBILITIES AND DECISION MAKING CONT...

- What are the benefits of showing this characteristic and doing this task (e.g. receiving praise, gaining respect in the community, feeling pride or self-worth)?
- What might the negative consequences be if women/girls and men/boys do not show this trait or do this task (e.g. being the subject of gossip, losing social position, feeling shame)?

c) Exceptions and factors that reinforce or weaken social norms

- Do expectations about 'ideal' women/girls and/or men/boys vary based on any factors, e.g. social status, wealth, location, religion, ethnicity? Are expectations different for girls or boys if there are no siblings of the opposite gender?

d) Positive deviance

- Are there any unexpected cases of women/girls or men/boys in the community who are not fulfilling these roles, even though it is expected of them? What factors make this possible? (Ask participants not to name people.)

- 7 Display a list of decisions which are appropriate to the context (see Box 2 example list of decisions below). Ask follow-up questions on household decision making:

a) Descriptive and injunctive norms around household decision making

- Who would people in the community approve of making decisions in the household about the following issues? Why is this?
- Who do you think *actually* makes the decisions about the following?
- For each decision, choose from: women (W); men (M); women with someone else (WS); men with someone else (MS); women and men jointly (W&M). If girls or boys also have a say in the decision, add a G or B.

b) Social sanctions

What reactions and consequences might there be if decisions were not made this way?

c) Exceptions and factors that reinforce or weaken social norms

- Do expectations about how these decisions are made vary based on any factors, e.g. social status, wealth, location, ethnicity, religion?

d) Positive deviance

- Can you think of households where women and men make decisions differently to what is expected? How are decisions made differently? What factors make this possible?

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Activity 2

GENDER ROLES, RESPONSIBILITIES AND DECISION MAKING CONT...

Box 2: Example list of decisions

- Children's schooling and health
- Small daily purchases (food, toiletries)
- How many children to have
- Large purchases (land, cattle)
- What contraception method to use
- Which family members do care and domestic tasks, such as sweeping, collecting water or caring for children
- How to obtain contraception
- The age at which daughters and sons get married
- Which family members do market-oriented tasks, such as agricultural work, rearing farm animals or trading
- The spacing of children
- What kind of occupations family members can do, such as tailoring, hairdressing, mechanics or working in a shop

Step 2: How have norms changed? 45 mins

Objectives:

- To strengthen understanding that social norms have changed and will continue to change.
- To support participants to think more creatively and with more nuance about social norms.

Method:

- 1 Split participants into mixed-gender groups of different ages.
- 2 Ask participants to reflect on a time period, event or trend that has contributed to changing norms (e.g. a generational change, a conflict leading to an increase in female-headed households, change as a result of new economic opportunities).
- 3 Ask each group to choose an injunctive norm around roles, responsibilities and decision making from Step 1 of this Activity, which they think has changed in a 'positive' way over this period (e.g. women are now expected to be involved in income-generating activities, such as sewing at home; men are now expected to pick up children from school; it is no longer acceptable for men to harass pregnant women on the street; it is now acceptable for husbands to discuss contraception methods with their wives). Choose norms relating to both women/girls and men/boys.

Activity 2

GENDER ROLES, RESPONSIBILITIES AND DECISION MAKING CONT...

- 4 For each norm, explore the following questions. Note if participants mention anything around sanctions, exceptions or positive deviance in relation to these questions. Ask participants to leave discussions about *why* this change happened until the next step.
- What would have been the expectation of women/girls and men/boys in this previous time period?
- How have expectations and social acceptability changed in relation to this norm?
- What would your mother/father or grandmother/grandfather have said about this norm?
- How do you think this norm might change in the future?

Step 3: Who and what influence social norms? 45 mins

Objectives:

- To identify a range of reference groups and drivers of change.
- To strengthen participants' understanding of the complexity of the process of changing social norms, perceptions and expectations.

Method:

- 1 Keep participants in the same groups. Ask them to write or draw their chosen norm from Step 2 of this Activity in the middle of a large piece of paper.

- 2 Ask participants to draw a 'rich picture' (described below) of people, institutions or drivers that influenced, changed, promoted or reinforced the norm.

Circle 1: Start with family members – children, siblings, spouses, parents, grandparents, in-laws, etc.

Circle 2: Extend more widely to other community members – friends, peers, teachers, religious/cultural/political leaders, etc.

Circle 3: Explore other influences – laws and policies; employment practices; media, social media, TV, radio, adverts and images; celebrities; evidence and information; school/training curricula and practices, etc.

Circle 4: Look at social changes – conflict, climate change, migration or new populations, new technology, new types of employment, etc.

Finish the picture by asking if there are any other reasons why the norm has changed, then add these to the appropriate circle.

- 3 Ask participants to discuss and note alongside each influencer or driver, whether it changed or reinforced the existing norm.
- 4 Ask participants to discuss and note who was a blocker, and who was an ally in bringing about any 'positive' change?
- 5 Ask participants to rate how influential each influencer or driver was, on a scale of 1 to 3.
- 6 Then ask participants what the family and community responses have been to this change in norms:
 - Has there been praise and approval for those behaving according to the new norm?
 - Has there been any criticism, backlash or even violence in response to the new norm?
 - Overall, what are the perceptions of the benefits or negative consequences associated with the new norm?

Activity 3

CARE WORK AND MARKET-ORIENTED WORK

TIME
2 HRS

Box 3: Definitions for facilitators – care work and market-oriented work

- **Care work:** Work that is related to the direct care of people, and domestic work that facilitates this, such as cooking, washing clothes, shopping, etc. This is usually unpaid but can sometimes be paid, e.g. when carried out for people other than family or friends.
- **Market-oriented work:** Work that is related to producing goods or services for sale – or that could be sold – and that is not directly related to care of people. This includes repairs, trading, harvesting, etc. This is usually paid but can sometimes be unpaid, e.g. when carried out for family or friends.

Step 1: Identifying social norms around perceptions of different types of work as skilled and valuable¹⁷ 1 hour

Objectives:

- To identify social norms around whether and how different types of work are perceived as skilled and valuable.
- To introduce the idea that unpaid care and domestic tasks are also ‘work’.

Method:

- 1 Keep participants in the same groups. Display a list of tasks and occupations which are appropriate to the context. These may include some of the roles and responsibilities from Activity 2, Step 1, but should also include occupations. If possible, create pictograms to represent each task and occupation.
- 2 Facilitators should include tasks and occupations on the list that a member of most households perform, so that participants are comparing the skill and value of tasks and occupations they are familiar with.
- 3 The list should include 6-8 care tasks and occupations, mixed in with 6-8 market-oriented tasks and occupations. It should be written in a way that does not identify tasks and occupations as paid or unpaid. Facilitators can use the definitions provided (Box 3) to help their own and participants’ understanding of care work and market-oriented work. See example list of tasks and occupations below (Box 4).
- 4 Ask participants to take five minutes to individually rank how they personally perceive these tasks and occupations in terms of skills, from those that require the most skills (1) to those that require the fewest skills (16), making a clear list from 1-16. Clarify for participants that this is just about their perception, and that there are no right or wrong answers.
- 5 Now ask participants to take another five minutes to rank how they personally perceive these same tasks and occupations in terms of value, from the most valuable and important (1) to the least valuable and important (16), making a clear list from 1-16.

Activity 3

CARE WORK AND MARKET-ORIENTED WORK CONT...

a) Perceived skills required

- Give each group a set of cards with all 16 tasks and occupations. Ask them to agree on a collective ranking, according to which tasks and occupations people in the community consider to require the most and the fewest skills. Emphasize that the question is about what *people in the community* think, not personal attitudes.
- Ask the groups:
 - Why are these tasks and occupations considered to require more or fewer skills?
 - Was there any difference between your individual rankings and how you think people in the community would rank the tasks and occupations?
 - What would be the advantages and disadvantages of changing community perceptions of these tasks and occupations in terms of skills required?

b) Perceived value and importance

- Now ask each group to re-rank collectively, according to which tasks and occupations people in the community consider the most and the least *valuable and important*.
- Ask the groups:
 - Why are these tasks and occupations considered more or less valuable and important?
 - Was there any difference between your individual rankings and how you think people in the community would rank the tasks and occupations?
 - What would be the advantages and disadvantages of changing community perceptions of these tasks and occupations in terms of value and importance?

c) Perceived contribution to family welfare

- Now ask each group to put a star by the five tasks or occupations that people in the community consider as contributing most to *family welfare*.
- Ask the groups:
 - Why are these tasks and occupations considered to contribute to family welfare?
 - How does this relate to the extent to which this task or occupation is considered skilled, and the extent to which it is considered valuable and important?

d) Perceptions of some tasks as 'not work'

- Now ask each group to put a cross by tasks, if any, which people in the community would consider to be 'not work'.
- Ask the groups:
 - Why are these tasks considered 'not work'?
 - How does this relate to tasks that are usually expected to be done by women/girls and men/boys?

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Activity 3 **CARE WORK AND MARKET-ORIENTED WORK CONT...**

Box 4: Example list of tasks and occupations

- Planting and harvesting crops
- Drying and processing an agricultural product
- Childcare (e.g. bathing, dressing, looking after)
- Carpentry and making furniture
- Washing clothes
- Bicycle or vehicle repair
- Nursing and caring for ill or elderly people
- Trading and market selling
- Preparing meals and cooking
- Driving a vehicle or other transport
- Feeding or breastfeeding children
- Repairing or constructing a house or roof
- Cleaning the house, sweeping floors, making beds
- Collecting fuel or water
- Taking care of livestock
- Teaching, tutoring, training

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Activity 3

CARE WORK AND MARKET-ORIENTED WORK CONT...

Step 2: Identifying norms in relation to gender roles around care work and market-oriented work 1 hour

Objectives:

- To identify social norms in relation to gender roles around care work and market-oriented work.
- To explore potential changes in gender norms around different types of work, prioritized by the feasibility of change.

Method:

- 1 Keep participants in the same groups. Look at the tasks and occupations that have emerged from Step 1 of this Activity.
- 2 Add any additional tasks and occupations from the list developed in Activity 2, Step 1 on the roles and responsibilities which are expected of an 'ideal' woman/girl and an 'ideal' man/boy.
- 3 Ask participants to divide the list into care work (C) and market-oriented work (M). Use the definitions provided (see Box 3) to help participants.
- 4 Ask participants to further divide each list into work which women are expected to do and that which men are expected to do. Participants can add tasks and occupations to the list, if desired.
- 5 Divide participants into two mixed-gender groups: Group A will focus on care work, Group B on market-oriented work.
- 6 For each group, facilitate a discussion using the following questions as guidelines. In particular, document when participants use sayings or expressions.

Group A: Care work

a) Injunctive norms around care work

- Why do you think that men/boys do not normally do the care work that women/girls are expected to do?

- Why do you think that women/girls do not normally do the care work that men/boys are expected to do?

Note to facilitators: Participants commonly express perceptions of 'light' and 'heavy' care work, relating these to expectations that women do the former and men the latter. In this instance, it is important to ask participants whether they consider that work perceived as 'light' really requires little physical effort or concentration.

b) Feasibility of change

- Ask participants to put a star by *care work normally done by women/girls* that men/boys could also feasibly do in terms of: 1) capability, e.g. physical ability; 2) practicality, e.g. proximity to other work tasks; 3) social acceptability, e.g. what community members are more likely to approve of; 4) desirability, e.g. what men/boys would like to participate in or learn to do.
- Why could this work also feasibly be done by men/boys?

c) Social sanctions

- What might the benefits be of this change, e.g. receiving praise, gaining respect in the community, feeling pride?
- What might the negative consequences be of this change, e.g. censure, gossiping, mocking, threats, physical aggression, shame?

Activity 3

CARE WORK AND MARKET-ORIENTED WORK CONT...

d) Exceptions and factors that reinforce or weaken social norms

- Are there any circumstances where might it be considered more or less acceptable for men/boys to do care work normally done by women/girls, e.g. during illness or absence of women/girls, or if there are no siblings of the opposite gender? Are there any other relevant factors, e.g. age, social status, wealth, location, ethnicity, religion?

e) Positive deviance

- Do you know of any cases where men/boys are already doing care work normally done by women/girls, despite social expectations? What factors make this possible?

f) Change over time

- Are men/boys now doing any care work previously done by women/girls, in comparison with one generation ago? [Choose the timeframe identified in Activity 2, Step 2]
- What factors made this change possible?

g) Reference groups and influencers

- Drawing on the 'rich picture' in Activity 2, Step 3, who can influence each of these changes at the family and community levels (first and second circles)?
- Are there any other influencers or drivers of norms from the third and fourth circles, e.g. laws, media, adverts, celebrities, schools, information, technology, changes in employment and migration?

Group B: Market-oriented work

a) Injunctive norms around market-oriented work

- Why do you think that women/girls do not normally do the market-oriented work that men/boys are expected to do?
- Why do you think that men/boys do not normally do the market-oriented work that women/girls are expected to do?

b) Feasibility of change

- Ask participants to put a star by *market-oriented work normally done by men/boys* that women/girls could also feasibly do in terms of 1) capability, e.g. physical ability; 2) practicality, e.g. proximity to other work tasks; 3) social acceptability, e.g. what community members

are more likely to approve of; 4) desirability, e.g. what women/girls would like to participate in or learn to do.

- Why could this work also feasibly be done by women/girls?

c) Social sanctions

- What might the benefits be of this change, e.g. receiving praise, gaining respect in the community, feeling pride?
- What might the negative consequences be of this change, e.g. censure, gossiping, mocking, threats, physical aggression, shame?

d) Exceptions and factors that reinforce or weaken social norms

- Are there any circumstances where might it be considered more or less acceptable for women/girls to do market-oriented work normally done by men/boys, e.g. during illness or absence of men/boys, or if there are no siblings of the opposite gender? Are there any other factors, e.g. age, social status, wealth, location, ethnicity, religion?

e) Positive deviance

- Do you know of any cases where women/girls are already doing market-oriented work normally done by men/boys, despite social expectations? What factors make this possible?

f) Change over time

- Are women/girls now doing any market-oriented work previously done by men/boys, in comparison with one generation ago? [Choose the timeframe identified in Activity 2, Step 2]
- What factors made this change possible?

g) Reference groups and influencers

- Drawing on the 'rich picture' in Activity 2, Step 3, who can influence or block each of these changes at the family and community levels (first and second circles)?
- Are there any other influencers or drivers of norm change from the third and fourth circles, e.g. laws, media, adverts, celebrities, schools, information, technology, changes in employment and migration?

Activity 4 GENDER-BASED VIOLENCE

TIME
1.5 HRS

Step 1: Identifying norms around gender-based violence (GBV)¹⁸ 1.5 hours

Objectives:

- To identify social norms around GBV, including street, public transport and workplace harassment and intimate partner violence.
- To explore how these social norms relate to young women's economic justice, building on Activities 1, 2 and 3.

Method:

- 1 Split participants into two mixed-gender and mixed-age groups.
- 2 Read the scenarios aloud. The facilitator may ask the group to share related stories based on what happens in their communities.
- 3 Ask each group to develop a short play based on the scenario provided; they have 30 minutes to do this. Ask participants to each choose a role (or roles) they are comfortable playing.
- 4 Ask the groups to perform their plays in turn. Following the two performances, facilitate a discussion for the whole group using the questions below as guidelines. In particular, document when participants use sayings or expressions.

Note: Facilitators should adapt the stories to the local context as appropriate, so that the stories are as recognizable as possible.

Note: Encourage participants to distinguish between what most people *do* and what most people *expect others to do*. Questions on expectations and related reasons can be linked to the traits and characteristics, and roles and responsibilities of an 'ideal' woman/girl and man/boy, as identified in Activity 2.

Group A

Objective:

To understand social norms around street, public transport and workplace harassment relating to young women's paid work, as well as social norms relating to bystander reactions.

Aisha is 18 years old and lives with her parents. Her friend Sorna recently helped her to get a job in a restaurant [choose a context-relevant job involving work outside the home], where she also works. As they live close to one another, they normally travel to and from work together.

One day, Aisha and Sorna walk to get the bus to work. On the way, a man calls out to them, telling them that they look beautiful. When they ignore this, the man shouts an insult, saying that they are bad women. An older man comes over to the man and tells him to stop, saying: 'You should be ashamed of yourself; these women did not do anything to you.' Aisha and Sorna thank the older man and walk to the bus stop.

When they get on the bus, a man sits down next to Aisha and Sorna and starts staring at them. He keeps getting closer and closer. This makes them feel very uncomfortable, so they move away to a different seat near a woman. The woman tells them that they shouldn't dress that way if they don't want to attract attention. She says that they should travel together with a man from their family rather than just the two of them. (Continued overleaf)

Activity 4 **GENDER-BASED VIOLENCE CONT...**

Aisha and Sorna get off the bus and walk into the restaurant and say hello to their manager. He tells Sorna to collect the plates from the kitchen and tells Aisha to sweep the floor. As soon as Aisha starts sweeping, her manager comes over to her. He tells her that he has noticed that she is doing very good work and asks whether she has a boyfriend. Aisha is embarrassed to be asked, and says no. He asks her whether she would like to go out with him some time. Before she has time to answer, Sorna comes back and the manager moves away again.

Aisha tells Sorna what has happened. She says that she doesn't want to go out with the manager, but she also doesn't want to make him angry or lose her job. Sorna tells Aisha that she can't lose her job. She comforts Aisha and says that they will find a solution together.

Roles: Narrator, Aisha, Sorna, man on the street, older man on the street, man on the bus, woman on the bus, manager.

Discussion questions:

a) Descriptive and injunctive norms around street, public transport and workplace harassment

- How common would it be for a man to call out to a woman on the street, as Aisha and Sorna experienced? Would people *expect* this to happen, or not?
- How common would it be for a man to get close to women and stare at them on the bus, as Aisha and Sorna experienced? Would people *expect* this to happen, or not?
- How common would it be for a manager to ask out a young woman at work, as Aisha experienced? Would people *expect* this to happen, or not?

b) Descriptive and injunctive norms around bystander reactions to street, public transport and workplace harassment

- How common would it be for someone to intervene like the older man on the street, telling the man to stop calling out? Would people *expect* this to happen, or not?
- How common would it be for someone to respond like the woman on the bus, telling Aisha and Sorna that they should change the way they dress and not travel without a man? Would people *expect* this to happen, or not?

c) Social sanctions

- Would there be any negative reactions or consequences for the man on the street, the man on the bus or the manager as a result of their behaviour? Would there be any benefits?
- What kind of negative or positive reactions might bystanders experience if they intervened on behalf of Aisha and Sorna? Would there be any consequences if they didn't intervene?
- What might happen if Aisha and Sorna behaved differently to what was expected of them, e.g. if they carried on travelling to work without a male chaperone or told someone what the manager had said? What would others in their community say or do if they found out?

d) Exceptions and factors that reinforce or weaken social norms

- Are there any circumstances where it would be considered more or less acceptable for a man to shout at Aisha on the street, sit close to her or ask her out at work, e.g. according to Aisha's age, marital status, social status, wealth, location, ethnicity, religion?
- In your own knowledge and experience, are there any other situations relating to work where Aisha may be more or less likely to experience street, public transport or workplace harassment?

For example:

- If she were walking alone and not with a colleague?
- If she started walking shorter or longer distances to work?
- If she were going to work at a particular time of day?
- If she did a specific type of work, e.g. office work, waitressing, selling in markets?

e) Positive deviance

- *If answers to a) showed that harassment is common or expected:* Can you think of an example where street, public transport or workplace harassment has not happened, even though it was expected? Why was this?

Activity 4 **GENDER-BASED VIOLENCE CONT...**

- If answers to b) showed that bystander interventions are not common or expected: Are there people who have been able to speak out against these kinds of street, public transport or workplace harassment? Can you think of an example where action was taken against this behaviour? What factors made this possible?

f) Change over time

- Have expectations around harassment of women in these situations changed compared to one generation ago? [Choose the timeframe identified in Activity 2, Step 2]
- What has changed? What hasn't changed?
- What factors made this change possible?

g) Reference groups and influencers

- Who might be able to influence the man on the street, the man or the bus or the manager on whether their behaviour is acceptable?
- Who might be the most influential people in a bystander's decision on whether it is acceptable to intervene?
- Thinking back to the 'rich picture' in Activity 2, Step 3, are there any other influencers or drivers which might have an influence in this situation?

h) Access to and availability of information and services

- Would most women in Aisha's situation know about support services in relation to experiencing harassment or reporting it? Would Aisha know where to go?
- Who could she get support from or report to, e.g. family, friends or the police?
- What kinds of support or services do people in Aisha's position need from their family, community and service providers?

Group B

Objective:

To understand social norms around intimate partner violence (IPV) in marriage relating to young women's paid work and care work, as well as social norms relating to gossip, mocking and censure, and access to services.

Farida is 19 and happily married to her husband, Yushan. They have a good relationship, and he does not beat her. Farida has recently started an apprenticeship as part of an initiative run by a local organization supporting young people to find work. As an apprentice, she is working in a shop fixing bicycles [choose a context-relevant job involving work which is usually considered a 'man's job' or 'men's work'].

Farida comes home from work one day to find Yushan's mother and father and her own mother and father visiting. Yushan's mother tells them that there is a problem that they all need to discuss. She says that their neighbours have been talking about Farida, saying that she is doing 'men's work' instead of doing her duty as a wife to look after Yushan. Yushan's mother gets upset, saying that people in the community have been saying that Farida is 'manly' and that she has Yushan 'under a spell'.

Yushan's father adds that there have also been rumours that Yushan has been helping Farida with 'women's work' around the house. Yushan's father speaks angrily to him, saying that he is a weak man with no power at home, who is controlled by his wife. He says that Yushan needs to start being a 'real man' and bring his wife under control.

Yushan gets angry and upset and tells Farida that she must do more housework, especially in view of the neighbours. He shouts at her, saying that he doesn't want to have any gossip about him doing 'women's work' or about her being unfeminine. He says that she has to do everything around the house, otherwise she will have to give up her job.

Farida's father protests, saying that it is important for Farida to keep her job and that it doesn't matter what the neighbours say. Farida's mother agrees, saying that Farida is helping to bring more money into the family, and that it is understandable that she sometimes needs Yushan's help around the house now that she is working.

Yushan gets more and more angry with Farida. He shouts at her, saying that she is not normal, and pushes her hard into the kitchen so that she falls over. Farida runs out, followed by her mother, who comes after her to comfort her. Farida tells her mother that she is not sure what to do, and that she does not know whether she can keep her job.

Roles: Narrator, Farida, Yushan, Yushan's mother, Yushan's father, Farida's mother, Farida's father.

Activity 4 **GENDER-BASED VIOLENCE CONT...**

Discussion questions:

a) Descriptive and injunctive norms around IPV in marriages and reactions to IPV

- How common would it be for a husband to shout at his wife or push her after hearing that their neighbours are saying negative things about her doing 'men's work' and about him doing 'women's work'? Would people *expect* this to happen, or not?
- How common would it be for someone to intervene when Farida's husband started shouting at and pushing her? Would people *expect* this to happen, or not?

b) Descriptive and injunctive norms around gossiping, mocking and censure, and reactions to gossiping

- How common would it be for people to react like the neighbours in this story, saying that Farida should look after her husband instead of doing 'men's work' and mocking Yushan for doing 'women's work'? Would people *expect* this to happen, or not?
- How common would it be for people to react like Yushan's parents, supporting what the neighbours have been saying? Or would it be more common for people to react like Farida's parents, saying that Yushan should ignore the neighbours? How would people *expect* them to react?

c) Social sanctions

- Would there be any negative reactions or consequences for Yushan as a result of him shouting at and pushing Farida? Would there be any benefits?
- What kind of negative or positive reactions might people experience as a result of intervening to stop the violence? Would there be any consequences if they didn't intervene?
- What might happen if Farida behaved differently to what was expected of her, e.g. if she did not give up her apprenticeship, or if she sought help for her situation with Yushan? What would others in her community say or do if they found out?

d) Exceptions and factors that reinforce or weaken social norms

- Are there any circumstances where it would be considered more or less acceptable for a husband to shout at or push his wife in this situation, e.g. according to the wife's age, marital status, social status, wealth, location, ethnicity, religion?
- In your own knowledge and experience, are there any other situations relating to work where Farida may be more or less likely to experience this kind of violence?

For example:

- If the dinner is late, or there is no dinner because she has been working?
- If he finds out that men have been talking to her or harassing her at work or on her way to work?
- If she starts travelling long distances for work or has to travel alone?
- If she starts earning a lot more or less money than previously, or more or less money than him?
- If she starts spending money that she has earned without asking him?
- If she does a specific type of work, e.g. office work, waitressing, selling in markets?
- If she asks for help with certain types of household or care work, e.g. washing, cooking, collecting the children from school?

e) Positive deviance

- *If answers to a) showed that IPV is common or expected:* Can you think of an example where violence does not happen between couples, even if men are expected to 'control' their wives? Why is this?
- *If answers to a) showed that interventions are not common or expected:* Are there people who have been able to speak out against violence in this kind of situation? Can you think of an example where action was taken against this behaviour? What factors made this possible?

Activity 4 **GENDER-BASED VIOLENCE CONT...**

- If answers to a) and b) showed that IPV and gossiping are common or expected: Can you think of any couples in a similar situation to Farida and Yushan, where a husband has supported his wife to do paid work or helped his wife with care and domestic work, despite social expectations to 'control' her or despite community gossiping? Why did this happen?

f) Change over time

- Have expectations around women experiencing violence due to doing paid work, or less housework, changed compared to one generation ago? [Choose the timeframe identified in Activity 2, Step 2]
- What has changed? What hasn't changed?
- What factors made this change possible?

g) Reference groups and influencers

- Who might be able to influence Yushan on whether his behaviour is acceptable?

- Who might be the most influential people in a bystander's decision on whether it is acceptable to intervene?
- Thinking back to the 'rich picture' in Activity 2, Step 3, are there any other influencers or drivers which might have an influence in this situation?

h) Access to and availability of information and services

- Would most women in Farida's situation know about support services in relation to experiencing IPV? Would she know where to go?
- Who could she go to for support, e.g. a community leader or a professional health worker?
- Would most men in Yushan's position know about support services for his anger and violent behaviour? What support would be available, e.g. a community service or organization?
- What kinds of support or services do people in Farida's or Yushan's position need from their family, community and service providers?

Tasfiq Mahmood/Oxfam in Bangladesh

Activity 4 **GENDER-BASED VIOLENCE CONT...**

Step 2: **Achieving alternative outcomes** 1.5 hours

Objectives:

- To identify how changes in social norms around GBV can be achieved, particularly in relation to young women's economic justice.
- To explore a range of reference groups and drivers of change

Method:

- 1 Ask each group to perform the plays again, explaining that this time members of the audience should replace characters in the play at different stages to try to bring about a different ending to the play. They can either replace one of the actors or choose to play a new character based on one of the influential people identified in Step 1 of this Activity.
- 2 As the play is performed again, support audience members to identify moments in the play where things could have been different, prompting them with phrases such as, 'Does anyone want to come in here?' or 'Could anything happen differently here?'
- 3 After one scenario has been acted out, move to a different moment in the play and encourage new people to come forward and influence the outcome.
- 4 If the play gets 'stuck' after a new actor has come in, with no resolution to the issue, encourage another audience member to replace one of the characters or join as a new character.
- 5 After each play, facilitate a discussion on some of the new issues which have emerged, based on the previous discussion questions.
- 6 Ask the group to reflect on the changes in the plays. Why did the outcome change, or not change? What were the obstacles to change? Was there any other way that the outcome could have changed?
- 7 Ask audience members to reflect on what or who else may have made a difference to the outcome apart from influential people in the community, e.g. laws, media, adverts, celebrities, schools, information, technology or employment. What has brought about changes to norms around GBV in the past (as identified in Step 1 of this Activity)?

Tasfiq Mahmood/Oxfam in Bangladesh

Activity 5 SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS

TIME
2 HRS

Step 1: Identifying norms around sexual and reproductive health and rights (SRHR) 2 hours

Objectives:

- To identify social norms around SRHR, including early marriage, early pregnancy and family planning.
- To explore how these social norms relate to women's economic justice, building on Activities 1, 2 and 3.

- 1 Split the group into women/girls, men/boys and/or gender non-binary people, as appropriate. Depending on the number of participants, the group could be further split according to age.

Tell the groups that they will listen to a story.

Note: Facilitators should adapt the stories to the local context as appropriate, so that the stories are as recognizable as possible.

Note: Encourage participants to distinguish between what most people *do* and what most people *expect others to do*. Questions on expectations and related reasons can be linked to the traits and characteristics, and roles and responsibilities of an 'ideal' woman/girl and man/boy, as identified in Activity 2.

Part A

Objective:

- To identify social norms around early marriage and early pregnancy relating to young women's paid work.

This is a story about a mother called Fatema, a father called Omar and their daughter Noor, who is 14 years old. Fatema, Omar and Noor live in a community like yours. They ... [name some things that are typical for families in the community, e.g. housing situation, daily labour, family setting, etc.]

One day, Habiba, Fatema's cousin, comes over to visit the family. Habiba announces that her daughter, Zahra, who is 15, is engaged and getting married in a month's time. Habiba says she believes that Fatema's daughter, Noor, should also get married as she is becoming a woman and should have children soon.

Habiba says she knows a family from her village who is interested in marrying their son to Noor.

- 1 Facilitate a discussion using the following questions as guidelines. In particular, document when participants use sayings or expressions.

a) Descriptive and injunctive norms around early marriage and pregnancy

- What would most parents like Fatema and Omar do in this situation? What would most daughters like Noor do?
- What would people in the community *expect* Fatema and Omar to do in this situation? What would they *expect* Noor to do?

b) Exceptions and factors that reinforce or weaken social norms

- Are there any circumstances where it would be considered more or less acceptable for a woman in Noor's position not to get married, e.g. according to her age, social status, wealth, location, ethnicity, religion?

c) Other factors relating to early marriage and pregnancy

- What factors are important for families like Noor's when considering the ages at which girls should marry? What about the age they should have children?
- Why do young women and men marry before the age of 18? What about having children before the age of 18?

Activity 5

SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS CONT...

- Are there also practical reasons, e.g. economic factors? What are the financial benefits of marrying or having children earlier or later?

2 Continue the story (introduce a twist):

But Fatema and Omar don't want to Noor to marry and have children at this age. Noor has told them that she wants to finish secondary school and find paid work before getting married. Fatema and Omar tell the visitors that they will wait before looking for a husband for Noor.

3 Facilitate a discussion using the following questions as guidelines:

a) Social sanctions

- What would people in the community say about parents who behaved like this? What would they say about Noor for not wanting to marry?
- Would there be any other reactions or consequences?
- *If answers to 1a) showed that early marriage and pregnancy are common or expected:* Can you think of parents like Fatema and Omar who resisted community pressure for their children to marry at an early age? What factors made this possible?

Part B

Objective:

To identify social norms around young women's paid work after marriage and having children.

Noor finishes secondary school and gets a traineeship as a tailor making clothes in a workshop [choose a context-relevant job involving work outside the home]. She discusses with her parents that she would now like to think about getting married, and Fatema hears about a family who are interested in finding a wife for their son. When Fatema and Omar talk to the family, they find out that the family expects Noor to give up her job when she becomes a wife, and especially when she has children.

1 Facilitate a discussion using the following questions as guidelines:

a) Descriptive and injunctive norms around young women's paid work after marriage and having children

- What would most parents like Fatema and Omar do in this situation? What would Noor do?
- What would people in the community *expect* Fatema and Omar to do in this situation? What would they *expect* Noor to do? Why?

b) Exceptions and factors that reinforce or weaken social norms

- Are there any circumstances where it would be considered more or less acceptable for Noor to continue working, e.g. according to her age, social status, wealth, location, ethnicity, religion?

c) Other factors relating to work after marriage and having children

- What factors are important for couples and families when considering whether women should stop working when they get married? What about when they have children?
- Why do women sometimes stop working when they get married? What about when they have children?
- Are there also practical reasons, e.g. economic factors? What are the financial benefits of stopping work or carrying on?

2 Continue the story (introduce a twist):

But Noor enjoys her job and wants to continue working even after she gets married and has children. She asks her parents to negotiate with the family, or to consider a husband who would be happy for her to stay in her job. Fatema and Omar agree.

3 Facilitate a discussion using the following questions as guidelines:

a) Social sanctions

- What would people in the community say about parents who behaved like this? What would they say about Noor for wanting to carry on working after getting married and having children? What might they say about her future husband?

Activity 5 **SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS CONT...**

- Would there be any other reactions or consequences?

b) Positive deviance

- *If answers to 1a) showed that women giving up paid work after marriage and having children is common or expected: Can you think of parents like Fatema and Omar who supported their daughters to carry on working after getting married or after having children, despite social expectations? What factors made this possible?*

c) Change over time

- Have there been any changes in expectations around daughters getting married or having children at a young age compared to one generation ago? [Choose the timeframe identified in Activity 2, Step 2]
- What about changes in expectations around women working after getting married or having children?
- What has changed? What hasn't changed?
- What factors made this change possible?

d) Reference groups and influencers

- Who would be able to influence Fatema and Omar about whether it is acceptable for their daughter to carry on working after getting married or having children?
- Thinking back to the 'rich picture' in Activity 2, Step 3, are there any other influencers or drivers which might have an influence in this situation?

contraception, but she's not too sure about how it works and where to go to get it. Zahra thinks about it, but she is concerned about how her husband Ashif would react.

- 1 Facilitate a discussion using the following questions as guidelines:

a) Descriptive and injunctive norms around delaying pregnancy

- How common would it be for a girl like Zahra to delay having children so that she could continue her studies or work?
- Would people in the community approve of Zahra waiting to have children?

b) Social sanctions

- What would people in the community say about Zahra for wanting to wait? What would they say about Ashif?
- Would there be any other reactions or consequences?

c) Access to and availability of information and services

- Would most girls like Zahra know about contraception? Where or who would they get this information from?
- Would they be aware of where to go to get contraception? What kinds of services would be available to someone like Zahra?
- What kinds of support or services does someone in Zahra's situation need from their family, community and service providers?

d) Descriptive and injunctive norms around access to and availability of sexual and reproductive health information and services

- How common would it be for a girl like Zahra to go to see a health worker in this situation?
- Would people in the community approve of Zahra going to see a health worker?

e) Social sanctions

- What would people in the community say about Zahra if she decided to go to see a health worker? What would they say about Ashif?

Part C

Objective:

- To identify social norms around family planning relating to young women's paid work, as well as access to services.

Now I'm going to tell you about Noor's cousin, Zahra. She follows her parents' decision, and at the age of 15 she gets married to Ashif, who is 17 years old. Immediately after getting married, they begin to face pressure to have children.

But Zahra's dream is to finish at school, then to run a small kiosk in the community. She feels that she doesn't want to have children yet. She asks her best friend, Musfika, what she can do. Musfika tells Zahra that she heard that there are some couples who use

Activity 5 **SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS CONT...**

- Would there be any other reactions or consequences?

f) Exceptions and factors that reinforce or weaken the norm

- Would expectations be different if Zahra were pregnant with her second or third child? Do other factors matter, e.g. age, social status, wealth, location, ethnicity, religion?

- 2) Continue the story (introduce a twist):

Zahra talks to Ashif and they agree that she should visit the health worker to find out more. The health worker informs her of the risks of early pregnancy and describes the contraception methods available. When she gets home, Zahra tells Ashif that she wants to wait a few years to have children, until she has finished school and has been able to set up her kiosk. She also tells him about the type of contraception she would like to use to delay pregnancy. Ashif agrees that they should wait to have children and use contraception.

- 3) Facilitate a discussion using the following questions as guidelines:

a) Descriptive and injunctive norms around couples' discussions and husbands' agreement on contraception

- How common would it be for a wife like Zahra to discuss with her husband her desire to wait to have children? What about discussing her contraceptive method?
- How common would it be for a husband like Ashif to agree to his wife visiting the local female health worker and getting contraception?
- Would people in the community approve of a couple behaving like Zahra and Ashif?

b) Social sanctions

- What would people in the community say about Zahra and Ashif if they found out what they had decided?
- Would there be any other reactions or consequences?

c) Exceptions and factors that reinforce/weaken the norm

Would expectations be different if Zahra were pregnant with her second or third child? Do other factors matter, e.g. age, social status, wealth, location, ethnicity, religion?

d) Positive deviance

- If answers to 3a) showed that couples discussing contraception and agreeing to see a health worker are not common or expected: Can you think of couples like Zahra and Ashif who would discuss contraception and agree to see a health worker, despite social expectations? What factors would make this possible?

e) Change over time

- Have there been any changes in expectations around women/girls delaying having children so that they can study or work, compared to one generation ago? [Choose the timeframe identified in Activity 2, Step 2]
- What about changes in expectations around couples discussing family planning and visiting health workers to get contraception?
- What has changed? What hasn't changed?
- What factors made this change possible?

f) Reference groups and influencers

- Who would be likely to influence Zahra and Ashif about whether it is acceptable to delay having children or to see a health worker?
- Thinking back to the 'rich picture' in Activity 2, Step 3, are there any other influencers or drivers which might have an influence in this situation?

Tasfiq Mahmood/Oxfam in Bangladesh

Activity 6 STRATEGIES FOR CHANGE

TIME
1.5 HRS

Step 1: Strategies for norm change on care work and market-oriented work, GBV and SRHR¹⁹ 45 mins

Objectives:

- To identify injunctive norms relating to care work and market-oriented work, GBV and/or SRHR that participants would like to change.
- To brainstorm potential strategies for change, building on earlier outcomes.

Method:

- 1 Split the participants into three mixed-gender groups and assign one topic (care work and market-oriented work, GBV, SRHR) to each group.
- 2 Reflecting on the discussions during Activities 3, 4 and 5, support each group to choose two to three of the injunctive norms (shared beliefs about appropriate behaviour) related to care work and market-oriented work, GBV and SRHR that are the most prevalent or powerful. Participants should focus on *norms that they want to change*.
- 3 For each norm, ask participants to brainstorm the sayings that typify the norm, and what the positive and negative sanctions are currently. Support participants to gain understanding and clarity about what the norm is.
- 4 Once the norm has been defined, ask participants to brainstorm potential activities and strategies to change the norm.
- 5 Drawing on the benefits, consequences, influencers and drivers identified in previous activities, ask participants to consider:
 - How might this change happen in your context? What activities and strategies could be used to bring about change?
 - What activities could happen at different levels – individual, household, community, regional, national?
 - How might the important influencers and drivers be included? Who are the allies, and who are the blockers?
 - Who can be involved in bringing about the change, e.g. mothers, husbands, sisters, sons, school pupils, teachers, religious leaders, community elders, government officials, business owners?
 - What strategies would mean that benefits are reinforced, consequences are negated, and blockers are overcome?
 - How could activities build on or align with existing activities in this programme or in the community?
 - What are the most influential factors that have helped to bring about change in the past? How could this inform strategies?
- 6 Encourage participants to draw on examples of **positive deviance**, where certain people have been able to transgress a norm successfully, and on examples of **exceptions**, where norms do not apply to a group of people because they are older, wealthier, married, pregnant, of a different religion or ethnicity etc., or because of a specific circumstance.
- 7 Ask participants to reflect on the positive values and beliefs in existing cultural narratives. What **new, positive norms** could be developed based on these? Craft specific messages that can be used to develop these norms, e.g. 'good husbands support their wives', 'respected men respect women'.

Activity 6 **STRATEGIES FOR CHANGE** CONT...

Note: New norms should not reinforce existing unequal power dynamics, e.g. by focusing on women's purity and honour or men's strength and dominance.

Note: It is critical that the discussion concludes with creative and inspiring ways for communities to address norms relating to care work and market-oriented work, GBV and SRHR, rather than ending with a 'problem statement'.

Step 2: **Prioritizing strategies for norm change** 45 mins

Objective:

- To prioritize proposed change strategies according to how feasible they are and their potential impact.

Method:

- 1 Explain to each group that they will now rank the proposed change strategies according to how feasible they are and the impact that they are likely to have.
- 2 Lead a discussion on what constitutes a 'good strategy' for achieving changes in social norms, in terms of feasibility and impact.

For example:
 - Is it possible to carry out this activity?
 - Are there enough resources (time, people, money)?
 - Will people in the community like it?
 - Will it have a big impact and result in change?
 - Are there any negative consequences that might result from the activity?
- 3 Support participants to come up with additional criteria. Once criteria have been established, draw a matrix with the criteria listed along the top.
- 4 Ask the group to choose up to four of their favourite change strategies. Lead the group to score each strategy according to each criterion. Use dots to rank each proposed change strategy on a scale of 0 to 3.
- 5 Fill in the matrix collectively. When people rank the options, always ask the reason for their ranking. Additional categories may be added if necessary, depending on their relevance to the feasibility assessment.
- 6 To conclude, summarize some of the key outcomes from the session. Explain the next steps and how findings will be used, and finish by thanking participants for their contributions.

Tasfiq Mahmood/Oxfam in Bangladesh

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ENDNOTES

- 1 Historically, market-orientated work has been called ‘productive work’ and has been contrasted with ‘reproductive work’, now widely referred to as care work. To avoid the implication that care work is unproductive, this tool uses the term ‘market-oriented work’. See Box 2 for definitions of the terms ‘care work’ and ‘market-oriented work’.
- 2 For an overview of social norms literature, see Legros and Cislighi (2020).
<https://journals.sagepub.com/doi/full/10.1177/1745691619866455>
- 3 For more information on the Dynamic Framework for Social Change, see Cislighi and Heise (2019).
<https://academic.oup.com/heapro/article/34/3/616/4951539?guestAccessKey=c0cf0f69-57a3-4a35-9df9-091baa1e2ee0#138443841>
- 4 For more information on ethical approaches in social norms interventions, see Igras et al. (2020).
<https://www.tandfonline.com/doi/full/10.1080/17441692.2020.1820550>
- 5 Participatory action research emphasizes the participation of community members as co-researchers and supports their collaborative action to address the questions and issues identified through the research process.
- 6 The ‘Theatre of the Oppressed’ was developed by the practitioner Augusto Boal as a method of teaching people how to change their world.
- 7 Available at: <https://oxfam.app.box.com/v/ethical-content-guidelines>
- 8 Available at: https://www.oxfam.org.uk/documents/46/OneOxfamYouthSafeguardingPolicy_EN.pdf
- 9 More information on Oxfam’s safeguarding policies and procedures available at:
<https://www.oxfam.org/en/what-we-do/about/safeguarding>
- 10 Available at:
https://oi-files-d8-prod.s3.eu-west-2.amazonaws.com/s3fs-public/2021-06/One%20Oxfam%20PSEAH%20Policy_2021.pdf
- 11 Available at:
https://oi-files-d8-prod.s3.eu-west-2.amazonaws.com/s3fs-public/2021-03/One%20Oxfam%20Child%20Safeguarding%20Policy%20review%20date%20updated%20_EN.pdf
- 12 This tool uses the term ‘action’ rather than ‘behaviour’, recognizing that human action is not fixed or static, and is affected by multifaceted and changing factors.
- 13 Available at:
<https://policy-practice.oxfam.org/resources/participatory-methodology-rapid-care-analysis-guidance-for-managers-and-facilit-620147/>
- 14 Available at:
<https://policy-practice.oxfam.org/resources/measuring-and-understanding-unpaid-care-and-domestic-work-household-care-survey-621082/>
- 15 The concept of sensitivity to sanctions was developed by CARE (2017).
- 16 Activity 1, Step 1 is informed by social norms research tools developed by Oxfam’s WE-CARE programme.
- 17 Activity 3, Step 1 is informed by the Oxfam WE-Care Household Care Survey approach (Karimli et al., 2016; Azevedo et al., 2020).
- 18 Activity 4, Step 1 and Activity 5, Step 1 are informed by the CARE vignette guide approach (CARE, 2017).
- 19 Activity 6 is informed by the Oxfam Rapid Care Analysis tool (Kidder and Pionetti, 2013; Chipfupa et al., 2016).

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This Social Norms Diagnostic Tool is a set of participatory exercises designed to guide programme staff to work together with young people and other community members to identify and discuss social norms that shape, constrain or promote young women's economic justice within their contexts. This includes norms relating to care work and market-oriented work, gender-based violence, and sexual and reproductive health and rights. The tool also supports participants to develop initial ideas for change strategies.

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