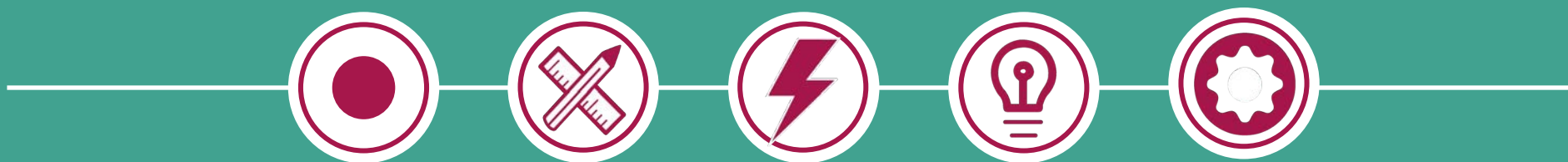




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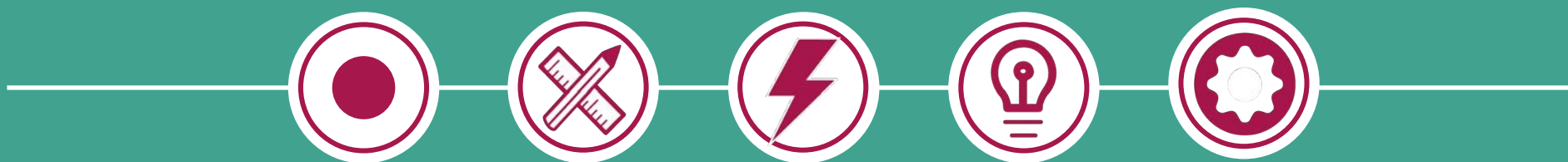
FACILITATION GUIDE & MENTORSHIP PROGRAMME



Day 1

SESSION 1: Social Norms

Introduction



Facilitation Guide & Mentorship Programme





“Social Norms Theory”



MENTORSHIP

Overview

Day 1

Introduction:
Norm
Rationale

Day 2

Identifying
Norms

Day 3

Norm
Change
Strategies

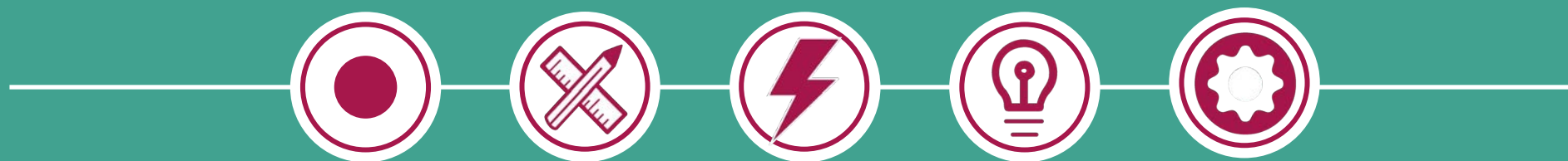
Day 4

Monitoring &
Evaluating
Norms

Day 5

Practical
Issues &
Moving
Forward

SESSION 3: Child Protection



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Who is a child?

What does “child protection” mean to you?

What is child protection?

- **According to Save The Children, child protection are measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children.**
- Child protection can take many forms:
 - Formal or non-formal
 - Protective culture or tradition
 - Protective religious practices
 - Small group or personal initiative
- Importantly it also **requires close partnership with children**, including initiatives to strengthen their capacity to protect themselves.

The child protection system

UNICEF has defined child protection systems as:

“certain formal and informal structures, functions and capacities that have been assembled to prevent and respond to violence, abuse, neglect, and exploitation of children”

Child protection systems are inherently multidisciplinary and intersectoral:

- *Laws and policies*
- *Human and financial resources*
- *Governance*
- *Means of data collection and system monitoring*
- *Child protection and response services*
- *Non-formal supports of families and communities.*

Community-based & -led approaches

- Community-based child protection mechanisms are
 - Local-level groups or processes
 - Respond to violations against children
 - Work to prevent risks to children
 - Key parts of child protection systems since they operate at grassroots levels

- Rich in potential child protection resources such as parents, teachers, and religious leaders, among others

Community-based & -led approaches

- Sometimes it's unclear whether interventions are community-based or led
- Questions to consider to clarify what type of approach is being used:
 - Who holds the power? (ie, decision making)
 - Who makes the decision on what child protection issue to address, how, when and where?
 - What is the organization's Theory of Change?
 - Is the community framed as a resource for learning or a group of people that need to be educated and informed?

To transform our agencies and child protection practices, we first have to transform ourselves

An essential first step is to reflect on our own mindsets, values, and attitudes

Community-based vs Community-led

The terms “community-based” and “community-led” are often used interchangeably - but they have key differences

Community-led approaches

Are driven by the community themselves. Here, it is the community who holds the power and owns the process, not NGOs or outside experts. It is also the community who makes the decisions about which harms to children to address and how to address them. There is high levels of collective ownership and responsibility

Community-based approaches

Are project-oriented and are driven primarily by NGOs or other outside actors. These outsiders identify key child protection issues and then tell the community which interventions are needed.

Top-down approaches

Top down approaches:

- Power is held by NGOs or outside experts
- Interventions are designed and implemented by non-community members who select issues of interest without or with tokenistic consultation with the community

What are other characteristics of top-down approaches?

What are some of the challenges you have faced with the top-down approaches?

Scenarios of using top-down approaches

- Emergency
- Critical Humanitarian Situations
- Grave Violations
- Human Rights Violations
- Rape/Defilement
- Forceful recruitment
- Trafficking
- Kidnapping
- Abductions
- Slavery

Any others?

Limits of top-down approaches

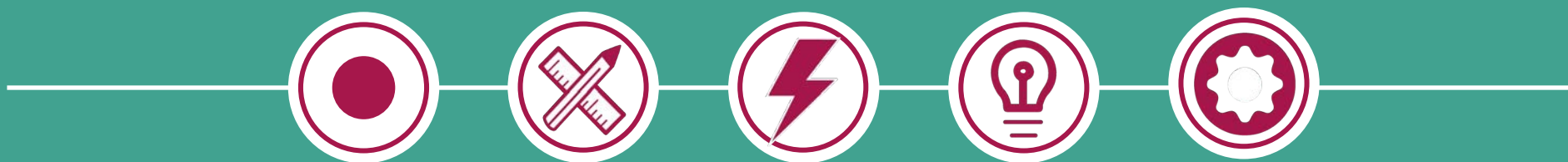
- Poor community ownership
- Poor sustainability
- Self silencing
- Backlash
- Weak focus on prevention

Which way?

- There is no wrong or right approach to child protection
- Each approach has its own strengths and weaknesses
- Approaches are also highly contextualized
- A blend of top-down, community-based and community-led approaches might be the winning formula in child protection
- Systems strengthening should therefore encompass all the three approaches

Discussion

SESSION 4: Social Norms are Everyone's Business



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Why are Social Norms Important?

They add a piece to the puzzle of understanding others' choices and actions.



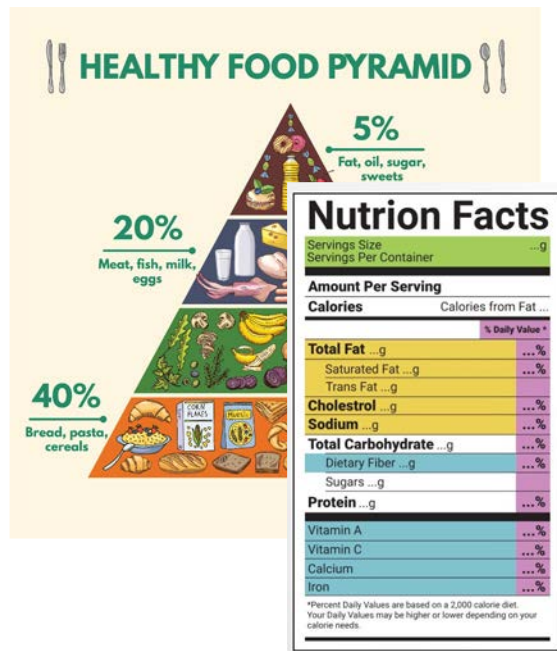
Why are Social Norms Important?

We all have assumptions about what causes change.



Why are Social Norms Important?

We must reflect on these assumptions in order to make change effectively.



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Definition of Norms

A social norm is a rule about what is appropriate in a given group.



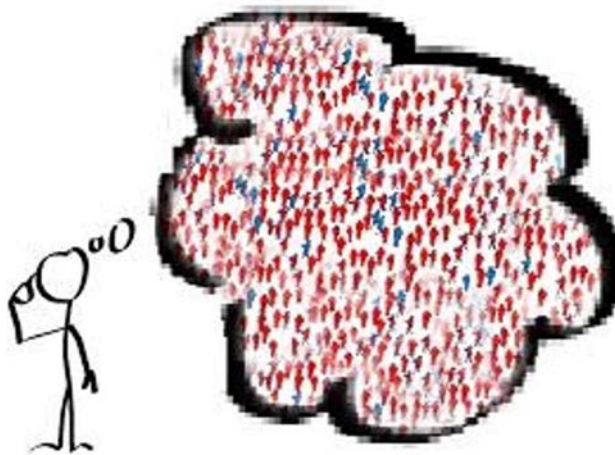
Many Theories of Norms, but...

At its most basic level, social norms include two beliefs:

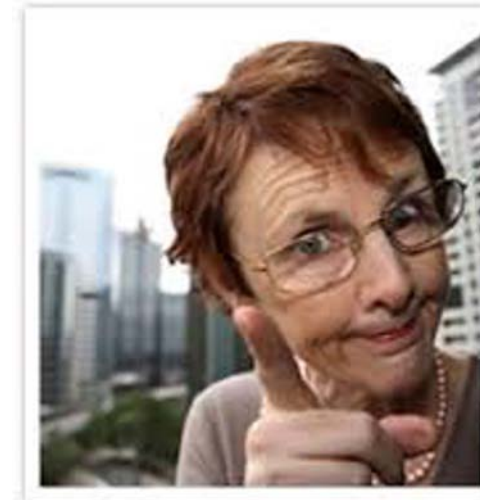


Two Types of Social Norms

Descriptive Norm: What one believes others do



Injunctive Norm: A belief about what others approve and disapprove of



Often, norms are sustained by sanctions

Positive Sanctions: May be encountered as a result of compliance with norms.

Include:

- Words of praise
- Promotions
- Access to resources



Negative Sanctions: Consequences one may face if they fail to behave in a way that is expected.

Include:

- Gossiping
- Threats of violence
- Actual violence



What matters is not whether sanctions take place, but that people believe they will

What norms can you think of from
your context?

What sanctions may apply for compliance or non-compliance?

Differences between Norms & Attitudes



Differences between Norms & Attitudes

I don't have a particular preference towards disciplining children with a slap (**attitude**), but I feel other parents (reference group) will think I am a bad parent (sanction) If I don't slap my children when they deserve it (**norm**), so I do it (**practice**).

Differences between Norms & Attitudes

I think staff members should not be bullied by their bosses (attitude), but everyone tolerates this behaviour (descriptive norm).



Differences between Norms & Attitudes

I don't like to smoke (attitude), but my peers (reference group) approve of me smoking (injunctive norm), so I do it (practice) to fit in (positive sanction).



Differences between Norms & Attitudes

I would like to report that teacher who hits their students (attitude), but all teachers hit students (descriptive norm) and I am worried it would cause problems for me if I make a complaint (injunctive norm).



Differences between Norms & Attitudes

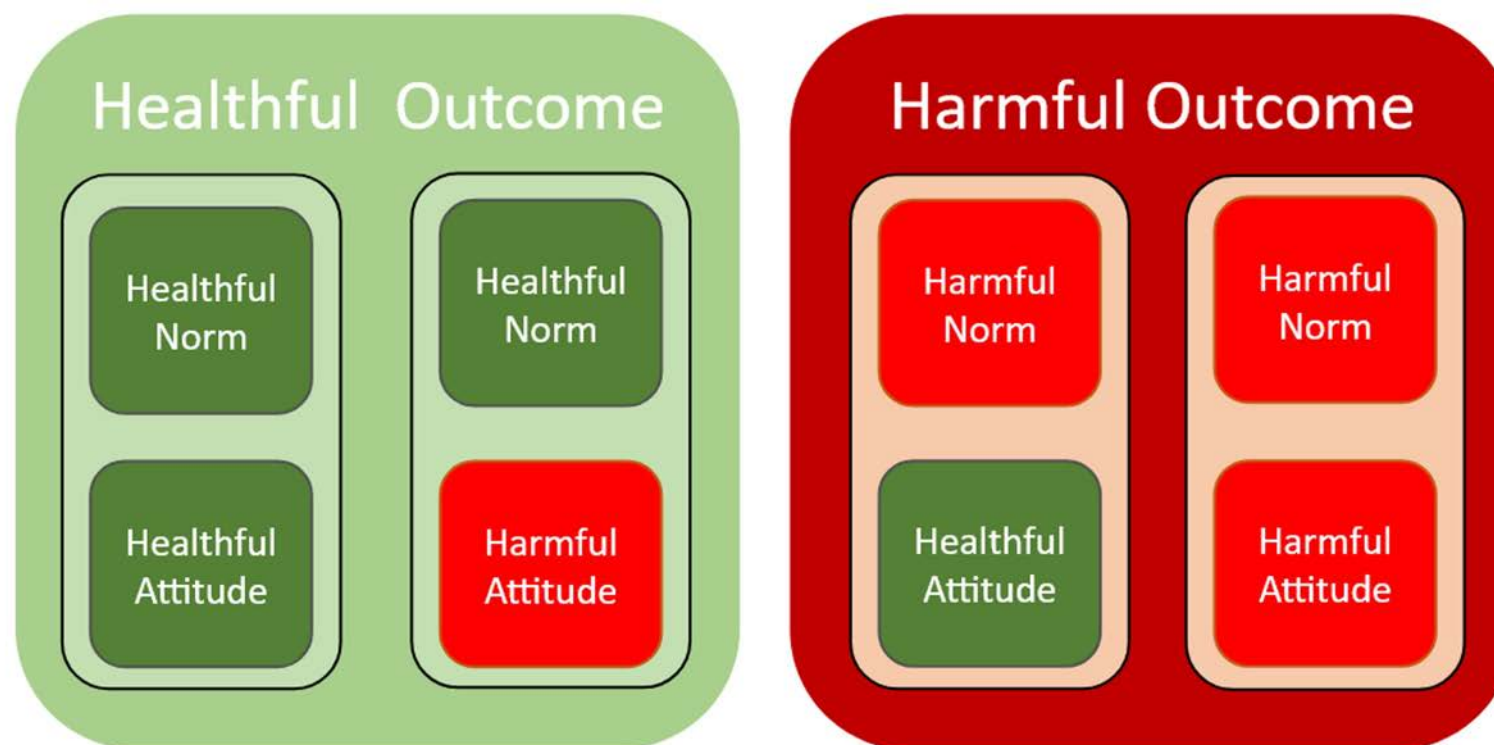
When attitudes and norms clash, people may choose to follow the norm rather than their personal preference.



VS



Attitudes & norms can be aligned or misaligned



Norms can be protective



ADDITIONAL CONTENT

Norms can vary in strength

The strength may depend on various factors. For instance, the detectability of the norm.



Norms can vary in strength

The presence of a norm doesn't necessarily indicate the strength that norm exerts over people's actions and decisions, nor how flexible or "sticky" (rigid) a norm is to change.



Reference Groups

Social norms are rules about what is appropriate in a given group.

- Reference groups are the people who influence others' decisions whether or not to engage in a practice.
- In the smoking example, the reference group is the group of adolescent friends who all smoke. What the adolescent believes their friends think about smoking influences the adolescent's decision to smoke.
- Family, neighbors, or colleagues could also be members of reference groups
- Reference groups may be different from the people who enforce norms or sanctions, such as "gatekeepers," "influential actors," or "power holders."

Reference Groups: Example



Colleagues



Neighbours



Family
members



Friend
groups

Activity 3: Why do Norms Matter for Children's Wellbeing?



Why do norms matter for children's wellbeing?

- Norms can influence key practices affecting children's lives.
- In many countries in sub-Saharan Africa, there is a social norm on breast-feeding in public places that upholds positive behaviours.
- Norms about child marriage may result in the practice of child marriage – in girls being married off before they are ready.

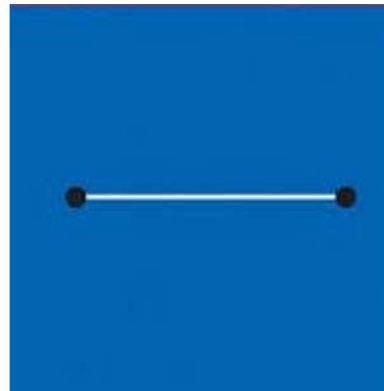


Norms can be direct

Sometimes, the social norm is related **directly** to the practice.

For the practice of female genital cutting (FGC) to change, the injunctive norm that others approve of FGC has to change too.

Belief that others
approve of FGC

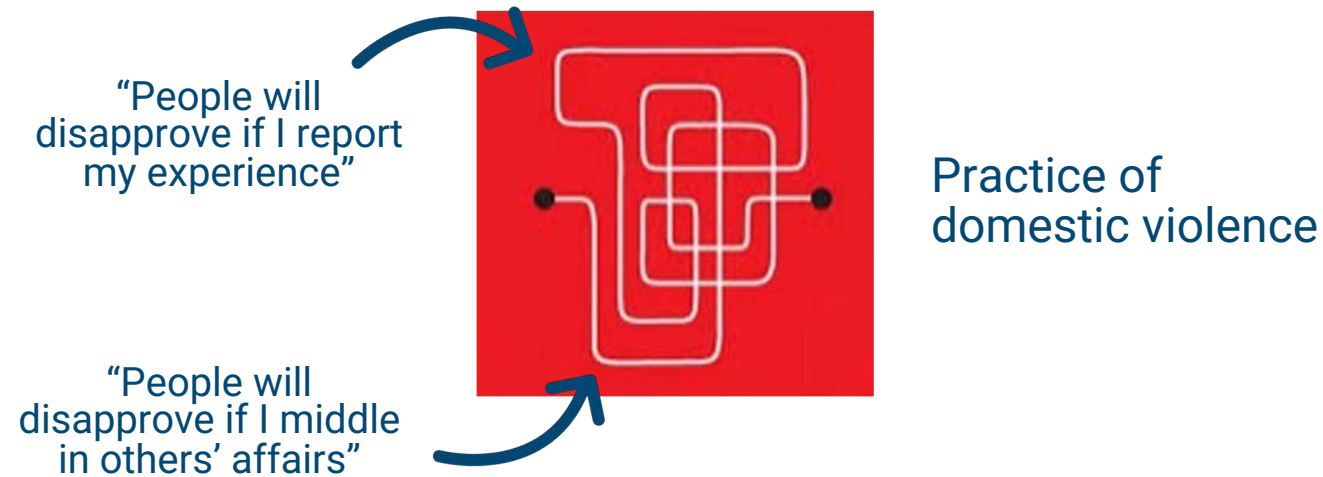


Practice of FGC

Norms can be indirect

Other times, the social norm(s) of interest are **indirectly** related to the practice.

The practice itself (such as domestic violence) is not normative, but social norms contribute **indirectly** to sustaining it.





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Thank you

