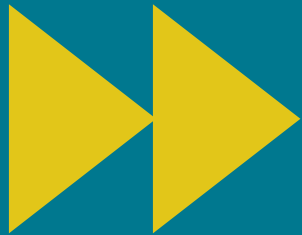


# LINEA Biennial Meeting

## Tanzania Formative Research: LINEA Team Social Norms Meta Analysis



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# Introduction

- Overview of the preliminary meta-norms analysis
- Analysis by team, and from LINEA workshop in Arusha
- Informing intervention pre-pilot (LINEA Phase II)
- Testing utility of social norms theory



# Reciprocity

“Eat and you will be eaten”

# Social norms regulating IGTS



**ONE**

Provision is central to sexual relationships



**THREE**

Girls should not be sexually promiscuous

**TWO**

Men should be hypersexual



**FOUR**

Men and women are valued differently





ONE

# Provision is central to sexual relationships

*“For him to be seen as a man... you can stretch your muscles... It means to be able to have sex... Then secondly it is the way he works hard to get money, the efforts he does to get money.”*

(IDI#12: Urban Man)

*“You see I trap her with the CD then tomorrow you will find her with a big old man... he has brought her a smartphone, she abandons me and goes to the other.”*

(FDG#08: Urban Men)

*“She is not normal to be free of charge... they might think you are stupid, then they (men) will tell each other ‘so and so is free of charge’... if you also to go to her, she will accept.”*

(FDG#16: Adolescent girls, rural, out of school)



TWO

# Men should be hypersexual

*“So you have sex because the body needs to have it, but it is not because you have time to have sex. You feel the body needs you to have sex and... you feel as if the body is harassing you.”*

(IDI#12: Urban Man)

*“When you tell [your friends] ‘I have broken ten girls virginity’, then [your friend] tells you ‘I have broken two’ you tell him ‘I [am the one who has] the highest’”*

(IDI#26: Rural Man)

*“They congratulate you... they feel very jealous. You might even spend a whole week talking [about] ‘where did you get that girl’.”*

(IDI#24: Urban Man)





THREE

# Girls should not be sexually promiscuous

*“They will take her negatively in society... I mean they will take it that, this is not good morals for a Tanzanian, it is not good morals.”*  
(FGD#06: Adolescent girls, urban, out of school)

*“I personally can’t marry such a girl... this one has given birth aa yes this one has given birth here - no way, she has passed many places... many look down upon her.”*  
(FDG#08: Urban men)

*“It is also good because she is feeding the family at home... this one is being clever vagrant... Yes, but she is still a vagrant.”*  
(FGD#16: Adolescent girls, rural, out of school)



FOUR

# Men and women are valued differently



- Customary laws influencing inheritance and rights
- Political context detrimental for girls and women
- Lack of role models or clear routes to success (aside from IGTS) for girls and women
- Girls have greater responsibility for household tasks than their male peers



# Outstanding Questions

How do seemingly contradictory norms work together to regulate behaviour?

How do social norms and associated sanctions vary between the reference groups in an individual's life?

How do power structures affect the ability of individuals to enforce norms and sanctions on others?

# Implications for Interventions

Interventions must acknowledge the multiple (conflicting) norms influencing an individual.

Individuals have agency, but their ability to resist and shape norms, and benefit from an intervention will differ.

Interventions should target the reference groups, norms and sanctions most influential to individuals' behaviours.

# Thank you



**LINEA Project**  
LEARNING INITIATIVE ON NORMS, EXPLOITATION AND ABUSE

