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Misperceived Gender Norms: Attitudes Versus Beliefs Toward Gender Equality

*A Quantitative Study on Young Men and Women in
Dar Es Salaam, Tanzania*

Hedda Myklebust Ness & Nikolai Tveiten Fredheim

Supervisor: Kjetil Bjorvatn

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Abstract

This thesis investigates the relationship between personal attitudes and peer beliefs regarding gender equality and gender-based violence (GBV), including intimate partner violence and sexual harassment, among young men (n = 40) and women (n = 171) in Dar es Salaam, Tanzania. Drawing on existing literature, this study addresses how misperceived norms and pluralistic ignorance sustain rigid gender norms and inequalities.

The study employs a deductive and quantitative research approach, using cross-sectional data collected through structured surveys. The surveys were designed to investigate perspectives on gender equality in leadership and education, as well as perspectives on GBV and sexual harassment. The questions covered various dimensions to quantify beliefs about their own attitudes, beliefs about peer attitudes, and those of the opposite gender. Moreover, qualitative interviews (n = 13) were conducted with key stakeholders and survey participants to provide contextual depth and cultural insights into the findings.

The findings reveal significant gender disparities in attitudes, with men more likely to have traditional views while women predominantly support gender equality. Despite these differences, both genders show high acceptance of GBV, reflecting the persistence of rigid gender norms. Within-gender beliefs demonstrate generally accurate perceptions of peer attitudes, although substantial pluralistic ignorance is identified in beliefs about sexual harassment, where both men and women overestimate peer acceptance. Cross-gender beliefs further reveal notable biases, including women overestimating men's acceptance of GBV and sexual harassment while men underestimate women's rejection of these subjects. These findings accentuate the critical role of misperceptions in perpetuating gender inequality.

This thesis contributes to a growing body of research on gender equality in Sub-Saharan Africa by analyzing misperceived norms and pluralistic ignorance in Tanzania. The findings highlight the need for interventions to correct misperceived norms and challenge rigid gender norms that sustain gender inequality and GBV.

Keywords: *Gender Equality, Gender-Based Violence, Intimate Partner Violence, Sexual Harassment, Misperceived Norms, Pluralistic Ignorance, Social Norms, Gender Norms*

Preface

This thesis was written as the last leg of our Master's Degree in Economics and Business Administration at the Norwegian School of Economics. The thesis was conducted in collaboration with Kjetil Bjorvatn, who kindly let us be a part of the Work Lab Project, and ESRF, who welcomed us with open arms in Dar es Salaam. Asante sana to Teresia, George, and Richard for making our stay there unforgettable. Moreover, we owe a great debt of gratitude to all the participants in our study who generously shared their time and perspectives.

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The process of writing this thesis has been both challenging and rewarding, requiring us to navigate hurdles ranging from logistical constraints in data collection to conceptual complexity. However, these challenges have broadened our understanding of the issues at hand, strengthening our commitment to fostering social change in the future. We hope that this study's findings will contribute to increased attention to gender equality in Sub-Saharan Africa.

Finally, we would like to thank our partners, Amara and Leo, and families, Kenneth, Laila, Ola, Helga Marit, Jan Petter, and Mattias, for their support, patience, and encouragement throughout this process. Their confidence in us has been a consistent source of inspiration.

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Nikolai Tveiten Fredheim

Nikolai Tveiten Fredheim

Hedda Myklebust Ness

Hedda Myklebust Ness

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List of Abbreviations

ESRF – Economic and Social Research Foundation

GBV – Gender-Based Violence

IPV – Intimate Partner Violence

SDG – Sustainable Development Goals

FGM – Female Genital Mutilation

LMICs – Low- and Middle-Income Countries

FLFP – Female Labor Force Participation

UNDP – United Nations Development Program

RCT – Randomized Control Trial

TGNP – Tanzania Gender Networking Program

PTSD – Post Traumatic Stress Disorder

WHO – World Health Organization

UN – United Nations

UNHCR – The United Nations Refugee Agency

GDP – Gross Domestic Product

1. Introduction

1.1 The Work Lab Project, ESRF, and FeminaHip

In the summer of 2024, we got the opportunity to travel to Dar es Salaam, Tanzania, to be a part of the Work Lab Project. During this time, we interned at The Economic and Social Research Foundation (ESRF) and collected data for this thesis. This thesis is based on data from the Work Lab Project, our own study conducted with young men, and extensive literature on the topic.

The Work Lab Project is a collaboration between FAIR NHH, CMI, FeminaHip, and ESRF. This study is designed as a randomized control trial (RCT) aimed to be a low-cost work-training program that could be easily replicated if successful. The study recruited 350 young women who had recently completed Form IV. In our study, we utilized data from the control group of this project to conduct a comparative analysis with our independent sample of young men.

The Economic Social and Research Foundation (ESRF) is an independent policy research think tank founded in Tanzania in 1992. Its purpose is to conduct research and provide evidence to support the country's economic management process. Today, ESRF is one of the country's leading think tanks (ESRF, 2024).

FeminaHip is a youth-focused civil society organization in Tanzania dedicated to fostering young changemakers. They support young people with gathering life skills, information and motivation through communication and entertainment methodologies. Their programs are informed and adjusted by youth feedback, as well as national and global trends (FeminaHip, 2024)

1.2 Background

As the world is approaching 2030, the goal of achieving gender equality is still far from being met (United Nations, 2024). Despite decades of advocacy, women are still underrepresented in government and leadership positions. Discriminatory laws and legislation are in place in many countries, slowing down the elimination of gender equality (Newiak et al., 2024). In the Global North, we see women yet again having to fight for their right to abortion and reproductive health care amidst the resurgence of far-right movements that promote traditional and conservative values (UNDP, 2022). While these issues are important to women's fundamental human rights and gain valuable media attention, the persisting challenges in the Global South often get overlooked (Kassova, 2020).

In low-and middle-income countries (LMICs), other issues are apparent, like female genital mutilation (FGM), child or early marriages, sex-selective abortion, gender-based violence (GBV), and femicides, among other harmful practices (UNICEF, 2024). This is affecting the individual women and the broader social and economic development of LMICs (Newiak et al., 2024). The recent murder of Olympian athlete Rebecca Cheptegei briefly highlighted the ongoing problem of violence against women, including female athletes, in Kenya and across Africa (Mureithi, 2024). However, such cases often quickly fade from global attention, leaving the systemic challenges largely unaddressed (Kassova, 2020).

The misperception of social or gender norms can have a direct effect on gender equality by upholding discriminatory practices (Bursztyn et al., 2018). Bursztyn et al.'s findings revealed that young married men in Saudi Arabia privately but not publicly supported female labor force participation (FLFP) and underestimated their peer's support of it. The correction of these misperceptions increased the husband's willingness to let their wives work, which led to a rise in job applications among women. This concept is in literature known as pluralistic ignorance, a phenomenon where individuals reject a norm or an opinion but believe that others accept it. We heard an illustrative example of norms' effect on gender equality in our interview with Clara Kalanga, a woman with a leading position in a gender equality and awareness group in Tanzania, Tanzania Gender Network Program (TGNP). As a busy mother with four children as well as a full-time job, her husband saw the need to contribute to

household chores and children's care. Yet, he would refuse to help as soon as others could observe this, even his own mother (Clara Kalanga, Personal Communication, 16.07.24).

To summarize, the challenge of achieving gender equality remains, with persistent challenges ranging from underrepresentation in leadership to harmful practices hindering economic development. The misperception of social and gender norms perpetuates discriminatory practices, emphasizing the need to promote gender equality and address pluralistic ignorance.

1.3 Research Question and Purpose

Our research question sounds as follows:

“What are the attitudes to gender equality among young men and women in Dar es Salaam, Tanzania, and what beliefs do they hold about their peers and the opposite gender?”

This thesis examines how personal attitudes interact with peer beliefs about gender equality (which, in the research question, also encompasses GBV, including intimate partner violence (IPV) and sexual harassment) among young men and women in Dar es Salaam, Tanzania. Based on existing literature, we propose that there are disparities between individuals' personal views and their perceptions of peer and opposite-gender attitudes toward gender equality. This gap may stem from misperceived norms, which uphold traditional beliefs and perpetuate gender inequality.

Misperceived norms emerge when people inaccurately estimate others' attitudes or behaviors (Bursztyn et al., 2020). This phenomenon, sometimes described as pluralistic ignorance, arises when most individuals privately reject a norm but believe others accept it (Miller, 2023). By exploring how misperceived norms influence attitudes toward gender equality and GBV, this study aims to highlight mechanisms that uphold rigid gender norms and inequalities.

The study also contributes to the growing body of research on gender equality in Sub-Saharan Africa, where studies on misperceived norms and pluralistic ignorance open new research and policy development opportunities. Furthermore, this research aims to guide the development of interventions that tackle these misperceptions while fostering social change through enhanced understanding and awareness. The results may guide effective, context-specific

awareness campaigns and policy measures by shedding light on underexplored dynamics in this area. Ultimately, the study seeks to assist in promoting gender equality and diminishing GBV in Tanzania and beyond.

1.4 Outline

This thesis consists of six principal sections. First, an overview of the study's context is provided. In this section, we establish the connection between sustainability and gender equality and present the country. Subsequently, relevant literature will be analyzed, particularly focusing on sources from Tanzania and other LMICs. Following this, the methodology employed will be outlined, along with the justification for the selected methods. Furthermore, our findings will be presented and linked to existing literature. Finally, we will conclude with our most significant findings and their implications.

2. Context

We begin by providing an overview of the context relevant to the thesis. Firstly, we present the concept of sustainability and the Sustainable Development Goals (SDGs), which are foundational concepts underpinning our research. The 5th development goal, gender equality, and its current global situation will be examined. Moreover, we present Tanzania to offer insights into local conditions. We examine key aspects such as population, educational environment, politics, and economy. Lastly, we discuss the state of gender equality in Tanzania. These aspects will be supported by information we have retrieved through qualitative interviews with key stakeholders.

2.1 Sustainability

In 1987, the United Nations Brundtland Commission defined sustainability as “meeting the needs of the present without compromising the ability of future generations to meet their own needs.” This definition proposed sustainable development as a guiding principle for the global economy and corporations (Thomsen, 2013). As Jeronen (2013) states, this reflects a forward-looking approach that integrates environmental, societal, and economic sustainability, balanced in the pursuit of improved quality of life. Purvis et al. (2019) note these factors as three interconnected pillars crucial for evaluating the broader impact of the decisions we make. Ideally, research that aims at finding sustainable solutions to protect the environment should also support community well-being and drive economic prosperity (EPA, n.d.). Most relevant for our research is the social pillar, which looks at education, health, resource security, improvement of overall life quality, acknowledgment of social issues, and promotion of solidarity (EPA, n.d.; GEP, 2023). By addressing all the pillars of sustainability, long-term balance, and resilience in society, organizations, and ecosystems are fostered.

2.2 Gender Equality

The 17 Sustainable Development Goals (SDGs) are at the core of the 2030 Agenda for Sustainable Development, which was adopted by all the UN Member States in 2015 and builds on the three pillars of sustainability (Jeronen, 2013). The SDGs recognize that ending poverty and other complex global challenges go hand in hand with strategies that improve health and

education, reduce inequality, and spur economic growth, all while tackling climate change and preserving biodiversity. The SDG aims to have measurable and straightforward targets that seek to improve the quality of life and living conditions (Leal Filho et al., 2022; United Nations, n.d.).

The 5th SDG is to “Achieve Gender Equality and Empower All Women and Girls” (UNRIC, 2024). With this, the UN and the member states are making efforts towards gender equality. This brings attention to the critical role that gender equality plays in socioeconomic development by addressing disparities in work, pay, education, healthcare, and decision-making (Leal Filho et al., 2022). The fifth SDG includes specific targets such as ending all forms of discrimination against all women and girls and eliminating all forms of violence and harmful practices, including child, early, and forced marriage (UNRIC, 2024).

While boys and girls may face similar challenges in early childhood, gender disparities become more evident as they grow older (UNICEF, 2024). Due to traditional gender norms, adolescent girls may face disproportionate burdens of domestic work, expectations for early marriage, and risk of early pregnancy. Globally, 650 million women were married as children, and over 200 million girls have undergone FGM. In many countries, laws that limit women’s economic opportunities are still enforced, and globally, women only have about three-quarters of men’s legal rights (Newiak et al., 2024). Women’s representation in leadership positions remains disproportionately low, and some countries are reversing previously established laws on gender equality. Rising distrust in governments, deterioration in the quality of democracies, and the spreading of fundamentalist ideologies, like authoritarianism and extremism, are creating notable pushbacks toward gender equality efforts (UNDP, 2022).

Globally, the current labor force participation rate for women is 47% compared to 72 % for men, a difference of 25 percentage points, and some regions even have a gap of up to 50 percentage points (International Labour Organization, 2022). The barriers to female involvement in paid work contribute to gender poverty in the formal and informal sectors (Dormekpor, 2015). Gender poverty, also known as the “feminization of poverty,” can be explained as women having both a higher incidence and severity of poverty compared to men (Council of Europe, 2007). Factors such as a woman’s education, number of children at home, and family income can contribute to gender poverty and inequality (Morrison et al., 2007).

According to UN Women (2019), there is a deep connection between gender equality and poverty. Their research shows that relative poverty rates tend to be lower in countries where a significant number of women earn their own income. This suggests that gender inequality and poverty can be understood in conjunction rather than as separate issues.

Health outcomes, poverty reduction, and environmental improvements are enhanced when power is shared between the genders (Nature, 2023). Newiak et al. (2024) assert that narrowing the gender gap in labor force participation could increase the GDP in emerging markets and LMICs by almost 8%. Additionally, closing the gender gap fully could yield even higher gains as the GDP could be lifted by 23% on average. This is further supported by research from Licumba et al. (2015), where they found that over the long run, the effects of gender equality had a positive and significant effect on economic growth in southern African countries.

Gender equality is essential for a prosperous and sustainable world and is also a basic human right (UNDP, 2019). While progress has been made in reducing child marriage, combating FGM, and increasing women's representation in politics over recent decades, much remains to be done to achieve parity, as the current trajectory does not support achieving gender equality by 2030.

2.3 The United Republic of Tanzania

Population	67.5 million
Official languages	Kiswahili and English
Religions	Islam ¹ , Christianity, others
Capital	Dodoma
Area	947 300 km ²
Currency	Tanzanian Shillings (TZS)
President	Samia Hassan Suluhu
Bordering countries	Kenya, Burundi, Democratic Republic of Congo, Malawi, Mozambique, Rwanda, Uganda and Zambia

Table 1 – showing general facts about Tanzania (Central Intelligence Agency, 2024).

The United Republic of Tanzania is a country in Eastern Africa, situated just south of the Equator. It was established in 1964 through the union of two separate states, Tanganyika and the Zanzibar Archipelago. The country is home to more than 120 tribes, the majority of which are of Bantu descent (Central Intelligence Agency, 2024, A; Britannica, 2024). Additionally, it is home to 120 living indigenous languages, although the official languages are Kiswahili and English (Ethnologue, 2024).

While Dodoma has been the capital since 1974, Dar es Salaam is the largest city and holds the biggest port in the country (Britannica, 2024). As of 2020, over 60% of the Tanzanian population was under 25 years old, with a median age of 19.1 years. This is slightly higher than the East African regional average of 18.1 years but notably lower than high-income countries like Norway, where the median age is 40.8 years. Life expectancy in Tanzania is 70.8 years for men and 72.6 years for women, which is also lower compared to Norway's total life expectancy of 82.9 years. These figures reflect broader trends, where median age and life

¹ Zanzibar is 99% Muslim (Central Intelligence Agency, 2024, A).

expectancy are generally lower in LMICs compared to high-income countries (Central Intelligence Agency, 2024, A; Central Intelligence Agency, 2024, B; Worldometer, 2024).

Tanzania is a lower-middle-income country with one of Africa's fastest-growing economies, with nearly 7% annual national GDP growth since 2000 (Central Intelligence Agency, 2024, A; USAID, n.d.). However, using the international extreme poverty line of 2011, which is at US\$ 1.9 per day, poverty in Tanzania remains stagnant at 49% (World Bank Group, 2021). Tanzania has a predominantly rural population of 73%, and agriculture employs 77% of working-age adults. In the agriculture sector, economic growth has been limited, one reason being low productivity growth (USAID, n.d.). However, the country is resource-rich, has growing tourism, and has made a strong post-pandemic recovery with help from its hospitality, electricity, mining, and transit sectors (Central Intelligence Agency, 2024, A).

Globally, women hold only 26.5% of parliamentary seats and 22% of ministerial positions, exhibiting a persistent gender gap in political representation (Newiak et al., 2024). However, in 2021, Tanzania made history by inaugurating its first female president, Samia Suluhu Hassan, after John Magufuli died during his term as president. In 2024, 37.4% of the seats in parliament were held by women (World Bank Group, 2024; Central Intelligence Agency, 2024, A).

In its National Development Vision for 2025, Tanzania states that it aims to achieve a high-quality livelihood for its people, asserting that racial and gender imbalances will be redressed such that economic activities will not be identifiable by gender or race (The United Republic of Tanzania, 1995). However, as 2025 rapidly approaches, women remain some of the most marginalized citizens in the country. While the Tanzanian government has introduced policies to promote gender equality, the legal framework and the sector-specific policies across ministries and departments have yet to fully align with these initiatives (USAID, 2024). This information is supported by insights from our interview with Bata Mola of FeminaHip, who noted that current labor laws for women need improved enforcement and follow-up to be truly effective (Bata Mola, Personal Communication, 16th of July 2024).

In 2014, the Tanzanian government introduced an educational policy that declared free and compulsory basic education for all Tanzanians, including primary and lower secondary schools (Ndibalema, 2019). The education system in Tanzania consists of seven years of

primary education, four years of secondary education (forms 1-4), two years of advanced secondary education (forms 5-6), and three or more years of tertiary education (International Trade Administration, 2021). If students do not pass forms 1-6, they have the option of enrolling in basic or advanced vocational training.

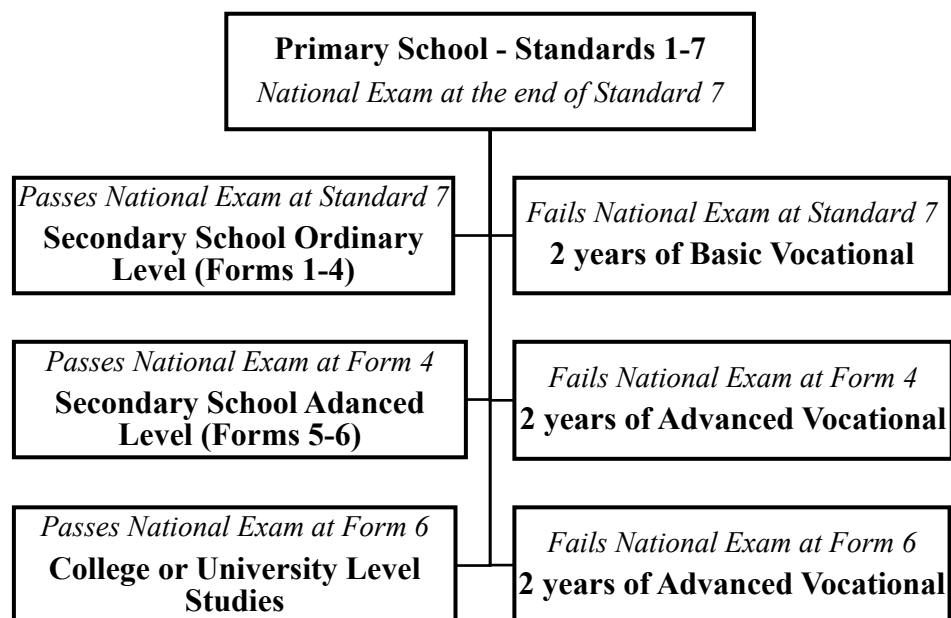


Figure 1 - Educational Levels in Tanzania Flow Chart (Asante Sana for Education, 2014). The figure shows the different directions that can be taken if a pupil fails a national exam.

In Tanzania, the net enrolment rate at the secondary level is only 27% (UNICEF, n.d.). At the secondary level, the teaching language switches from Kiswahili to English. Without access to resources and support, the children often struggle to acquire the literacy and language skills they need to pass their exams (CAMFED, 2024).

2.4 Gender Equality in Tanzania

Tanzania has a female president, and as of July 2024, women occupy 37.4% of the parliamentary seats in the country (Central Intelligence Agency, 2024, A). Its legislation on women's rights is considered among the most progressive in Africa. However, the implementation of the legislation has been inconsistent, and elements of current discourse resist gender equality (Badstue et al., 2021).

While Tanzania has made progress toward achieving gender parity in school participation at lower levels, education is still a crucial sector where gender gaps exist. Significant gaps remain at the upper secondary level, particularly due to the continued imposition of school fees, where boys are often prioritized over girls (World Bank Group, 2022). Rural and poor girls are the most likely to drop out, with higher dropout rates from age 12 and onwards. Factors contributing include insufficient washing facilities, menstruation, and child marriage (UNICEF, n.d.). This is further supported by information from the interviews with Clara Kalanga and Bata Mola, who pointed out major challenges for girls' education, including lack of sanitary facilities, home-care responsibilities, and considerable distances to schools. Moreover, the high enrolment but low transition rates to higher education can be partially explained by early pregnancies, marriage, and poor performance (Bata Mola, Personal Communication, 16th of July 2024; Clara Kalanga, Personal Communication, 16th July 2024).

More than 120,000 girls drop out of school every year in Tanzania (World Bank Group, 2021). From 2021 to 2022, 42,954 girls reportedly left school because of pregnancies, accounting for 28% of girls scheduled to complete their ordinary-level education that year (Maffi, 2023). According to The Citizen (2022), one in 260 female students is likely to reach university. Admission trends in bachelor-degree programs in universities and middle-level tertiary institutions show that the number of female students is significantly lower than that of men, although there is almost gender parity at the primary level (The Citizen, 2018). In 2023, 30.5% of women were married by age 18, while the rate was 3.9% for men. In 2024, mothers' median age at first birth was 19.9 years, and the fertility rate was 4.27 (Central Intelligence Agency, 2024, A). High fertility rates are partly caused by adolescent pregnancies, which are linked to worse health and economic outcomes for both women and their children (World Bank Group, 2022).

Another major challenge in Tanzania for achieving gender equality is the economic disparity between men and women. Women dedicate 3.9 times more time to unpaid domestic and care work compared to men (World Bank Group, 2024). Moreover, women tend to engage more in the informal sector, influenced by factors such as limited education and time constraints from domestic and care work (TGA, 2022). Many women are engaged in agricultural labor, the majority of which is unpaid. Women, who bear the primary responsibility for feeding their families, generally grow food crops, while men primarily grow cash crops and retain the

income generated. However, over the last two decades, more Tanzanian women entered the workforce, most commonly in low-paying informal-sector activities (Vyas et al., 2015).

According to World Bank Gender Data (2024), the employment rate for men in Tanzania is 85.9%, while the rate for women is slightly lower at 77.1%. The primary sectors employing women include households, education, agriculture, accommodation and food services, and manufacturing (UN Women, 2024). Addressing the gender productivity gap could annually lift 80,000 Tanzanians out of poverty and eradicate malnourishment for an equal number (Badstue et al., 2021). Furthermore, in Tanzanian households, women are less likely to participate in major decisions and hold less decision-making power compared to men (World Bank Group, 2022). Women have the same legal rights as men, supported by laws that protect female landowners and acknowledge a wife's entitlement to the household land in the event of widowhood or divorce. Nevertheless, these rights are seldom enforced (Badstue et al., 2021).

2.5 Summary

Tanzania, a large East African nation rich in natural resources, has experienced steady economic growth since 2000. However, it faces significant educational obstacles, particularly concerning female education. Although primary school enrollment is equal for both genders, high dropout rates persist among girls, with only one in 260 pursuing a university degree. Girls in rural and impoverished areas are particularly at risk of dropping out due to inadequate facilities, early marriages, and limited resources. These factors are interconnected with low educational attainment and adolescent fertility, further limiting future economic opportunities. Education is crucial for achieving gender equality, presenting itself as a key driver of sustainable development and economic growth.

3. Literature Review

This review starts by exploring existing literature on social norms, focusing on gender norms and masculinity norms. Next, it examines GBV, including IPV and sexual harassment. After this, it looks at how social and gender norms affect gender equality and GBV. Lastly, the review investigates the concept of misperceived norms, particularly focusing on pluralistic ignorance, to understand how these dynamics may shape social attitudes and behaviors. This review aims to explore how misperceptions of social and gender norms change attitudes and beliefs toward gender equality and GBV.

3.1 Social Norms

Cislaghi & Heise (2018) defines social norms as rules of action or expectations shared by people in a society or a group that define what is considered normal and acceptable behavior. These norms detail appropriate behavior and establish the parameters defining group actions by setting expectations for conformity. Deviating from social norms could lead to loss of social status or exclusion from the group (McDonald & Crandall, 2015). Social norms are typically classified into descriptive norms, reflecting what most people do, and injunctive norms, representing what is socially approved or disapproved (Cialdini et al., 1991).

3.1.1 Gender Norms

While all gender norms are social norms, not all social norms are related to gender (Cookson et al., 2023). This literature review concentrates on gender norms, as they are more relevant to our topic than general social norms. In this study, the term "gender norms" will be employed to enable an analysis of the behaviors and interactions between men and women in group settings.

Gender norms are socially constructed rules and expectations that dictate appropriate behaviors, roles, and attributes for individuals based on their gender (Cislaghi & Heise, 2018). These norms, embedded within formal institutions and informal social structures, guide individual action and reinforce gender hierarchies that privilege men over women (Ridgeway, 2011). By reinforcing unequal access to resources, decision-making power, and opportunities,

gender norms sustain systemic inequalities and hinder progress toward gender equality. This signifies their role in perpetuating gender inequalities across interpersonal interactions and societal institutions (Connell, 2009). However, gender norms are not static and evolve through conflict and renegotiation of the power equilibrium (Cislaghi & Heise, 2018). Nevertheless, they remain resilient due to their deep integration into cultural and institutional frameworks, indicating their role as a driver of gender inequality persistence.

The importance of examining gender norms lies in their influence on micro- and macro-level structures (Ridgeway, 2011). At the micro level, gender norms shape individual choices and interactions, influencing relationships within families, communities, and workplaces. At the macro level, these norms are central to institutional practices and societal frameworks, often embedding inequality into legal, economic, and cultural systems.

Strict adherence to rigid gender norms affects personal well-being and societal structures (Ridgeway, 2011). These norms often sustain male dominance and female subordination, affecting women's access to education, employment, and political representation. For example, gender stereotypes continue to influence cultural beliefs and interactions, strengthening the perception of men as authoritative while presuming a lower position for women. These expectations restrict women's roles in leadership and obstruct their economic independence (Connell, 2009). Enforcing these norms aggravates inequalities by sustaining power imbalances in resource distribution and decision-making. Patriarchal systems often prioritize male perspectives, marginalizing women's contributions. Furthermore, rigid gender norms impose psychological constraints on men by demanding toughness and emotional restraint (Mahalik et al., 2007). These expectations can lead to mental health issues, as men are often discouraged from seeking help or expressing vulnerability. In 2019, the age-standardized global suicide rate was 2.3 times higher for males than females (WHO, 2021).

Social and gender norms are among the main determinants of unequal gender outcomes, including women's economic participation, GBV, sexual and reproductive health, and representation in political bodies (Boudet et al., 2023). Moreover, Hardt et al. (2023) also found that gender norms and gendered power were key underlying factors of sexual harassment. Challenging these norms is critical to achieving gender equality in society, institutions, and households (Boudet et al., 2023).

3.1.2 Masculinity Norms

Masculinity norms are connected to the broader framework of gender norms and specifically refer to societal expectations about how men should behave, emphasizing traits such as dominance, competitiveness, emotional restraint, and independence (De Haas et al., 2024). Masculinity norms are often associated with "dominance masculinity", which focuses on reinforcing male authority and excluding traits perceived as feminine. Such norms influence men's socioeconomic behaviors, health outcomes, and political preferences, shaping individual and societal outcomes.

The intensity and expression of masculinity norms differ significantly across cultures (De Haas et al., 2024). While Western countries may display more progressive gender role attitudes where women have a bigger presence in the public and political sphere, adherence to dominant masculinity norms persists moderately (Sani & Quarana, 2016). In contrast, regions like the Middle East and Africa adhere more closely to traditional gender roles, with corresponding socioeconomic and political implications, for instance, the economic dependency and political underrepresentation of women. Masculinity norms are critical for understanding gendered disparities in health, economic behavior, and political preferences. While they enable certain societal functions, such as economic productivity, their broader impacts often reinforce systemic inequalities and hinder progress toward gender equity.

Dominant masculinity norms also shape political preferences and attitudes (Blais & Dupuis-Déri, 2012). Men who conform to these norms are more likely to support authoritarian ideologies, reflecting a preference for leadership styles emphasizing hierarchy and control over egalitarianism. These political tendencies contribute to broader societal implications, reinforcing rigid power structures and perpetuating social inequalities.

3.1.3 Linking Social, Gender, and Masculinity Norms

Social norms are shared expectations within a group that define acceptable behaviors and shape group identity. Gender norms, which are a subset of social norms, dictate behaviors and roles based on gender. Privileging men over women reinforces inequalities and embeds hierarchies into cultural and institutional systems. Lastly, masculinity norms emphasize traits

like dominance and competitiveness, further perpetuating systemic inequalities by maintaining rigid power structures and hindering gender equity.

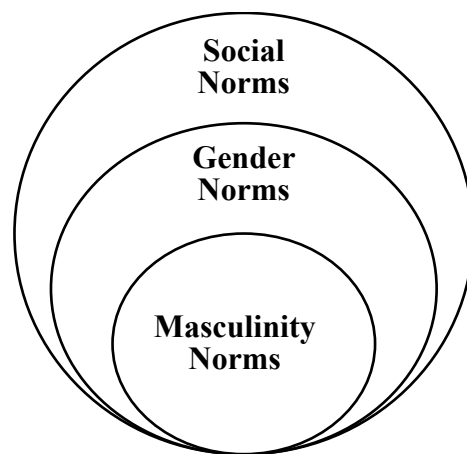


Figure 2 – the link between social norms, gender norms, and masculinity norms. While social norms encompass all norms related to the social sphere, gender norms only entail norms specifically related to gender. Masculinity norms are a part of gender norms, mainly referring to societal expectations about how men should behave.

3.1.4 Gender Norms in Tanzania

Gender norms in Tanzania are rooted in sociocultural and economic structures that shape behaviors, relationships, and societal expectations (Connell, 2005). Drawing from Connell's theory of hegemonic masculinity, the Tanzanian context reflects a system where men are seen as primary providers and decision-makers, reinforcing their dominant roles. These norms are supported by entrenched patriarchal traditions that allocate authority and resource control to men, often limiting women's agency in social and economic settings (Barker & Ricardo, 2005). Achieving financial independence and supporting one's family are key markers of manhood, tied to cultural values and societal respect (Vyas & Jansen, 2018). However, economic pressures challenge these ideals, often exacerbating gender inequalities and interpersonal tensions (Mshana et al., 2022).

Masculinity in Tanzania is tied to economic roles, where men are traditionally expected to act as "the uncontested household head," according to Vyas & Jansen (2018). This cultural expectation is reinforced by patriarchal values that prioritize male authority over household decision-making and resource allocation. Vyas & Jansen highlight that economic instability,

especially among informal workers, undermines men's ability to meet these expectations, resulting in psychological stress and strained relationships. Mshana et al. (2022) further elaborate that men who perceive their provider roles as threatened may adopt controlling or aggressive behaviors to reassert their authority within households. Structural challenges such as unemployment and limited access to stable incomes heighten these tensions. These dynamics reflect a broader pattern observed across Africa, where masculinity norms are socially constructed, diverse, and shaped by cultural and economic factors (Barker & Ricardo, 2005). In many contexts, achieving manhood requires financial independence, stable employment, and family formation. Older men play a critical role in reinforcing these constructs, maintaining hierarchical norms that further entrench patriarchal structures.

Research shows that men often publicly support gender equality initiatives but privately adhere to traditional patriarchal norms influenced by social desirability biases, which arise when respondents provide answers they believe are more socially acceptable than their genuine views (Lawson, et al., 2021; Latkin et al., 2017). However, the discrepancy was lowest among men who held a professional occupation and whose wives participated in wage labor, which indicates that these factors predict genuine support for women's empowerment. This is further supported by studies showing higher socioeconomic status and the presence of wage-earning spouses correlating with more consistent support for women's empowerment, reflecting a slow shift in power dynamics within households (Lawson, et al., 2024). Despite these changes, tensions remain as women's economic contributions challenge traditional provider roles. Mshana et al. (2022) describe how such shifts in economic dynamics can provoke resistance from men attempting to reassert authority, particularly in households facing economic hardship.

Throughout Sub-Saharan Africa, marriage and sexual unions have long been managed through strong patriarchal traditions and institutions (McCloskey et al., 2005). Tanzania has been no exception, and according to Laisser et al. (2011), prevailing gender norms in Tanzania continue to position women in subordinate roles, limiting their autonomy and increasing their vulnerability to IPV. Numerous studies have indicated that there is a high risk of IPV against women in male-dominated, patriarchal societies, explained by the deeply entrenched gender norms that support inequality between men and women. In such contexts, rigid gender norms often lead to the normalization and acceptance of IPV.

3.2 Gender-Based Violence

As defined by UNHCR (2024), gender-based violence (GBV) includes sexual, physical, psychological, and economic harm, as well as threats, all of which are inflicted due to gender. This can take many forms, such as IPV, sexual violence, sexual harassment, child marriage, FGM, and honor crimes. Estimates by WHO (2024) indicate that globally, one in three women has been subjected to sexual or physical violence that can be classified as GBV in their lifetime. This indication excludes psychological violence due to the challenges of quantifying and underreporting these issues. However, the inclusion of this type of violence would likely raise the estimate substantially.

GBV is both a cause and a consequence of gender inequality (EIGE, 2024). In an article by Dahal et al. (2022), gender inequality and GBV are described as complex loops that affect each other. Their study, done in Nepal, states that inequality produces violence, and violence further reinforces inequality, creating a vicious cycle. Reasons for women experiencing inequality and GBV are mainly caused by the lower socially assigned positions of women. This occurs due to practices based on gender differences, constricted life opportunities, and internalization of constructed differences among women and men.

Cameron & Tedds (2021) show that the link between economic insecurity and GBV is closely intertwined. Lack of economic independence, as well as economic insecurity, increase the risk of falling victim to GBV and limit the ability to exit violent situations. Dormekpor (2015) asserts that GBV forces many women and girls to withdraw from school and the workplace. This creates a ripple effect, as education is essential for securing employment. Without education or work opportunities, women are likely to experience unemployment and economic dependency, which in turn worsens gendered poverty.

A study by Morrison & Orlando (2005), researching the economic costs and impacts of GBV in LMICs, found that GBV has devastating consequences not only for victims but also for society. GBV can be one of the leading causes of injury, and the consequences are especially serious regarding reproductive health. Documented socioeconomic costs of GBV are, for example, increased women's usage of health services, lost earnings, job loss, and loss of tax revenues due to death and incarceration. The socioeconomic costs are further discussed in an

article by O'Mullan et al. (2024), showing how women in LMICs are significant contributors to the agricultural economy as well as primary producers of subsistence food. GBV can considerably impact their capacity to contribute and provide for their families.

Additionally, pregnancies resulting from rape place further financial and psychological strains on mothers and directly contribute to maternal poverty (Dormekpor, 2015). Moreover, there is strong evidence that GBV may lead to the inter-generational transmission of violence. The women who are victimized by physical violence are more likely to use violence to discipline their children (Morrison & Orlando, 2005). Additionally, a study by Alawode et al. (2023) found that women who reported that their mothers experienced IPV were found to be more likely to have experienced any form of IPV themselves compared to those whose mothers did not. Furthermore, growing up with violence has been associated with perpetrating violence later in life (WHO, 2024). However, the children of women who experienced GBV had higher school attendance and were less likely to be behind in age or grade progression (Morrison & Orlando, 2005).

GBV encompasses sexual, physical, psychological, and economic harm and is both a cause and consequence of gender inequality, creating a vicious cycle reinforcing disparities. Economic insecurity, limited education, and unemployment heighten women's vulnerability to GBV, further entrenching poverty and dependence while imposing severe social and economic costs on victims and society. Additionally, GBV contributes to intergenerational cycles of violence, with victims more likely to perpetrate or experience violence.

3.2.1 Intimate Partner Violence

One form of GBV is intimate partner violence (IPV), defined by WHO (2022) as behavior within an intimate relationship that causes psychological, sexual, or physical harm. This includes acts of physical aggression, sexual coercion, psychological abuse, and controlling behaviors, and covers violence by both current and former spouses and partners. IPV is five times more often perpetrated by men against women than vice versa (Laisser et al., 2011). This text covers the literature found on IPV in Tanzania as well as studies from other comparable countries in Sub-Saharan Africa.

In Tanzania, the high rates of GBV, including IPV, remain a serious concern (World Bank Group, 2022). The World Bank found that the share of women in Tanzania who have experienced IPV is 27%, which is greater than the world average. However, as mentioned earlier, the numbers do not include psychological violence and might be higher (World Bank Group, 2024). Kazura et al.'s (2016) study from urban areas in mainland Tanzania found that life exposure to IPV was much higher, at 65,4 % among ever-married or ever-partnered women. 41% of women in the study were currently experiencing IPV. This is likely to hinder the economic and developmental efforts of families that experience these forms of violence.

IPV against women is associated with an increased risk for health problems, including physical and psychological consequences and, in the worst case, death (Laisser et al., 2011; Kazura et al., 2016). IPV has been linked to mental health problems such as depression, anxiety, and PTSD, along with feelings of shame, guilt, and poor self-esteem. Additionally, it can contribute to reproductive health problems, for example, adverse pregnancy outcomes and chronic pain (Laisser et al., 2011). Moreover, abused women seek medical care three times more often than those who are not abused, providing indications of more ill health.

Vyas et al. (2015) found that women perceive violence as a normal part of their marital relations, reflecting an acceptance of their gendered subordinate position within the household. This aligns with the Tanzanian Demographic and Health Survey (2022), showing that 47% of women and 37% of men believe that a husband is justified in beating his wife in at least one of five specified circumstances, as seen in Appendix A. More women than men think that wife beating can be justified, particularly among women who have low or no education, live in rural areas (especially on Tanzania mainland), and are in the lowest wealth quintile (The United Republic of Tanzania, 2023).

Moreover, studies across Sub-Saharan Africa, including Ethiopia, Zambia, and Kenya, have identified poverty, low levels of education, and unemployment among women as key factors that increase the risk of IPV (Laisser et al., 2011). These findings are further supported by McCloskey et al. (2005) in their study from Moshi, Tanzania. The study identified that different characteristics associated with IPV were having low education, having many children, and having experienced sexual abuse during childhood. Additionally, women whose partners made a low-level financial contribution to the household were also at higher risk. This

is further supported by the study of Vyas et al. (2015) from Dar es Salaam, which found that women's independent income introduced economic stability by addressing household needs and improving relationships with their partners. However, women who contributed more financially to the household than their partners had greater IPV risk, with men's perceived inability to provide emerging as a key driver of this dynamic (Abramsky et al., 2019).

To summarize, IPV is a form of GBV and involves psychological, sexual, or physical harm within intimate relationships. IPV can lead to severe physical, psychological, and reproductive health consequences and perpetuates gendered power imbalances. Studies highlight that economic instability and traditional gender norms play critical roles in sustaining this violence.

3.2.2 Sexual Harassment

Another form of GBV is sexual harassment. The UNDP (2024) defines sexual harassment as “any unwelcome sexual advance, request for sexual favor, verbal or physical conduct or gesture of a sexual nature, or any other behavior of a sexual nature that causes offense or humiliation.” Hardt et al. (2023) describe sexual harassment as a global concern that has detrimental social and health consequences for individuals along with negative impacts on the economic growth of countries due to productivity losses. This text covers the literature found on sexual harassment in Tanzania. However, as there was not a substantial amount of literature to be found, studies done in higher-income countries and from comparable countries in Sub-Saharan Africa are included, many focusing on sexual harassment at work.

An estimated 25% to 85% of women have faced sexual harassment at some point in their working lives (The Economist, 2017). Although it is very common, sexual harassment rarely carries criminal punishment. Vuckovic et al. (2016) found that 21% of women and 12% of men had personally experienced sexual harassment in Tanzania's public service. However, sexual harassment is not only limited to private spaces or at work but also takes place in public. Masha et al. (2022) found that the prevalence of sexual harassment on public transport among female university students in Dar es Salaam was high, with 88% of the students reporting they had experienced sexual harassment.

Conceptualizations of sexual harassment vary widely and can be strongly influenced by sociocultural and contextual factors (Hardt et al., 2023). Sheffey & Tindale (1992) classified

sexual harassment as a subjective phenomenon. Behavior that might be perceived as sexual harassment by one individual may be viewed differently by another. This can be affected by many factors, as well as situational context. Furthermore, they found that ambiguous behaviors were perceived as being more sexually harassing in male than in female-dominated settings.

This aligns with a study by Wamoyi et al. (2021) from Mwanza, Tanzania. They found that sexual harassment was a fluid concept, often depending on consent. Moreover, most participants in the study agreed that primarily women were targets and men were perpetrators of sexual harassment. In the study, a range of different perspectives on what constitutes sexual harassment were reported, ranging from lewd comments to rape. Gendered differences were found in the replies. For example, many girls and women also considered non-verbal gestures of a sexual nature as sexual harassment, for example, staring and winking, while most of the men didn't think this behavior was of a harassing nature.

Although sexual harassment is often considered milder than sexual violence, it is nevertheless destructive and is disproportionately impacting girls and women (Wamoyi et al., 2021). Studies on sexual harassment have established its serious effects on mental and physical health, and research shows that women who had experienced sexual harassment reported severe and long-lasting negative mental health consequences, for example, depression and PTSD (Hardt et al., 2023; Vagins et al., 2019).

Moreover, sexual harassment can be linked to interrupted education and academic decline (Hardt et al., 2023). Ranganathan et al. (2021) studied the prevalence of sexual harassment in LMICs and found that higher educational institutions had a higher prevalence range than workplaces. However, as most studies they reviewed had small sample sizes, it proved difficult to draw conclusions. The Tanzanian Human Rights & Business Report (2023) states that some female workers were used to being subjected to acts of sexual harassment perpetrated by their supervisors. Respondents acknowledged that some female workers, usually for fear of losing their jobs, decided to just "forgive and forget." Although less frequent than at higher educational institutions, eliminating sexual harassment at work has an important role to play in accelerating progress toward gender equality in the economy (Heymann et al., 2022).

Vagins et al. (2019) found that the negative effects of sexual harassment could lead to individuals reducing their time at work, engaging less in the workplace, or leaving the job or the entire field. This can hinder career advancement and contribute to economic struggles. Sexual harassment can also be defined as a possible contributor to the pay gap and is also linked to staff turnover, legal costs, and reduced productivity. When women leave their jobs due to sexual harassment, research shows that they frequently transition to positions of lower quality or pay. This impacts their economic security in both the short and the long term, as they earn less and ultimately retire with less income (Hardt et al., 2023; Vagins et al., 2019).

Au et al. (2023) found, when analyzing employee job reviews, that firms classified with a high sexual harassment score would exhibit significant reductions in future stock performance and profitability. These firms also experienced an increase in labor costs during a 5-year period. This can lead to poorer economic performance for the firm and high productivity losses, which again lead to a financial cost on the national level (Heymann et al., 2023).

Moreover, Hardt et al. (2023) found that gender norms and gendered power were key underlying factors of sexual harassment. These factors were also influenced by young age and low socioeconomic status, both of which contributed to silencing individuals experiencing sexual harassment. This is further supported by Wamoyi et al. (2021), who discovered that sexual harassment was an expression of male positions of power, for example, when being in charge of material resources, school grades, or employment opportunities. Moreover, Durana et al. (2018) state that men hold far more positions of power in all sectors of the economy and are more likely to be supervisors, principals, and managers. Sexual harassment is driven in all economic sectors by these imbalances in power. Moreover, Vuckovic et al. (2016) found that most perpetrators of sexual harassment were men in senior positions. Commonly reported behaviors included sexual bribery regarding resource allocation, promotions, allowances, and other workplace benefits.

To conclude, sexual harassment has widespread social, health, and economic consequences, disproportionately affecting women. Its prevalence is influenced by sociocultural factors, power imbalances, and rigid gender norms, often leaving victims silenced due to fear or dependency. The impacts on individuals contribute to interrupted education, reduced career

advancement and economic struggles, as well as socioeconomic costs due to losses in productivity.

3.2.3 Drivers of GBV

Gender inequality is the root cause of GBV, including IPV and sexual harassment (The Equality Institute, n.d.) Vyas et al. (2015) state that men often use GBV and IPV as a strategy to assert power and maintain control over women. GBV may be held in place by gender norms, for example, when there is a shared belief or a perception of a belief that the violent behavior is typical or appropriate within the reference group (The Equality Institute, n.d.). The challenge of addressing and reducing violence is particularly acute in countries where women are economically dependent, as the prevalence of GBV is greater there.

Moreover, Hardt et al. (2023) found that gender norms and gendered power were key underlying factors of sexual harassment. This is further supported by Wamoyi et al. (2021), who discovered that sexual harassment was an expression of male positions of power, for example, overseeing resources and opportunities.

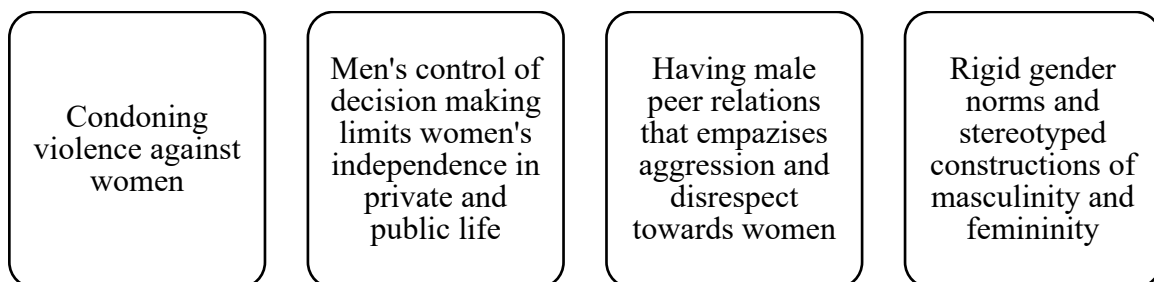


Figure 3 – illustrates four key drivers of GBV (Equality Institute Australia, n.d.). The first driver is the condoning of violence against women, which can include social norms that tolerate or accept such behavior. The second driver is the limitation of decision-making power and independence, with GBV being used as a mechanism to assert power and maintain control over women. The third driver is male relationships characterized by dominance and disrespect towards women. Lastly, the fourth driver encompasses rigid gender norms that sustain practices of GBV.

Figure 3 illustrates that norms and cultural practices condoning GBV, along with rigid gender norms, serve as significant drivers of GBV. Additionally, patriarchal societal structures that restrict women’s decision-making power, independence, and relationships characterized by dominance and disrespect further contribute to the prevalence of GBV.

3.3 Misperceived Social and Gender Norms

Misperceived norms arise when individuals inaccurately estimate others' attitudes or behaviors (Bursztyn et al., 2020). The concept of misperceived norms stems from social psychology research investigating how individuals align their behavior with what they perceive to be the dominant attitudes within a group (Sherif, 1936). This phenomenon, sometimes called pluralistic ignorance, occurs when most people privately reject a norm but assume others accept it (Miller, 2023). Misperceptions can arise from limited or distorted social interactions (Bursztyn et al., 2024). For example, visible but vocal minorities can skew perceptions, leading individuals to assume their views are more representative than they truly are. These dynamics can suppress dissenting views in hierarchical or patriarchal societies while elevating dominant voices.

In many societies, individuals overestimate peer support for restrictive norms governing women's roles in the household and workplace (Bursztyn et al., 2024). For instance, men may believe their peers oppose women's participation in the labor market, even when most support it, thereby stalling progress toward more equitable gender practices (Lawson et al., 2024). Such misperceptions are particularly prevalent in contexts undergoing rapid social change, where outdated beliefs about norms persist despite evolving individual attitudes (Ishungisa, et al., 2024).

Research in Tanzania illustrates how these dynamics unfold. Lawson et al. (2024) found that men often overestimate peer support for patriarchal norms, such as male-only land ownership and the prioritization of boys' education. Social desirability biases amplify these misperceptions, as men publicly express conservative views to conform to perceived dominant norms even when their private beliefs differ (Barnett, 2023). Globally, studies have highlighted similar patterns. Kotsadam et al. (2024) found that misperceived norms were significant predictors of harmful practices like female genital mutilation in Ethiopia. Even among parents who privately opposed the practice, misperceptions of peer support sustained its prevalence. Bursztyn et al. (2020) documented the misperception of norms in Saudi Arabia, where men underestimated peer support for women's workforce participation, demonstrating how misperceived norms reflect a global phenomenon that inhibits social change.

3.3.1 Pluralistic Ignorance

Building on the discussion of misperceived norms, pluralistic ignorance provides a deeper understanding of the dynamics perpetuating harmful societal behaviors and norms. While misperceived norms describe inaccurate assumptions about others' beliefs or actions, pluralistic ignorance illustrates situations where individuals privately reject a norm but outwardly conform due to the mistaken belief that others endorse it (Allport & Katz, 1931; Bjerring et al., 2014).

Research reveals that pluralistic ignorance is prevalent in contexts of rapid socio-cultural transition. Urban Tanzanian men overestimate peer support for restrictive gender norms, reinforcing resistance to egalitarian shifts (Lawson et al., 2024). Similarly, Bursztyn and Cappelen (2024) highlight global misperceptions about women's labor force participation, where men often believe their peers oppose such progress despite growing private support. These misperceptions are particularly pronounced among older and less-educated individuals, who rely on outdated social cues to infer norms (Lawson et al., 2024; Barnett, 2023).

Social pressures and limited dialogue perpetuate pluralistic ignorance (Kuran, 1995). Preference falsification leads to collective silence, where dissenting views remain hidden, further reinforcing the illusion of group consensus. This gap between private beliefs and public actions encourages outward conformity, even when most group members privately dissent. For example, in environments where GBV is tolerated, individuals may privately oppose such violence but refrain from speaking out, incorrectly assuming that others support it (Cislaghi & Heise, 2018). For example, Bursztyn et al. (2020) documented this phenomenon in Saudi Arabia, where men underestimated peer support for women's workforce participation. This shared misperception discouraged actions that could have challenged restrictive gender roles, even though most individuals privately supported progressive change.

3.4 Connections Between the Themes

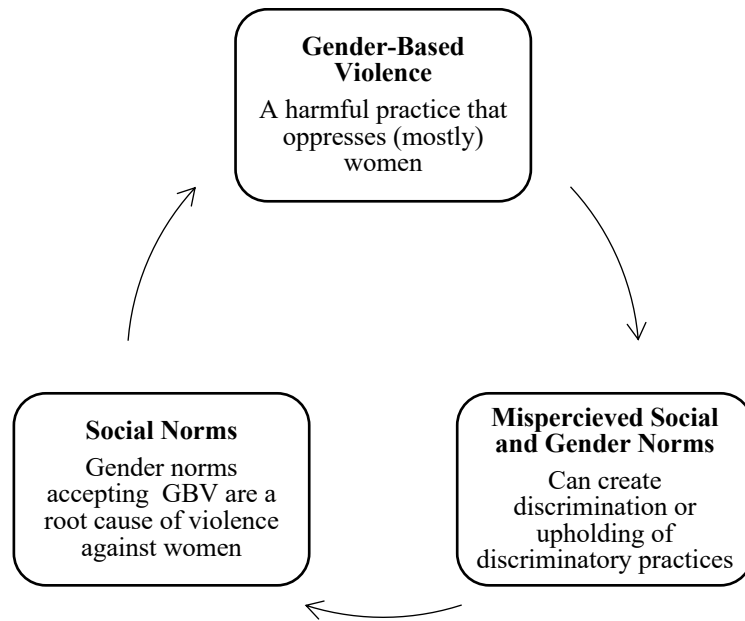


Figure 4 – Conceptual framework for the connection between the themes discussed. The figure illustrates how gender norms, GBV, and misperceived norms intersect to sustain harmful practices, where misperceptions about socially accepted behaviors create barriers to addressing GBV and advancing gender equality.

Figure 4 provides an understanding of how societal attitudes and beliefs about gender can intersect to maintain harmful practices. The figure illustrates the interconnection between GBV, gender norms, and misperceived norms, depicted with arrows linking the three themes. At the core is GBV, a harmful practice that predominantly oppresses women (Laisser et al., 2011). GBV is closely tied to gender norms, as norms that condone or accept violence against women have been identified as a root cause of the issue. These norms can reinforce discriminatory practices and the perpetration of violence. The framework also highlights the role of misperceived norms, referring to misunderstandings or misconceptions about what behaviors and attitudes are actually socially accepted (Bursztyn et al., 2020). The disconnect between perceived and actual norms presents an obstacle to addressing harmful behaviors because it creates an environment where these practices appear socially accepted, even if most individuals privately oppose them (Cislaghi & Heise, 2018). In the context of gender dynamics, misperceived norms can hinder progress toward gender equality by reinforcing inequitable behaviors and discouraging the open rejection of harmful norms, creating a self-reinforcing cycle of conformity.

4. Methodology

This chapter outlines the methodological framework employed to investigate the research question. The primary emphasis of this study is a quantitative approach, complemented by supplementary qualitative data that provide additional context and nuance to the findings. The methodology was designed to capture participants' attitudes and perceptions of their peers' beliefs while also identifying discrepancies that may suggest misperceived norms and pluralistic ignorance.

4.1 The WorkLab Project

The WorkLab Project uses an experimental approach to address the issue of job searching and employment. This intervention was designed as a low-cost, easily replicable program that could be scaled up in Tanzania and similar contexts if proven successful (Bjorvatn et al., 2024). The study recruited 350 young women who had recently completed Form IV and were transitioning into the workforce.

4.1.1 Training and Data Collection

A randomized sample of 179 young women engaged in a two-day training program. The intervention encompassed sessions focused on navigating the job market, narratives from role models, role-playing activities, and podcasts. Particular attention was devoted to workplace readiness and workplace sexual harassment (Bjorvatn et al., 2024). Upon completing the training, participants were required to complete a structured survey.

A control group of 171 women completed the same survey as the treatment group. However, they received no training and were compensated for their time. For the purposes of this thesis, only the data obtained from the control group have been analyzed to maintain comparability, as the male participants in our study did not undergo any intervention. This deliberate focus facilitates an unbiased evaluation of the research question by eliminating potential confounding variables introduced by the intervention.

4.1.2 Study Timeline

Table 2 illustrates the timeline for the WorkLab Project, outlining the sequence of activities from sample selection to follow-up surveys. This longitudinal approach allows for the collection of follow-up data; however, the thesis exclusively employs cross-sectional data from the control group to address its research objectives.

Timeline of the Young Women’s Study

Name of Activity	Type of Survey	Month	Year
Sample selection	Baseline interviews, randomization	April	2024
Training	Treatment group	May	2024
Lab Experiment	Intervention at hotel	June/July	2024
Follow up survey 1	In person	June/ July	2024
Follow up survey 2	Phone interviews	October	2024
Follow up survey 3	Phone interviews	February	2025

Table 2 – Timeline of the Young Women’s Study

4.2 Research Design

This thesis utilizes a deductive research method to examine established theoretical frameworks of misperceived norms and pluralistic ignorance among young men and women in Dar es Salaam (Saunders et al., 2023). The study’s main objective is to understand participants’ individual views and beliefs about peer norms, especially related to gender equality and GBV, including IPV and sexual harassment. By highlighting these gaps, the research aims to assess the role of misperceptions in reinforcing harmful social norms.

The research is anchored in a positivist philosophy that prioritizes objective measurement and observable phenomena (Saunders et al., 2023). This methodological framework is consistent with using structured surveys as the principal data collection method, ensuring the collection of quantifiable data regarding individual attitudes and perceived peer norms. By adhering to

positivism, the study minimizes subjective biases, enabling robust hypothesis testing based on empirical evidence.

The study employs a descriptive design that systematically documents the participants' attitudes and perceptions without attempting to establish causality (Saunders et al., 2023). This approach is particularly well suited for the thesis' objectives, as it facilitates a detailed mapping of beliefs and perceived norms while highlighting areas of discrepancy. Moreover, a cross-sectional design was employed to capture a snapshot of participants' attitudes at a specific moment in time. The data collection was conducted during two school visits, thereby ensuring that the study offers a clear, temporally bounded understanding of the respondents' perceptions. Although supplementary data was gathered in November 2024 to address identified gaps, this follow-up did not involve longitudinal tracking, and the study continues to be classified as cross-sectional.

This research design has been chosen to comprehensively examine the misperceptions and discrepancies between individual attitudes and beliefs about others. The descriptive design facilitates the documentation of the locations and manners in which these gaps manifest (Saunders et al., 2023). Concurrently, the cross-sectional approach permits efficient gender comparison without requiring long-term tracking. This method explores gender norms and misperceptions within the Tanzanian context, offering insights into the factors that perpetuate or challenge harmful norms. Additionally, the deductive methodology facilitates testing established theoretical frameworks in a new context, enhancing the broader literature on gender equality and social norms.

4.3 Data Collection

This study implemented a primarily quantitative data collection methodology complemented by qualitative data to furnish additional context and nuance (Saunders et al., 2023). The principal dataset was obtained from structured surveys administered to young men and women, with additional qualitative insights acquired through semi-structured interviews conducted with a subset of participants and key stakeholders.

4.3.1 Surveys

Structured surveys served as the primary data collection tool. The women’s survey, listed in Appendix B, was developed by Bjorvatn and Nasgowitz (2024), first written in English and then translated into Swahili by the Economic and Social Research Foundation (ESRF). The men’s survey, listed in Appendix C, was edited and adapted by the authors of this thesis to address the various dimensions of perceptions adequately, e.g., within- and cross-gender beliefs. Subsequently, the authors conducted a further revision of both surveys, ensuring that all dimensions of perceptions were incorporated.

The questionnaire consisted of nine sections, covering the following themes:

Section	Type of Questions
A	Work
B	Willingness to Compete
C	Attitudes toward Gender Equality
D	Vignettes
E	Aspirations and Self-Esteem
F	Well-being and Stress
G	Knowledge on Sexual Harassment
H	Attitudes to and Experiences of Sexual Harassment
I	Background Questions

Table 3 – Sections included in the questionnaires

While Bjorvatn and Nasgowitz created some of the questions, others were based on well-established scales. The background questions were partly formed by the Poverty Probability Index (Poverty Probability Index, 2022). To assess aspirations and self-esteem, the authors drew on the work of Glewwe et al. (2021). The GBV questions were following standardized

sources, including the Tanzania Demographic and Health Survey and the Malaria Indicator Survey (The United Republic of Tanzania, 2023).

Psychological well-being was assessed utilizing the Cantril Ladder Scale, a validated instrument for measuring life satisfaction and psycho-social health among youth aged 10-17 (Cantril, 1965; Mohammed & Warner, 2023). Perceived stress was quantified through an abbreviated variant of Cohen's Perceived Stress Scale (PSS-4) (Cohen et al., 1983). Attitudes regarding sexual harassment were examined employing frameworks such as the "Knowledge, Attitude, and Practices (KAP) about Sexual Harassment at the Workplace" (Gautam & Tewari, 2021) and the Sexual Experiences Questionnaire (SEQ-W) (Emerge 2023).

To ensure statistical robustness, the survey utilized a combination of Likert scales, ordinal data, and categorical data (Saunders et al., 2023). The data collected from the surveys were analyzed using descriptive statistics and hypothesis-testing techniques, including t-tests, to investigate response patterns and discrepancies.

4.3.2 Supplementary Qualitative Data

Although quantitative data constituted the primary foundation of this study, qualitative data were collected to enhance the findings. Initially, we conducted interviews with survey participants. Ten young men and women who participated in the survey were selected for follow-up interviews, found in Appendix D. The questions for these semi-structured interviews were developed by the authors and refined with feedback from Bjorvatn. According to Saunders et al. (2023), qualitative data are particularly valuable for examining complex social behaviors, as they provide insights into personal experiences and the social pressures shaping those experiences. These interviews aimed to acquire a more profound grasp of the rationale underlying the participants' responses to the survey.

The interviews explored themes such as family dynamics, the perceived level of support compared to siblings, and perspectives on the issue of sexual harassment in Tanzania. One question asked was: "Do you feel as supported by your family as you do by your sisters/brothers, if you have any?". Inquiries like these aimed to gather insights on gender equality and the societal challenges women encounter. Additionally, participants discussed their perceptions of sexual harassment in personal and wider contexts, responding to questions

like: “Have you heard of anyone facing unwanted attention or uncomfortable situations?” and “In what ways do you think sexual harassment affects women’s long-term career goals?”.

In addition, key stakeholders, including Clara Kalanga from the Tanzania Gender Networking Program, Bata Mola from FeminaHip, and Mr. George from Wadada Professionals were interviewed, found in Appendix D. These discussions offered cultural and contextual insights into gender norms and social dynamics in Tanzania. Their contributions were especially relevant in interpreting and connecting the survey results with local contexts. Each interview lasted between 30 and 60 minutes and was conducted in Swahili for survey participants and in English for stakeholders. The interviews were transcribed and analyzed for recurring themes that could enhance the quantitative findings.

4.4 Validity and Reliability

4.4.1 Validity

Validity evaluates how well research methods measure their intended purpose, ensuring that the results are accurate and meaningful (Saunders et al., 2023). This study investigates misperceived norms and pluralistic ignorance by comparing means and conducting statistical tests, primarily utilizing structured survey data.

Generally, validity is divided into internal and external validity (Saunders et al., 2023). Internal validity evaluates whether the observed findings are attributable to the study design and not influenced by confounding factors. While this study offers valuable insights into attitudes and perceptions, various factors limit the internal validity. This research uses a cross-sectional design, which limits its capacity to establish causal relationships between attitudes. The data reflects perceptions and beliefs at a single point in time, making it appropriate for descriptive and inferential statistical analyses such as t-tests that assess the significance of mean differences between groups. However, the lack of longitudinal tracking restricts the ability to evaluate the stability of these attitudes over time or their causal links to behavior.

This study explores sensitive questions on GBV and sexual harassment, which can lead to response biases. Participants may alter their answers to conform to perceived norms or project an image that is socially acceptable, especially when these topics are stigmatized. It is

important to note that the sensitivity of questions is not universal and varies across cultural contexts, countries, and time periods (Andreenkova & Javeline, 2019). Sensitive questions may also result in higher nonresponse rates, as individuals might choose not to answer uncomfortable or intrusive queries. This tendency towards social desirability bias can introduce measurement errors, distorting the data and potentially skewing the findings. Social desirability bias occurs when respondents provide answers they believe are more socially acceptable than their genuine views (Latkin et al., 2017). Methods such as anonymizing responses, using non-judgmental vocabulary, and asking questions from various perspectives were implemented to address this bias.

Nonresponse bias occurs when specific participant groups consistently opt not to answer certain questions or surveys. This behavior can skew the sample's representativeness, especially when nonresponse relates to key variables. Moreover, participants might supply inaccurate information purposefully or due to confusion over the questions. These issues become more pronounced with sensitive or complex subjects, as respondents may experience social pressure or doubt the survey's confidentiality. Clear communication about anonymity and the study's nonjudgmental approach were emphasized to address this.

Translating survey instructions and questions from English to Swahili poses risks of semantic variation and misinterpretation. Even slight translation inconsistencies can change participants' comprehension of questions, resulting in unreliable or inaccurate answers. This can systematically impact the reliability and validity of collected data, especially on culturally sensitive topics.

External validity refers to how findings can be applied to other settings or groups (Saunders et al., 2023). The limited male sample size of 40 participants, sourced from two schools in Dar es Salaam, restricts the generalizability of the results to the wider Tanzanian population. Although the findings offer important insights into the attitudes of urban youth, they might not accurately represent the opinions of those from rural regions or diverse socioeconomic backgrounds. Moreover, the limited number of qualitative interviews (n=10) further limits the variety of viewpoints captured. Furthermore, the survey's limited sample size impacts the results' generalizability. Smaller sample sizes diminish statistical power, raising the risk of Type II errors when significant differences go undetected. Additionally, smaller samples are

more vulnerable to variability, potentially affecting the assumptions that t-tests rely on, like data normality and variance equality. Although this study uses standard statistical tests to confirm these assumptions, future research should focus on larger, more representative samples to improve both internal and external validity.

4.4.2 Reliability

Reliability denotes how consistently data collection methods produce similar findings, allowing results to be reproduced under the same or comparable conditions (Saunders et al., 2023). This research implemented various measures to improve reliability, though some challenges emerged.

To address self-selection bias, random sampling was utilized to establish a sample that closely represented the target population. This method sought to reduce the bias risk of allowing participants to self-select for the study. Nevertheless, the small male sample size may fail to reflect the full socioeconomic diversity of Dar es Salaam, and it is improbable that the same responses would emerge from a new sample of 40 participants, presenting a significant challenge to reliability. This limits the generalizability of the results and raises the risk of sampling bias error.

Furthermore, participants received 10,000 TZS (\approx 40 NOK) to cover their travel costs and stimulate participation. Although this approach effectively achieved satisfactory response rates, this may have led to participant error. For example, some might have hurried through the survey or engaged mainly for the cash incentive. In these instances, the quality of their responses could suffer, thereby impacting the reliability of the study data.

As the survey was conducted in person, the risk of social desirability bias is apparent. To address this challenge, participants were informed that the survey would be anonymous and their responses confidential. Although these strategies helped lessen the chances of bias, the in-person format might still have influenced participants' responses since subtle social cues or perceived judgment from the interviewer could have impacted them.

In conclusion, although the study offers valuable insights into gender attitudes and perceptions, its findings are affected by limitations in validity and reliability. The cross-sectional design, small sample size, and challenges related to sensitive questions and

translation impact the internal validity. Likewise, external validity is limited due to the sample's specific geographic and demographic characteristics, which restricts generalizability. Efforts to improve reliability, such as using random sampling and ensuring anonymity, were implemented to mitigate biases. However, issues like participant error and social desirability bias remain. Future research could expand on this by using larger, more representative samples and different data collection methods to enhance the study's overall rigor.

4.5 Ethical Considerations

Ethical considerations played a crucial role throughout every phase of the research process, prioritizing the protection and welfare of participants. Prior to their involvement, informed consent was secured from each participant. They received comprehensive information regarding the research's purpose, the nature of the data collected, and its intended use. Additionally, participants were made aware of their right to withdraw from the study at any time without any consequences or need to provide an explanation, guaranteeing that their participation remained entirely voluntary and informed objectives. To ensure confidentiality and safeguard participants' identities, pseudonyms were applied to all data records, and no personally identifiable information was archived with the survey or interview data. Data storage followed stringent privacy protocols, with all records securely housed in password-protected systems accessible solely to authorized researchers. These measures were taken to reduce the risk of data breaches and meet ethical standards for data handling protection.

Special care was taken to handle the sensitive topics discussed. Interviews took place in private environments to foster open and honest dialogue, and participants were assured that they could share only what they felt comfortable revealing. Research assistants were trained to approach these delicate subjects with professionalism and empathy, ensuring that participants felt safe and respected at all times. If any participant showed signs of discomfort or distress, the session was paused or stopped, highlighting the voluntary nature of their participation. Furthermore, measures were implemented to reduce any possible harm or discomfort. Participants received assurances that their answers would remain confidential, and questions were crafted to be non-judgmental and culturally sensitive.

To encourage participation, respondents received compensation, which was intended to cover travel costs and recognition of time spent. Open communication regarding the compensation's purpose helped mitigate any perceptions of coercion and upheld ethical standards. Additionally, the research team emphasized cultural sensitivity throughout the study. Surveys and interviews were crafted to respect cultural norms, and the translations of research materials were reviewed for accuracy and suitability. Input from local experts and stakeholders was integrated into the research design to ensure alignment with ethical research standards and local cultural norms.

5. Results

In this section, we present our results before thoroughly examining their implications in the discussion section. We start by providing some general information about the two samples, then analyze our results and present Figures 5 to 10.

5.1 General Information About the Samples

The sample consists of 211 young men and women from Dar es Salaam. The median age is quite similar among the two groups. Few have children and their own families, and most live at home with their parents. Around one in four women have started working, while one in three men are working, and most work involves unpaid internships. The samples were randomly selected from low-rated public schools in Dar es Salaam, and the men's samples were explicitly from two schools in the city. The participants had finished secondary school but had not been able to attend university.

	Women	Men
Age	18.1	18.7
Not Married nor in a Relationship	73%	60%
Has Children	1%	3%
Current Household Members	6.5	7.2
Currently Working	23%	33%
Currently Working as*:		
(1) Paid Employee	25%	8%
(2) Internship	60%	77%
(3) Family Business	13%	0%
(4) Self-Employed	8%	15%
Sample Size	171	40

*Table 4 – Overview of general information about the two samples. In “Currently working as,” only the respondents who work are included. * Select All That Apply*

5.2 Findings

This section outlines the findings on our study’s three central themes: gender equality, gender-based violence, and sexual harassment. Responses to survey statements, supported by statistical tests presented in Appendix F, analyze these topics. The statistical method employed is the t-test, which facilitates comparing the means of two groups to determine whether a statistically significant difference exists between them.

The responses to the statements are visualized in Figures 5 to 10. Each figure illustrates the percentage of respondents who agree with a given statement, with the x-axis representing six key dimensions of data: Women (W), Men (M), Women on Men (WM – what women think men believe), Men on Men (MM – what men think other men believe), Men on Women (MW – what men think women believe), and Women on Women (WW – what women think other women believe). The y-axis displays the corresponding percentages of agreement.

Our analysis delves into two forms of pluralistic ignorance: within-gender pluralistic ignorance, which refers to group-level misperceptions within a given gender, and cross-gender pluralistic ignorance, which addresses group-level gender misperceptions. To further contextualize cross-gender pluralistic ignorance, we introduce the concepts of upward gender bias, defined as an overestimation of the opposite gender’s beliefs on a given subject, and downward gender bias, referring to an underestimation of those beliefs.

This section highlights patterns and disparities in societal attitudes by examining gender differences in attitudes (own views) and beliefs (within- and cross-gender perceptions). The findings provide a nuanced understanding of the gaps between actual and perceived beliefs, offering insights into the dynamics of misperceptions and biases that influence attitudes toward leadership, education, violence, and harassment. This comprehensive analysis aims to contribute to the broader discourse on gender norms and their implications.

5.3 Gender Equality

This chapter examines attitudes and beliefs concerning gender equality, analyzing statements and responses derived from survey data. The analysis focuses on statements critical to gender roles and leadership, with results depicted in figures and substantiated by statistical testing. The findings yield a nuanced understanding of how men and women perceive one another and themselves in leadership roles. They also explore attitudes toward prioritizing boys' versus girls' education, situating these attitudes and beliefs within a broader socio-cultural and developmental context.

5.3.1 Leadership

Gender Differences in Attitudes

The statement “On the whole, men are better leaders than women” reveals a divergence in opinions between men and women. Figure 5 shows that 62.5% of men (M) agree with the statement, whereas only 17.3% of women (W) agree. This difference is highly statistically significant ($p < 0.001$)². It suggests a pronounced gender divide in views of leadership abilities, with men demonstrating a greater inclination to agree with the statement than women.

Gender Differences in Beliefs

Within Gender Beliefs

Within-gender perceptions provide insight into how individuals perceive agreement levels among their peers. For men, comparing their own views and their perceptions of male peers (MM) reveals alignment. Men estimate that 54.8% of their male peers agree with the statement, slightly lower than their actual agreement level of 62.5%. This difference is not statistically significant ($p = 0.524$), indicating that men's perceptions of their peers are relatively accurate. Similarly, women estimate that 22% of their female peers (WW) agree with the statement, slightly overestimating the actual agreement level of 17.3%. Like men, this overestimation by women is not statistically significant ($p = 0.519$), suggesting that women's perceptions of their peers are also generally accurate.

² Appendix F, Table 6

Cross-Gender Beliefs

Cross-gender beliefs examine pluralistic ignorance through the lens of female and male bias. Women estimate that 66.7% of men agree, while 55.8% do. The difference is insignificant ($p = 0.491$), suggesting no evidence of female bias. Moving on, male bias reflects how men's perceptions of women (MW) differ from women's beliefs (WW). Men estimate that 27.5% of women agree with the statement, compared to the actual agreement level of 22%. The mean difference of 0.06 is not statistically significant ($p = 0.569$), suggesting no evidence of male bias.

Summary

There is a strong gender difference in views about leadership, with men far more likely than women to believe that men are better leaders. Moreover, the participants have fairly accurate beliefs about their peers. Hence, we do not find evidence of pluralistic ignorance in views about leadership, neither within nor across genders.

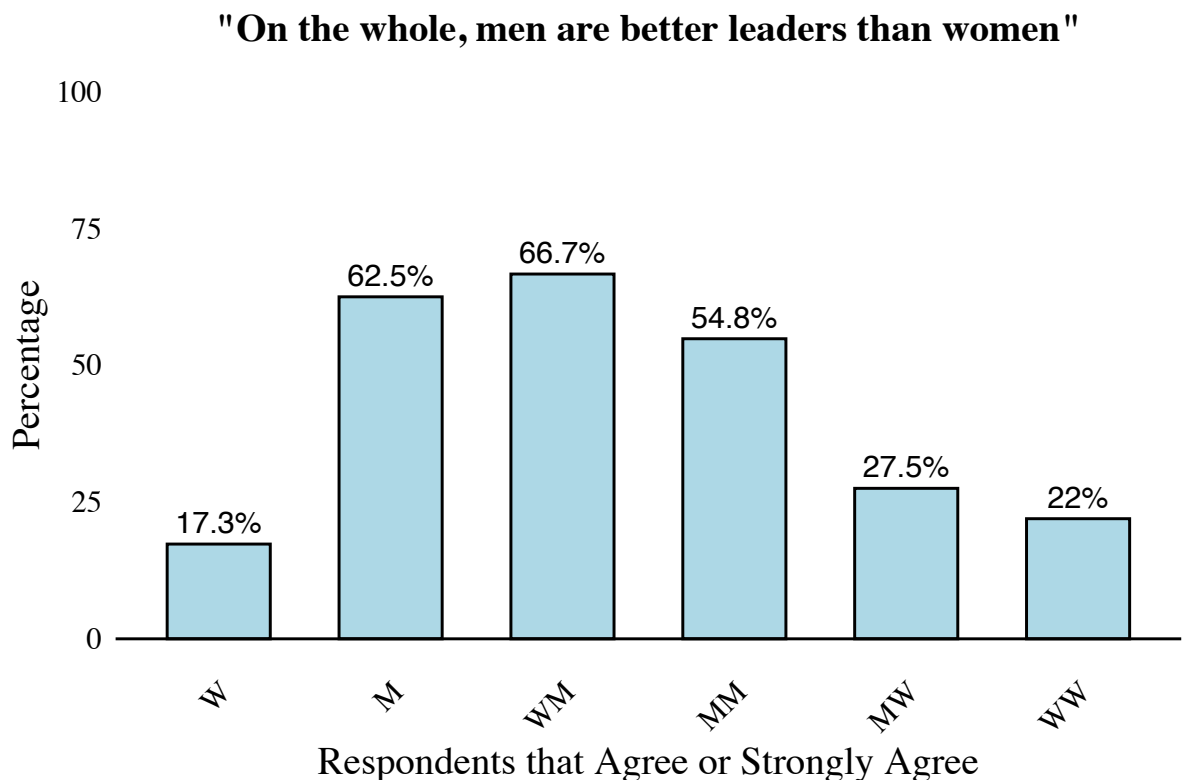


Figure 5 – shows the percentage of respondents who agree or strongly agree with the statement, "On the whole, men are better leaders than women." The x-axis represents the different groups: W (Women), M (Men), WM (Women on Men – what women think men believe, MM (Men on Men - what men think other men believe), MW (Men on Women - what men think women believe), and WW (Women on Women - what women think other women believe). The y-axis represents the percentage of respondents in each group who agree or strongly agree, with percentages labeled above each bar for clarity.

5.3.2 Education

Gender Differences in Attitudes

The statement "Higher education is more important for a boy than for a girl" reveals a divergence in opinions between men and women. Figure 6 shows that 25.6% of men agree with this statement, whereas only 1.1% of women agree. This difference is highly statistically significant ($p = 0.001$)³ and suggests that men are more likely than women to support the idea that boys' education should be prioritized over girls' education.

Gender Differences in Beliefs

Within Gender Beliefs

Men estimate that 16.1% of their male peers (MM) agree with the statement, which is lower than their own agreement level of 25.6%. This difference is, however, not statistically significant ($p = 0.333$), indicating that men's perceptions of their peers are reasonably accurate. Conversely, women estimate that 2.5% of their female peers (WW) agree with the statement, compared to their own agreement level of 1.1%. This overestimation is also not statistically significant ($p = 0.6$), suggesting that women's perceptions of their peers' attitudes are accurate.

Cross-Gender Beliefs

Women estimate that 75% of men agree with the statement (WM), considerably overestimating men's beliefs (16.1%). This difference is highly statistically significant ($p < 0.001$), indicating the presence of upward female bias. Furthermore, men estimate that 22.5% of women agree with the statement (MW), overestimating women's beliefs (2.5%). This

³ Appendix F, Table 7

difference is also statistically significant ($p = 0.007$), suggesting the presence of upward male bias.

Summary

The gender divide in attitudes toward education is strong, with men significantly more likely than women to prioritize boys' education over girls. Within genders, individuals demonstrate a reasonable understanding of peer beliefs. However, cross-gender beliefs reveal substantial biases, with a significant upward female and male bias, highlighting the presence of cross-gender pluralistic ignorance in attitudes toward education. Both men and women exaggerate the opposite genders' support in prioritization of boys over girls in education.

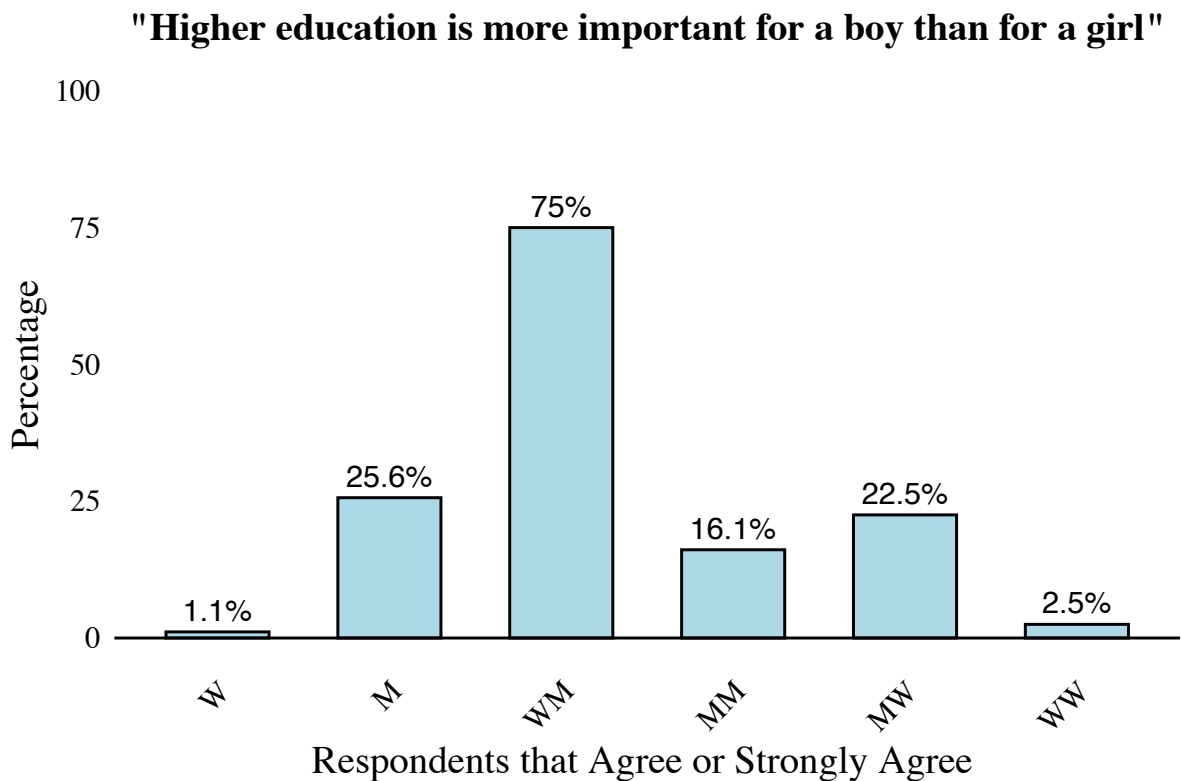


Figure 6 – shows the percentage of respondents who agree or strongly agree with the statement, "Higher education is more important for a boy than for a girl." The x-axis represents the different groups: W (Women), M (Men), WM (Women on Men – what women think men believe), MM (Men on Men - what men think other men believe), MW (Men on Women - what men think women believe), and WW (Women on Women - what women think other women believe). The y-axis represents the percentage of respondents in each group who agree or strongly agree, with percentages labeled above each bar for clarity.

5.4 Gender-Based Violence

The following section examines attitudes and beliefs regarding GBV as captured by responses to a series of five questions. Each question probes whether respondents believe it is acceptable for a husband to hit or beat his wife under specific circumstances: (1) if she goes out without telling him, (2) if she neglects the children, (3) if she argues with him, (4) if she refuses to have sex with him, and (5) if she burns the food⁴. Responses to these questions were compiled into a single measure: agreement with one or more of the specified reasons is categorized as an acceptance of GBV.

This categorization provides insights into societal attitudes and perceptual differences between men and women regarding GBV. Figure 7 illustrates the percentage of respondents agreeing with at least one of the reasons for GBV. The results reveal acceptance patterns, misperceptions, and biases in preferences.

Gender Differences in Attitudes

The responses reveal similar levels of acceptance toward GBV among men and women. Figure 7 shows that 57.5% of men agree with at least one reason for justifying GBV, compared to 54.2% of women. This slight gender disparity is not statistically significant ($p = 0.707$)⁵. However, the fact that more than half of both genders show acceptance toward GBV provides indications of the prevalence of such attitudes.

Gender Differences in Beliefs

Within-Gender Beliefs

Men estimate that 46.9% of their male peers (MM) agree, compared to their actual agreement rate of 57.5%. This underestimation by 10.6 percentage points is not statistically significant ($p = 0.377$), indicating that men perceive their peers' attitudes accurately. Conversely, women estimate that 48.8% of their female peers (WW) agree, compared to their actual agreement

⁴ Appendix E, Figure 12 - 16

⁵ Appendix F, Table 8

rate of 54.2%. This difference of 5.4 percentage points is also not statistically significant ($p = 0.538$), suggesting that women, too, accurately understand their peers' attitudes.

Cross-Gender Beliefs

Women estimate that 91.7% of men (WM) agree with at least one GBV justification, notably higher than the agreement level of men at 46.9% (MM). The mean difference of 0.45 is statistically significant ($p < 0.001$), indicating evidence of an upward female bias. Women believe men to be far more accepting of GBV than men believe. Moreover, men estimate that 35% of women agree (MW), whereas women believe 48.8% show acceptance (WW). The mean difference of -0.14 is not statistically significant ($p = 0.214$), suggesting no conclusive evidence of a downward male bias. However, the magnitude of the observed difference may hold practical relevance, suggesting that the observed trend could merit further exploration.

Summary

Men and women show similar acceptance levels, with no significant difference in attitudes. Within-gender beliefs are largely accurate, as individuals correctly perceive their peers' attitudes. In cross-gender beliefs, women exaggerate men's acceptance, believing it to be substantially higher than men's actual beliefs. Conversely, men tend to believe women are less accepting of GBV than they really are, although this is not statistically significant.

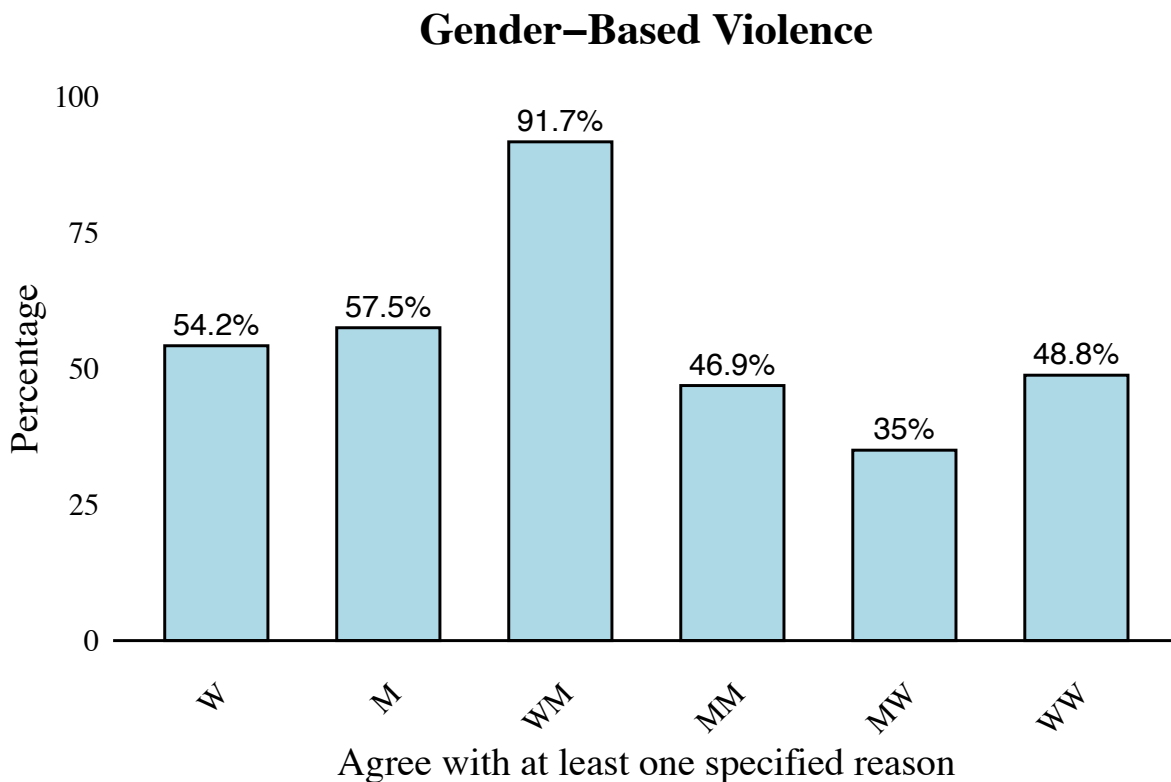


Figure 7 - shows the percentage of respondents who agree with at least one specified reason for gender-based violence, indicating acceptance of GBV. The x-axis represents the different groups: W (Women), M (Men), WM (Women on Men – what women think men believe), MM (Men on Men - what men think other men believe), MW (Men on Women - what men think women believe), and WW (Women on Women - what women think other women believe). The y-axis represents the percentage of respondents in each group who agree or strongly agree, with percentages labeled above each bar for clarity.

5.5 Sexual Harassment

This section examines perceptions of sexual harassment through responses to two statements: (1) "Reporting workplace sexual harassment creates new problems for everyone," and (2) "Women should accept sexual advances (like touching) at the workplace: It's just part of the work environment." This categorization provides insights into societal attitudes and perceptual differences between men and women regarding sexual harassment. Figures 8 and 9 illustrate the percentage of respondents agreeing or strongly agreeing with these statements. Moreover, the study incorporates varying classifications of sexual harassment. Respondents were asked whether behaviors such as catcalling, unwelcome touching, and the use of seductive compliments constituted sexual harassment, illustrated in Figure 10.

5.5.1 Reporting Harassment

Gender Differences in Attitudes

The responses to the statement, "Reporting workplace sexual harassment creates new problems for everyone," show no statistically significant difference between genders. Among respondents, 17.5% of men (M) and 10.6% of women (W) agree with the statement ($p = 0.295$)⁶. These results suggest that both genders largely reject the idea that reporting workplace harassment creates problems, with no notable gender differences.

Gender Differences in Beliefs

Within-Gender Beliefs

Men estimate that 43.1% of their male peers (MM) agree with the statement, overestimating the actual agreement rate of 17.5%. This difference is statistically significant ($p = 0.002$), indicating that men believe their peers to be far more likely to agree with this statement than they actually are. Conversely, women estimate that 49% of their female peers (WW) agree, overestimating the actual agreement rate of 10.6%. This difference is statistically significant ($p < 0.001$), suggesting that women also misjudge their peers' attitudes.

Cross-Gender Beliefs

Women estimate that 38.9% of men agree with the statement (WM), while men estimate their peers' agreement at 43.1% (MM). A mean difference of -0.04 and no statistical significance ($p = 0.536$) suggests no strong evidence of a downward female bias. Conversely, men estimate that 20.9% of women agree (MW), while women believe agreement among their peers to be higher at 49% (WW). This result is statistically significant ($p < 0.001$), with a mean difference of -0.28 percentage points. This indicates a pronounced downward male bias, where men underestimate women's agreement with the statement that reporting workplace sexual harassment creates new problems for everyone.

Summary

Both men and women largely reject the idea that reporting workplace sexual harassment creates new problems for everyone, with no significant differences between them. However,

⁶ Appendix F, Table 9

within-gender beliefs reveal that both men and women overestimate their peers' agreement, with women showing a particularly large gap, suggesting significant within-gender pluralistic ignorance in both men and women. Cross-gender beliefs further highlight biases, with men showing a pronounced downward bias, indicating cross-gender pluralistic ignorance. Men and women exaggerate their peers' support, and men downplay women's support for reporting.

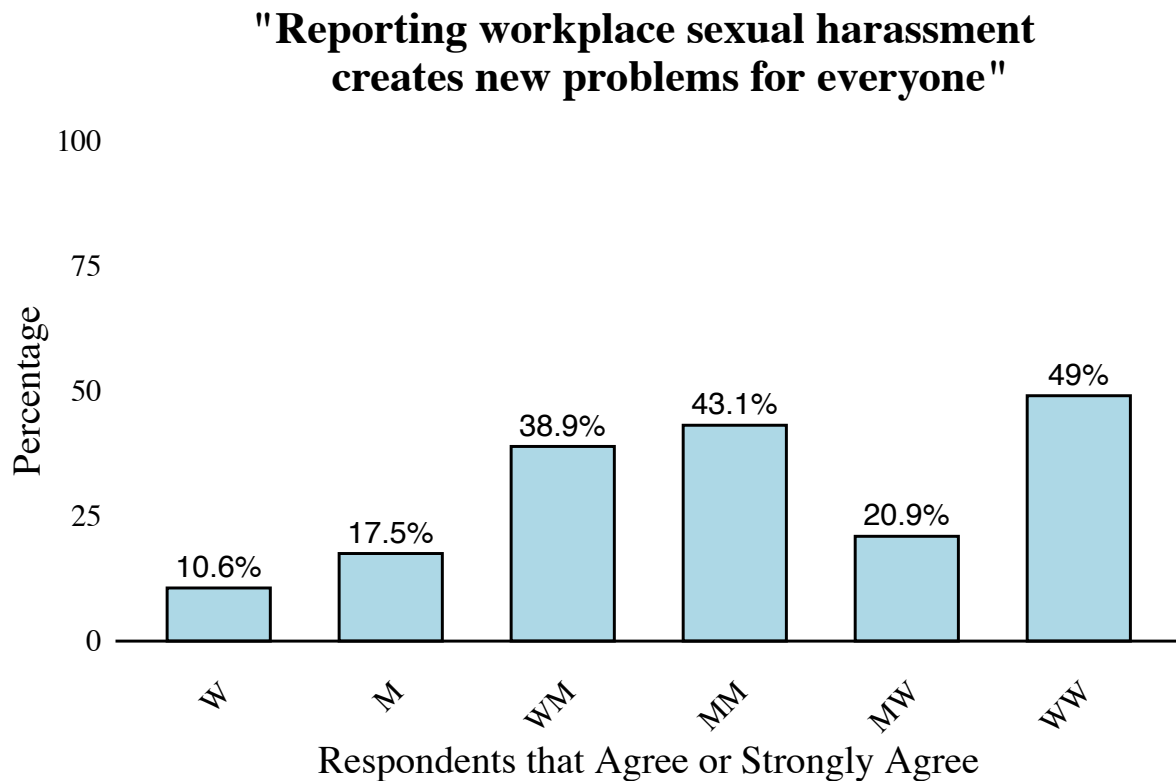


Figure 8 - shows the percentage of respondents who agree or strongly agree with the statement, "Reporting workplace sexual harassment creates new problems for everyone." The x-axis represents the different groups: W (Women), M (Men), WM (Women on Men – what women think men believe), MM (Men on Men - what men think other men believe), MW (Men on Women - what men think women believe), and WW (Women on Women - what women think other women believe). The y-axis represents the percentage of respondents in each group who agree or strongly agree, with percentages labeled above each bar for clarity.

5.5.2 Accepting Sexual Advances

Gender Differences in Attitudes

The responses to the statement: "Women should accept sexual advances at the workplace: It's just part of the work environment," reveal marginally significant differences between men and women. Only 0.6% of women (W) agree with the statement, compared to 10% of men (M). While both genders largely reject the idea, this difference is marginally statistically significant ($p = 0.058$)⁷, suggesting that men are more likely than women to agree with the statement.

Gender Differences in Beliefs

Within-Gender Beliefs

Men estimate that 23.7% of their male peers (MM) agree with the statement, overestimating the actual agreement of 10%. This difference is statistically significant ($p = 0.044$), indicating that men believe their peers to be more accepting than they truly are. Moreover, women estimate that 26.5% of their female peers (WW) agree with the statement, dramatically overestimating the actual agreement of 0.6%. This difference is statistically significant ($p < 0.001$), highlighting a large gap in women's beliefs about peer attitudes.

Cross-Gender Beliefs

Women estimate that 46% of men agree with the statement, compared to men's estimate of 23.7%. This results in a mean difference of 0.22, which is highly statistically significant ($p < 0.001$). This finding highlights an upward female bias, where women overestimate men's agreement levels. Conversely, men estimate that 16.5% of women agree, compared to women's estimate of 26.5%. This results in a mean difference of -0.10, which is statistically significant ($p = 0.031$). This demonstrates a downward male bias, where men underestimate women's agreement levels.

Summary

Men are more likely than women to accept this kind of sexual harassment. Within genders, both men and women dramatically exaggerate peer acceptance, suggesting pluralistic

⁷ Appendix F, Table 10

ignorance and reflecting a clear disconnect between actual and perceived attitudes. Cross-gender beliefs amplify this distortion, with women exhibiting a strong upward bias and men a strong downward bias, indicative of substantial cross-gender pluralistic ignorance. Women believe men are far more accepting of sexual advances than they are, and men underestimate women's acceptance of this behavior.

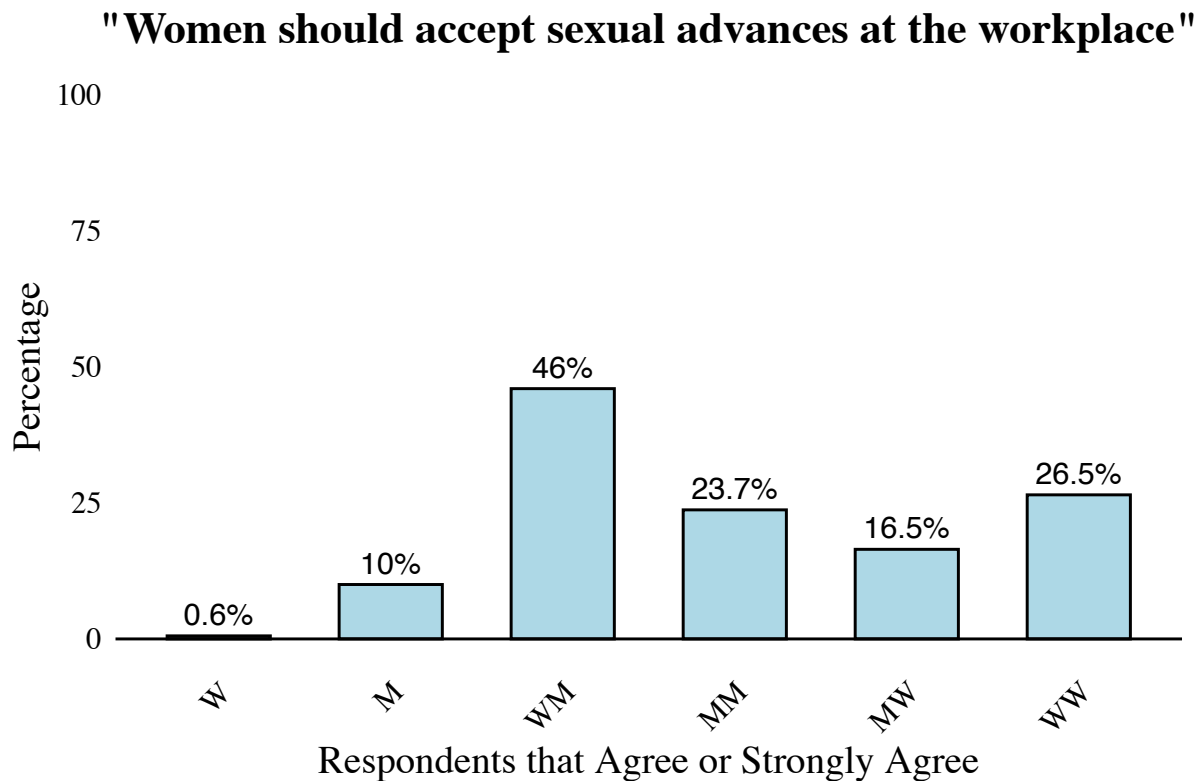


Figure 9 – shows the percentage of respondents who agree or strongly agree with the statement, "Women should accept sexual advances at the workplace." The x-axis represents the different groups: W (Women), M (Men), WM (Women on Men – what women think men believe), MM (Men on Men - what men think other men believe), MW (Men on Women - what men think women believe), and WW (Women on Women - what women think other women believe). The y-axis represents the percentage of respondents in each group who agree or strongly agree, with percentages labeled above each bar for clarity.

5.5.3 Classifications of Sexual Harassment

Gender Differences in Attitudes

Figure 10 shows the various conceptualizations of sexual harassment. The percentage of respondents who believe cat-calling constitutes harassment is slightly higher among men than women, indicating that men and women generally share similar views on this sort of behavior. Less than half categorize seductive compliments as being harassment, with minimal discrepancies between genders, indicating overall alignment⁸. However, a significant gender difference is observed in whether men and women perceive unwelcome touching as harassment. While 92.7% of women consider it harassment, only 62.5% of men agree ($p < 0.001$)⁹. This result reflects a strong divergence in attitudes between genders.

Gender Differences in Beliefs

Within-Gender Beliefs

Men estimate that 12.5% of their peers agree that cat-calling constitutes harassment, notably lower than their own agreement level of 30% ($p = 0.068$)¹⁰. Marginally significant, this discrepancy indicates within-gender pluralistic ignorance, with men underestimating their peers' agreement. In contrast, men believe that almost 97% of their peers agree that unwelcomed touching constitutes harassment, substantially higher than their own agreement level of 62.5% ($p < 0.001$)¹¹. This finding would suggest a form of reversed pluralistic ignorance, where men believe their peers to be more progressive than themselves. The same trend can be seen in women, whose own agreement level is 92.7%, while believing 100% of peers agree. While significant ($p < 0.001$)¹², the mean difference is lower at 0.07 percentage points, indicating a notable, although smaller in magnitude than men's, appearance of reversed within-gender pluralistic ignorance.

⁸ Appendix F, Table 13

⁹ Appendix F, Table 12

¹⁰ Appendix F, Table 11

¹¹ Appendix F, Table 12

¹² Appendix F, Table 12

Cross-Gender Beliefs

Women estimate that 78% of men agree that unwelcomed touching constitutes harassment, while men estimate 96.9% peer agreement ($p = 0.012$)¹³. This suggests a statistically significant downward female bias, where women underestimate male agreement. In contrast, women believe that 26.8% agree that cat-calling constitutes harassment, whereas men's beliefs are 12.5% ($p = 0.123$)¹⁴. Although not significant, further research should be done into this contrasting trend.

Summary

Men and women are often on the same page regarding behaviors like cat-calling and seductive compliments. However, the narrative shifts when unwelcome touching is considered, with women distinctly identifying it as harassment compared to men. This significant divide underscores the indicative need for a broader cultural conversation about the boundaries of acceptable behavior. Moreover, the dynamics of peer beliefs add a layer of complexity to the results. Men believe their peers to be far more progressive in categorizing unwelcome touching as harassment, a reversal of typical pluralistic ignorance patterns. Women show a similar, albeit smaller, reversal, reflecting a perception of unanimous agreement among peer beliefs. However, cross-gender beliefs unveil biases that point in opposite directions. Women downplay men's agreement on classifying unwelcome touching as harassment while contrasting trends in cat-calling suggest gaps worth deeper exploration. All in all, the findings highlight the silent misperceptions that suggestively perpetuate harmful gender norms.

¹³ Appendix F, Table 12

¹⁴ Appendix F, Table 11

Is Considered Sexual Harassment:

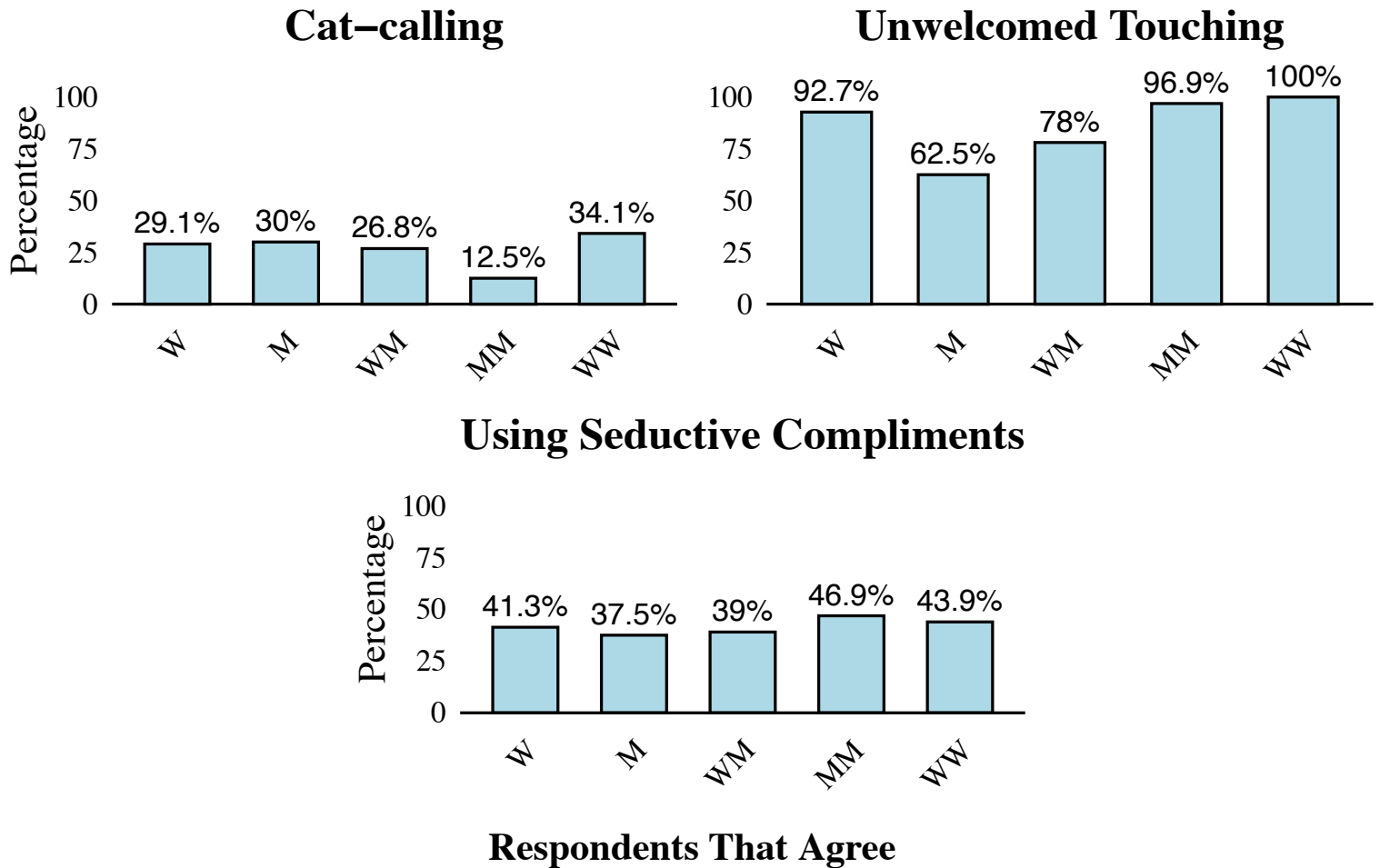


Figure 10 - shows the percentage of respondents who agree that specific behaviors, catcalling, unwelcome touching, and using seductive compliments, are considered sexual harassment. The x-axis represents the different groups: W (Women), M (Men), WM (Women on Men – what women think men believe), MM (Men on Men – what men think other men believe), and WW (Women on Women – what women think other women believe). The y-axis shows the percentage of respondents that agree.

6. Discussion

This discussion connects our findings with existing literature to evaluate the relationship between individual attitudes, gender norms, and misperceptions. Initially, we examine gender differences in attitudes, concentrating on personal views about leadership, education, GBV, and sexual harassment. Next, we discuss gender differences in beliefs, structured into two layers. Firstly, we examine peer beliefs to showcase potential within-gender pluralistic ignorance. Secondly, we investigate cross-gender beliefs, illustrating possible male and female biases. By systematically linking these findings to the existing literature, this discussion demonstrates how deep-rooted norms and misperceptions influence attitudes, offering insights into policy innovation and social change pathways.

6.1 Gender Differences in Attitudes

Clear gender disparities exist regarding leadership and education perspectives. Men are significantly more likely than women to consider men to be better leaders, with a 40-percentage-point gap between the two groups. This aligns with Ridgeway's (2011) claim that traditional gender norms define leadership as predominantly male, sustaining male dominance in leadership roles. Societal narratives further reinforce these gender norms within institutions despite the increasing presence of women in leadership roles, such as the first female presidency and the increasing number of women in government (UN Tanzania, 2021).

A similar divide exists in perspectives on education, with one in four men believing boys' education should be prioritized, while just one percent of women share this view. This disparity may be influenced by practical considerations, as highlighted by Clara Kalanga, who asserted that the job market in Tanzania is skewed toward male-dominated sectors such as engineering, making it more challenging for women to secure employment (Clara Kalanga, Personal Communication, 16th of July 2024). In lower-income households, prioritizing boys' education may be considered a rational choice, given their higher potential for generating income.

An alternative explanation aligns with Connell's (2005) findings, highlighting that such beliefs reflect patriarchal systems that favor men in resource distribution. These viewpoints further

deepen systemic inequalities, restricting girls' opportunities and upholding traditional gender norms (Laisser et al., 2011). Clara Kalanga's remark further supports this view by highlighting how structural barriers in the labor market disproportionately disadvantage women (Clara Kalanga, Personal Communication, 16th of July 2024). However, the significant rejection of educational prioritization favoring boys by women and three-fourths of men could signal a shift toward prioritizing educational equity, reflecting broader movements challenging rigid gender norms in Sub-Saharan Africa. Nevertheless, further research would be needed to explore whether this trend represents a genuine normative shift or remains context-dependent.

Both Clara Kalanga and Bata Mola describe cultural norms and societal perceptions as the most significant barriers to gender equality (Clara Kalanga, Personal Communication, 16th of July 2024; Bata Mola, Personal Communication, 16th of July 2024). This supports the findings from our semi-structured interviews, where a male respondent acknowledged: "Honestly, not all [families] provide equal rights; only some families do. But mostly, boys receive more rights. Girls' work is usually household chores like washing dishes and cleaning. Normally, that's how it is." (Male Respondent 2, Personal Communication, 28th of June 2024). This aligns with the observed gender disparities in leadership and education. These perceptions can cultivate cultural constraints that perpetuate male dominance in leadership roles and reinforce patriarchal systems that prioritize boys' education over girls.

Within the context of GBV, both genders show high acceptance rates, with more than half of respondents agreeing that GBV can be justified in at least one of the specified situations. These results contradict the DHS (2023), which found a 20 percentage points lower acceptance rate among men in this age group. However, the DHS survey encompasses data from across the country, whereas our sample is limited to Dar es Salaam, somewhat reducing the comparability between the two samples. The higher acceptance rates observed in this study might indicate sampling biases or highlight the diversity of attitudes in different contexts. However, the higher acceptance rates are consistent with Morrison and Orlando's (2005) findings, which suggest that GBV is deeply embedded in patriarchal systems that normalize violence to exert control.

Furthermore, the high acceptance rate aligns with the prevalence of GBV, which is experienced by one in three women in their lifetime (WHO, 2024). In one of the interviews,

a respondent shared that: “In the neighborhood, for example, within families, you might find a husband beating his wife. I've heard and seen such things often. Honestly, it's not good.” Later in the interview, he elaborates further: “For example, for those who often fight, their view is that way and there are others for whom it has become a tradition. You find them saying if you don't beat a woman, she won't do things properly, she won't work at all. So, for some, it is a belief” (Male Respondent 2, Personal Communication, 28th of June 2024). Cislighi and Heise (2018) emphasize that GBV is perpetuated by rigid gender norms, which are internalized and reproduced within societal institutions. Despite slight variations in acceptance rates between men and women, the overarching high tolerance points to the resilience of these harmful norms. Addressing such entrenched attitudes requires legal and policy interventions and a cultural shift in how gendered power dynamics are perceived and enacted.

On the other hand, attitudes toward sexual harassment expose contradictory findings. Both genders generally dismiss the idea that reporting harassment leads to additional issues and that women should accept sexual advances, albeit men show higher levels of agreement. In contrast to these findings, the real-world implications of these dynamics are illustrated by Mr. George: “Sexual harassment is a significant issue, with many women experiencing or fearing it. Cases are often underreported due to fear of repercussions, including family separation and job loss.” (Mr. George, Personal Communication, 1st of August 2024). This is further corroborated by Clara Kalanga, who highlights that existing laws against harassment are not effectively enforced, leaving victims without recourse (Clara Kalanga, Personal Communication, 16th of July 2024).

These societal challenges are further reflected in respondents' accounts. One participant highlighted the broader implications of harassment: “(...) it can reduce someone's productivity. When you harass someone, they become discouraged, feeling [like] they are working well, but they are still being harassed (...). Secondly, harassment reduces a person's self-confidence.” (Male Respondent 5, Personal Communication, 28th of June 2024). Another respondent recounted a situation that had happened near his home: “There was a housemaid in a neighboring house who was not given her rights fairly. She worked hard but was mistreated, overloaded with work, and not given time to rest to do other things or rest normally. She was given many responsibilities, and if she didn't do them, she was either beaten or told, "I'll cut your salary for this month." So, you find her complaining, and when she tells you, you

see she's really being harassed.” (Male Respondent 2, Personal Communication, 28th of June 2024). These findings underline how power imbalances and systemic failures perpetuate harmful norms. Despite the general disapproval of sexual harassment in our findings, the lived experiences highlight its existence as well as its personal and professional toll.

The differences in opinions are more pronounced regarding unwanted touching, with 92.7% of women viewing it as harassment, compared to 62.5% of men, illustrating the variation in perceptions of sexual harassment. This discrepancy highlights varying standards of acceptability influenced by societal attitudes and gender norms. Wamoyi et al. (2021) emphasize how these norms shape the flexible and situational definitions of sexual harassment. While men might see some behaviors as harmless, women often base their views on personal experiences with harassment and their implications. When asked to provide examples of sexual abuse or harassment, a male respondent referred to an extreme case: “It was a girl who was killed by her boyfriend. The reason was jealousy.” (Male Respondent 3, Personal Communication, 28th of June 2024). A female respondent described a broader spectrum of behaviors, although still severe, including “rape, physical assault, property deprivation” (Female Respondent 3, Personal Communication, 20th of June 2024). These responses reflect not only how perceptions of harassment differ widely but also emphasize that gender norms surrounding masculinity and femininity influence how individuals conceptualize harassment.

However, the broader rejection of harassment among men and women, despite differences in certain behaviors, suggests progress in aligning societal views with the sustainable development goal of gender equality. Nevertheless, significant disparities in attitudes between genders on sexual advances and unwanted touching highlight ongoing cultural norms that require focused interventions, especially in male-dominated settings where power imbalances are most evident.

The findings on gender differences in attitudes highlight notable disparities, with men significantly more likely to adhere to traditional views across all three domains. These gaps are underpinned by established patriarchal norms that favor men in leadership and education while simultaneously normalizing GBV and downplaying sexual harassment. In contrast, women's attitudes could indicate a progressive shift towards equity, presenting a counter-narrative that disputes rigid gender norms.

6.2 Gender Differences in Beliefs

6.2.1 Within-Gender Beliefs

This study's findings provide no evidence of significant misperceptions about leadership and education, indicating an accurate understanding within genders. Lawson et al. (2021) argue that socioeconomic factors can promote consistent alignment between public and private beliefs by reducing group misperceptions. This argument is consistent with the study's context, as participants' educational background may create environments that promote open dialogue and mutual understanding, reducing misperceived norms. Hence, the absence of misperceived norms gives us no indication of within-gender pluralistic ignorance in leadership and education. This result contrasts previous studies highlighting pluralistic ignorance in patriarchal or transitional societies, where it is found that misperceptions are aggravated due to social desirability biases (Lawson et al., 2024; Miller, 2023).

This study's lack of within-gender pluralistic ignorance may indicate the effectiveness of open dialogue and mutual understanding in the participants' specific social, cultural, and educational environments, as Cislighi and Heise (2019) emphasize. Although additional research is needed to determine if these trends apply to broader populations, the consistency between within-gender perceptions and actual beliefs in this sample provides an indication of changing norms and peer communication behaviors.

The study also found no evidence of significant misperceptions regarding GBV. Cislighi and Heise (2019) argue that entrenched social norms influence group identities and expectations, creating accurate perceptions in environments where these norms are prevalent. This insight could indicate the normalization of GBV in patriarchal societies, where clear attitudes towards its acceptability are openly articulated, minimizing the potential for misinterpretation (Laisser et al., 2011; Cameron & Tedds, 2021). These findings align with research by Lawson et al. (2024), demonstrating how patriarchal societies legitimize attitudes toward GBV, minimizing misperceptions by promoting conformity to group expectations. While this conformity may enhance accurate perceptions, it underlines the necessity for focused interventions to challenge damaging norms and tackle the socio-cultural factors contributing to GBV, including women's economic dependence and restricted access to resources. These dynamics pose a dual challenge: whereas norms promote alignment in beliefs, they simultaneously hinder efforts to

address harmful behaviors and attitudes. Further research is needed to determine whether this alignment signifies true consensus or merely suppressed dissent and to explore how changing socioeconomic and cultural contexts could alter attitudes and beliefs.

In contrast, the findings on sexual harassment reveal significant misperceptions, especially regarding workplace reporting and women's acceptability of sexual advances. Both men and women overestimate their peers' agreement, with women exhibiting particularly large gaps, indicating substantial within-gender pluralistic ignorance. This aligns with previous studies illustrating how misperceptions persist within gender groups (Bursztyn et al., 2020; Miller, 2023) and is consistent with research emphasizing how sociocultural constraints inhibit open discussions about sensitive topics like harassment (Wamoyi et al., 2021). Such constraints contribute to increased perception gaps, particularly for women, who often experience the consequences of reporting more profoundly. This dynamic also mirrors Cislighi and Heise's (2019) observation that entrenched norms around silence and conformity discourage individuals from openly rejecting harmful behaviors, thus sustaining an illusion of peer support for such norms.

These dynamics are mirrored in the high prevalence of sexual harassment in Tanzanian society. One respondent observed: "It's still a problem because many Tanzanian girls, especially those from rural areas, have a lot of problems when they are brought here as workers. They go through a lot of problems and sexual abuse. Some get pregnant and are fired, others are beaten in their workplaces." (Male Respondent 3, Personal Communication, 28th of June 2024). Another respondent echoed this: "If a woman goes to ask for a part-time job, you find that the boss wants to make love with her until the day she quits." (Male Respondent 4, Personal Communication, 28th of June 2024). These accounts accentuate the severe impact of harassment, aggravated by gender norms and misperceptions that normalize and perpetuate such behaviors. Moreover, the consequences extend beyond the immediate impact on women, affecting their career progression and family life. A respondent depicts: "It affects them so much. For example, a parent (mother) with two children (...) refuses to have a romantic relationship with her boss or do other inappropriate things and gets fired. You find that the family of that woman or the children who depended on that parent, the services they used to get before are reduced. So, the parent doesn't have a reliable job that will help her children go to school. You find even the attendance of her children at school becomes poor. (...) Even the

development at home becomes difficult, struggling to get food and everything else” (Male Respondent 2, Personal Communication, 28th of June 2024). This exemplifies how normalized harassment affects the individual, their families, and broader societal structures.

Interestingly, examining whether unwelcome touching is considered harassment reveals contradictory findings. Men believe their peers are significantly more progressive than themselves, indicating a reversal of traditional pluralistic ignorance. Women demonstrate a similar, albeit smaller, reversal, believing all their peers agree that unwelcome touching constitutes sexual harassment. This shift contradicts the traditional concept of pluralistic ignorance and aligns with Kuran’s (1995) theory regarding emerging normative changes. These contradictory results represent encouraging signs of progressive changes in gender norms, illustrating the potential for peer group dynamics to challenge established beliefs.

In conclusion, the results reveal the challenge of confronting deeply rooted misperceptions while leveraging emerging normative changes. The presence of both traditional and reversed pluralistic ignorance highlights the intricate nature of within-gender beliefs. Although patriarchal norms reinforce misconceptions in certain areas, indications of shifts in others provide encouragement for change. Leveraging these developing trends may be crucial in addressing ingrained gender-based misperceptions and promoting collective resistance against rigid gender norms and behaviors.

6.2.2 Cross-Gender Beliefs

The findings of this study reveal nuanced biases in cross-gender beliefs, highlighting alignment and misperceptions across themes. Regarding leadership, perceptions appear largely accurate, showing no evidence of cross-gender pluralistic ignorance. This aligns with Ridgeway’s (2011) assertion, which underscores that gendered leadership norms are often more defined and institutionalized, thereby mitigating misalignments. Nevertheless, the broader discourse surrounding gender equality in leadership remains contentious. While the female presidency and 37% female representation in government indicate progress (UN Tanzania, 2021), patriarchal resistance still prevails (Badstue et al., 2021). This tension exemplifies the nature of evolving norms: although public attitudes may exhibit alignment across genders, structural and cultural barriers obstruct gender equality.

In contrast, beliefs about education reveal significant upward bias in both men and women across genders. Women overestimate men's support for prioritizing boys' education, while men tend to overestimate women's support. These exaggerated beliefs align with findings from Bursztyn et al. (2020), implying that deeply rooted patriarchal narratives enhance the belief of support despite lower actual consensus. Cislighi and Heise (2019) emphasize that these norms shape access to resources and opportunities, often disadvantaging girls. Structural barriers girls face in education, such as care burdens at home and early marriages, further perpetuate these views, highlighting how ingrained gender norms shape daily lives and societal frameworks. Clara Kalanga highlights how girls' domestic responsibilities lead them to pursue less demanding subjects like social sciences, restricting their opportunities in a job market skewed towards male-dominated sectors (Clara Kalanga, Personal Communication, 16th of July 2024).

The contrast between perceptions of leadership and education illustrates the interplay between descriptive and injunctive norms. While descriptive norms reflect typical behaviors, injunctive norms prescribe socially accepted behaviors, as Cialdini et al. (1991) described. In leadership, alignment between these norms likely accounts for the absence of significant misperceptions. In education, however, injunctive pressures exaggerate traditional gender expectations, likely contributing to the substantial perception gaps. These gaps underline the resilience of patriarchal norms in shaping perceptions, especially in contexts where structural inequalities prevail (Connel, 2009).

GBV presents another critical area where cross-gender beliefs influence societal dynamics. Our study's evidence shows that women overestimate men's acceptance of GBV, perpetuating pluralistic ignorance, as Cislighi and Heise (2018) describe. These misperceptions are often aggravated by existing power structures that suppress dialogue between genders, creating false normative pressures that discourage individuals from openly rejecting harmful behaviors (Kuran, 1995). This could sustain harmful behaviors by creating a false sense of normative pressure, discouraging individuals from openly rejecting them. Women's exaggerated beliefs may also reflect broader societal narratives that portray men as gatekeepers of patriarchal norms. The visibility of patriarchal views may enhance their perceived prevalence, even when private support is limited (Bursztyn et al., 2020). These interactions emphasize how rigid gender norms shape views across genders and obstruct unified efforts.

Interestingly, men's perception of women's acceptance of GBV shows smaller differences, suggesting greater exposure to women's perspectives. However, a subtle downward bias exists, indicating the sustained influence of harmful gender norms. This aligns with Ridgeway's (2011) findings, which highlight how micro-level interactions influenced by gender norms sustain macro-level inequalities. Cross-gender belief's intricate and nuanced dynamics highlight the need for additional research into how socioeconomic and cultural contexts influence these patterns.

Cross-gender beliefs about sexual harassment reveal similarly nuanced patterns. Women exhibit significant upward bias, overestimating men's acceptance of behaviors like sexual advances. Hardt et al. (2023) and Wamoyi et al. (2021) attribute this bias to strict gender norms and sociocultural influences exacerbating women's perceptions of male dominance. However, women's perceptions of men's attitudes on reporting exhibit less bias, indicating a more harmonized depiction. Conversely, men demonstrate a significant downward bias on both subjects, underestimating women's perceived acceptance. This tendency may stem from societal narratives that reinforce the idea of women's opposition to harassment and highlight the ongoing issue of pluralistic ignorance, as men's views are influenced by established gender norms. Kuran (1995) notes how suppressed dialogue fosters misperceptions, hindering unified opposition to harassment. Nevertheless, the duality observed in our findings illustrates how conflicting biases sustain misperceptions and hinder advances toward equitable gender norms.

Notably, biases about harassment behaviors like unwanted touching and cat-calling show differing trends. Women downplay men's consensus on defining unwanted touching as harassment, indicating a disconnect in recognizing changing male attitudes, further supporting Kuran's (1995) assertion. On the other hand, overestimations related to cat-calling depicts contrasting trends, demonstrating the silent misperceptions that sustain harmful gender norms, emphasizing the necessity for open conversations and transparency to address these gaps.

The findings highlight the complex interplay of cross-gender beliefs and the biases that influence them. While perceptions of leadership indicate some normative progress, exaggerated biases in education show the persistence of patriarchal narratives. Misperceptions about GBV and harassment reinforce rigid gender norms, leading women to believe that men accept GBV more than they actually do and to underestimate men's disapproval of actions

such as unwanted touching. These persistent misperceptions maintain outdated norms, highlighting the intricate nature of cross-gender pluralistic ignorance.

6.3 Limitations

Due to our small male sample size, further research is required to identify trends, as results may reflect random variation within the sample rather than broader patterns. Furthermore, the homogeneity of participants, characterized by respondents' age, educational background, and urban localization, restricts diversity in the sample. Certain p-values are situated close to the statistical cutoff, presenting challenges in interpretation. However, p-values up to 0.01 in small samples are often considered useful as they provide meaningful insights, even though the limited size reduces statistical power and generalizability. Although results nearing the threshold cannot be considered conclusive, the results provide valuable knowledge that can guide the interpretation and discussion of the findings.

As previously mentioned, the responses to the survey questions have been transformed into binary scales. Although this allowed us to identify patterns clearly and effectively compare trends and correlations across groups, it also resulted in the loss of nuanced information. Moreover, our data exhibits standard deviations exceeding 0.5, indicating significant response variability. However, it is important to note that when operating with dummy variables, the interpretation of standard deviations shifts. As the dummy variable is restricted to binary values (0 or 1), it has a fixed range and limited variability. This constraint limits the analysis's robustness, as the data's binary nature eliminates this measurement. Consequently, while dummy variables are useful for identifying categorical patterns, they may oversimplify complex data structures, potentially impacting the interpretability and reliability of the results.

Additionally, responses regarding the classifications of sexual harassment are limited due to missing data. Specifically, the dimension concerning men's perceptions of women's opinions (MW) is absent because of an error in the preparation and formulation of the questions. Moreover, the data and results have been sent and reformatted several times, potentially leading to formatting discrepancies that may have caused errors in the analysis.

Furthermore, the conceptualization of GBV and sexual harassment poses challenges due to differing classifications among respondents. For example, when asked to describe instances of sexual harassment, one respondent mentioned actions like rape, physical assault, and property deprivation, another femicide and a third rape of young children (Female Respondent 3, Personal Communication, 20th of June 2024; Male Respondent 3, Personal Communication, 28th of June 2024; Male Respondent 1, Personal Communication, 28th of June 2024). This variation highlights the complexities of conceptualizing these phenomena and raises concerns about internal validity, as the concepts under investigation might not completely match the researchers' intended definitions. These discrepancies illustrate the difficulty in establishing universally accepted definitions of GBV and sexual harassment, as interpretations are deeply influenced by individual experiences and the extent to which certain behaviors are normalized or condemned within specific cultural and social contexts.

Lastly, during the semi-structured interviews, issues of sensitivity emerged. While the male respondents appeared more open and forthcoming about GBV and sexual harassment, providing examples and reflections, all five female respondents stated that they had neither experienced nor knew anyone who had experienced such issues. Although random variation might explain this, it's also possible that discussing these topics face-to-face felt too sensitive, and an anonymous inquiry could have yielded different or more detailed responses.

6.4 Implications for Further Research

Given the limited existing body of research related to these themes concerning Sub-Saharan Africa and LMICs, numerous intriguing potential and future projects are encompassed within the scope of this thesis.

One potential approach involves broadening the scope and expanding the demographics of our research. This would enhance the representativeness of the study, enabling the findings to be generalizable at either a regional or national level. Subsequently, a similar study could be conducted on a larger scale, incorporating a greater number of respondents. Furthermore, additional age groups could be included, as exemplified by the Demographic and Health Survey (2022), which included respondents aged 15 to 49. Another feasible opportunity would be to integrate various geographical regions and socioeconomic classes. Moreover, a

comparative analysis of rural and urban areas could enhance the depth of the study, enabling an examination of potential disparities between these areas.

Another intriguing aspect of this theme is exploring the interconnectedness between different variables and attitudes toward gender equality. This could include the relationship between socioeconomic factors like employment and education and psychological factors such as self-esteem, well-being, and perceived stress. For instance, is there a link between low socioeconomic status and gender biases? Can we discover a correlation between self-esteem and misogynistic attitudes? Exploring these potential correlations might reveal meaningful insights relevant to intervention programs in both LMICs and HICs.

6.5 Possible Policy Implications

Addressing gender norms is essential in dismantling the structures that sustain inequalities and in promoting sustainable social change (Cislaghi & Heise, 2019). By examining these norms, researchers and practitioners can identify mechanisms of inequality and develop effective interventions to promote equitable attitudes and practices. Efforts to address gender norms must engage at multiple levels, combining community-led initiatives with policy frameworks to ensure long-term and meaningful change (Ridgeway, 2011; Connell, 2009). Interventions could focus on correcting collective misperceptions and fostering open dialogue to dismantle cases of pluralistic ignorance. Accurate information about peer attitudes can disrupt cycles of misinformation, empowering individuals to act in alignment with their private beliefs (Bursztyjn et al., 2020). For instance, feedback correcting perceived support for restrictive gender roles increased support for women's workforce participation in Saudi Arabia. Similarly, campaigns targeting pluralistic ignorance effectively decrease tolerance for violence by exposing the widespread disapproval of harmful behavior (Miller, 2023).

Interview participants emphasized the importance of improving institutions in various areas to make support more accessible (Female Respondent 2, Personal Communication, 20th of June 2024). Moreover, they highlighted more education and community-based initiatives to combat GBV, including government-supported volunteer programs, vocational training, and life skill development to provide education (Male Respondent 3, Personal Communication, 28th of June 2024; Female Respondent 3, Personal Communication, 20th of June 2024; Bata Mola, Personal

Communication, 16th of July 2024). Introducing targeted educational initiatives and intervention programs that include both genders could diminish perceptual disparities by cultivating a supportive environment and facilitating collective action. Furthermore, policies and programs that engage with communities, such as hosting seminars and forums, can be enacted to promote local awareness.

The collection of supplementary research and data is essential for the formulation of policies based on robust evidence. Such an approach has the potential to generate effective policies that accomplish their intended outcomes. Although this study's limited scale restricts its generalizability, further investigation into this area can uncover more broadly applicable trends. Given the notable existence of misperceptions and pluralistic ignorance surrounding gender equality and GBV, these concepts should be considered when formulating future policies.

7. Conclusion

This thesis searched to answer the following research question:

“What are the attitudes to gender equality among young men and women in Dar es Salaam, Tanzania, and what beliefs do they hold about their peers and the opposite gender?”

By examining gender differences in attitudes, within-gender beliefs, and cross-gender beliefs, the study explored variations in individuals’ views and perceptions of their peers and the opposite gender. Moreover, it sought to investigate the presence and underlying dynamics of misperceived norms and pluralistic ignorance in sustaining rigid gender norms. The findings yield insights into societal norms, contributing to a nuanced understanding of individual attitudes and perceived collective beliefs.

The findings indicate notable gender disparities in attitudes towards leadership and education, with men adhering to gender norms that prioritize boys’ education and view men as superior leaders. These preferences underline the persistence of gender norms that depict leadership and education as male-dominated domains, aligning with the broader literature on the effects of gender norms on resource allocation and institutional practices. In contrast, women predominantly supported gender equality, which could signify a growing resistance to traditional norms among young urban Tanzanian women. However, this contrasts with the high acceptance rates of GBV among both genders, which highlights the impact of rigid gender norms that normalize violence.

Within-gender beliefs largely reflected accurate perceptions regarding issues such as gender equality and GBV, where the respondents exhibited an understanding of peers’ attitudes. However, significant instances of pluralistic ignorance were identified in beliefs about sexual harassment, with both men and women overestimating peer support. Such patterns are consistent with existing literature on pluralistic ignorance, illustrating how misperceived beliefs can reinforce norms that individuals may privately reject. However, a form of reversed pluralistic ignorance was observed in perceptions of unwelcome touching, where men perceived their peers as more progressive than themselves, indicating a possible normative shift.

Cross-gender beliefs revealed significant misperceptions, particularly regarding education, GBV, and sexual harassment. Both men and women exaggerated each other's support for prioritizing boys' education, and women overestimated men's tolerance for GBV, highlighting cross-gender pluralistic ignorance. In the context of sexual harassment, women significantly overestimated men's acceptance of behaviors like sexual advances, while men underestimated women's rejection of this, showing an inaccurate perception across genders. These biases illustrate the challenges associated with mitigating gender inequality, as misperceptions could uphold rigid gender norms and hinder collaborative efforts.

Nonetheless, the study is not without its limitations. The small male sample size and homogeneity of our sample constrain the findings' generalizability. Moreover, the cross-sectional design presents limitations in establishing causality and assessing attitudes' stability over time. Future research could address these limitations by incorporating a larger and more diverse sample and utilizing a longitudinal approach to examine the progression of attitudes and beliefs.

In conclusion, this thesis highlights the intricate relationship between personal attitudes, beliefs about peers and the opposite gender, and their connection to social and gender norms. It contributes to the broader academic discourse on misperceived norms and pluralistic ignorance by highlighting how these concepts reinforce rigid gender norms and uphold gender inequality. By identifying discrepancies in beliefs, this thesis provides a foundation for further research to develop interventions bridging these perception gaps. Targeted educational initiatives and community interventions to address misperceptions and pluralistic ignorance can promote a more equitable society, advancing Tanzania's progress toward achieving the sustainable development goal of gender equality.

Declaration on the use of AI tools in the work on this master's thesis

Chat GPT 4.0

Purpose of using the tool: Translation, idea generation, synonym generation, summary of interviews in Appendix, tool for understanding complex concepts, source compilation.

TurboScribe

Purpose of using the tool: Transcription of audio to text.

We are aware that we are responsible for all content of this master's thesis, including the parts where AI tools are used. We are responsible for ensuring that the thesis complies with ethical rules for privacy and publication.

8. Sources

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Appendix

Appendix A: Additional Information from the text

Appendix B: Questionnaire Women

Appendix C: Questionnaire Men

Appendix D: Interview Summaries

Appendix E: Histograms GBV Questions

Appendix F: T-tests

Appendix A: Additional Information

Table 15.9.1 Attitude toward wife beating: Women

Percentage of all women age 15–49 who agree that a husband is justified in hitting or beating his wife for specific reasons, according to background characteristics, Tanzania DHS-MIS 2022

Background characteristic	Husband is justified in hitting or beating his wife if she:					Percentage who agree with at least one specified reason	Number of women
	Goes out without telling him	Neglects the children	Argues with him	Refuses to have sexual intercourse with him	Burns the food		
Age							
15–19	29.2	37.8	33.6	19.3	11.6	47.4	3,083
20–24	30.0	39.0	33.6	23.1	11.9	49.0	2,727
25–29	30.9	37.9	34.2	22.3	11.9	46.2	2,533
30–34	30.8	37.4	32.8	23.6	10.5	47.7	2,076
35–39	30.2	37.5	34.5	27.0	11.9	48.2	1,884
40–44	32.8	38.2	35.0	26.8	12.3	47.7	1,588
45–49	35.4	40.6	35.3	28.9	15.2	48.7	1,363

Table 5 - Table 15.9.1 from the Tanzanian Demographic Health Survey from 2022, page 516.

Table 15.9.2 Attitude toward wife beating: Men

Percentage of all men age 15–49 who agree that a husband is justified in hitting or beating his wife for specific reasons, according to background characteristics, Tanzania DHS-MIS 2022

Background characteristic	Husband is justified in hitting or beating his wife if she:					Percentage who agree with at least one specified reason	Number of men
	Goes out without telling him	Neglects the children	Argues with him	Refuses to have sexual intercourse with him	Burns the food		
Age							
15–19	22.3	27.9	24.4	12.1	5.4	37.2	1,444
20–24	16.8	26.2	21.2	8.3	3.4	34.1	934
25–29	20.0	22.6	18.5	7.4	3.6	31.4	850
30–34	15.7	18.6	13.5	6.4	3.8	27.7	765
35–39	18.7	19.6	16.9	8.0	2.2	29.8	693
40–44	16.5	15.5	13.3	5.6	4.3	24.6	607
45–49	20.5	20.5	16.0	8.1	3.9	28.1	469

Table 6 - Table 15.9.2 from the Tanzanian Demographic Health Survey from 2022, page 518.

Figure 15.5 Attitudes towards wife beating

Percentage of women and men age 15–49 who agree that a husband is justified in beating his wife for specific reasons

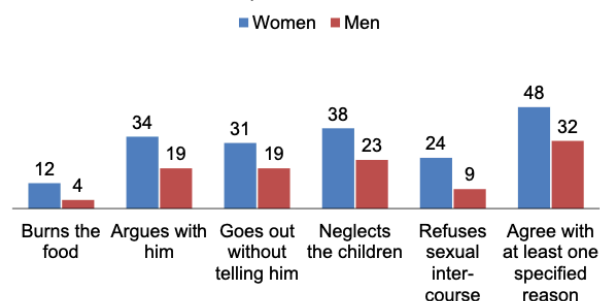


Figure 11 - Figure 15.5 from the Tanzanian Demographic Health survey, page 489

Appendix B: Questionnaire Women

Work Lab Survey

Table of content

Section A: Work

Section B: Willingness to compete and time preference

Section C: Attitudes towards gender equality

Section D: Vignettes

Section E: Aspiration and self- esteem

Section F: Well-being and stress

Section G: Knowledge on sexual harassment

Section H: Attitudes to and experience of sexual harassment

Section I: Background

Introduction

Welcome to this survey where we will ask you some questions about you and your opinions on a range of topics. Your decisions are completely anonymous, in the sense that no-one outside the research group will see your answers.

Section A: Work

Work				
Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
work_1	Are you currently working or doing an internship?	0. No 1. Yes		
work_2	What type of work? Select all that apply	1. Paid employee 2. Internship 3. Family business 4. Self-employed	if work_1=1	Select all that apply
work_3	How many days did you spend working last week?	Integer: 0-7	if work_1=1	
work_4	On a normal day last week, how many hours did you work?	Integer: 0-20	if work_1=1	
work_5a	How much did you earn from your work last week (in TZS)?	Integer	if work_1=1	
work_5b	How much did you earn from your work last week (in TZS)? Please write them in text.	Text	if work_1=1	
work_6	How happy are you with your current job?	1. Not happy at all 2. Unhappy 3. Neutral 4. Somewhat happy 5. Very happy	if work_1=1	
work_7	In the last 4 weeks, have you been looking for a (another)	0. No		

	paid job or internship?	1. Yes		
work_8	In the last 4 weeks, how many times have you asked someone for a job?		If work_7 =1	
work_9	In the last 4 weeks, have you been offered a job?	0. No 1. Yes	If work_7 =1	
work_10	When looking for a job, have you experienced it? Please select that apply.	1. Verbal abuse 2. Sexual harassment 3. Discrimination (For instance, based on your gender, ethnicity, socio-economic condition) 4. None of the above	If work_7 =1	
work_11	What did you do in this situation? Please describe briefly.	Text	If work_10 != 4	
work_12a	Which of the following channels do you consider the first most important in helping you get a job?	1. Family 2. Friends 3. Online 4. Employment agency 5. Others, please specify		
work_12b	Which of the following channels do you consider the second most important in helping you get a job?	1. Family 2. Friends 3. Online 4. Employment agency 5. Others, please specify		
work_12c	Which of the following channels do you consider the third most important in helping you get a job?	1. Family 2. Friends 3. Online 4. Employment		

	job?	agency 5. Others, please specify		
work_13	Imagine that you have been invited to a job interview. How confident would you be that you would perform well in that interview?	1. Not at all confident 2. Somewhat confident 3. Very Confident		
work_14	Would you consider applying for a job where all of the employees are men?	0. No 1. Yes		
work_15	Do you or your parents know anyone who could help you find a job?	0. No 1. Yes		
Prompt: We will now present you with some sentences. Please tell us to what degree you agree or disagree with them, where 1 means “strongly disagree” and 5 means “strongly agree”				
work_16	It is better to wait for the dream job and not accept jobs that are below one's expectations.	1 - strongly disagree 2 - disagree 3 - neutral 4 - agree 5 - strongly agree 98 - refuse		
work_17	It is better to take any job, even if it's below expectations, as this could be one more step towards the dream job.	1 - strongly disagree 2 - disagree 3 - neutral 4 - agree 5 - strongly agree 98 - refuse		
work_18	It is preferable to get a job that gives you a lot of money quickly,	1 - strongly disagree		

	compared to a steady but low-paying job	2 - disagree 3 - neutral 4 - agree 5 - strongly agree 98 - refuse		
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Section B: Willingness to Compete and time preference

Preferences for Risk and Competition				
Prompt: In this section, we will ask you some questions about your views on competition and about your time preferences.				
Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
risk_1	Are you generally a person who is fully prepared to take risks or do you try to avoid taking risks? On a scale where the value 0 means: "Not at all willing to take risks" and the value 10 means: "very willing to take risks".	0 (Not at all willing to take risks) - 10 (very willing to take risks)		
compet_1	I see myself as someone who enjoys winning and hates losing	Likert scale (1-5). 1 is not at all like me, 5 is exactly like me.		
compet_2	I see myself as someone who enjoys competing, regardless of	Likert scale (1-5). 1 is not at all like me, 5 is exactly		

	whether I win or lose	like me.		
compet_3	<p>Which of the following two statements do you agree most with?</p> <ol style="list-style-type: none"> 1. Competition is good. It stimulates people to work hard and develop new ideas. 2. Competition is bad. It brings out the worst in people. 	<ol style="list-style-type: none"> 1. Statement 1 2. Statement 2 		

Willingness to Compete

Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
compet_5	<p>Imagine you are offered a job where you can choose how you want to be paid. Below are two payment options. Please choose the one you would prefer.</p> <p>Option A: "A guaranteed, daily payment of 5,000 TZS."</p> <p>Option B: "A daily payment that depends on how well you perform relative to your colleagues: 15,000 TZS if you perform above average and 0 TZS if you perform below</p>	<ol style="list-style-type: none"> 1. Option A 2. Option B 		

	average.”			
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Section C: Attitudes towards gender equality

Attitudes towards Gender-based violence (Standard GBV questions, for example DHS)

Prompt: We will now ask you about what people may experience in their relationships. Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, a husband is justified in hitting or beating his wife in the following situations. Is it okay to hit his wife...

Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
gbv_1w	... if she goes out without telling him?	0 - No 1 - Yes 98 - Refused		
gbv_2w	... if she neglects the children?	0 - No 1 - Yes 98 - Refused		
gbv_3w	... if she argues with him?	0 - No 1 - Yes 98 - Refused		
gbv_4w	... if she refuses to have sex with him?	0 - No 1 - Yes 98 - Refused		
gbv_5w	... if she burns the food?	0 - No 1 - Yes		

		98 - Refused		
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Perception of other girls:

Attitudes towards Gender-based violence				
<p>Prompt: We will now ask you about what people may experience in their relationships. Sometimes a husband is annoyed or angered by things that his wife does. What do you think girls your age think about the following statement: a husband is justified in hitting or beating his wife in the following situations. Is it okay to hit his wife...</p>				
Questions code	Questions Label	Answers	Skip Pattern	Programer Instructions
gbv_1ww	... if she goes out without telling him?	0 - No 1 - Yes 98 - Refused		
gbv_2ww	... if she neglects the children?	0 - No 1 - Yes 98 - Refused		
gbv_3ww	... if she argues with him?	0 - No 1 - Yes 98 - Refused		
gbv_4ww	... if she refuses to have sex with him?	0 - No 1 - Yes 98 - Refused		
gbv_5ww	... if she burns the food?	0 - No 1 - Yes		

		98 - Refused		
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Attitudes towards gender equality

Prompt: We will now present you with two statements. Please tell us if you agree or disagree with them, on a scale from 1 “strongly disagree” to 5 “strongly agree”

Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
ge_1w	On the whole, men are better leaders than women.	1 - strongly disagree 2 - disagree 3 - neutral 4 - agree 5 - strongly agree 98 - refuse		
ge_2w	Higher education is more important for a boy than for a girl.	1 - strongly disagree 2 - disagree 3 - neutral 4 - agree 5 - strongly agree 98 - refuse		

Attitudes towards gender equality

Prompt: We will now present you with two statements. Please tell us if you think **girls your age** agree or disagree with them, on a scale from 1 “strongly disagree” to 5 “strongly agree”

Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
ge_1ww	On the whole, men are better leaders than women.	1 - strongly disagree 2 - disagree 3 - neutral 4 - agree 5 - strongly agree 98 - refuse		
ge_2ww	Higher education is more important for a boy than for a girl.	1 - strongly disagree 2 - disagree 3 - neutral 4 - agree 5 - strongly agree 98 - refuse		

Section D: Vignettes

Vignettes				
<p>Prompt: Assume that you have been offered a job, and you are thinking about whether to accept the job offer or start a business on your own, that is, self-employment. What would you choose?</p> <p>We will present you with three job scenarios.</p>				
Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions

Prompt: In the first scenario, you have the choice between self-employment and salaried employment where your colleagues and the boss are all male . Which one do you choose?				
vignette_1 a	Which job would you prefer? A: Self-employment with a daily income of 10,000 TZS. B: Salaried employment with a daily income of 20,000 TZS.	1. Job A 2. Job B		
vignette_1 b	Which job would you prefer? A: Self-employment with a daily income of 10,000 TZS. B: Salaried employment with a daily income of 15,000 TZS.	1. Job A 2. Job B	If vignette_1a = 2	
vignette_1 c	Which job would you prefer? A: Self-employment with a daily income of 10,000 TZS. B: Salaried employment with a daily income of 10,000 TZS.	1. Job A 2. Job B	If vignette_1b = 2	
vignette_1 d	Which job would you prefer? A: Self-employment with a daily income of 10,000 TZS.	1. Job A 2. Job B	If vignette_1c = 2	

	B: Salaried employment with a daily income of 5,000 TZS.			
vignette_1 e	Please comment briefly	Text		
Prompt: In the second scenario, you have the choice between self-employment and a job where your colleagues and the boss are all female . Which one do you choose?				
vignette_2 a	Which job would you prefer? A: Self-employment with a daily income of 10,000 TZS. B: Salaried employment with a daily income of 20,000 TZS.	1. Job A 2. Job B		
vignette_2 b	Which job would you prefer? A: Self-employment with a daily income of 10,000 TZS. B: Salaried employment with a daily income of 15,000 TZS.	1. Job A 2. Job B	Vignette 2a = 2	
vignette_2 c	Which job would you prefer? A: Self-employment with a daily income of 10,000 TZS. B: Salaried employment with a	1. Job A 2. Job B	Vignette 2b = 2	

	daily income of 10,000 TZS.			
vignette_2 d	Which job would you prefer? A: Self-employment with a daily income of 10,000 TZS. B: Salaried employment with a daily income of 5,000 TZS.	1. Job A 2. Job B	Vignette 2c = 2	
vignette_2 e	Please comment briefly	Text		
<p>Prompt: In the third scenario, imagine that you have received two job offers. Both job offers are in the same type of business. In one job, all of your colleagues and the boss are women. In the other job, all of your colleagues and the boss are male. Which one would you choose?</p>				
vignette_3 a	Which job would you prefer? A: The job with only women, and a daily income of 10.000 TZS. B: The job with only men, and a daily income of 20.000 TZS.	1. Job A 2. Job B		
vignette_3 b	Which job would you prefer? A: The job with only women, and a daily income of 10.000 TZS.	1. Job A 2. Job B	Vignette 3a = 2	

	B: The job with only men, and a daily income of 15.000 TZS.			
vignette_3 c	Which job would you prefer? A: The job with only women, and a daily income of 10.000 TZS. B: The job with only men, and a daily income of 10.000 TZS.	1. Job A 2. Job B	Vignette 3b = 2	
vignette_3 d	Which job would you prefer? A: The job with only women, and a daily income of 10.000 TZS. B: The job with only men, and a daily income of 5.000 TZS.	1. Job A 2. Job B	Vignette 3c = 2	
vignette_3 e	Please comment briefly	Text		

Section E: Aspiration and self- esteem

Aspiration (Aspirations and self-esteem indices – <u>Glewwe</u>)				
Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
asp_1	It is better to accept things as they come rather than dreaming of a better future	0 - totally disagree ... 10 - totally agree		
asp_2	It is important to set goals in life, especially at school or to find a good job	0 - totally disagree ... 10 - totally agree		
asp_3	I am willing to make effort and investment to reach the goals I set for myself	0 - totally disagree ... 10 - totally agree		
asp_4	I have a precise idea of which study path and career I want to pursue	0 - totally disagree ... 10 - totally agree		
asp_5	I want to have a positive impact on the living conditions of my relatives/community	0 - totally disagree ... 10 - totally agree		

asp_6	What kind of job do you want to have in the future, around age 25-30?	<ol style="list-style-type: none"> 1. Taking care of my household and children 2. Work on the family farm growing crops, raising livestock, or fishing 3. Work in a business operated by a household or family member 4. Work as a paid employee in a private company 5. Work as a paid employee for the government 6. Work on my own as a self-employed worker <p>98. Other. Please specify</p>		
asp_6_oth	Please specify	text		
asp_7	How many children do you want to have?	Integer: 0-20		
asp_8	At what age would you like to have your first child?	Integer: 15-50	If asp_7 > 0	
est_1	I feel that I'm a person of worth on an equal plane with others	<ol style="list-style-type: none"> 1 - strongly disagree 2 - disagree 3 - agree 4 - strongly agree 		

est_2	I am able to do things as well as most other people my age	1 - strongly disagree 2 - disagree 3 - agree 4 - strongly agree		
est_3	I feel I do not have much to be proud of	1 - strongly disagree 2 - disagree 3 - agree 4 - strongly agree		
est_4	On the whole, I am satisfied with myself	1 - strongly disagree 2 - disagree 3 - agree 4 - strongly agree		
est_5	At times, I think I am no good at all	1 - strongly disagree 2 - disagree 3 - agree 4 - strongly agree		

Section F: Well-being and stress

Well-Being (Cantrill ladder)

Prompt: Please imagine a ladder with steps numbered from zero at the bottom to 10 at the top. The top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you.

Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
wb_1	On which step of the ladder would you say you personally feel you stand at this time?	0 (worst possible life) -10 (best possible life)		
wb_2	On which step do you think you will stand about five years from now?	0 (worst possible life) -10 (best possible life)		

Perceived Stress (Abbreviated Version of Cohen's Perceived Stress Scale (PSS-4))				
Prompt: Please for each question, choose from the following alternatives:				
Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
pss_1	In the last month, how often have you felt that you were unable to control the important things in your life?	0. Never 1. Almost never 2. Sometimes 3. Fairly often 4. Very often		
pss_2	In the last month, how often have you felt confident about your	0. Never 1. Almost never		

	ability to handle your personal problems?	2. Sometimes 3. Fairly often 4. Very often		
pss_3	In the last month, how often have you felt that things were going your way?	0. Never 1. Almost never 2. Sometimes 3. Fairly often 4. Very often		
pss_4	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	0. Never 1. Almost never 2. Sometimes 3. Fairly often 4. Very often		

Section G: Knowledge on sexual harassment

Knowledge questions

Prompt: We will now ask you some questions about situations a person might experience at the workplace or when looking for work.

Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
pod_1	Please select all of the following situations which you would classify as sexual harassment.	<ol style="list-style-type: none"> 1. Cat-calling 2. Unwelcome touching 3. Making a compliment using seductive language like "you are beautiful" 		Select multiple
pod_2	Which of the following would you expect as a worker? Select all that apply.	<ol style="list-style-type: none"> 1. Prompt payment 2. Fair wages 3. Use of company vehicles for personal errands 4. Adequate time for rest and socializing 		Select multiple
pod_3	If you were to experience sexual harassment, which of the following places could you report to? Select all that apply.	<ol style="list-style-type: none"> 1. Police Dawati 2. The president's office for gender affairs 3. Organizations to promote women's rights, such as TGNP 		Select multiple

Perception of other women:

Knowledge questions				
Prompt: We will now ask you some questions about situations a person might experience at the workplace or when looking for work.				
Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
pod_1ww	Please select all of the following situations which you think girls	<ol style="list-style-type: none"> 1. Cat-calling 2. Unwelcome 		Select multiple

	your age would classify as sexual harassment.	touching 3. Making a compliment using seductive language like "you are beautiful"		
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Perception of men:

Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
pod_1wm	Please select all of the following situations which you think boys your age would classify as sexual harassment.	1. Cat-calling 2. Unwelcome touching 3. Making a compliment using seductive language like "you are beautiful"		Select multiple

Section H: Attitudes to, and experience of sexual harassment

Attitude, and Experience of Sexual Harassment (inspired by “Knowledge, Attitude, and Practices (KAP) about Sexual Harassment at Workplace”, [link](#), and [SEQ-W](#))

Prompt: In this section, we will ask you questions regarding your experience on sexual harassment and attitude towards dealing with sexual harassment.

Questions code	Questions Label	Answers	Skip Pattern	Programmer Instructions
att_1	If someone is being sexually harassed at work, then she should report it to a supervisor	1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree		

att_2	Reporting workplace sexual harassment is an effective way of stopping the problem	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree 		
att_3	A person who reports workplace sexual harassment is just a snitch	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree 		
att_4	Reporting workplace sexual harassment creates new problems for everyone	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree 		
att_5	People should not be afraid to report sexual harassment in their workplace	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree 		
att_6	Workplace sexual harassment problems will persist, even if people report them	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree 		
att_7	Women should accept sexual advances (like touching) at the workplace: It's just part of the work environment.	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree 		
att_8	Have you ever been in one of the following situations? Please select all that apply.	<ol style="list-style-type: none"> 1. Received sexist comments 2. Been told suggestive sexual stories 3. Where you were afraid of poor treatment if you didn't cooperate 4. Where you experienced negative 		Select multiple

		<p>consequences for refusing to cooperate</p> <p>5. Been touched in a way that made you feel uncomfortable</p> <p>6. None</p>		
att_9	If yes, where did you experience this? Select all that apply.	<p>1. Workplace</p> <p>2. Commuting</p> <p>3. At home</p> <p>4. At school</p> <p>5. Other, please specify</p>	if att_8 != 6	Select multiple
att_10	If you were to experience inappropriate or unwanted behavior, such as sexual harassment, in your workplace, what steps would you most likely take? Please briefly describe.	Text		
<p>Prompt: We would now like to know what you think other girls your age would think about two of the questions above.</p>				
att_11	<p>“Reporting workplace sexual harassment creates new problems for everyone. It’s better just to keep quiet about it.”</p> <p>Out of 100 girls your age, how many do you think would agree?</p>	Integer: 0-100		
att_12	<p>“Women should accept sexual advances (like touching) at the workplace: It's just part of the work environment.”</p> <p>Out of 100 girls your age, how many do you think would agree?</p>	Integer: 0-100		
<p>Prompt: We would now like to know what you think other boys your age would think about the following statement.</p>				

att_13	<p>“Reporting workplace sexual harassment creates new problems for everyone. It’s better just to keep quiet about it.”</p> <p>Out of 100 boys your age, how many do you think would agree?</p>	Integer: 0-100		
att_14	<p>“Women should accept sexual advances (like touching) at the workplace: It's just part of the work environment.”</p> <p>Out of 100 boys your age, how many do you think would agree?</p>	Integer: 0-100		

Attitude, and Experience of Sexual Harassment

Prompt: In this section, we will ask you one question regarding what you think about your peers’ experience on sexual harassment and attitudes towards dealing with sexual harassment.

Prompt: We would now like to know what you think **boys your age** would think about the following statement.

att_14wm	<p>“Reporting workplace sexual harassment creates new problems for everyone.” Out of 100 boys your age, how many do you think would agree?</p>	Integer: 0-100		
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Section I: Background

Background questions (partially “Poverty Probability Index”)

Prompt: In this last section, we are going to ask you some questions about your background.

Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
bg_1	What is your current age?	integer		
bg_2	What is your marital status?	1 = Single 2 = In a relationship 3 = Married		
bg_3	Do you have a child?	0 = No 1 = Yes		
bg_4	How many people are living in your current household, including yourself?	integer		
bg_5	How many of these are adults, that is 16 years or above?	integer		
bg_6	How many of the adult household members are currently earning an income?	integer		

bg_7	What is the occupation of your father?	<ol style="list-style-type: none"> 1. Taking care of my household and children 2. Working on the family farm growing crops 3. Working as a paid employee in a private company 4. Working as a paid employee for the government 5. Working as a business owner (self-employed) 6. Others, please specify 88. Don't know		
bg_8	What is the occupation of your mother?	<ol style="list-style-type: none"> 1. Taking care of my household and children 2. Working on the family farm growing crops 3. Working as a paid employee in a private company 4. Working as a paid employee for the government 5. Working as a business owner (self-employed) 6. Others, please specify 		
bg_9	In the past one week, did the household consume any of the	<ol style="list-style-type: none"> 1. Beef 2. Cattle milk 3. Rice 4. Wheat flour 		Select multiple

	following? Please select all that apply.	5. None of the above		
bg_10	What is the main building material of the walls of your household?	<ol style="list-style-type: none"> 1. Sun dried bricks, Baked bricks, Poles and mud, Grass, Other 2. Stones, Cement bricks, Timber 3. None of the above 		
bg_11	What is the main source of energy for lightning?	<ol style="list-style-type: none"> 1. Acetylene lamp, Kerosene, Candles, Firewood, Parafin, Torch, Other 2. Solar, Generator, Private sources, Natural gas 3. Electricity 4. None of the above 		
bg_12	Does your household own an Iron (electric or charcoal)?	<p>0 = No</p> <p>1 = Yes</p>		
bg_13	Does your household own a table?	<p>0 = No</p> <p>1 = Yes</p>		
bg_14	In the last 20 days, have you ever listened to any podcast series on career guidance and counseling? If yes, how many episodes have you listened to?	Integer		

Section Z: End

z1	Do you have any comments?	TEXT
<i>Read: We would like to thank you for your time.</i>		

Appendix C – Questionnaire Men

Table of content

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Section H: Background

Section Z: End

Introduction

Welcome to this survey where we will ask you some questions about you and your opinions on a range of topics. Your decisions are completely anonymous, in the sense that no-one outside the research group will see your answers.

Section A: Work

Work				
Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
work_1	Are you currently working or doing an internship?	0. No 1. Yes		
work_2	What type of work? Select all that apply	1. Paid employee 2. Internship 3. Family business 4. Self-employed	if work_1=1	Select all that apply
work_3	How many days did you spend working last week?	Integer: 0-7	if work_1=1	
work_4	On a normal day last week, how many hours did you work?	Integer: 0-20	if work_1=1	
work_5a	How much did you earn from your work last week (in TZS)?	Integer	if work_1=1	
work_5b	How much did you earn from your work last week (in TZS)? Please write them in text.	Text	if work_1=1	
work_6	How happy are you with your current job?	1. Not happy at all 2. Unhappy 3. Neutral 4. Somewhat happy 5. Very happy	if work_1=1	
work_7	In the last 4 weeks, have you been looking for a (another)	0. No		

	paid job or internship?	1. Yes		
work_8	In the last 4 weeks, how many times have you asked someone for a job?		If work_7 =1	
work_9	In the last 4 weeks, have you been offered a job?	0. No 1. Yes	If work_7 =1	
work_10	When looking for a job, have you experienced it? Please select that apply.	1. Verbal abuse 2. Sexual harassment 3. Discrimination (For instance, based on your gender, ethnicity, socio-economic condition) 4. None of the above	If work_7 =1	
work_11	What did you do in this situation? Please describe briefly.	Text	If work_10 != 4	
work_12a	Which of the following channels do you consider the first most important in helping you get a job?	1. Family 2. Friends 3. Online 4. Employment agency 5. Others, please specify		
work_12b	Which of the following channels do you consider the second most important in helping you get a job?	1. Family 2. Friends 3. Online 4. Employment agency 5. Others, please specify		
work_12c	Which of the following channels do you consider the third most important in helping you get a job?	1. Family 2. Friends 3. Online 4. Employment		

	job?	agency 5. Others, please specify		
work_12d	In the last 4 weeks, which of the following channels have you used in helping you get a job? Select all that apply.	1. Family 2. Friends 3. Online 4. Employment agency 5. Others, please specify		
work_13	Imagine that you have been invited to a job interview. How confident would you be that you would perform well in that interview?	1. Not at all confident 2. Somewhat confident 3. Very Confident		
Work_14	Would you consider applying for a job where all of the employees are women	0. No 1. Yes		
work_15	Do you or your parents know anyone who could help you find a job?	0. No 1. Yes		
Prompt: We will now present you with some sentences. Please tell us to what degree you agree or disagree with them, where 1 means “strongly disagree” and 5 means “strongly agree”				
work_16	It is better to wait for the dream job and not accept jobs that are below one's expectations.	1 - strongly disagree 2 - disagree 3 - neutral 4 - agree 5 - strongly agree 98 - refuse		
work_17	It is better to take any job, even if it's below expectations, as this could be one more step towards	1 - strongly disagree 2 - disagree		

	the dream job.	3 - neutral 4 - agree 5 - strongly agree 98 - refuse		
work_18	It is preferable to get a job that gives you a lot of money quickly, compared to a steady but low-paying job	1 - strongly disagree 2 - disagree 3 - neutral 4 - agree 5 - strongly agree 98 - refuse		

Section B: Willingness to Compete and time preference

Preferences for Risk and Competition

Prompt: In this section, we will ask you some questions about your views on competition and about your time preferences.

Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
risk_1	Are you generally a person who is fully prepared to take risks or do you try to avoid taking risks? On a scale where the value 0 means: "Not at all willing to take risks" and the value 10 means: "very willing to take risks".	0 (Not at all willing to take risks) - 10 (very willing to take risks)		

compet_1	I see myself as someone who enjoys winning and hates losing	Likert scale (1-5). 1 is not at all like me, 5 is exactly like me.		
compet_2	I see myself as someone who enjoys competing, regardless of whether I win or lose	Likert scale (1-5). 1 is not at all like me, 5 is exactly like me.		
compet_3	<p>Which of the following two statements do you agree most with?</p> <ol style="list-style-type: none"> 1. Competition is good. It stimulates people to work hard and develop new ideas. 2. Competition is bad. It brings out the worst in people. 	<ol style="list-style-type: none"> 1. Statement 1 2. Statement 2 		

Willingness to Compete

Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
compet_5	Imagine you are offered a job where you can choose how you want to be paid. Below are two payment options. Please choose the one you would prefer.	<ol style="list-style-type: none"> 1. Option A 2. Option B 		

	<p>Option A: "A guaranteed, daily payment of 5,000 TZS."</p> <p>Option B: "A daily payment that depends on how well you perform relative to your colleagues: 15,000 TZS if you perform above average and 0 TZS if you perform below average."</p>			
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Section C: Attitudes towards gender equality

Attitudes towards Gender-based violence				
<p>Prompt: We will now ask you about what people may experience in their relationships. Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, a husband is justified in hitting or beating his wife in the following situations. Is it okay to hit his wife...</p>				
Question s code	Questions Label	Answers	Skip Pattern	Progamer Instructions
gbv_1	... if she goes out without telling him?	0 - No 1 - Yes 98 - Refused		
gbv_2	... if she neglects the children?	0 - No 1 - Yes 98 - Refused		
gbv_3	... if she argues with him?	0 - No 1 - Yes		

		98 - Refused		
gbv_4	... if she refuses to have sex with him?	0 - No 1 - Yes 98 - Refused		
gbv_5	... if she burns the food?	0 - No 1 - Yes 98 - Refused		

Attitudes towards gender equality

Prompt: We will now present you with two statements. Please tell us if you agree or disagree with them, on a scale from 1 “strongly disagree” to 5 “strongly agree”

Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
ge_1	On the whole, men are better leaders than women.	1 - strongly disagree 2 - disagree 3 - neutral 4 - agree 5 - strongly agree 98 - refuse		
ge_2	Higher education is more important for a boy than for a girl.	1 - strongly disagree 2 - disagree 3 - neutral 4 - agree 5 - strongly agree		

		98 - refuse		
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Boys perception of girls:

Attitudes towards Gender-based violence				
<p>Prompt: We have been conducting workshops with girls your age where they responded to the same questions. The following questions ask what you think that most girls in that session would answer to these questions. We will now ask you about what people may experience in their relationships. Sometimes a husband is annoyed or angered by things that his wife does. Do you think that girls your age would think it's okay that a husband is hitting or beating his wife in the following situations.</p>				
Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
gbv_1	... if she goes out without telling him?	0 - No 1 - Yes 98 - Refused		
gbv_2	... if she neglects the children?	0 - No 1 - Yes 98 - Refused		
gbv_3	... if she argues with him?	0 - No 1 - Yes 98 - Refused		
gbv_4	... if she refuses to have sex with him?	0 - No 1 - Yes 98 - Refused		

gbv_5	... if she burns the food?	0 - No 1 - Yes 98 - Refused		
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Attitudes towards gender equality

Prompt: We will now present you with two statements. Please tell us if you think girls your age agree or disagree with these statements, on a scale from 1 “strongly disagree” to 5 “strongly agree”.

Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
ge_1	On the whole, men are better leaders than women.	1 - strongly disagree 2 - disagree 3 - neutral 4 - agree 5 - strongly agree 98 - refuse		
ge_2	Higher education is more important for a boy than for a girl.	1 - strongly disagree 2 - disagree 3 - neutral 4 - agree 5 - strongly agree 98 - refuse		

Perception of other boys:
Attitudes towards Gender-based violence

Prompt: We will now ask you about what people may experience in their relationships. Sometimes a husband is annoyed or angered by things that his wife does. What do you think **boys your age** think about the following statement: a husband is justified in hitting or beating his wife in the following situations. Is it okay to hit his wife...

Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
gbv_1mm	... if she goes out without telling him?	0 - No 1 - Yes 98 - Refused		
gbv_2mm	... if she neglects the children?	0 - No 1 - Yes 98 - Refused		
gbv_3mm	... if she argues with him?	0 - No 1 - Yes 98 - Refused		
gbv_4mm	... if she refuses to have sex with him?	0 - No 1 - Yes 98 - Refused		
gbv_5mm	... if she burns the food?	0 - No 1 - Yes 98 - Refused		

Attitudes towards gender equality

Prompt: We will now present you with two statements. Please tell us if you think **boys your age** agree or disagree with them, on a scale from 1 “strongly disagree” to 5 “strongly agree”

Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
ge_1mm	On the whole, men are better leaders than women.	1 - strongly disagree 2 - disagree 3 - neutral 4 - agree 5 - strongly agree 98 - refuse		
ge_2mm	Higher education is more important for a boy than for a girl.	1 - strongly disagree 2 - disagree 3 - neutral 4 - agree 5 - strongly agree 98 - refuse		

Section D: Aspiration and self- esteem

Aspiration

Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions

asp_1	It is better to accept things as they come rather than dreaming of a better future	0 - totally disagree ... 10 - totally agree		
asp_2	It is important to set goals in life, especially at school or to find a good job	0 - totally disagree ... 10 - totally agree		
asp_3	I am willing to make effort and investment to reach the goals I set for myself	0 - totally disagree ... 10 - totally agree		
asp_4	I have a precise idea of which study path and career I want to pursue	0 - totally disagree ... 10 - totally agree		
asp_5	I want to have a positive impact on the living conditions of my relatives/community	0 - totally disagree ... 10 - totally agree		
asp_6	What kind of job do you want to have in the future, around age 25-30?	<ol style="list-style-type: none"> 1. Taking care of my household and children 2. Work on the family farm growing crops, raising livestock, or fishing 3. Work in a business operated by a household or family member 		

		<p>4. Work as a paid employee in a private company</p> <p>5. Work as a paid employee for the government</p> <p>6. Work on my own as a self-employed worker</p> <p>98. Other. Please specify</p>		
asp_7	How many children do you want to have?	Integer: 0-20		
asp_8	At what age would you like to have your first child?	Integer: 15-50	If asp_7 > 0	
est_1	I feel that I'm a person of worth on an equal plane with others	<p>1 - strongly disagree</p> <p>2 - disagree</p> <p>3 - agree</p> <p>4 - strongly agree</p>		
est_2	I am able to do things as well as most other people my age	<p>1 - strongly disagree</p> <p>2 - disagree</p> <p>3 - agree</p> <p>4 - strongly agree</p>		
est_3	I feel I do not have much to be proud of	<p>1 - strongly disagree</p> <p>2 - disagree</p> <p>3 - agree</p> <p>4 - strongly agree</p>		

est_4	On the whole, I am satisfied with myself	1 - strongly disagree 2 - disagree 3 - agree 4 - strongly agree		
est_5	At times, I think I am no good at all	1 - strongly disagree 2 - disagree 3 - agree 4 - strongly agree		

Section E: Well-being and stress

Well-Being (Cantrill)				
<p>Prompt: Please imagine a ladder with steps numbered from zero at the bottom to 10 at the top. The top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you.</p>				
Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
wb_1	On which step of the ladder would you say you personally feel you stand at this time?	0 (worst possible life) -10 (best possible life)		
wb_2	On which step do you think you will stand about five years from now?	0 (worst possible life) -10 (best possible life)		

Perceived Stress (Abbreviated Version of Cohen's Perceived Stress Scale (PSS-4))

Prompt: Please for each question, choose from the following alternatives:

Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
pss_1	In the last month, how often have you felt that you were unable to control the important things in your life?	0. Never 1. Almost never 2. Sometimes 3. Fairly often 4. Very often		
pss_2	In the last month, how often have you felt confident about your ability to handle your personal problems?	0. Never 1. Almost never 2. Sometimes 3. Fairly often 4. Very often		
pss_3	In the last month, how often have you felt that things were going your way?	0. Never 1. Almost never		

		<ol style="list-style-type: none"> 2. Sometimes 3. Fairly often 4. Very often 		
pss_4	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	<ol style="list-style-type: none"> 0. Never 1. Almost never 2. Sometimes 3. Fairly often 4. Very often 		

Section F: Knowledge on sexual harassment

Knowledge questions				
Prompt: We will now ask you some questions about situations a person might experience at the workplace or when looking for work.				
Questions code	Questions Label	Answers	Skip Pattern	Programmer Instructions
pod_1	Please select all of the following situations which you would classify as sexual harassment.	<ol style="list-style-type: none"> 4. Cat-calling 5. Unwelcome touching 6. Making a compliment using seductive language like "you are beautiful" 		Select multiple
pod_2	Which of the following would you expect as a worker? Select	<ol style="list-style-type: none"> 1. Prompt payment 2. Fair wages 		Select

	all that apply.	<ol style="list-style-type: none"> 3. Use of company vehicles for personal errands 4. Adequate time for rest and socializing 		multiple
pod_4	According to girls your age, please select all of the following situations which you think would classify as sexual harassment.	<ol style="list-style-type: none"> 1. Cat-calling 2. Unwelcome touching 3. Making a compliment using seductive language like "you are beautiful" 		Select multiple

Perception of other boys:

Knowledge questions				
Prompt: We will now ask you one question about a situation a person might experience at the workplace or when looking for work.				
Questions code	Questions Label	Answers	Skip Pattern	Programe Instructions
pod_1mm	Please select all of the following situations which you think boys your age would classify as sexual harassment.	<ol style="list-style-type: none"> 1. Cat-calling 2. Unwelcome touching 3. Making a compliment using seductive language like "you are beautiful" 		Select multiple

Section G: Attitudes to, and experience of sexual harassment

Attitude, and Experience of Sexual Harassment				
Prompt: In this section, we will ask you questions regarding your experience on sexual harassment and attitude towards dealing with sexual harassment.				
Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
att_1	If someone is being sexually harassed at work, then she should report it to a supervisor	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree 		
att_2	Reporting workplace sexual harassment is an effective way of stopping the problem	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree 		
att_3	A person who reports workplace sexual harassment is just a snitch	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree 		
att_4	Reporting workplace sexual harassment creates new problems for everyone	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree 		
att_5	People should not be afraid to report sexual harassment in their workplace	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree 		
att_6	Workplace sexual harassment problems will persist, even if people report them	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree 		

att_7	Women should accept sexual advances (like touching) at the workplace: It's just part of the work environment.	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree 		
att_8	Have you ever been in one of the following situations? Please select all that apply.	<ol style="list-style-type: none"> 1. Received sexist comments 2. Been told suggestive sexual stories 3. Where you were afraid of poor treatment if you didn't cooperate 4. Where you experienced negative consequences for refusing to cooperate 5. Been touched in a way that made you feel uncomfortable 6. None 		Select multiple
att_9	If yes, where did you experience this? Select all that apply.	<ol style="list-style-type: none"> 1. Workplace 2. Commuting 3. At home 4. At school 5. Other, please specify 	if att_8 != 6	Select multiple
att_10	If you were to experience inappropriate or unwanted behavior, such as sexual harassment, in your workplace, what steps would you most likely take? Please briefly describe.	Text		
<p>Prompt: We would now like to know what you think boys your age would think about two of the questions above.</p>				

att_11	<p>“Reporting workplace sexual harassment creates new problems for everyone. It’s better just to keep quiet about it.”</p> <p>Out of 100 boys your age, how many do you think would agree?</p>	Integer: 0-100		
att_12	<p>“Women should accept sexual advances (like touching) at the workplace: It's just part of the work environment.”</p> <p>Out of 100 boys your age, how many do you think would agree?</p>	Integer: 0-100		
<p>Prompt: We would now like to know what you think girls your age would think about the following statement.</p>				
att_13	<p>“Reporting workplace sexual harassment creates new problems for everyone. It’s better just to keep quiet about it.”</p> <p>Out of 100 (boys) girls your age, how many do you think would agree?</p>	Integer: 0-100		
att_14	<p>“Women should accept sexual advances (like touching) at the workplace: It's just part of the work environment.”</p> <p>Out of 100 (boys) girls your age, how many do you think would agree?</p>	Integer: 0-100		

Perception of boys:
Attitude, and Experience of Sexual Harassment

Prompt: In this section, we will ask you questions regarding what you think about your peers' experience on sexual harassment and attitudes towards dealing with sexual harassment.

Prompt: We would now like to know what you think **boys your age** would think about the following statement.

att_11mm	“Reporting workplace sexual harassment creates new problems for everyone. It’s better just to keep quiet about it.” Out of 100 boys your age, how many do you think would agree?	Integer: 0-100		
att_12mm	“Women should accept sexual advances (like touching) at the workplace: It's just part of the work environment.” Out of 100 boys your age, how many do you think would agree?	Integer: 0-100		

Perception of girls

Prompt: We would now like to know what you think **girls your age** would think about the following statement.

att_13mw	“Reporting workplace sexual harassment creates new problems for everyone. It’s better just to keep quiet about it.” Out of 100 girls your age, how many do you think would agree?	Integer: 0-100		
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att_14mw	<p>“Women should accept sexual advances (like touching) at the workplace: It's just part of the work environment.”</p> <p>Out of 100 girls your age, how many do you think would agree?</p>	Integer: 0-100		
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Section H: Background

Prompt: In this last section, we are going to ask you some questions about your background.				
Questions code	Questions Label	Answers	Skip Pattern	Progamer Instructions
bg_1	What is your current age?	integer		
bg_2	What is your marital status?	1 = Single 2 = In a relationship 3 = Married		
bg_3	Do you have a child?	0 = No 1 = Yes		
bg_4	How many people are living in your current household, including yourself?	integer		

bg_5	How many of these are adults, that is 16 years or above?	integer		
bg_6	How many of the adult household members are currently earning an income?	integer		
bg_7	What is the occupation of your father?	<ol style="list-style-type: none"> 1. Taking care of my household and children 2. Working on the family farm growing crops 3. Working as a paid employee in a private company 4. Working as a paid employee for the government 5. Working as a business owner (self-employed) 6. Others, please specify 88. Don't know		
bg_8	What is the occupation of your mother?	<ol style="list-style-type: none"> 1. Taking care of my household and children 2. Working on the family farm growing crops 3. Working as a paid employee in a private company 4. Working as a paid employee for the 		

		<p>government</p> <p>5. Working as a business owner (self-employed)</p> <p>6. Others, please specify</p>		
bg_9	In the past one week, did the household consume any of the following? Please select all that apply.	<p>1. Beef</p> <p>2. Cattle milk</p> <p>3. Rice</p> <p>4. Wheat flour</p> <p>5. None of the above</p> <p>6. None of the above</p>		Select multiple
bg_10	What is the main building material of the walls of your household?	<p>1. Sun dried bricks, Baked bricks, Poles and mud, Grass, Other</p> <p>2. Stones, Cement bricks, Timber</p> <p>3. None of the above</p>		
bg_11	What is the main source of energy for lightning?	<p>1. Acetylene lamp, Kerosene, Candles, Firewood, Parafin, Torch, Other</p> <p>2. Solar, Generator, Private sources, Natural gas</p> <p>3. Electricity</p> <p>4. None of the above</p>		
bg_12	Does your household own an Iron (electric or charcoal)?	<p>0 = No</p> <p>1 = Yes</p>		
bg_13	Does your household own a table?	<p>0 = No</p> <p>1 = Yes</p>		

bg_14	In the last 20 days, have you ever listened to any podcast series on career guidance and counseling? If yes, how many episodes have you listened to?	Integer		
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Section Z: End

z1	Do you have any comments?	TEXT
<i>Read: We would like to thank you for your time.</i>		

Appendix D – Summaries of the Semi Structured Interviews

Summaries of the Interviews with the Male Respondents

Summary Male Respondent 1

A secondary school graduate, he lives in a balanced family of five. He perceives no favoritism between him and his younger sisters. He acknowledges sexual abuse as a challenge in Tanzania, though he believes its prevalence is decreasing due to societal education and advocacy. He has encountered reports of abuse through media, particularly involving children. Male Respondent 1 suggests strict laws and continuous awareness to combat sexual abuse. Aspiring to be an auto mechanic, he currently works at a barbershop and plans to pursue further education despite challenges related to his young appearance.

Summary Male Respondent 2

A secondary school graduate, he lives with his mother and brother. He identifies gender-based violence as a persistent issue, exemplified by cases like the mistreatment of housemaids. Male Respondent 2 recalls past experiences of unequal treatment compared to his sister under his grandmother's care, which affected his education. He stresses the importance of reporting abuse and providing education to combat harmful societal beliefs. His goal of becoming an entrepreneur faces economic constraints.

Summary Male Respondent 3

A secondary school graduate, he describes his family life as loving, harmonious, and equal among siblings. He acknowledges sexual abuse as a significant issue in rural-to-urban migration scenarios, with some cases rooted in workplace challenges. Male Respondent 3 advocates for education and institutional support to address abuse. His aspirations of becoming a businessman are hindered by unemployment, but he emphasizes the importance of self-reliance and external opportunities.

Summary Male Respondent 4

A secondary school graduate, lives in a family of four with no perceived favoritism. While he has not witnessed sexual abuse directly, he identifies its existence and emphasizes the need

for better education to address it. He aspires to be a video shooting director and has received church-based training but faces challenges related to resources and mentorship.

Summary Male Respondent 5

A secondary school graduate, describes his family relationships as distant due to differing priorities but perceives equality in support. He recounts workplace mistreatment of colleagues and personal experiences of racial harassment, advocating for consistent encouragement and removing individuals from abusive environments. Aspiring to be a musician, Male Respondent 5 faces economic and networking challenges but remains determined through practice and parental support.

Summaries of the Interviews with the Female Respondents

Summary Female Respondent 1

A secondary school graduate, Female Respondent 1 lives in a family of six with perceived equality in treatment. She recognizes sexual harassment as a societal issue and stresses the importance of counseling and reporting such incidents. She highlights the need for continued education on harassment and its impact on women's aspirations, often causing hopelessness and extreme actions. Her dream of becoming a teacher or lawyer has been hindered by academic challenges, but she remains optimistic about future possibilities with her father's support.

Summary Female Respondent 2

A secondary school graduate, she shares that her family treats all siblings equally. She emphasizes the need for accessible counseling and support institutions for victims of sexual abuse, advocating for increased awareness and faster intervention. She believes abuse can lead to mental distractions that hinder career progression. Aspiring to be a businesswoman, Female Respondent 2 faces economic challenges but is committed to seizing opportunities and building resilience.

Summary Female Respondent 3

A secondary school graduate, lives in a female-led household following her father's death. She highlights a lack of awareness about sexual abuse and advocates for governmental initiatives to educate communities. Female Respondent 3 believes past abuse can demotivate women and hinder their career aspirations. Aspiring to be a model, she works as a seamstress but faces financial challenges in pursuing her dreams.

Summary Female Respondent 4

A secondary school graduate, perceives her family life as equitable. She acknowledges societal education on sexual abuse but suggests more effort is needed to eliminate residual cases. Female Respondent 4 aspires to be a chef but faces financial constraints. She emphasizes the resilience of women and advocates for speaking up against abuse regardless of societal pressures.

Summary Female Respondent 5

A secondary school graduate, lives with her aunt after her mother's death. She perceives no gender-based discrimination within her household but acknowledges a lack of societal education on abuse. Aspiring to grow her juice business and succeed academically, Female Respondent 5 faces challenges like the absence of study support and infrastructural issues, such as power outages. She emphasizes the need for education to build confidence in reporting abuse.

Summary of Interview with key stakeholder Clara Kalanga (TGNP)

Introduction and role in TGNP:

- Clara Kalanga has with TGNP for 15 years and is currently the Head of Programs.
- She started as an intern, and advanced to Program Officer, Senior Program Officer, and now oversees all programs and projects in collaboration with the executive director.
- Passionate about community work and gender equality, inspired by her own experiences and the prevalence of gender-based violence (GBV) in her community.
- She chose to work at TGNP due to its focus on gender and community issues.

TGNP Overview:

- Founded in 1993, TGNP aims for gender equality, equity, and social justice in Tanzania.
- Their key departments include: Knowledge, Research, and Analysis; Movement Building and Activism; Training and Capacity Building.

Key Programs and Initiatives:

- Conducts research for evidence-based advocacy.
- Hosts seminars and forums to disseminate findings and engage with the community.
- Organizes the national and district Gender Festivals and Young Feminist Forum.
- Operates gender clubs in schools to address GBV and promote leadership.
- Provides training on gender-responsive budgeting and feminism to various stakeholders.
- Mentorship programs for aspiring women politicians and leaders.
- Engages with political parties to promote women candidates.

Main Challenges in Education for Girls:

- Issues such as lack of sanitary facilities, long distances to schools, and care burdens at home, also known as the informal work sector.
- High enrolment but low transition rates to higher education due to early pregnancy, marriage, and poor performance in poorly resourced schools.

Employment Barriers for Women:

- Girls often pursue social sciences, but job opportunities are skewed towards male-dominated sectors like engineering.
- Vocational training and self-employment suggested as potential solutions.
- Sextortion and fear of promoting women due to potential maternity leaves hinder career advancement.
- Unequal access to opportunities despite equal pay legislation.

Addressing GBV and Sexual Harassment:

- Existing laws against GBV and sextortion are not effectively enforced.
- Gender desks and one-stop centers recommended for better reporting and support mechanisms.
- Cultural norms and societal perceptions are significant barriers to gender equality.

TGNP's Approach to Change:

- Involves boys and men in gender equality discussions and education to foster a supportive environment.
- Uses successful examples from communities to inspire others.
- Works with traditional and religious leaders to influence community norms and perceptions.

Future Outlook:

- Clara is hopeful about the upcoming generation, believing they will be more open to gender equality.
- TGNP's ongoing efforts, involving both boys and girls, aim to create lasting change.

- Cultural and social norms are the most significant barriers, but with sustained effort, progress is achievable.

Summary of Interview with key stakeholder Bata Mola (Femina Hip)

Introduction:

- **Bata Mola:** Director of Programs at Femina Hip, initially part-time due to pursuing a Master's degree.
- **Motivation:** Joined Femina Hip due to its innovative approach to communication and social journalism in Tanzania. The immediate impact of their work on communities is a strong motivator.

Organization:

- **Approach to Gender Inequality:** Uses a "know-feel-do" model focused on knowledge dissemination, emotional engagement, and action. Combines traditional and modern media, including print, radio, TV, and social media, to reach and educate youth.
- **Successful Initiatives:** Femina Clubs, which have shown better academic performance and life choices among members. Also started out of school projects.
- **Partnerships and Collaborations:** Work with local mentors and various stakeholders, including political and religious leaders, to support youth and create community buy-in.
- **Key Stakeholders:** Young people, their parents, teachers, community leaders, and government officials.

Education:

- **Challenges for Girls in Education:**
 - Long distances to schools, particularly in regions like Kigoma (west in Tanzania, due to the daylight hours there).
 - Safety concerns during travel.

-
- Traditional practices and beliefs that hinder girls' education (marriage, moving, forcing them to fail, etc.).
 - Economic barriers and the need for girls to generate income.
 - Girl Power project with NHH in 2015 about reproductive health and economic empowerment. Had a positive impact.
 - **Barriers:** Cultural norms, economic factors, and safety concerns, especially regarding early morning and late evening travel. Transactional culture regarding sexual favors.

Transition from Work to Education:

- **Unemployment:** Despite higher secondary school enrollment for girls, women face higher unemployment rates. This might be due to boys dropping out of school to pursue business prospects and enter the workforce.
- **Impactful Measures:** Emphasizes the need for vocational training and life skills in the education system. Exposure and resilience-building are key to helping young women transition to employment.

Work:

- **Challenges in the Workplace:**
 - Social perceptions and biases against women in certain roles. Social collective agreement that needs to change.
 - Need for policies and workplace culture that support women.
 - Example of Femina Hip's female leadership as a positive model.
 - Informal work in the form of housework, care work, and farming that is not recognized as work. Economic abuse.
 - Unemployment is a huge issue among young people in Tanzania in general, and way too few job generating businesses are started.

Gender-Based Violence and Sexual Harassment:

- **Legislation and Support Systems:** Existing laws require better enforcement and follow-up (regarding labor laws). The organization works on creating awareness and changing attitudes within communities.
- **Successful Interventions:** Use of media and community engagement to address and reduce gender-based violence.

Final Thoughts:

- **Greatest Barrier to Gender Equality:** Persistent traditional and cultural norms. Education and exposure are essential to overcome these barriers.
- **Hope for the Future:** Increasing enrollment of girls in education and their performance in Femina Clubs are positive indicators.

Extra Topics:

- **Decision Making:** Importance of involving women in decision-making at both household and national levels.
- **Comparison with Rwanda:** Differences in women's representation in politics between Tanzania and Rwanda.
- **Engaging Men and Boys:** Involvement of men and boys is crucial for gender equality initiatives to succeed.

Final Comment:

- They work a lot regarding knowledge, they work to inform women about their opportunities, their bodies, how to generate incomes and run businesses. They also do this by showing examples of other women who have done the same. In addition they work with young boys in a similar manner, also addressing unconscious biases towards women. This is also extended to a community level where they include the leaders too.

Summary of Interview with key stakeholder Mr. George (Wadada Professionals)

Background and Agency Overview:

- **Introduction:** The interviewee, Mr. George, is the founder and CEO of Wadada Professionals, a company that connects women, primarily for domestic work, in Dar es Salaam.
- **Agency Operations:** The agency operates by linking women from villages to employment opportunities in domestic work and other temporary jobs, including in hotels. The company officially started about 4-5 years ago.

Employee Demographics:

- **Diverse Backgrounds:** The women employed come from various educational levels and backgrounds. The agency employs many women, some of whom are degree holders, but many are fresh from school and are reluctant to engage in domestic work initially.
- **Employment Motivation:** Women choose domestic work as a last resort due to a lack of other opportunities, financial hardship, or being guided by parents. Some are motivated by the need to accomplish personal goals despite the societal perception that domestic work is of low status.

Challenges in the Domestic Sector:

- **Challenges Faced:** The main challenges for women in domestic work include maltreatment, low wages, delayed payments, and isolation. They often face humiliation and are treated as low-class workers, which affects their morale and willingness to stay in these jobs.
- **Sexual Harassment:** Sexual harassment is a significant issue, with many women experiencing or fearing it. Cases are often underreported due to fear of repercussions, including family separation and job loss.

Rights and Safety:

- **Measures for Protection:** Mr. George emphasizes training and education to make women aware of their rights and how to report harassment. The agency has contracts and agreements in place, which they use to reduce the incidence of sexual harassment.
- **Challenges in Reporting:** Although the agency encourages reporting, women often fear retaliation from employers, which can lead to underreporting or falsified reports used as excuses to leave a job.

Impact of Informality:

- **Informality and Exploitation:** The domestic work sector is considered informal, which exacerbates issues like sexual harassment and exploitation. Informality leads to lower respect and protection for domestic workers, making them more vulnerable to abuse.

Legal and Policy Framework:

- **Lack of Specific Laws:** There is a general legal framework for sexual harassment, but nothing specific to domestic workers. The agency relies on broader sexual harassment laws to protect their employees.
- **Need for Formalization:** Mr. George suggests that formalizing domestic work and creating specific legal protections could reduce harassment and improve working conditions.

Collaborations and Support Systems:

- **Limited Collaborations:** The agency does not have formal collaborations with other organizations but works with local governments and gender desks when cases arise. There is also mention of a domestic workers' union (CHODAU) that connects various organizations dealing with informal work.

Future Prospects and Recommendations:

- **Education and Awareness:** Mr. George believes that creating awareness and educating women about their rights is crucial for improving their safety and reducing harassment.

- **Formalization and Government Involvement:** He advocates for the formalization of domestic work and greater government involvement in setting standards and protecting workers.
- Interview with Mr George and Jenipher from wadada professionals, and they are also very open to further collaboration for research projects that could help strengthen domestic workers rights.
- Also had stories, regarding him and the worker being in dangerous situations where the employer/client gets violent and pulls weapons.

Appendix E:

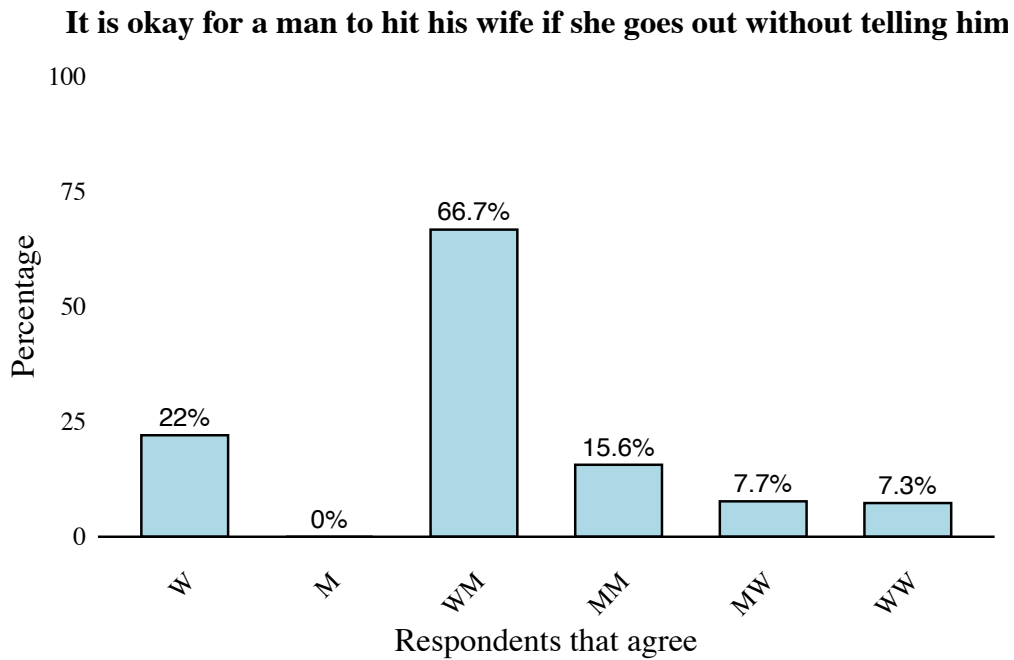


Figure 12 - shows the percentage of respondents who agree or strongly agree with the GBV question “It is acceptable for a husband to hit or beat his wife if she goes out without telling him.” The x-axis represents the different groups: W (Women), M (Men), WM (Women on Men – what women think men believe), MM (Men on Men - what men think other men believe), MW (Men on Women - what men think women believe), and WW (Women on Women - what women think other women believe). The y-axis represents the percentage of respondents agreeing in each group, with percentages labeled above each bar for clarity.

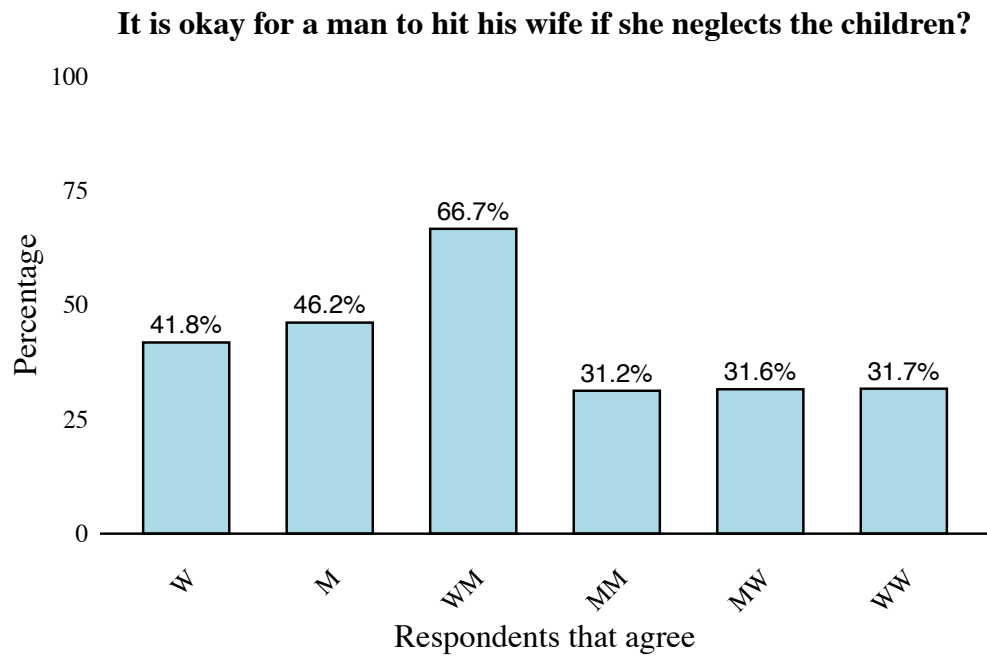


Figure 13 - shows the percentage of respondents who agree or strongly agree with the GBV question “It is acceptable for a husband to hit or beat his wife if she neglects the children.” The x-axis represents the different groups: W (Women), M (Men), WM (Women on Men – what women think men believe), MM (Men on Men - what men think other men believe), MW (Men on Women - what men think women believe), and WW (Women on Women - what women think other women believe). The y-axis represents the percentage of respondents agreeing in each group, with percentages labeled above each bar for clarity.

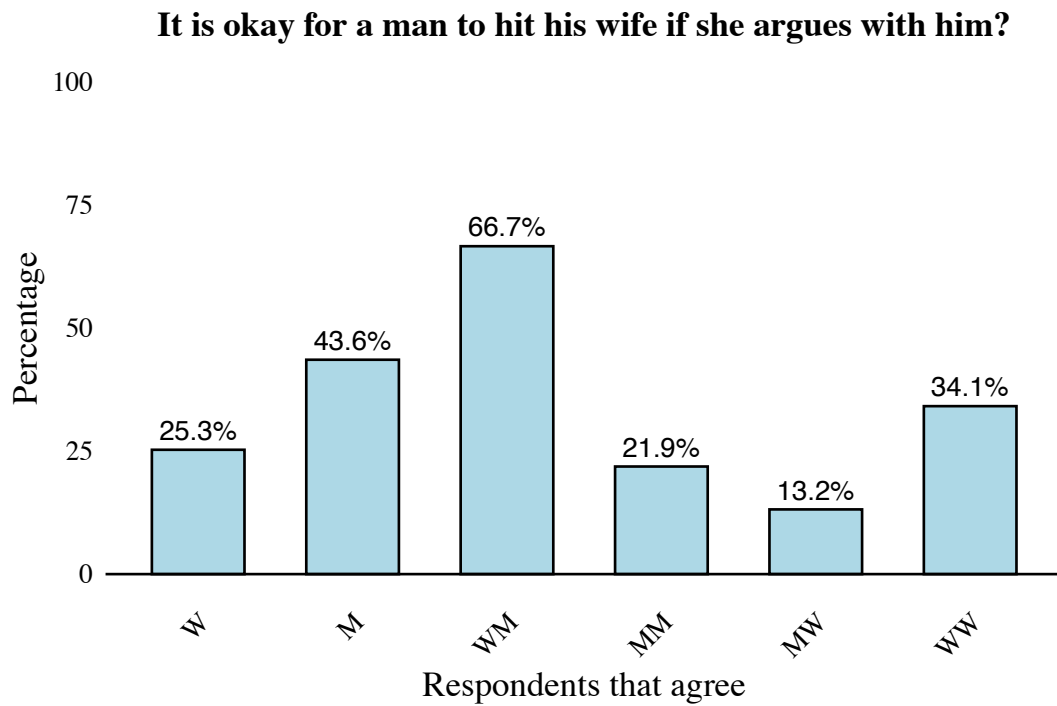


Figure 14 - shows the percentage of respondents who agree or strongly agree with the GBV question “It is acceptable for a husband to hit or beat his wife if she argues with him.” The x-axis represents the different groups: W (Women), M (Men), WM (Women on Men – what women think men believe), MM (Men on Men - what men think other men believe), MW (Men on Women - what men think women believe), and WW (Women on Women - what women think other women believe). The y-axis represents the percentage of respondents agreeing in each group, with percentages labeled above each bar for clarity.

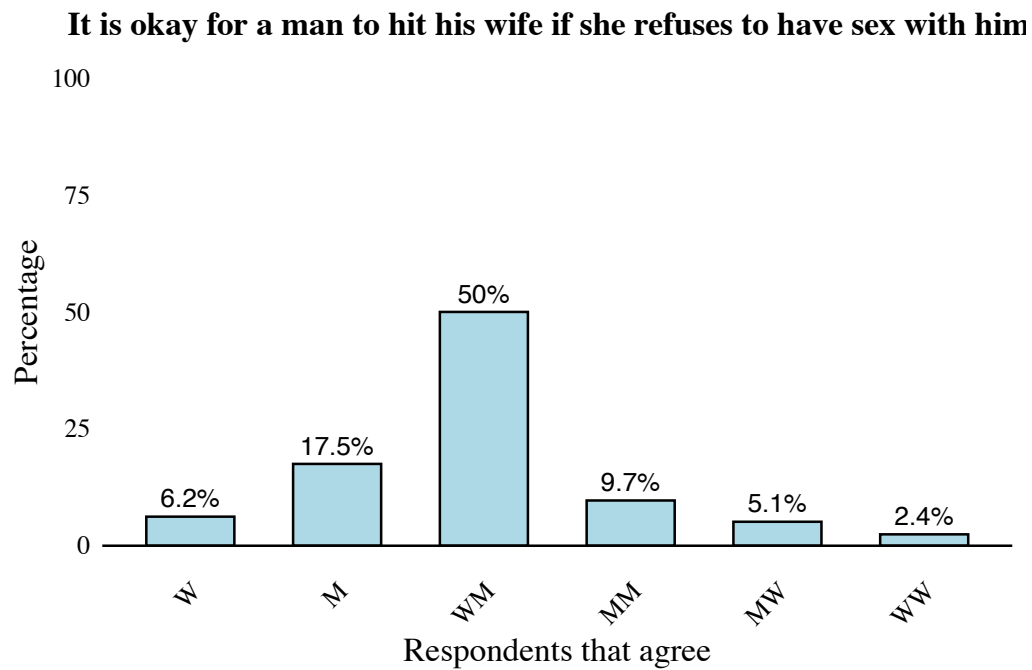


Figure 15 - shows the percentage of respondents who agree or strongly agree with the GBV question “It is acceptable for a husband to hit or beat his wife if she refuses to have sex with him.” The x-axis represents the different groups: W (Women), M (Men), WM (Women on Men – what women think men believe), MM (Men on Men - what men think other men believe), MW (Men on Women - what men think women believe), and WW (Women on Women - what women think other women believe). The y-axis represents the percentage of respondents agreeing in each group, with percentages labeled above each bar for clarity.

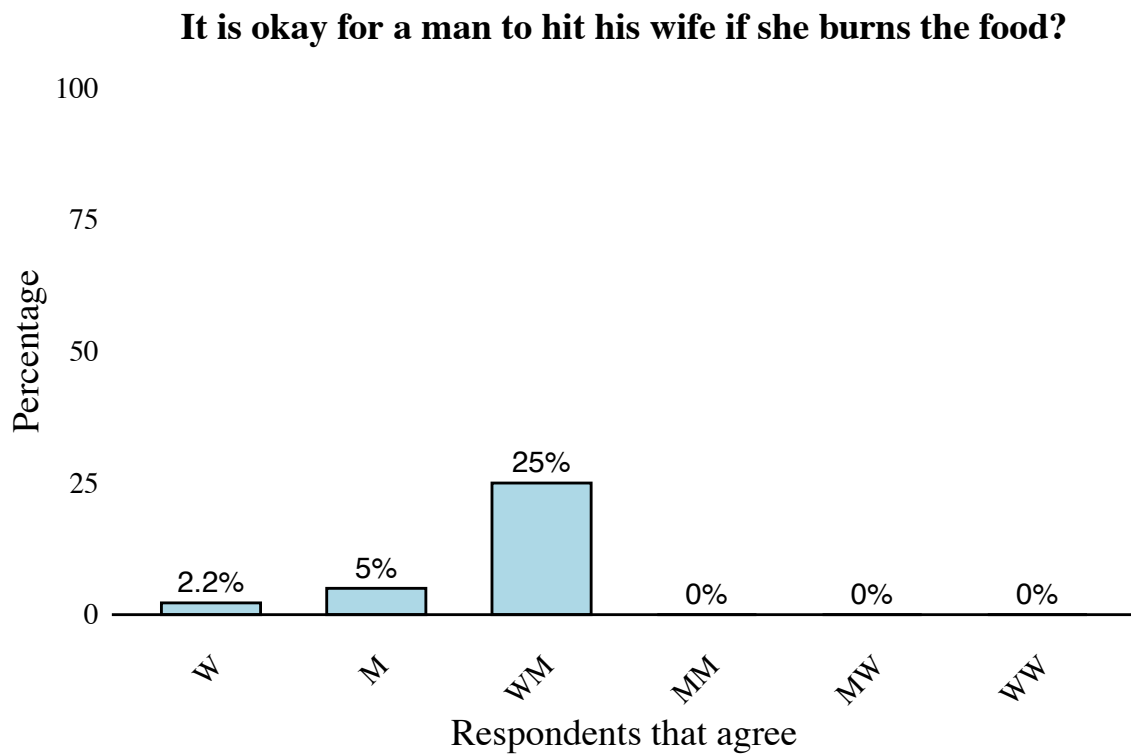


Figure 16 - shows the percentage of respondents who agree or strongly agree with the GBV question “It is acceptable for a husband to hit or beat his wife if she burns the food.” The x-axis represents the different groups: W (Women), M (Men), WM (Women on Men – what women think men believe), MM (Men on Men - what men think other men believe), MW (Men on Women - what men think women believe), and WW (Women on Women - what women think other women believe). The y-axis represents the percentage of respondents agreeing in each group, with percentages labeled above each bar for clarity.

Appendix F: T-Tests

Gender Equality

Comparison	t-value	p-value	Mean Diff	Mean 1	Mean 2	SD 1	SD 2
M vs W	5.47	< 0.001	0.45	0.62	0.17	0.49	0.38
M vs MM	0.64	0.524	0.08	0.62	0.55	0.49	0.51
M vs WM	-0.26	0.800	-0.04	0.62	0.67	0.49	0.49
W vs WW	-0.65	0.519	-0.05	0.17	0.22	0.38	0.42
W vs MW	1.32	0.191	-0.10	0.17	0.28	0.38	0.45
WM vs MM	-0.70	0.491	0.12	0.67	0.55	0.49	0.51
MW vs WW	0.57	0.569	0.06	0.28	0.22	0.45	0.42

Table 7 - displays t-test results for comparisons of mean scores on the statement “on the whole, men are better leaders than women” across six groups: Men (M), Women (W), Women’s perceptions of Men (WM), Men’s perceptions of Men (MM), Men’s perceptions of Women (MW), and Women’s perceptions of Women (WW). The comparisons include t-values, p-values, mean differences, group means (Mean 1 and Mean 2), and standard deviations (SD 1 and SD 2). The results highlight the statistical relationships between the selected group pairs.

Comparison	t-value	p-value	Mean Diff	Mean 1	Mean 2	SD 1	SD 2
M vs W	3.44	0.001	0.25	0.26	0.01	0.44	0.11
M vs MM	0.97	0.333	0.10	0.26	0.16	0.44	0.37
M vs WM	-3.32	0.004	-0.49	0.26	0.75	0.44	0.45
W vs WW	-0.53	0.600	-0.01	0.01	0.02	0.11	0.16
W vs MW	3.18	0.003	-0.21	0.01	0.22	0.11	0.42
WM vs MM	-4.01	< 0.001	0.59	0.75	0.16	0.45	0.37
MW vs WW	2.80	0.007	0.20	0.22	0.02	0.42	0.16

Table 8 - displays t-test results for comparisons of mean scores on the statement “higher education is more important for a boy than for a girl” across six groups: Men (M), Women (W), Women’s perceptions of Men (WM), Men’s perceptions of Men (MM), Men’s perceptions of Women (MW), and Women’s perceptions of Women (WW). The comparisons include t-values, p-values, mean differences, group means (Mean 1 and Mean 2), and standard deviations (SD 1 and SD 2). The results highlight the statistical relationships between the selected group pairs.

Gender-Based Violence

Comparison	t-value	p-value	Mean Diff	Mean 1	Mean 2	SD 1	SD 2
M vs W	0.38	0.707	0.03	0.58	0.54	0.50	0.50
M vs MM	0.89	0.377	0.11	0.58	0.47	0.50	0.51
M vs WM	-2.97	0.006	-0.34	0.58	0.92	0.50	0.29
W vs WW	0.62	0.538	0.05	0.54	0.49	0.50	0.51
W vs MW	-2.26	0.028	0.19	0.54	0.35	0.50	0.48
WM vs MM	-3.66	< 0.001	0.45	0.92	0.47	0.29	0.51
MW vs WW	-1.25	0.214	-0.14	0.35	0.49	0.48	0.51

Table 9 - displays t-test results for comparisons of aggravated mean score for the five questions concerning GBV across six groups: Men (M), Women (W), Women's perceptions of Men (WM), Men's perceptions of Men (MM), Men's perceptions of Women (MW), and Women's perceptions of Women (WW). The comparisons include t-values, p-values, mean differences, group means (Mean 1 and Mean 2), and standard deviations (SD 1 and SD 2). The results highlight the statistical relationships between the selected group pairs.

Sexual Harassment

Comparison	t-value	p-value	Mean Diff	Mean 1	Mean 2	SD 1	SD 2
M vs W	1.06	0.295	0.07	0.17	0.11	0.38	0.31
M vs MM	-3.20	0.002	-0.26	0.17	0.43	0.38	0.29
M vs WM	-2.85	0.006	-0.21	0.17	0.39	0.38	0.32
W vs WW	-12.07	< 0.001	-0.38	0.11	0.49	0.31	0.29
W vs MW	1.93	0.060	-0.10	0.11	0.21	0.31	0.27
WM vs MM	0.62	0.536	-0.04	0.39	0.43	0.32	0.29
MW vs WW	-5.30	< 0.001	-0.28	0.21	0.49	0.27	0.29

Table 10 - displays t-test results for comparisons of mean scores on the statement “reporting workplace sexual harassment creates new problems for everyone” across six groups: Men (M), Women (W), Women’s perceptions of Men (WM), Men’s perceptions of Men (MM), Men’s perceptions of Women (MW), and Women’s perceptions of Women (WW). The comparisons include t-values, p-values, mean differences, group means (Mean 1 and Mean 2), and standard deviations (SD 1 and SD 2). The results highlight the statistical relationships between the selected group pairs.

Comparison	t-value	p-value	Mean Diff	Mean 1	Mean 2	SD 1	SD 2
M vs W	1.95	0.058	0.09	0.10	0.01	0.30	0.07
M vs MM	-2.05	0.044	-0.14	0.10	0.24	0.30	0.26
M vs WM	-6.64	< 0.001	-0.36	0.10	0.46	0.30	0.34
W vs WW	-11.73	< 0.001	-0.26	0.01	0.26	0.07	0.29
W vs MW	3.95	< 0.001	-0.16	0.01	0.16	0.07	0.23
WM vs MM	-4.20	< 0.001	0.22	0.46	0.24	0.34	0.26
MW vs WW	-2.21	0.031	-0.10	0.16	0.26	0.23	0.29

Table 11 - displays t-test results for comparisons of mean scores on the statement “women should accept sexual advances at the workplace” across six groups: Men (M), Women (W), Women’s perceptions of Men (WM), Men’s perceptions of Men (MM), Men’s perceptions of Women (MW), and Women’s perceptions of Women (WW). The comparisons include t-values, p-values, mean differences, group means (Mean 1 and Mean 2), and standard deviations (SD 1 and SD 2). The results highlight the statistical relationships between the selected group pairs.

Classifications of Sexual Harassment

Comparison	t-value	p-value	Mean Diff	Mean 1	Mean 2	SD 1	SD 2
M vs W	0.12	0.907	0.01	0.30	0.29	0.46	0.46
M vs MM	1.85	0.068	0.17	0.30	0.12	0.46	0.34
M vs WM	0.31	0.755	0.03	0.30	0.27	0.46	0.45
W vs WW	-0.62	0.538	-0.05	0.29	0.34	0.46	0.48
WM vs MM	-1.56	0.123	0.14	0.27	0.12	0.45	0.34

Table 12 - displays t-test results for comparisons of mean scores on the classification of cat-calling as sexual harassment across five groups: Men (M), Women (W), Women's perceptions of Men (WM), Men's perceptions of Men (MM), and Women's perceptions of Women (WW). The comparisons include t-values, p-values, mean differences, group means (Mean 1 and Mean 2), and standard deviations (SD 1 and SD 2). The results highlight the statistical relationships between the selected group pairs.

Comparison	t-value	p-value	Mean Diff	Mean 1	Mean 2	SD 1	SD 2
M vs W	-3.78	< 0.001	-0.30	0.62	0.93	0.49	0.26
M vs MM	-4.11	< 0.001	-0.34	0.62	0.97	0.49	0.18
M vs WM	-1.53	0.129	-0.16	0.62	0.78	0.49	0.42
W vs WW	-3.73	< 0.001	-0.07	0.93	1.00	0.26	0.00
WM vs MM	2.60	0.012	-0.19	0.78	0.97	0.42	0.18

Table 13 - displays t-test results for comparisons of mean scores on the classification of unwelcomed touching as sexual harassment across five groups: Men (M), Women (W), Women's perceptions of Men (WM), Men's perceptions of Men (MM), and Women's perceptions of Women (WW). The comparisons include t-values, p-values, mean differences, group means (Mean 1 and Mean 2), and standard deviations (SD 1 and SD 2). The results highlight the statistical relationships between the selected group pairs.

Comparison	t-value	p-value	Mean Diff	Mean 1	Mean 2	SD 1	SD 2
M vs W	-0.45	0.656	-0.04	0.38	0.41	0.49	0.49
M vs MM	-0.79	0.432	-0.09	0.38	0.47	0.49	0.51
M vs WM	-0.14	0.889	-0.02	0.38	0.39	0.49	0.49
W vs WW	-0.30	0.769	-0.03	0.41	0.44	0.49	0.50
WM vs MM	0.66	0.509	-0.08	0.39	0.47	0.49	0.51

Table 14 - displays t-test results for comparisons of mean scores on the classification of using seductive compliments as sexual harassment across five groups: Men (M), Women (W), Women's perceptions of Men (WM), Men's perceptions of Men (MM), and Women's perceptions of Women (WW). The comparisons include t-values, p-values, mean differences, group means (Mean 1 and Mean 2), and standard deviations (SD 1 and SD 2). The results highlight the statistical relationships between the selected group pairs.