

Overview of the development of the LINEA multi-component intervention to prevent ADTS in Tanzania

Monday 12th October 2020

Third LINEA Biennial Meeting

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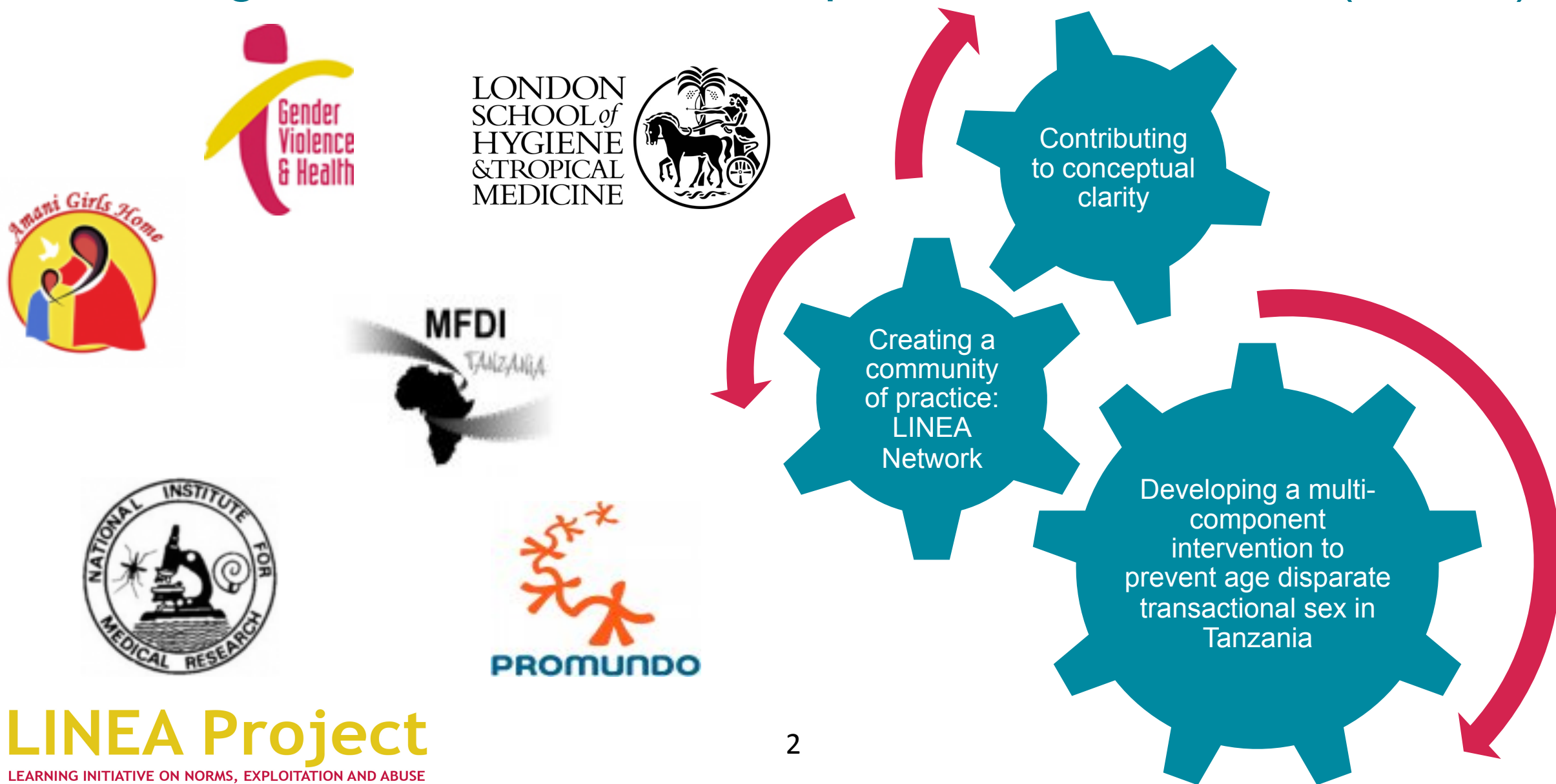


LINEA Project

LEARNING INITIATIVE ON NORMS, EXPLOITATION AND ABUSE



Learning Initiative on Norms, Exploitation and Abuse (LINEA)



LINEA in numbers

2 LINEA Meetings

383 LINEA Network members

28 Webinars

8 Peer reviewed papers

1 Evidence brief

LINEA Project

LEARNING INITIATIVE ON NORMS, EXPLOITATION AND ABUSE

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Reproductive Health

RESEARCH

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“Eat and you will be eaten”: a qualitative study exploring costs and benefits of age-disparate sexual relationships in Tanzania and Uganda: implications for girls and reproductive health interventions

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LEARNING INITIATIVE ON NORMS, EXPLOITATION AND ABUSE

EVIDENCE BRIEF JUNE 2020

Systematic review of social norms linked to the sexual exploitation of children and adolescents

MARJORIE PICHON, LOTTIE HOWARD-MERRILL, ANA MARIA BULLER

WHAT IS THE SEXUAL EXPLOITATION OF CHILDREN AND ADOLESCENTS (SECA)?

SECA is a form of sexual abuse affecting the health and wellbeing of millions of young people worldwide.¹ It occurs when an adult coerces, manipulates or deceives a person under age 19 into sexual activity for material or non-material benefit.² Sexual exploitation is distinguished from other forms of sexual abuse by the element of sexual exchange; for example, sex in return for money, gifts, or status.³ SECA can have severe, long-term health consequences for those who experience it, including trauma, depression, suicidal tendencies, drug and alcohol abuse, sexual risk taking, HIV and early pregnancy.⁴ SECA is widely underreported, and accurate prevalence figures remain unknown.⁴

SUMMARY OF FINDINGS

This brief presents key findings from a systematic review that summarises the existing evidence on harmful social norms linked to SECA worldwide, and identifies gaps in the literature.

We searched 5 databases, and identified 55 eligible papers, representing 49 studies, from 37 countries around the world, that provided evidence of social norms linked to SECA. The most frequent study sites were the USA (12 studies), Thailand (5 studies), and South Africa (4 studies) (Table 1). The majority of studies used qualitative methods and purposive or convenience sampling.

While little research exists on descriptive norms linked to SECA, we identified six injunctive norms:



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Community perceptions of transactional sex with children and adolescent girls, a qualitative study in favelas of Rio de Janeiro

Caroline Ferraz Ignacio, Danielle Araújo, Edmund Ruge, Linda Cerdeira, Liz Cosmelli, Victoria Page, Beniamino Cislighi, Giovanna Lauro & Ana Maria Buller

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Why social norms and age-disparate transactional sex (ADTS)?

“Non-commercial, non-marital sexual relationships motivated by the implicit assumption that sex will be exchanged for material support or other benefits”

Stoebenau et al 2016

Heavily influenced by sociocultural-level factors including collective norms

What do we know about ADTS?

- It is a complex behaviour with blurred lines with commercial sex work.
- Great steps in defining it and not conflating it with commercial sexual work (Stobenau et al 2016, STRIVE).
- TS as spectrum with commercial TS on one side and romantic relationships that include gifts or financial support on the other (Singleton et al 2020).

Risk factors

Girls and young women	Men
<ul style="list-style-type: none">• Shocks (crisis, epidemics, conflict)• Food insecurity• Living in a home without electricity or running water• Non-completion of primary school• No school enrolment• Having few assets• Having 6–7 socioeconomic risk factors (AOR=4.13, 95% CI 2.45, 6.98) <p><i>De Walquen et al 2014, Gichane et al 2020</i></p>	<ul style="list-style-type: none">• Multiple sexual partners *• Hazardous drinking *• High levels of controlling behaviours• Lower education levels• Adverse childhood experiences• Higher – medium socio-economic status <p><i>Dunkle et al 2007, Jewkes et al 2012, Magni et al 2020</i></p>

Motivations

Girls and young women

- Financial reasons – poverty driven
- Social status - aspirations for middle-class identity via consumerism
- Emotional – gifts as demonstration of love
- Peer pressure/avoid social sanctions (contradictory as engaging in TS can also result in shaming)

Tener 2019

Men

- Sexual gratification
- “Feeling young”
- Social recognition by other men

Tener 2019, Howard-Merrill et al 2020

Consequences

Girls and young women	Men
<ul style="list-style-type: none">• Inconsistent condom use• HIV, STI• Unwanted pregnancy• Illegal abortions• School drop out• Violence and sexual coercion, rape• Social sanctions – jealous wives, tarnished reputation <p><i>Tener et al 2019</i></p>	<ul style="list-style-type: none">• Financially draining• Lack of emotional engagement• HIV infection (although according to Wamoyi et al 2016 association is clearer for women) <p><i>Wamoyi et al 2016, Howard-Merrill et al 2020</i></p>

Recap...

- Poverty, lack of education and hegemonic masculinities emerge from the literature as risk factors for TS.
- Compounded effect of multiple vulnerabilities put AGYW at more risk.
- Men's engagement in TS seems to be associated with other manifestations of hegemonic masculinities such as multiple partners, hazardous drinking and controlling behaviours.

What do we know about what does (not) work to prevent TS?

Social protection and cash transfers

- A propensity-score-matched case-control study of government run child-focused unconditional cash transfers in South Africa found a reduction in transactional sex and age-disparate sex (Cluver et al., 2013).
- Data on the efficacy of cash transfers in reducing HIV risk for AGYW are mixed (Pettifor 2020).

What do we know about what does (not) work to prevent TS?

Social protection and cash transfers (continued)

- Recent qualitative study in Tanzania evaluating the PEPFAR DREAMS Sauti/WORTH+ cash transfer programme between June 2017 and July 2018 shows that CT alone works mostly for 'survival' TS, whereas the 'plus' built AGYW agency, self-esteem and future orientation (Pettifor et al 2020).
- De Waquen (2020) warns of differential gendered impact of CT.

What do we know about what does (not) work to prevent TS? (continuation)

School enrolment and higher education attainment is protective against TS

- Western Kenya and Mexico studies suggest that financially supporting girls to stay in school until they have completed at least primary education reduces transactional sex (Cho et al 2018, Gorgens et al 2019).

What do we know about what does (not) work to prevent TS? (continuation)

Combination prevention

- Combination prevention emerges as a promising strategy (Cluver et al 2016)
- In a recent review (Muthoni et al 2020) of behavioural, structural and combined interventions tackling HIV and risk sexual behaviours, 6 studies measured TS as an outcome and only one had a significant effect [OR 0.64, 95% CI (0.50, 0.83)] (Dunbar et al 2014).
- This intervention combined vocational training, micro grants, and life skills with HIV education In Zimbabwe (Dunbar et al 2014).

*Most intervention directed to girls or young men not older men. Fataki campaign by USAID in Tanzania had conflictive results.

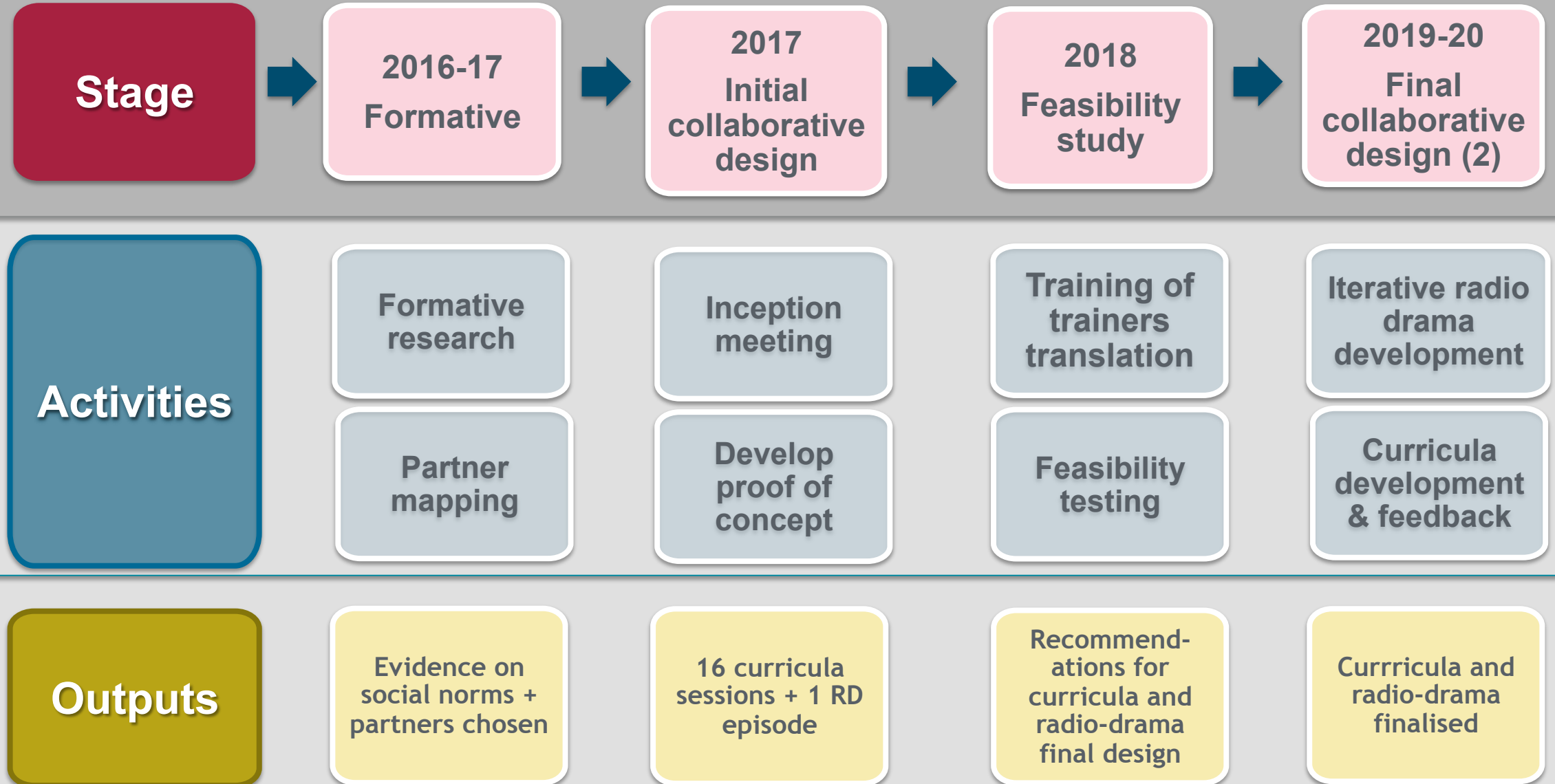
Key take-home messages

- Behavioral interventions alone do not work.
- Structural interventions, in particular CT seem to work, but there is still conflicting evidence.
- CT seem to work better in combination with skills training, mentorship.
- CT alone seem to work mostly for the most deprived/survival TS.
- There might be gendered impacts of CT on TS.
- Combination prevention represents a promising approach.

Programmatic gaps

- School enrolment and higher education attainment can be achieved through financial incentives but also through reflection and mentorship.
- Interventions that engage men not just with girls and young women.
- Gender transformative interventions that incorporate a clear gender and power lens.
- Working with peer groups to critically reflect on long- and short-term implications of sexual transactions and build related skills.
- Social norms interventions that shift norms that facilitate TS as part of the structural interventions (could be paired it with CT).

Intervention development process





LINEA intervention inception workshop



Radio drama writers' workshop 1



Radio drama development celebration

LINEA Intervention



Two 18/17-Session Curricula

Adult men & adolescent girls
Skills practice, engaging
communities through take home
exercises



39-Episode Radio Drama

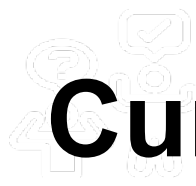
Broadcast on local radio
Materials developed for listener
groups or radio phone in

Evidence
based

Iteratively
developed

Feasibility
tested

Co-designed
with local
partners



Curricula Content (girls and men)

- **Unit 1:** Gender, gender equality and power
- **Unit 2:** Adolescence
- **Unit 3:** Girls' health/Men's health
- **Unit 4:** Violence as a gender inequitable behaviour
- **Unit 5:** Healthy relationships and communication
- **Unit 6:** Gender-equitable fatherhood and parenting
- **Unit 7:** Skills into practice and supporting each other

Putting the learning into practice and diffusion:

- ☐ Curriculum design informed by behaviour change methodologies and social norms theory
- ☐ Goal map sessions (adolescent girls)
- ☐ Take home exercises (men and girls)

Radio Drama: Msichana wa Kati

Amali



**Amali's
reference group**

Tuma



**Tuma's
reference group**

- Listeners understand the pressures on each of the characters
- Central characters are supported to change positively (avoid ADTS) by their friends and family

Next steps: LINEA Intervention Evaluation

Radio drama broadcast on local radio stations

Broadcast our radio drama on a local radio station in Kigoma and group discussions with girls clubs.

Partnership with AGH, UNFPA Tanzania, Kiwohede and TADIO (community radio reaching 15 million people in Tanzania).

Possibility to test the feasibility of broadcasting of the radio drama on a wider scale, adherence to this modality.

Radio drama disseminated through USBs

Use our existing radio-drama to support critical reflection on GBV and transactional sex issues among families in Shinyanga where a member of the family is a person with a disability.

In coordination with AGH. FELM and TCRS

Possibility to test the feasibility of USB mode of distribution, unintended consequences, reflection guides.



Photo: Marie-Celine Schulte

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Formative Research: Social norms regulating ADTS



Social expectation that men should provide money, gifts and benefits in relationships (injunctive)



Social expectation that men should have heightened sexuality & sexual prowess (injunctive)

Formative Research: Social norms regulating ADTS



Social expectation that most adolescent girls taking part in ADTS do so to gain status (descriptive)



Social expectation that girls who accept money, gifts and benefits from men must reciprocate with sex (injunctive)

Formative Research: Protective norms

Social expectation that adult women should protect and educate young girls. (Injunctive)

Social expectation that men should protect girls from harm, and be a role model in their family and community. (Injunctive)

Social expectation that community members should not tolerate ADTS when the man is taking advantage of the poor circumstances of the girl. (Injunctive)

Social expectation that community members should not tolerate ADTS if the girl is significantly younger than the adult man. (Injunctive)

LINEA Intervention Feasibility Study

"The story goes in line with the community, and the same thing happens every day so it is real."

**Adolescent girl,
radio drama
listener**

"It was touching [...] It will make people want to advocate for change."

**Community Leader,
radio drama listener**

"There was a session where I felt like they were talking about me. The session about TS. [...] It made me feel like I should change."

**Adult man,
curriculum
participant**

Adult feasibility study curriculum participants, and AGH and LINEA staff (July 2019)