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

Monday 12th October 2020
Third LINEA Biennial Meeting

Ana Maria Buller
Lottie Howard-Merrill
Developing a multi-component intervention to prevent age disparate transactional sex in Tanzania

Creating a community of practice: LINEA Network

Contributing to conceptual clarity

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**

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

Joyce Wamoyi, Ana Maria Buller, Daniel Nyaoto, Nambusi Kyegombe

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**Global Public Health**

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 Cerdelia, Liz Cosmelli, Victoria Page, Benjamin Cislaghi, Giovanna Laura & Ana Maria Buller

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To link to this article: https://doi.org/10.1080/17441692.2019.1685569
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

<table>
<thead>
<tr>
<th>Girls and young women</th>
<th>Men</th>
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<tbody>
<tr>
<td>• Shocks (crisis, epidemics, conflict)</td>
<td>• Multiple sexual partners *</td>
</tr>
<tr>
<td>• Food insecurity</td>
<td>• Hazardous drinking *</td>
</tr>
<tr>
<td>• Living in a home without electricity or running water</td>
<td>• High levels of controlling behaviours</td>
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<tr>
<td>• Non-completion of primary school</td>
<td>• Lower education levels</td>
</tr>
<tr>
<td>• No school enrolment</td>
<td>• Adverse childhood experiences</td>
</tr>
<tr>
<td>• Having few assets</td>
<td>• Higher – medium socio-economic status</td>
</tr>
<tr>
<td>• Having 6–7 socioeconomic risk factors (AOR=4.13, 95% CI 2.45, 6.98)</td>
<td>* Dunkle et al 2007, Jewkes et al 2012, Magni et al 2020</td>
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* De Walquen et al 2014, Gichane et al 2020
## Motivations

<table>
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<tr>
<th>Girls and young women</th>
<th>Men</th>
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<tr>
<td>• Financial reasons – poverty driven</td>
<td>• Sexual gratification</td>
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<tr>
<td>• Social status - aspirations for middle-class identity via consumerism</td>
<td>• “Feeling young”</td>
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<td>• Emotional – gifts as demonstration of love</td>
<td>• Social recognition by other men</td>
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<td>• Peer pressure/avoid social sanctions (contradictory as engaging in TS can also result in shaming)</td>
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*Tener 2019*  
*Tener 2019, Howard-Merrill et al 2020*
## Consequences

<table>
<thead>
<tr>
<th>Girls and young women</th>
<th>Men</th>
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<tbody>
<tr>
<td>• Inconsistent condom use</td>
<td>• Financially draining</td>
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<tr>
<td>• HIV, STI</td>
<td>• Lack of emotional engagement</td>
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<tr>
<td>• Unwanted pregnancy</td>
<td>• HIV infection (although according to Wamoyi et al 2016 association is clearer for women)</td>
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<td>• Illegal abortions</td>
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<td>• School drop out</td>
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<td>• Violence and sexual coercion, rape</td>
<td></td>
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<td>• Social sanctions – jealous wives, tarnished reputation</td>
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</table>

*Tener et al 2019*  
*Wamoyi et al 2016, Howard-Merrill et al 2020*
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.
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

**Stage**
- 2016-17: Formative
- 2017: Initial collaborative design
- 2018: Feasibility study
- 2019-20: Final collaborative design (2)

**Activities**
- Formative research
- Inception meeting
- Develop proof of concept
- Training of trainers translation
- Iterative radio drama development
- Partner mapping
- Feasibility testing
- Curricula development & feedback
- Curricula and radio-drama finalised

**Outputs**
- Evidence on social norms + partners chosen
- 16 curricula sessions + 1 RD episode
- Recommendations for curricula and radio-drama final design
- Curricula and radio-drama finalised
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.
Thank you!
References


References


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