Shifting social norms to prevent age-disparate transactional sex in Tanzania: What we can learn from intervention development research

Sexual Violence Research Initiative Forum
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Lottie Howard-Merrill, Cathy Zimmerman, Revocatus Sono, John Riber, Joyce Wamoyi, Piotr Pawlak, Lori Rolleri Insignares, Robyn Yaker, Ana Maria Buller
Presentation overview

• What is intervention development research?

• The Six Essential Steps for Quality Intervention Development Framework (6SQuID)

• The LINEA Intervention development process

• Reflections on:
  – The LINEA Intervention development process
  – The Six Essential Steps for Quality Intervention Development Framework (6SQuID)
Making the case for intervention development research

“A study that describes the rationale, decision-making processes, methods, and findings which occur between the idea or inception of an intervention until it is ready for formal feasibility, pilot, or efficacy testing prior to a full trial or evaluation.”

(Hoddinott, 2015, p.1)

- Population specific
- Recognize contextual factors
- Do no harm
- Meet people’s needs and prevent violence
Six Essential Steps for Quality Intervention Development (6SQuID)

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Define and understand the problem and its causes</td>
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<td>2</td>
<td>Identify modifiable causal and contextual factors</td>
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<td>3</td>
<td>Choose mechanisms of change</td>
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<td>4</td>
<td>Decide how to deliver change mechanisms</td>
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<td>5</td>
<td>Test and refine the intervention on a small scale</td>
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<td>6</td>
<td>Collect evidence of effectiveness</td>
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Adapted from: Wight et al. (2016)
“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, p. 23)
## The Learning Initiative on Norms, Exploitation and Abuse (LINEA) Intervention

<table>
<thead>
<tr>
<th>Component 1: Community Level</th>
<th>Component 2: Individual and small group level</th>
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<tbody>
<tr>
<td>Radio drama</td>
<td>Girls’ Curriculum</td>
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<tr>
<td>Whole community</td>
<td>Adolescent girls aged 13-15</td>
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<tr>
<td>39-episodes</td>
<td>17-session curriculum</td>
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<tr>
<td>20 minutes</td>
<td>90 minutes</td>
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<tr>
<td>Whole community</td>
<td>Adult men</td>
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<tr>
<td>18-session curriculum</td>
<td>120 minutes</td>
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</tbody>
</table>

### Population
- Whole community
- Adolescent girls aged 13-15
- Adult men

### Frequency
- 39-episodes
- 17-session curriculum
- 18-session curriculum

### Length
- 20 minutes
- 90 minutes
- 120 minutes

### No. of ppts.
- Whole community: 15-20
- Adult men: 15-20

### Duration
- 9 months
- 4.5 months
- 4.5 months

Example illustrations from the LINEA curricula facilitator training materials
LINEA Intervention development process

1. **FORMATIVE STAGE**  
   **2016-2017**
   - **FORMATIVE RESEARCH**
     - **AIM:** To understand the nature of the problem, local perspectives on age disparate transactional sex, and the social norms driving the practice.

2. **INITIAL COLLABORATIVE DESIGN**  
   **2017**
   - **PARTNER MAPPING**
     - **AIM:** To build relationships between a range of organizations from the offset of the project.

3. **FEASIBILITY TESTING**  
   **2018**
   - **INCEPTION MEETING**
     - **AIM:** To develop a theory of change and design our proof of concept.
   - **FEASIBILITY STUDY**
     - **AIM:** To test relevance and acceptability of the intervention and decide on modalities of delivery.

4. **FINAL COLLABORATIVE DESIGN STAGE**  
   **2019-2020**
   - **CURRICULUM DEVELOPMENT**
     - **AIM:** To finalise the curriculum.
   - **ITERATIVE RADIO DRAMA DEVELOPMENT**
     - **AIM:** To finalise the radio drama.

**LINEA Project**
Learning Initiative on Norms, Exploitation and Abuse

*Graphic from LINEA Evidence Brief 3: LINEA intervention development process*
Development Process: Formative stage

1. Formative Stage
   2016-2017

- Formative Research
  Aim: To understand the nature of the problem, local perspectives on age disparate transactional sex, and the social norms driving the practice.

- Partner Mapping
  Aim: To build relationships between a range of organisations from the offset of the project.

LINEA Project
Learning Initiative on Norms, Exploitation and Abuse

London School of Hygiene & Tropical Medicine
Development process:
Initial design and feasibility testing
Development process: Final collaborative design phase

1. **FORMATIVE STAGE**
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   - **FORMATIVE RESEARCH**
     - **AIM:** To understand the nature of the problem, local perspectives on age disparate transnational sex, and the social norms driving the practice.
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4. **FINAL COLLABORATIVE DESIGN STAGE**
   - **2019-2020**
   - **ITERATIVE RADIO DRAMA DEVELOPMENT**
     - **AIM:** To finalise the radio drama.
Case study: Iterative radio drama development

- Learning from feasibility test
- Writer’s workshop – mapping storylines
- Finalize ‘Act 1’

13 episodes produced

- Listener groups with men, women and girls
- Writers’ workshop, finalize ‘Act 2’

13 episodes produced

- Listener groups with men, women and girls
- Writers’ workshop, finalize ‘Act 3’

Radio drama finalized

- Listener groups with men, women and girls
- Incorporate final changes to stories
Reflecting on the LINEA intervention development process: Convergence

- All six stages present
- Investment in formative research
- Operationalize social norms theory
Reflecting on the LINEA intervention development process: Divergence

- Partner mapping and selection
  - Requires flexibility, time and resources
- Research collaborations
- Feasibility testing
  - How to incorporate learning?
  - When is it feasible enough?
- Linearity of intervention development
  - Importance of being dynamic, flexible and iterative

LINEA Project
LEARNING INITIATIVE ON NORMS, EXPLOITATION AND ABUSE
Discussion and limitations

Opportunities to incorporate non-linear and iterative stages of intervention development

Guidance on integrating and understanding feasibility study findings

Collaborative phases and approaches to intervention development research
Conclusions

• 6SQuID framework from Wight et al (2016) offers useful guidance for developing locally informed interventions
• Contributions from elsewhere: collaborations and co-production
• Importance of a flexible and iterative approach
• Investment in intervention development will increase possibilities for positive change
References


Thank you!

To learn more and see publications:
www.lshtm.co.uk/LINEA

Contact me:
lottie.howard-merrill.09@ucl.ac.uk