Evaluation of the LINEA radio drama intervention to prevent age-disparate transactional sex in Shinyanga, Tanzania

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Age-disparate transactional sex (ADTS) occurs between:

- Adolescent girls under 18 years-old, and
- Men more than 10 years older
Introduction: The LINEA Intervention

The Learning Initiative on Norms, Exploitation and Abuse (LINEA) intervention:

- Evidence-based
- Co-developed
- Radio drama + 2 curricula
- Feasibility tested

https://www.lshtm.ac.uk/research/centres-projects-groups/linea

Illustration of radio drama characters
This study aimed to assess indications of change in adolescent girl’s and their caregiver’s:

- Knowledge
- Behaviours
- Social norms, attitudes and beliefs

Photo by Lottie Howard-Merrill
Methods: Setting

- Gender inequitable norms (Mwanukuzi & Nyamhanga, 2021)
- Highest prevalence of child marriage in Tanzania (59%) (MoHCDGEC, 2017)
- High rates of intimate partner violence (Nyato et al. 2019)
Methods: Participants and Sampling

- **120 sampled** from the **331 local partner beneficiary households** who received solar powered radios.

- **Randomly sampled** household including:
  
  - **Adolescent girls** aged 12-16 years (n=40)
  
  - **Women caregivers** of adolescent girls aged 12-16 years (n=40)
  
  - **Men caregivers** of adolescent girls aged 12-16 years (n=40)
• 331 households given radio drama on USBs.
• Told to listen over 7 weeks.
• TCRS to deliver 6 discussion sessions to each household.
In-depth Interviews

- Attitudes, beliefs and gender norms linked to age-disparate transactional sex.
- Experiences with age-disparate transactional sex.
- Experiences with and perceptions of the LINEA intervention.

Quantitative scales

- The Norms and Attitudes on Age-Disparate Transactional Sex Scale (NAATSS) (Perrin et al. 2022).
- The Gender Roles and Male Provision Expectations (GRMPE) Scale (Stoebenau, 2020; Stoebenau et al. 2020).
Methods: Data Collection Timeline

- **In-depth interviews** with 81 participants
- **Scales** with 120 participants

**Baseline** (September 2021)

**Midline** (November 2021)
- **In-depth interviews** with 60 participants

**Endline** (December 2021)
- **In-depth interviews** with 81 participants
- **Scales** with 120 participants
Methods: Qualitative Analysis

• Longitudinal qualitative data available for 59 participants (73%):
  o 23 adolescent girls
  o 18 women caregivers, and
  o 18 men caregivers

• Thematic analysis (Braun & Clark, 2006)

• Framework approach to analyse data longitudinally (Ritchie & Spencer, 1994)
• Follow-up data available from 95 participants (79%):
  o 34 adolescent girls
  o 31 women caregivers, and
  o 30 men caregivers

• Linear regression models adjusted for baseline scale scores and age.

• Exposures:
  o Listening to half or more of the radio drama.
  o Attending at least 1 household discussion session.
  o Combined: “No or low”, “moderate” or “high”
Indications of change related to age-disparate transactional sex in:

- Knowledge
- Behaviours
- Social norms, attitudes and beliefs
Results: Changes in Knowledge

Increased knowledge about the challenges faced by girls

*It [the radio drama] was a lesson… for us parents to learn what our girls pass through when they are at school or on the way.*

Woman caregiver aged 38-years, endline, IDI 95
Increased family conversations about the challenge’s faced by girls

When they [his grand daughters] came back from school, they said “Grandfather, the things happening in the radio drama [...] , we are experiencing the same on our way to school” … So, I told them, “When you meet with people, and they start saying things like what we are hearing in this radio drama, you have to say no!”
Results: Changes in Social Norms, Attitudes and Beliefs

Changed beliefs and attitudes about who is responsible for initiating age-disparate transactional sex relationships

Let’s say a girl like me starts asking for money from that man every day [...] At the end the man will ask himself why she is asking me for the money, let me try and seduce her.

When you meet the man on the way and he gives you money, sweets or lifts, they start like that, and later on you will regret it.

Baseline
Adolescent girl aged 15-years, IDI 123

Endline
Changed social norms about communal responsibility for preventing age-disparate transactional sex

Even the neighbor’s daughter is my daughter. I should help when needed.

Woman caregiver aged 46-years, endline, IDI 83
Results: Quantitative

Change in Gender Inequitable Scores on GRMPE Scale by Exposure Type

<table>
<thead>
<tr>
<th>Exposure Type</th>
<th>Adolescent girls</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half or More Radio Drama</td>
<td>-6.26 (12.94, 0.42)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 or More Discussion Session</td>
<td>-1.89 (-9.53, 5.75)</td>
<td>1.04 (3.31, 5.40)</td>
<td>-0.84 (3.98, 2.31)</td>
</tr>
</tbody>
</table>

Red = p<0.10
Results: Quantitative

Change in Gender Inequitable Scores in Men Caregivers with Combined Exposure to the Intervention

- **NAATSS**
  - Moderate Exposure: 1.45 (-3.07, 5.97)
  - High Exposure: 1.21 (-3.97, 6.40)

- **GRMPE**
  - Moderate Exposure: 1.67 (-1.97, 5.31)
  - High Exposure: -0.29 (-4.45, 3.86)
Discussion: Summary of Findings

• Even after a reduced implementation period, high engagement with the intervention had desirable impacts on knowledge, behaviours, attitudes, and beliefs, especially among adolescent girls.

• Indications of the beginning of social norms change:
  
  o Increased understanding of gendered power inequalities.
  
  o Reduced stigma and victim blaming attitudes.
  
  o Caregivers increased responsibility for protecting all girls in their community.
Discussion: Implications


2. Next step: impact and process evaluation through cluster randomised trial.

3. Edutainment could have impact on its own.

4. Need to critically engage men.

Photo courtesy of Amani Girls Home
References


Thank you!

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Researching Gender-based Violence: Methods and Meaning

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