Preventing IPV among Adolescents: Outcomes of the Pilot Project

This project was funded by a grant from the National Institute of Mental Health, USA (5 R34 MH081792).

Aník Gevers
Rachel Jewkes
Cathy Mathews
Pam Cupp
Marcia Russell
Alan Flisher
Rationale

- Intimate relationships are developmentally normative and developmentally significant during adolescence
- Intimate Partner Violence (IPV) is a widespread problem among South African adolescents
- IPV has a wide-reaching, long-lasting impact
Research Protocol

- Stage 1: Develop the Intervention
- Stage 2: Initial Test of Intervention
- Stage 3: Pilot Test of Intervention
DEVELOPMENT STRATEGY
Sources of Information

- **Theoretical model** (Jewkes, 2002)
- **Existing evidence-based programmes**
- Stakeholder feedback
- Team workshops
- Evidence from piloting
Intervention Goals

- To increase social support for girls
- To challenge norms that sanction boys’ rights to insist on sex and to control girls
- To improve understanding of the risks of alcohol and drug use in the contexts of relationships
- To improve communication skills to reduce the use of violence in relationships
Structure & Approach

- School-based
- Target audience: Grade 8 learners
- Interactive & participatory
- Flexible
- Engage school staff and parents
Central Themes

- Gender issues
- Causes, consequences & decision-making
- Human rights & responsibilities
- Values & aspirations
Unit A:
Introduction

- Understand the focus of the programme and the code of conduct in the classroom
- Clarify personal values and aspirations as a guide for personal decision making

Unit B:
Assertiveness & Communication

- Understand aggressive, passive, and assertive approaches to communication
- Learn and practice assertive, respectful communication skills
- Challenge ideas about how to be a man and how to be a woman
- Understand how society’s ideas about how to be a woman or how to be a man impact on social interactions
- Understand the power inherent in constructions of gender and analyse how this power is used or abused

Unit C:
Gender & Power

- Understand what makes a relationship caring
- Learn ways to start a relationship
- Learn how to deal with relationship problems in respectful ways
- Learn about sexual decision-making
- Learn how to deal with a break-up
- Gender and analyse how this power is used or abused

Unit D:
Relationships

- Identify different types of violence
- Learn strategies for safety planning
- Learn about the importance of getting help and supporting friends
- Challenge ideas about how to be a man and how to be a woman
- Understand the consequences of using violence
- Understand laws about violence
- Learn about how substance use can increase risks in a relationship
- Focus on taking responsibility for behaviour and making respectful choices
- Learn strategies for safety planning
- Learn about the importance of getting help and supporting friends
- Challenge victim blame and learn about supporting victims
- Understand basic human rights and the responsibilities associated with these rights
- Opportunity to share RESPECT 4 U messages, skills, and knowledge with others in their school and home communities in order to help build respectful relationship norms

Unit E:
Violence

- Consolidate programme and reflect on what was learned and gained personally
Monitoring & Evaluation

- Demographic and Background Characteristics
- Ideology of Male Superiority
- Culture of Violence
- Social Support for Women
- Communication and Conflict Resolution Skills
- Alcohol and Drug Use
- Secondary Outcomes: Sexual Behaviour
### Participants

- **N = 387**

#### Intervention  
- n = 185

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ever had sex</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>9.9</td>
<td>37.78</td>
<td></td>
</tr>
<tr>
<td>girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>boys</td>
<td>37.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>90.1</td>
<td>62.22</td>
<td></td>
</tr>
<tr>
<td>girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>boys</td>
<td>62.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flat</td>
<td>7.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>8.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Money for important</td>
<td>23.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>things &amp; few luxury</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>items</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Money for luxuries &amp;</td>
<td>21.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>extra goods</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Control  
- n = 202

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ever had sex</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>6.6</td>
<td>30.77</td>
<td></td>
</tr>
<tr>
<td>girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>boys</td>
<td>30.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>93.4</td>
<td>69.23</td>
<td></td>
</tr>
<tr>
<td>girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>boys</td>
<td>69.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flat</td>
<td>13.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>6.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Money for important</td>
<td>21.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>things &amp; few luxury</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>items</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Money for luxuries &amp;</td>
<td>23.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>extra goods</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Outcomes – full sample

<table>
<thead>
<tr>
<th>Scale</th>
<th>T2 (post-test)</th>
<th>T3 (follow-up)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes about IPV</td>
<td>t=2.01, p=.05</td>
<td>NS</td>
</tr>
<tr>
<td>Gender Equitable Men scale</td>
<td>t=2.29, p=.02</td>
<td>NS</td>
</tr>
<tr>
<td>Positive consequences of IPV</td>
<td>t=2.33, p=.02</td>
<td>t=2.54, p=.01</td>
</tr>
<tr>
<td>Positive Conflict Resolution Skills</td>
<td>t=2.91, p=.003</td>
<td>t=2.41, p=.02</td>
</tr>
</tbody>
</table>
## Outcomes – girls

<table>
<thead>
<tr>
<th>Scale</th>
<th>T2 (post-test)</th>
<th>T3 (follow-up)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes about IPV</td>
<td>t=2.30, p=.02</td>
<td>NS</td>
</tr>
<tr>
<td>Gender Equitable Men scale</td>
<td>NS</td>
<td>NS</td>
</tr>
<tr>
<td>Positive consequences of IPV</td>
<td>t=2.06, p=.04</td>
<td>t=2.17, p=0.03</td>
</tr>
<tr>
<td>Positive Conflict Resolution Skills</td>
<td>t=2.31, p=.02</td>
<td>NS</td>
</tr>
<tr>
<td>Very confident to refer someone to help</td>
<td>NS</td>
<td>t=3.79, p=.05</td>
</tr>
<tr>
<td>Very confident to seek help</td>
<td>NS</td>
<td>t=7.07, p=.01</td>
</tr>
</tbody>
</table>
## Outcomes – boys

<table>
<thead>
<tr>
<th>Scale</th>
<th>T2 (post-test)</th>
<th>T3 (follow-up)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes about IPV</td>
<td>NS</td>
<td>NS</td>
</tr>
<tr>
<td>Gender Equitable Men scale</td>
<td>NS</td>
<td>NS</td>
</tr>
<tr>
<td>Positive consequences of IPV</td>
<td>NS</td>
<td>NS</td>
</tr>
<tr>
<td>Positive Conflict Resolution Skills</td>
<td>t=1.99, p=.05</td>
<td>t=2.16, p=.03</td>
</tr>
<tr>
<td>Very confident to refer someone to help</td>
<td>t=3.85, p=.05</td>
<td>NS</td>
</tr>
</tbody>
</table>
The "I statements" ... how to express yourself more in a better way to another person when you're angry or happy or other ways. And what to do in certain situations when, as in a scenario or something we had.

"I learnt that you must be able to speak to a partner, you must be able to say how you feel and other people must respect you and you must respect them."

"I told her that is not good, it is an aggressive communication and it also hurts partners to behave in that manner. ... I also showed her Respect 4 U class notes and I shared information with her and she was amazed. Whenever I come from class she will ask me whether do I have new information and I would tell her and she would ask me to give her some of my papers."

"I always thought that women are suppose to be and the programme taught me that men also need to be respectful as well."

"I learned about caring relationship. What to look for and what to avoid; that was very interesting."

"It taught me you must not just grab any boy. You must first for a few months go out to get to know him and see if the relationship can work. If you see it's going wrong, then you must leave him."

"I find it useful and helped me how to identify an abusive partner ... I will know when he is abusive or that he should just like me the way I am and not judge me."

Feedback from learners

- How much did you enjoy the classes? 6.71
- How applicable was the class to your life? 6.16
- How useful were the classes for your life? 6.19
- How new and different were the classes? 6.03
- How often did you talk to other people about what you learnt in the classes? 6.00

"Say a girl’s drunk, you mustn’t take advantage of her."

"Because they were in a relationship but the one expects more of the other one so it didn’t end well. That’s how the story ended, but in class we discussed about how those stories should have been. ... And that helped me decide like what’s right or the wrong thing to do."

"It felt different and it’s not usually what I would do. But when I did it and then afterwards I realised, like, hey, it’s actually better because they understand my point and I get to understand their point better."

"Not to fight and I was a violent person and if someone took my pen and I would react in a violent manner. And now we went through the session dealing with violence I can control myself."

"We liked the story because it’s like what happened to us."

"Thank you very much."

"I am happy about the way the class was taught and you helped me a lot."

"I really liked the class and I would like to continue with Respect 4 U."

"There was a lot of good things and exciting and I love Respect 4 U, please come again."

"I was taught something important to my life and sexuality."

"I would like to thank you Respect 4 U project it changed my life. I would like to continue these classes in my community."

"Thank you for being with us and teach us things we did not know, especially communication."

"Thank you very much."

"I think Respect 4 U is a perfect way to teach the youth."

"I was taught something important to my life and sexuality."
Lessons learned during implementation

- Building partnerships with schools is crucial
- Impact of having an independent health educator
- Attitudes towards Life Orientation
- School culture and how learning is facilitated
- How much of an impact can a discrete, specific intervention have?
What next?

- Adaptation in other studies
- Potential tool for NGOs or after-school programmes
Questions or Comments
anik.gevers@mrc.ac.za
Figure 1. MODEL OF INTIMATE PARTNER VIOLENCE (IPV) adapted from Jewkes, 2002

IDEOLOGY – MALE SUPERIORITY

Manifestations
- Low social value & power of women
- Distinct gender roles and hierarchy
- Male sexual entitlement
- Ideas of masculinity linked to control of women

Processes
- Little social support for women
- Enforcement of hierarchy & punishment of transgressions
- Relationship conflict

Primary Outcome
- Early initiation of sex

Secondary Outcomes
- Lack of correct, consistent condom use
- Multiple, risky sex partners

Postulated Outcome*
- HIV

Influencing Factors:
- Heavy alcohol use, drug use

IDEOLOGY—CULTURE OF VIOLENCE
- Violence is usual in conflict

*Distal outcome hypothesized; assessment not planned at this stage
Existing, relevant evidence-based programmes

- Safe Dates
  (Foshee, et al. 1998; Foshee et al., 2000)

- Stepping Stones
  (Jewkes, et al., 2008; Jewkes, et al., 2010)

- Our Times, Our Choices
  (Cupp et al., 2008)