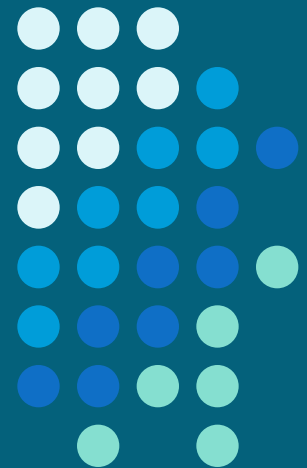


Preventing IPV among Adolescents: Outcomes of the Pilot Project

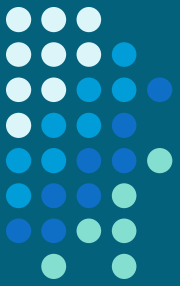


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Aník Gevers
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Pam Cupp
Marcia Russell
Alan Flisher

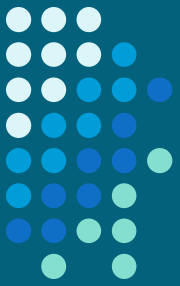


Rationale

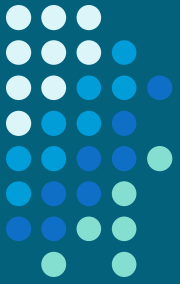


- Intimate relationships are developmentally normative and developmentally significant during adolescence
- Intimate Partner Violence (IPV) is a widespread problem among South African adolescents
- IPV has a wide-reaching, long-lasting impact

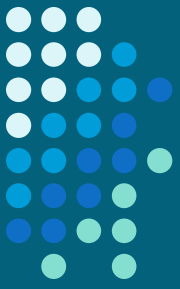
Research Protocol



- Stage 1: Develop the Intervention
- Stage 2: Initial Test of Intervention
- Stage 3: Pilot Test of Intervention

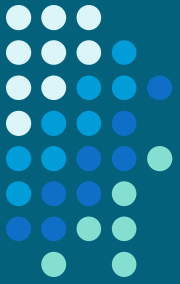


DEVELOPMENT STRATEGY



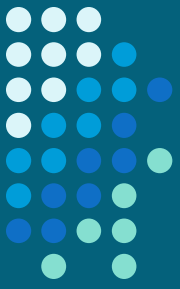
Sources of Information

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



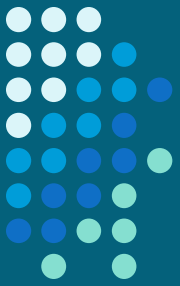
THE PROGRAMME

Intervention Goals



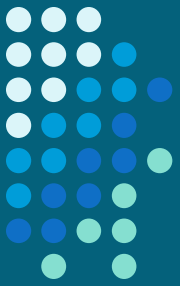
- To increase social support for girls
- To challenge norms that sanction boys' rights to insist on sex and to control girls
- To improve understanding of the risks of alcohol and drug use in the contexts of relationships
- To improve communication skills to reduce the use of violence in relationships

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 B:

- Identify different types of violence

- Learn strategies for safety planning

- Learn about the importance of getting help and supporting friends

- Learn w

- Challen

- Underst
responsib

- 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

- Consolidate programme and reflect on what was learned and gained personally

- Learn how to deal with a break up

gender and analyse how this power is used or abused

respectful

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in a

king

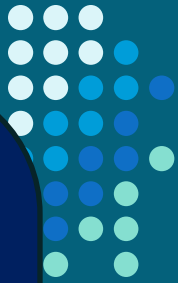
Unit E:
violence
(4)

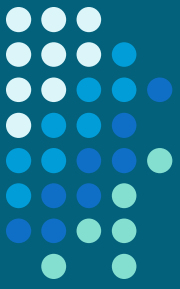
Creat

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Monitoring & Evaluation

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T1

- 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

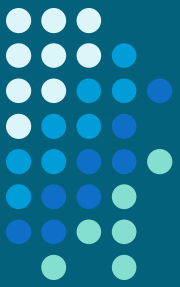
Intervention
n = 185

Control
n = 202

Ever had sex	%
Yes girls	9.9
boys	37.78
No girls	90.1
boys	62.22
Not	1.1
Other	8.2
Money for important things & few luxury items	23.1
Money for luxuries & extra goods	21.4

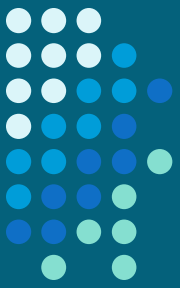
Ever had sex	%
Yes girls	6.6
boys	30.77
No girls	93.4
boys	69.23
Not	13.0
Other	6.6
Money for important things & few luxury items	21.7
Money for luxuries & extra goods	23.7

Outcomes – full sample



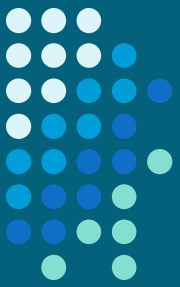
Scale	T2 (post-test)	T3 (follow-up)
Attitudes about IPV	t=2.01, p=.05	NS
Gender Equitable Men scale	t=2.29, p=.02	NS
Positive consequences of IPV	t=2.33, p=.02	t=2.54, p=.01
Positive Conflict Resolution Skills	t=2.91, p=.003	t=2.41, p=.02

Outcomes – girls



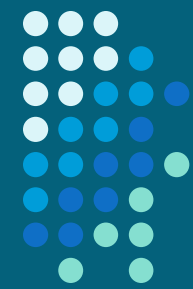
Scale	T2 (post-test)	T3 (follow-up)
Attitudes about IPV	t=2.30, p=.02	NS
Gender Equitable Men scale	NS	NS
Positive consequences of IPV	t=2.06, p=.04	t=2.17, p=0.03
Positive Conflict Resolution Skills	t=2.31, p=.02	NS
Very confident to refer someone to help	NS	t=3.79, p=.05
Very confident to seek help	NS	t=7.07, p=.01

Outcomes – boys



Scale	T2 (post-test)	T3 (follow-up)
Attitudes about IPV	NS	NS
Gender Equitable Men scale	NS	NS
Positive consequences of IPV	NS	NS
Positive Conflict Resolution Skills	t=1.99, p=.05	t=2.16, p=.03
Very confident to refer someone to help	t=3.85, p=.05	NS

Feedback from RESPECT4U learners



"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 very much"

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

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

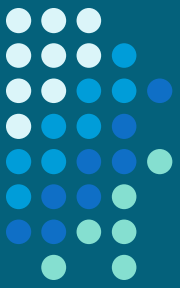
"I really liked the class and I would like to continue with Respect 4 U."

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

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

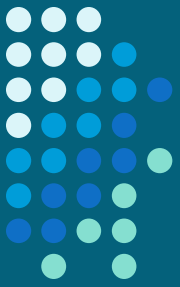
? 6.00 interesting."

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?

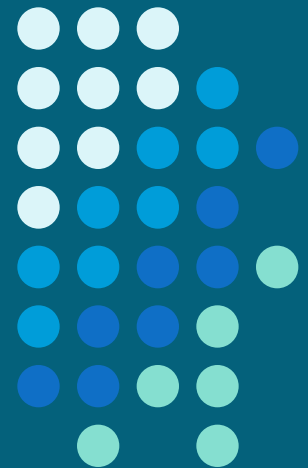
What next?



- Adaptation in other studies
- Potential tool for NGOs or after-school programmes

Questions or Comments

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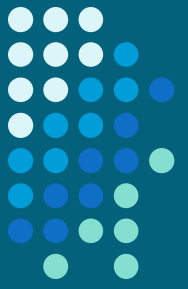
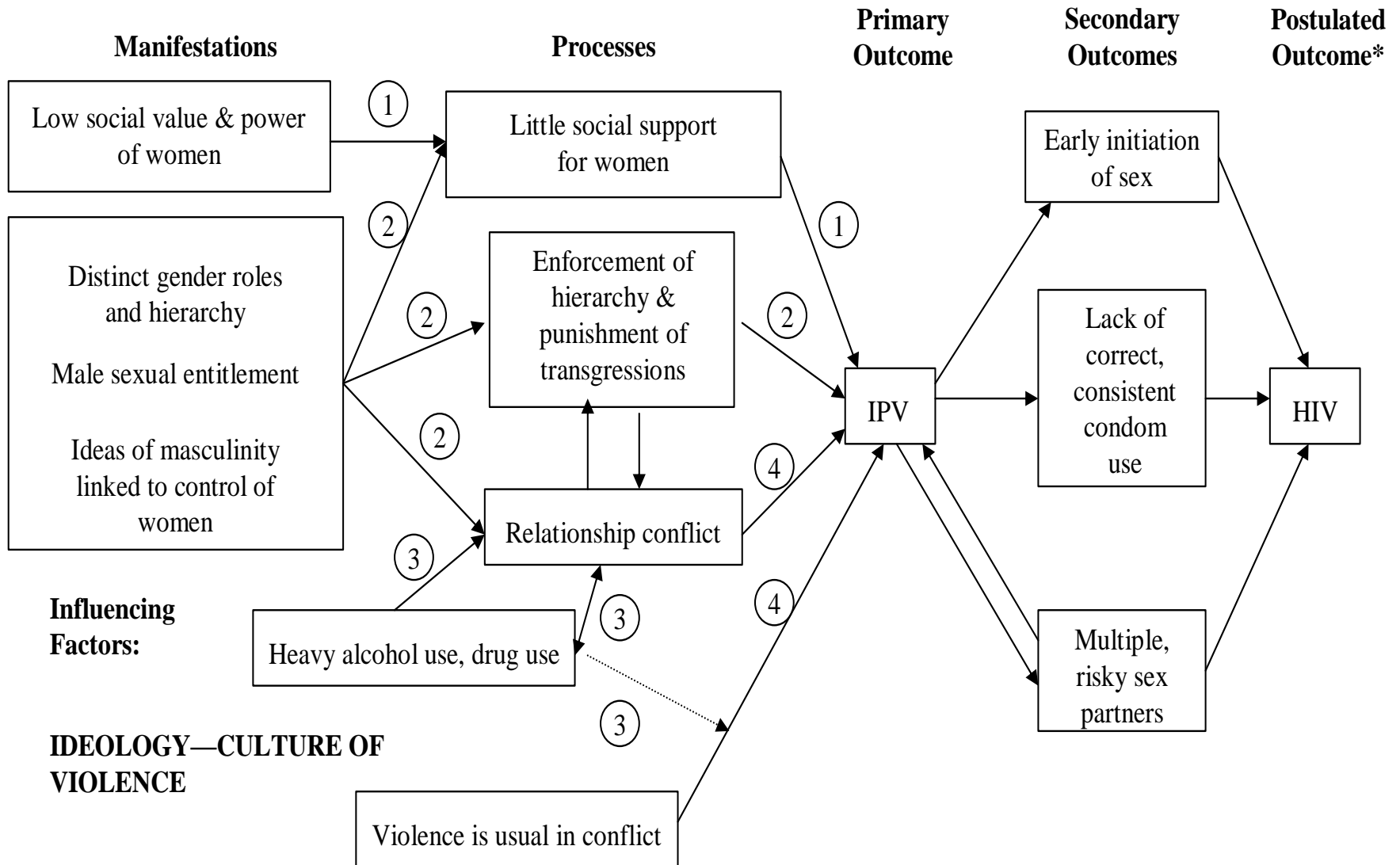


Figure 1. MODEL OF INTIMATE PARTNER VIOLENCE (IPV) adapted from Jewkes, 2002

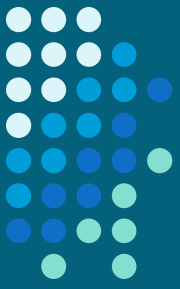
IDEOLOGY – MALE SUPERIORITY



*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)

