Presentation 6. Primary Prevention Strategies: Examples of Programmes for Which There is Some Evidence
Objectives

The core learning objective of this module is to describe primary prevention programmes for intimate partner and sexual violence for which there is some evidence of effectiveness.
1. School-Based Programmes to Prevent Dating Violence

2. Changing Gender-related Norms (notions of masculinity and female subordination)

3. Micro-Finance and Gender-Equality Training

4. Communications and Relationship Skills Training

5. Reducing Access to and Harmful Use of Alcohol

6. Exposure to violence during childhood
Effective and Promising Primary Prevention Strategies

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School-Based Programmes to Prevent Dating Violence (Effective)
School-Based Programmes for Preventing Dating Violence

- 11 programmes for preventing dating violence have been evaluated in the USA using randomized designs.
- All are targeting risk factors related to dating violence.
- Four have been shown to be effective for preventing dating violence (*Safe Dates, The Fourth R, The Youth Relationship Project, Families for Safe Dates*).
- Preventing dating violence can be assumed to be preventive of intimate partner and sexual violence in later life (Foshee, Reyes & Wyckoff., 2009).
School-Based Programmes: Safe Dates – Components

- **Curriculum** (9 sessions)
  - Designed to be part of health education sessions
  - Each session is 45 minutes
  - Curriculum can be bought from: www.hazeldon.org.

- **Theatre piece** (45 minutes)
  - To be acted by a group of adolescents in front of their class
  - Low cost and technology

- **Poster competition**
  - To reinforce curriculum
  - Posters exhibited in school corridors and/or other community buildings
  - Students chose the poster they liked the most (to ensure all students are exposed to the posters)
School-Based Programmes: *Safe Dates* – The curriculum

**Session title**

- 1 Defining caring relationships
- 2 Defining dating violence
- 3 Why do people abuse
- 4 How to help friends
- 5 Helping a friend
- 6 Combatting gender stereotypes
- 7 Equal power through communication
- 8 How we handle what we feel
- 9 Sexual abuse
School-Based Programmes: *Safe Dates* – Implementation

- **Curriculum adaptation**
- **Key elements to obtain support from schools**
  - Fulfilled state criteria for health education
  - Did not address sexual relationships or contraceptives
- **Teacher training**
  - Two days
- **Costs**
  - $150/curriculum
  - Between N$500 y $1000 incentive for the schools
  - Costs of teacher training and photocopying of materials
The programme was effective in:

- Reducing experience and perpetration of moderate physical and sexual dating violence and severe physical dating violence perpetration
- In the short and long-term (up to 4 years after the programme)
- Changing gender norms and stereotypes
- Increase awareness about available community services

The programme did not:

- Prevent or reduce the experiencing of psychological dating abuse
NoViolencia: An adaptation of *Safe Dates* for Latinos

*Preparing our youth for healthy and safe dating.* Six short, easy to read leaflets that can be sent home

- Take about one hour to complete
- Contain information about dating and dating violence
- Have entertaining activities that parents can do with adolescents

Conceptual framework includes changes in adolescents, parents and families

- Lower level of literacy
- Translation
- Test with 24 families and focal groups
- Review and test with 16 new families
School-Based Programmes: *The Fourth R: Skills for Youth Relationships* – A Dating Violence Prevention Programme

An outcome evaluation of *The Fourth R: Skills for Youth Relationships* found rates of physical dating violence that were 2.4% lower.

However, for reasons not fully understood, this self-reported decrease was found in boys but not in girls.

The programme was integrated into the existing health and physical education curriculum and taught in sex-segregated classes.

The cost of training and materials averaged 16 Canadian dollars per student.
School-Based Programmes: *Youth Relationship Project* – A Dating Violence Prevention Programme

This programme aimed to help 14–16 year-olds who had been maltreated as children develop healthy non-abusive relationships with dating partners.

A randomized-controlled trial showed it was effective in reducing incidents of abuse and the symptoms of emotional distress over a 16-month period after the programme (Wolfe et al., 2003).
Effectiveness of School-Based Programmes

Outcome evaluations of these three North American school-based programmes show that they are effective in preventing violence in dating relationships for adolescents.

Further research is needed to evaluate the effectiveness of other dating violence prevention programmes:

• In the longer term
• When integrated with programmes for the prevention of other forms of violence
• When delivered outside North America and in resource-poor settings
Micro-Finance and Gender-Equity Training (Emerging Evidence of Effectiveness)
Intervention with Microfinance for AIDS and Gender Equity (IMAGE) Programme

One of the most rigorously evaluated and successful microfinance and women’s empowerment programmes is the IMAGE programme in South Africa.

The intervention is aimed at women living in the poorest households in rural areas.

It combines a microfinance programme with training and skills-building sessions – some of which also involved men – on:

- Preventing HIV infection
- Gender norms
- Cultural beliefs
- Communication
- Intimate partner violence
The Aims of the IMAGE Programme

The IMAGE programme aims to:
• Improve women’s employment opportunities
• Increase women’s influence in household decisions
• Improve women’s ability to resolve marital conflicts
• Strengthen women’s social networks
• Reduce HIV transmission
• Encourage wider community participation to engage men and boys
Effectiveness of the IMAGE Programme

A randomized evaluation found that two years after completing the programme, participants:

• Reported experiencing 55% fewer acts of violence by intimate partners in the past 12 months

• Were more likely to disagree with statements that condone physical and sexual violence towards an intimate partner
IMAGE Training: Education, Skill-Building, and Engagement

Through education, skill-building, and engagement of the community, IMAGE was effective in reducing intimate partner violence and supporting women.

This was achieved without producing the type of negative effects seen in other settings.

It was, however, not effective at reducing HIV transmission.
Communications and Relationship Skills Training (Emerging Evidence of Effectiveness)
Communications and Relationship Skills Training: The *Stepping Stones* Programme

The *Stepping Stones* training package uses a participatory approach that promotes communication and relationship skills within communities.

Originally designed for the prevention of HIV infection, several communities have now incorporated elements of violence prevention.

The approach has been used in 40 low- and middle-income countries in Africa, Asia, Europe, and Latin America.
Effectiveness of the *Stepping Stones* Programme

Versions of the *Stepping Stones* programme have been evaluated in a number of countries.

The most thorough evaluation was conducted in the Eastern Cape province of South Africa.

It found that a lower proportion of men committed intimate partner or sexual violence in the two years following the programme (Jewkes et al., 2008).
Communications and Relationship Skills Training: Emerging Evidence of Effectiveness in Low- and Middle-Income Countries

Evidence is emerging of the effectiveness in low- and middle-income countries of the following empowerment and participatory approaches in preventing intimate partner violence.

- Combining micro-finance with gender-equality training
- Communications and relationship skills training
Reducing Access to and Harmful Use of Alcohol (Emerging Evidence of Effectiveness)
Relationship Between the Harmful Use of Alcohol and the Perpetration of Intimate Partner and Sexual Violence

The harmful use of alcohol is associated with intimate partner and sexual violence.

Reducing both access to alcohol and its harmful use may lead to reductions in these types of violence (frequency and severity).

However, the relationship between alcohol and violence is complex:

- Not everyone who drinks is at an equally increased risk of committing violence.
- Intimate partner and sexual violence can occur in cultures where alcohol use is taboo.

To date, research focusing on the prevention of alcohol-related intimate partner and sexual violence has been scarce.
Primary Prevention Programmes to Reduce the Harmful Use of Alcohol

Intimate partner and sexual violence may be prevented by reducing the more general harms caused by alcohol.

Emerging evidence suggests that the following strategies may be effective:

• Banning of alcohol advertising

• Making alcohol less available by:
  ▪ Instituting minimum purchase-age policies
  ▪ Reducing the density of alcohol retail outlets
  ▪ Reducing the hours or days alcohol can be sold
DISCUS Code

Marketing and propaganda should not contain or highlight excessive sexual activity...or indecent or sexually suggestive images or language.
Primary Prevention Programmes to Reduce the Harmful Use of Alcohol (continued)

Additional strategies that may be effective to reduce the harm caused by alcohol include:

• **Regulating alcohol prices:**
  - One study estimated that in the United States a 1% increase in alcohol prices may decrease intimate partner violence towards women by about 5%.

• **Treatment for alcohol-use disorders:**
  - Brief counselling interventions; support groups
Primary Prevention Programmes to Reduce the Harmful Use of Alcohol: Strategies for Low- and Middle-Income Countries

Most intimate partner and sexual violence primary prevention programmes that focus on alcohol have been conducted and evaluated in high-income countries.

For low- and middle-income countries, strategies to reduce alcohol-related intimate partner and sexual violence include:

• Regulating the density and licensing of alcohol outlets.

• Expanding the role of primary health care workers or general practitioners to include identifying and alleviating the harmful use of alcohol.
Changing Social and Cultural Gender Norms (Emerging Evidence of Effectiveness)
Cultural and Social Gender Norms

Cultural and social gender norms are the rules which regulate the roles and relationships of men and women within a specific cultural or social group.

Often traditional social and cultural gender norms:

- Make women vulnerable to violence from intimate partners
- Place women and girls at increased risk of sexual violence
- Condone or support the acceptability of violence

Efforts to change social norms that support intimate partner and sexual violence are a key element in the primary prevention of these forms of violence.
Three Main Approaches for Changing Social and Cultural Norms

Currently the three main approaches for changing the social and cultural norms supportive of intimate partner and sexual violence are:

- Social norms theory
- Media awareness campaigns
- Working with men and boys

1. Social norms theory – Correcting misperceptions that the use of such violence is a highly prevalent normative behaviour among peers

In the United States, the social norms approach has been applied to the problem of sexual violence among college students.

Some positive results have been reported.
Three Approaches for Changing Social and Cultural Norms (continued)

2. Media awareness campaigns – The goals include:
   - Raising public awareness
   - Providing accurate information
   - Dispelling myths and stereotypes about intimate partner and sexual violence
   - Changing public opinion

Evidence of their effectiveness in changing behaviour is emerging, but more evidence is required (Whitaker, Baker, & Arias, 2007).

3. Working with men and boys – The objectives include:
   - Increasing an individual’s knowledge
   - Changing attitudes towards gender norms and violence
   - Changing social norms around masculinity, power, gender and violence

Evidence of their effectiveness for preventing intimate partner violence is currently emerging.
Violence against women: A disaster that men can prevent

If you feel on the verge of mistreating your family:

- Pay attention to your anger, as a way to control yourself.
- Take a walk and clear your mind.
- Don't seek refuge in alcohol. Drinking is not the solution.
- Look for a person with whom you can talk about your feelings.
- Talk to your partner and respect her opinions.
Community education: Programme H and programme

Involving young men and empowering young women to promote gender equality and health:

• Formative research
• Educational group activities
• Community campaign
Emerging Evidence of the Effectiveness of the Three Main Approaches for Changing Social and Cultural Norms

Programmes to alter cultural and social norms are among the most visible and ubiquitous of all strategies, but they remain one of the least evaluated.

Evaluations have typically measured changes in attitudes and beliefs rather than in the occurrence of the violent behaviours themselves.

Nonetheless, some evidence is emerging to support the three main approaches for changing social and cultural norms.

These programmes must be taken to scale and more rigorously evaluated.
Summary and Conclusion
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Activity: Reviewing the Effectiveness of Primary Prevention Strategies

Participants will be assigned to one of four groups and provided with handouts:

• Group 1: Micro-Finance and Gender-Equality Training
• Group 2: Communications and Relationship Skills Training
• Group 3: Reducing Access to and Harmful Use of Alcohol
• Group 4: Changing Social and Cultural Gender Norms

Discuss aspects of the strategy you have been assigned and the existing evaluation results.

Questions groups should consider:

• What evidence is there for effectiveness of the assigned strategy?
• What further evidence/research is needed to demonstrate the effectiveness of this strategy?
• What information did your group find most interesting about the strategy you were assigned?
• What potential does this strategy have for your local or regional setting?