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Short-Term Effects of a Violence Prevention Curriculum on Knowledge of Dating Violence among High School Students in Port-au-Prince, Haiti

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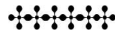

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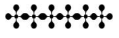

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Abstract

This study was carried out to determine whether a violence-prevention curriculum taught to students in grades 10-12 in one public and one private high schools in Port-au-Prince, Haiti would increased knowledge about dating violence. A one-group pretest-posttest study was carried out in November to December 2013. Students who took the exam prior to curriculum implementation and after the program was completed were assessed for knowledge of dating violence. The curriculum was an adaptation of the SAFE Dates Program and consisted of ten 50-minutes sessions that were taught over a period of five weekends. The curriculum consisted of interactive activities, games and role plays addressing the definition of dating violence, dating violence norms, gender stereotyping, conflict management skills and forms of support that may be provided to friends in abusive relationships. Bivariable analysis was conducted to determine whether the curriculum was associated with increased knowledge of dating violence. A total of 221 students completed both the pretest and posttest exams, of whom 32 were from the private school. Pretest levels of knowledge of dating violence were low. All eight measures of knowledge increased singificantly between the pretest and posttest in both schools. The mean score for knowledge of dating violence facts and myths increased from 5.2 at pretest to 8.4 at posttest out of a maximum of 10. Gains in knowledge of dating violence were higher among public school students than among private school students for some outcomes. Exposure to the curriculum increased knowledge of dating violence in the short-term.

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Background

Relationship violence is a serious public health issue for young people in Haiti. According to the 2012 Haiti Demographic and Health Survey, approximately 43 percent of adolescent girls aged 15-19 who were in union at the time of the survey or in the past had been a victim of emotional, physical or sexual abuse from their partners. Women aged 15-19 years had the highest rates of intimate partner violence (IPV) victimization, almost one and a half times the national average. The survey also showed that 8 percent of women aged 15-19 years who had ever been in union were also perpetrators of IPV in the past 12 months – almost triple the national average (Caymittes et al., 2013). Studies show that dating violence puts young people at higher risk for substance use, suicidal behavior and attempts, unsafe sex, non-use of contraception, and other health consequences such as unintended pregnancy; abortion; depression; and STI/HIV transmission (Ackard et al., 2007; Barnyard and Cross, 2008; Muñoz-Rivas et al., 2007; and O'Leary et al., 2008).

Few violence-prevention programs in low-income countries have targeted adolescents. Yet teen dating violence differs from adult intimate partner violence in significant ways. First, when they start to date, adolescents are in a critical developmental stage during which they experience many social, emotional, cognitive, and physiological changes. However the parts of the brain that control impulse, foresee consequences and temper emotions do not fully develop until an individual is in the early 20s (Weinberger et al., 2005), making it difficult for adolescents to deal with situations that require good conflict resolution skills. Second, because adolescents do not have much experience with relationships, they may not recognize that they are in unhealthy relationships and even if they do realize this, they may not know what to do about it. Furthermore, adolescents may decide to stay in unhealthy relationships because of social and peer expectations for adolescents to date. Third, in adolescent relationships, it is more common for violence to be bidirectional than in adult relationships, which typically have one partner acting as the aggressor (Theriot, 2008). Fourth, boys and girls are both victims of as well as perpetrators of teen dating violence which may go against gender stereotypes (Bandyopadhyay et al., 2010; Sears et al., 2006; White, 2009). However, violence perpetrated by boys is more likely to cause severe physical injuries and to involve sexual abuse than violence perpetrated by girls. It has been found that girls are more likely to use psychological abuse or physical violence that results in minor injury (Molidor and Tollman, 1998; Theriot, 2008).

Unhealthy relationships if unchecked can lead to future victimization or perpetration, which can continue into adulthood and become more severe over time. Therefore, educating adolescents about healthy relationships is a key step to reducing both primary and secondary exposure to relationship violence. The goal of this study was to add to the evidence base on what works for preventing adolescent relationship violence in USAID-assisted countries. Specifically, the study's objectives were to:

- Assess the cultural appropriateness of a violence prevention curriculum for high school students living in Port-au-Prince, Haiti;
- Adapt the violence prevention curriculum for the Haitian environment
- Evaluate the effectiveness of the curriculum on the primary and secondary prevention of relationship violence among high school students in Port-au-Prince, Haiti

The violence prevention curriculum was based on the second edition of the SAFE Dates, which has been has been found to be effective for the primary and secondary prevention of relationship violence among adolescents in the United States (De Grace and Clarke, 2012; Foshee et al., 1998, 2000, 2004, 2012). In this report, we present the results of an exam that was administered to students prior to the beginning of curriculum implementation and after the program was completed to assess knowledge gained by the students.

The Safe Dates Curriculum

The SAFE Dates curriculum is a ten-session program that addresses attitudes and behaviors associated with dating violence (Foshee and Langwick, 2010). The objectives of the program are to:

- Raise students' awareness of what constitutes healthy and abusive relationships
- Raise students' awareness of relationship violence and its causes and consequences
- Equip students with the skills and resources to help themselves or friends in abusive relationships
- Equip students with the skills to develop healthy relationships, including positive communication, anger management and conflict resolution (Foshee and Langwick, 2010).

The curriculum consists of the following ten 50-minutes sessions, which can be presented over a period of days or weeks:

- Session 1: Defining caring relationships
- Session 2: Defining relationship violence and abuse
- Session 3: Why do people abuse?
- Session 4: How to help friends
- Session 5: Helping friends
- Session 6: Overcoming gender stereotypes
- Session 7: How we feel, how we deal
- Session 8: Equal power through communication
- Session 9: Preventing sexual violence
- Session 10: Reviewing the violence prevention program

A description of the curriculum scope and learning objectives may be obtained from Foshee and Langwick (2010). The curriculum has been identified as a model program in the United States Registry of Evidence-based Programs and Practices. The curriculum was tested in fourteen public schools in North Carolina using a rigorous experimental design and found to be successful in reducing physical and sexual relationship violence perpetration and victimization among adolescents participating in the program. The curriculum was found to be equally effective for male and female adolescents (Foshee et al., 1998; 2000; 2004). Each session of the curriculum includes interactive activities, games and role plays addressing the dating violence mediating variables such as dating abuse norms, gender stereotyping, and conflict management skills.

Data and Methods

The present study is part of a violence-prevention program that was conducted in four high schools in Port-au-Prince. The schools were matched by type (public or private) and one of each matched pair was randomly assigned to treatment or control. Treatment schools were exposed to the violence prevention curriculum whereas control schools received a poster competition on dating violence. Adolescents were eligible for study if they were enrolled in grades 10-12 in November 2013. Adolescents were not allowed to participate in the study without their signed assent/consent and their parents' consent. Program activities occurred from November to December 2013. The pretest and posttest exams were administered to adolescents in the treatment schools in order to assess knowledge gained from the violence prevention curriculum, using a questionnaire that was provided along with the curriculum by Foshee and Langwick (2010).

Although 343 parental consent forms and an equivalent number of assent/informed consent forms were received in treatment schools before the program started, only 236 students enrolled in the program and completed the pretest of knowledge. Of the 236 adolescents completing the pretest in November 2013, 221 completed the posttest in December 2013, five weeks afterwards. Questionnaires were self-administered and were completed in school. We did not administer posttest questionnaires to students who were absent for session 10 of the violence-prevention curriculum. The analysis was restricted to the 221 students who completed both the pretest and the posttest exams, 32 of whom were from the private treatment school.

The exam used for the pretest and posttest assessed knowledge of forms of physical and emotional violence in dating relationships, warning signs that a person is a victim of abuse or is an abusive partner, how to support a friend who is a victim of dating violence, nonviolent ways to respond to anger, how to protect oneself in a potential rape situation, and dating violence myths and facts. The results of the pretest and post-test were entered into Microsoft Excel and then imported into Stata version 12.0. We merged the pretest and the posttest data and examined whether there were significant changes in the prevalence of various measures of knowledge of dating violence. Bivariable analyses were carried out using the *t* test for continuous variables and the χ^2 test for categorical variables.

Results

Forms of Dating Violence

In the pre- and post-test exams, students were asked to list three forms of emotional dating violence. Table 1 shows the percentage of students who mentioned specific forms of emotional dating violence in each exam. The most frequently mentioned act of emotional violence was "Calling a partner names", which was mentioned by 40 percent of students at pretest and 47 percent at posttest. The remaining acts of emotional violence listed in Table 1 was mentioned by less than 10 percent of students at pretest but as the data showed, there were significant increases between pretest and posttest in the percentage of students who listed these acts. For example, 23 percent of students listed "threatening to hurt a dating partner" as a form of emotional violence at posttest compared to 3 percent at pretest, a seven-fold increase.

Table 1 Percentage of students in grades 10-12 in treatment schools who mentioned specific acts of emotional dating violence in the pretest and posttest exams, Haiti 2013

Acts of Emotional Violence	**Pretest**	**Posttest**	**Sig.**
Calling a dating partner names	39.5	47.1	
Criticizing opinions	4.0	20.2	***
Ignoring a dating partner's feelings	3.6	13.9	***
Isolating a dating partner from others	0.9	8.1	***
Behaving jealously	9.4	23.8	***
Telling lies	3.1	24.2	***
Scaring a dating partner	4.0	13.9	***
Cheating on a dating partner	4.0	13.9	***
Making a dating partner feel guilty	2.2	9.0	**
Spreading rumors	1.4	8.5	***
Threatening to hurt a dating partner	3.1	22.9	***
Threatening to hurt oneself	2.2	10.8	***
Using sexually derogatory names	3.1	9.0	**
Criticizing beliefs about sex	0.5	5.9	***
Putting down family and friends	2.2	21.1	***
Humiliating a dating partner in public or private	1.8	15.7	***
Insulting a dating partner's beliefs or values	1.8	6.3	*
Displaying inappropriate anger	7.2	15.3	**

* $p < .05$; ** $p < .01$; *** $p < .001$

Figure 1 shows the percentage of students who knew three forms of emotional dating violence at pre-test and posttest, by type of school. At pretest, less than 10 percent of students surveyed could name three forms of emotional dating violence. As could be expected, at pretest, more private school students knew three forms of emotional dating violence compared to their public school counterparts (23 percent versus 5 percent). Both schools showed remarkable increases in the percentage of students who could list three forms of emotional abuse between the pretest and the posttest exam. Gains in knowledge of forms of emotional dating violence were higher in the public school (from 5 percent to 91 percent) than in the private school (from 23 percent to 65 percent). At posttest, knowledge of forms of emotional violence was greater among public school students than among their private school counterparts.

FIGURE 1

Percentage of high school students who knew three or more forms of emotional dating violence by type of school, Haiti violence-prevention curriculum 2013

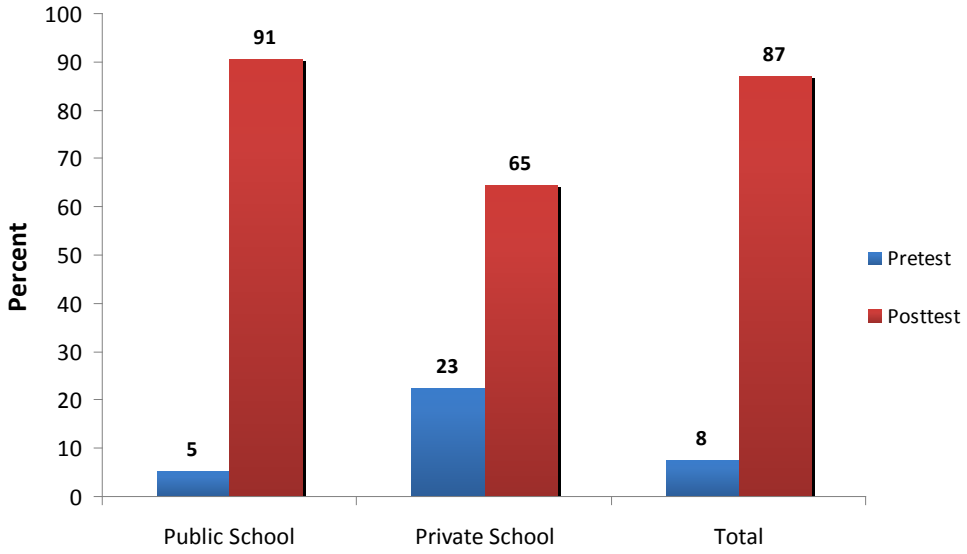


Table 2 shows the percentage of students who listed specific acts of physical dating violence in response to the question "List three examples of physical dating abuse." At pretest, over half of the students listed "hitting" as a form of physical dating violence with most of the other acts shown in Table 2 being listed by less than 10 percent of students, with the exception of rape (11 percent). There were statistically significant increases in the percentage of students mentioning each of the acts of physical violence shown in Table 2 with the exception of "hitting", "scratching" and "forcing unwanted sexual actions." At posttest, hitting was still the most frequently mentioned form of physical dating violence (57 percent) followed by "Rape" (28 percent), and "Shoving" (21 percent).

Table 2 Percentage of students in grades 10-12 in treatment schools who mentioned specific acts of physical/sexual dating violence in the pretest and posttest exams, Haiti 2013

Acts of Physical/Sexual Violence	Pretest	Posttest	Sig.
Hitting	55.0	57.4	
Scratching	8.1	13.1	
Pushing	6.7	15.3	**
Threatening	2.3	8.5	**
Pinching	0.5	14.4	***
Choking	3.1	10.8	**
Spitting on a partner	0.9	16.6	***
Shaking	0.5	7.7	***
Shoving	7.6	20.6	***
Forcing	1.8	17.5	***
Biting	2.7	13.5	***
Pulling hair	0.5	11.2	***
Using a weapon	0.9	6.3	**
Throwing things	0.5	12.6	***
Keeping a dating partner from leaving	1.4	6.7	**
Molestation	0.0	8.5	***
Rape	11.2	27.8	***
Forcing unwanted sexual actions	7.2	9.9	
Damaging personal property	1.4	5.8	*
Acting in an intimidating way	1.4	4.5	*
Purposefully injuring an animal	2.2	7.2	*

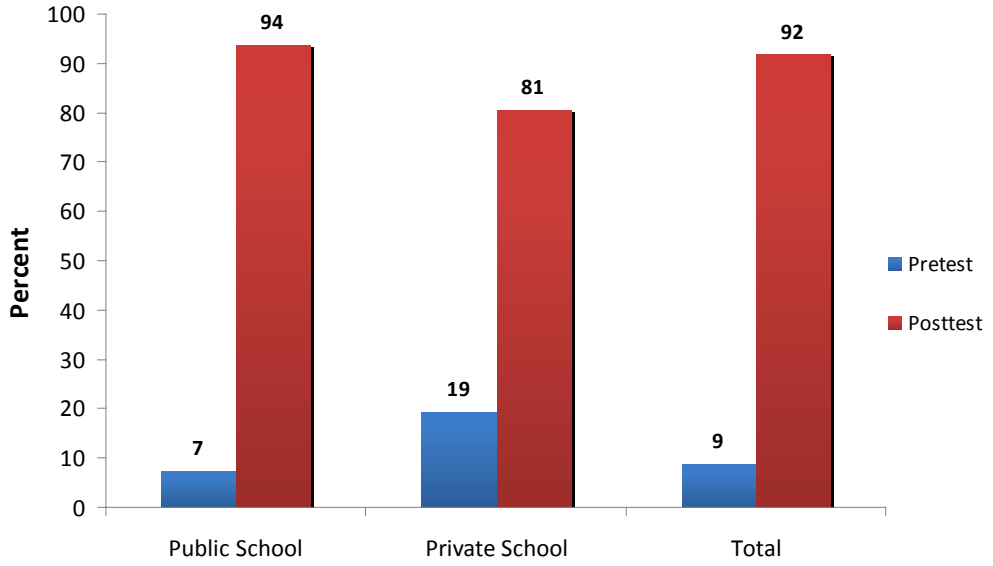
* p < .05; ** p < .01; *** p< .001

As Figure 2 shows, less than 9 percent of students were able to list three forms of physical dating violence at pretest, with levels of knowledge being twice as high in the private school as in the public school, which is to be expected given differences in socioeconomic background between these two groups of students. The data showed remarkable increases in knowledge of three forms of dating violence between the pretest and posttest exams. In the public school, for example, the percentage of students who could list three forms of physical data violence increased more than ten-fold between the pretest and posttest exams, from 7 percent to 94 percent. A similar increase in students' knowledge of three forms of physical dating violence

was seen in the private school, although levels of knowledge at posttest were lower than in the public school (81 percent versus 94 percent).

FIGURE 2

Percentage of high school students who knew three or more forms of physical/sexual dating violence by type of school, Haiti violence-prevention curriculum 2013



Warning Signs

In the violence-prevention curriculum, students were taught about warning signs of dating violence so they could tell the difference between a healthy, unhealthy, and abusive relationship, and stay safe. The pretest and posttest exams required students to list two warning signs, or "red flags," that a person may be a victim of dating abuse. Table 3 provides the list of warning signs of dating violence victimization that were taught in the curriculum and also shows the percent of students who listed a given warning sign in the pretest and posttest exams. The list of warnings signs did not include excessive text messaging and calling from a dating partner, increasing recognized as an early warning sign that a dating relationship might be likely to turn violent. At pretest, each of the warning signs was listed by less than 5 percent of students. At posttest, knowledge of all the warning signs had improved significantly except for "Feeling a pounding or fluttering in your chest when your dating partner isn't happy", "Noticing that your dating partner has very traditional stereotypical beliefs about women and men", and "Feeling as if your dating partner gets too personal or touches you in an unwanted way." At posttest, the most frequently mentioned warning signs that a person might be a victim of dating violence

were “Being physically hurt”, “Feeling afraid of your dating partner”, and “Feeling manipulated or controlled.”

Table 3 Percentage of students in grades 10-12 in treatment schools who mentioned specific warning signs that a person might be a victim of dating violence in the pretest and posttest exams, Haiti 2013

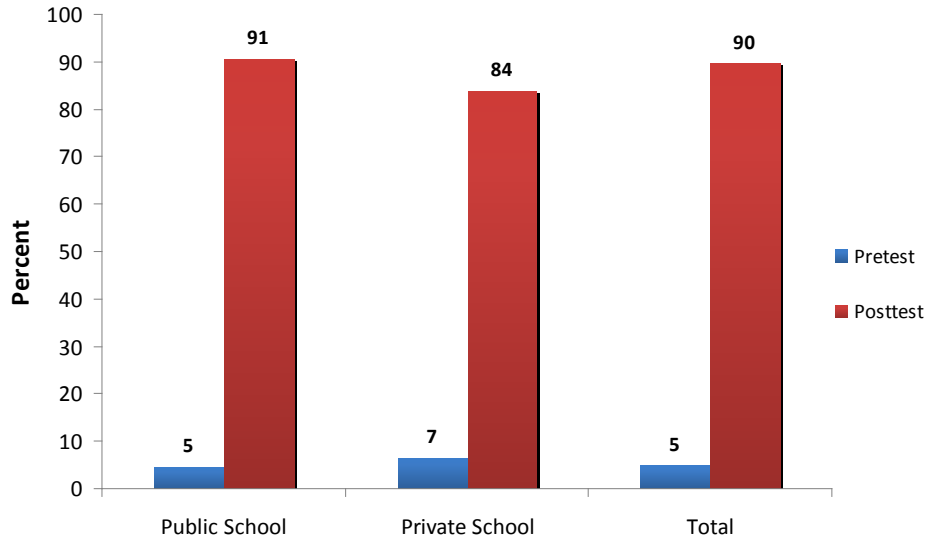
Warning Signs	**Pretest**	**Posttest**	**Sig.**
Being physically hurt	4.5	38.2	***
Feeling afraid of your dating partner	3.6	36.8	***
Feeling isolated, maybe along	1.8	11.2	***
Losing your friends	0.9	14.4	***
Feeling embarrassed, put down, ashamed or guilty	1.4	15.3	***
Being threatened	3.6	18.8	***
Feeling manipulated or controlled	1.8	25.2	***
Being afraid to express your own feelings of anger	0.9	7.6	***
Feeling nervous or with a sick feeling in your stomach when your dating partner is irritated, frustrated or angry	0.5	7.2	***
Feeling a pounding or fluttering in your chest when your dating partner isn’t happy	1.8	4.0	
Not being allowed to or being afraid to take decisions for yourself	0.0	4.5	***
Noticing that your dating partner has very traditional stereotypical beliefs about women and men	1.4	3.1	
Feeling as if your dating partner gets too personal or touches you in an unwanted way	1.4	2.2	
Not having your thought or wishes for personal space respected	0.9	4.0	*

* $p < .05$; *** $p < .001$

Figure 3 shows the percentage of students who knew two signs that a person might be a victim of dating violence by type of school. At pretest, only 5 percent of students tested could identify two warning signs of violence victimization in dating relationships. However, at posttest, knowledge had increased to 90 percent, with levels being slightly higher in the public than in the private school.

FIGURE 3

Percentage of high school students who knew two or more signs that a person might be a victim of dating violence by type of school, Haiti violence-prevention curriculum 2013



Students were also trained on how to spot warnings signs that a person might be abusing his or her dating partner. Warning signs of dating violence perpetration included in the curriculum are presented in Table 4 along with the percentage of students who listed a given warning sign in each exam. At pretest, each warning sign of dating violence perpetration was mentioned by six percent or fewer students. However, the percentage of students listing each warning sign increased significantly by the posttest, except for "Forcing your dating partner to do sexual things that he or she is not comfortable doing." At posttest, the most frequently mentioned warning signs of dating violence perpetration were "Verbally threatening your dating partner" (37 percent), "Physically assaulting your dating partner" (32 percent), and "Making your dating partner afraid of you" (32 percent).

Table 4 Percentage of students in grades 10-12 in treatment schools who mentioned specific warning signs that a person might be abusing his/her dating partner in the pretest and posttest exams, Haiti 2013

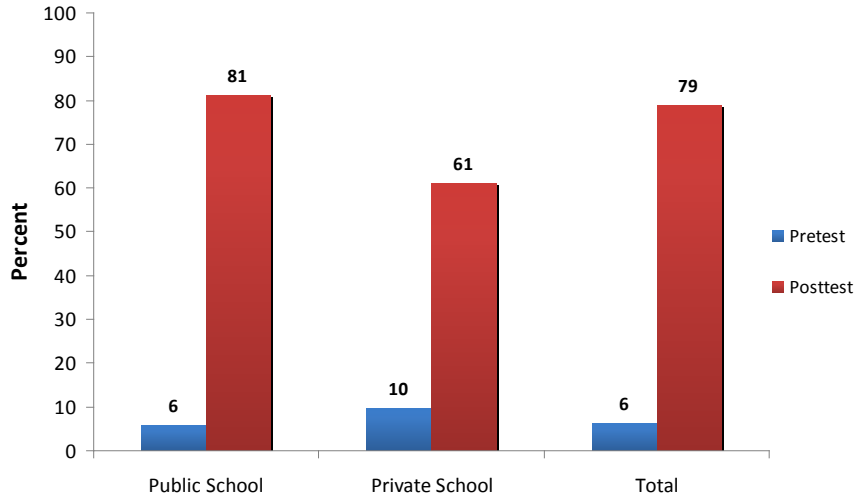
Warning Signs	**Pretest**	**Posttest**	**Sig.**
Physically assaulting your dating partner (hitting, slapping, pushing, kicking)	5.8	32.3	***
Intimidating your dating partner	2.2	21.1	***
Becoming angry if your dating partner is spending time with other people	3.6	12.6	***
Asking your dating partner to change his or her behavior because you are jealous	2.7	14.4	***
Verbally threatening your dating partner	4.5	37.2	***
Using “guilt trips” to get your dating partner to do something	0.9	13.9	***
Feeling unable to control your own feelings of anger	2.2	9.9	***
Making your dating partner afraid of you	3.1	31.8	***
Forcing your dating partner to do sexual things that he or she is not comfortable doing	4.9	8.5	

*** p< .001

As Figure 4 shows, few students could list two warning signs of dating abuse perpetration (six percent) at pretest but by the posttest, almost four out of five students could. There were bigger gains in knowledge of two warning signs of dating abuse perpetration among public school students than among private school students. Even though more private school students knew two warnings signs of dating violence perpetration at pretest, their levels of knowledge were 20 percentage points lower than those of public school students at posttest. A comparison of Figure 3 and Figure 4 reveals that, at posttest, there was greater knowledge of warning signs of dating violence victimization as compared to perpetration, regardless of the type of school.

FIGURE 4

Percentage of high school students who knew two or more signs that a might be abusing his/her dating partner by type of school, Haiti violence-prevention curriculum 2013



How to Help Friends

The Haiti 2012 DHS showed that approximately one in four adolescent girls aged 15-19 years who were currently in union had experienced emotional, physical or sexual violence (Caymittes et al., 2013). This means that adolescents in Haiti are likely to know someone who is probably a victim of partner violence. The curriculum included ways to help friends or loved ones who may be in abusive relationships, which are depicted in Table 5 along with the percentage of students who listed a given action or form of support in the pretest and posttest exams. At pretest, 22 percent of student listed finding a private place to speak with the victim and not passing on information about the violence to anyone without their friend's permission. This percentage did not change much by the posttest. With the exception of "Tell the person that he or she did not deserve to be abused," the other forms of support shown in Table 5 were listed by significantly more students at the posttest than at the pretest. For example, the percentage of students who listed responses suggesting that they would help the victim develop a safety plan increased from 2 percent at pretest to 42 percent at posttest.

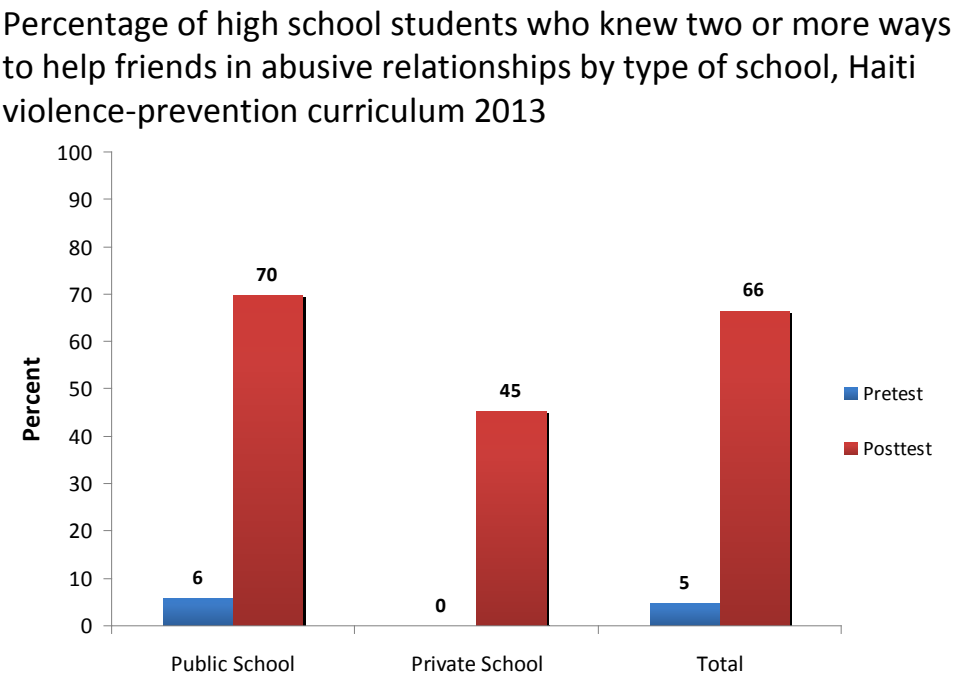
Table 5 Percentage of students in grades 10-12 in treatment schools who mentioned specific ways to help friends in abusive relationships in the pretest and posttest exams, Haiti 2013

Ways to Help Friends	Pretest	Posttest	Sig.
Speak in private; do not tell other people without your friend's permission	22.0	26.1	
Listen and believe your friend's story. Acknowledge feelings and let your friend know he or she is not alone	8.1	41.7	***
Tell the person that he or she did not deserve to be abused	15.7	19.3	
Let your friend make his or her own decision	4.5	14.4	***
Make a safety plan	1.8	41.7	***
Give help; know the resources in your community	1.8	21.1	***

*** p< .001

At pretest, none of the students from the private school could identify two or more ways to help friends in abusive relationships and only 6 percent of those from the public school could. There were significant increases in knowledge of two ways help friends in abusive relationships over time, from 5 percent at pretest to 66 percent at posttest in the treatment schools. The increases in knowledge were equally dramatic in both the public school and the private school but levels of knowledge at posttest were higher in the former school than in the latter (70 percent versus 45 percent).

FIGURE 5



Anger Management

Anger is often cited as one of the reasons for resorting to violence in dating relationships. One of the purposes of the curriculum was to demonstrate that anger is controllable and to teach students immediate and later calming strategies that they could use to manage anger and keep dating relationships healthy and non-violent. In the pre- and posttests, students were asked to list two things they could do to keep their anger from getting out of control. Table 6 presents the percentage of students who listed specific ways to defuse anger in the pretest and posttest exams. At pretest, the most frequently cited ways to defuse anger were "Talk to yourself" (18 percent), "Take a deep breath" (11 percent), and "Go into another room for a few minutes" (11 percent). Each of the other ways of defusing anger was mentioned by less than 8 percent of students. There were significant increases between the pretest and post-test exams in the percentage of students who mentioned specific strategies for managing anger. For example, twice as many students mentioned "Talk to yourself" in the posttest as did in the pretest (36 percent versus 17 percent) and the percentage who mentioned asking someone for advice increased from 2 percent at pretest to 27 percent at posttest. As Figure 6 shows, there were phenomenal increases over time in the percentage of high school students who knew two or more ways to defuse anger from 22 percent of all students at pretest to 90 percent at posttest. These gains in knowledge were observed in both the public school and the private school and were statistically significant.

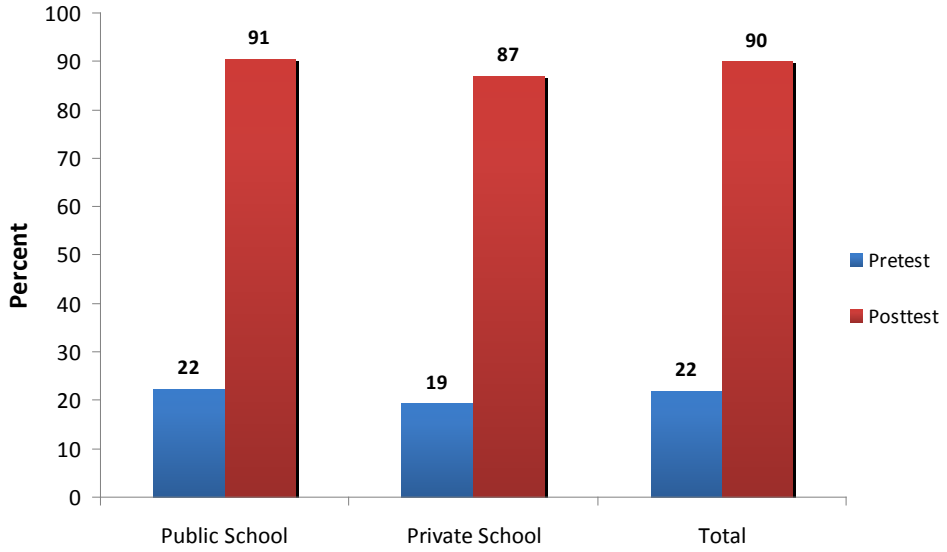
Table 6 Percentage of students in grades 10-12 in treatment schools who mentioned specific ways to defuse anger in the pretest and posttest exams, Haiti 2013

Ways to Defuse Anger	**Pretest**	**Posttest**	**Sig.**
Take a deep breadth	11.2	17.1	
Talk to yourself	16.7	35.9	***
Cry	6.7	7.6	
Go into another room for a few minutes	10.8	6.7	
Think of something that makes me happy	2.2	6.3	*
Tell the person why I am angry	3.6	1.8	
Go into another room and scream	2.2	7.2	*
Walk away	2.7	5.9	
Use humor; tell a joke	1.8	5.8	*
Count forward or backward	1.4	3.1	
Go for a walk or run	0.5	4.9	**
Exercise strenuously	0.9	2.7	
Ask someone for advice	1.4	26.5	***
Explain to the person why I am angry	2.7	6.3	
Listen to music	7.2	11.7	
Play cards like solitaire	4.5	4.9	
Take a nap	0.9	5.8	**
Go dancing	0.9	5.4	**
Watch a movie	1.4	9.4	
Play a sport	1.8	8.1	**
Read a book	4.5	6.7	
Call a friend	0.5	5.4	**

* $p < .05$; ** $p < .01$; *** $p < .001$

FIGURE 6

Percentage of high school students who knew two or more ways to defuse anger by type of school, Haiti violence-prevention curriculum 2013



Sexual Assault Protection

At pretest, students had limited knowledge about how to protect themselves from sexual assault. As Table 7 shows, only 5 percent could list "Double date or go out with a group of friends and "Trust your feelings and instincts. Go to a safe place if uncomfortable." There was a significant increase in knowledge of self-protection actions by the posttest. For example, the percentage of students who mentioned double dating or going out with a group of friends as a way to protect themselves from dating sexual abuse increased from 5 percent at pretest to 64 percent at posttest.

Table 7 Percentage of students in grades 10-12 in treatment schools who mentioned specific ways to protect oneself from sexual assault in the pretest and posttest exams, Haiti 2013

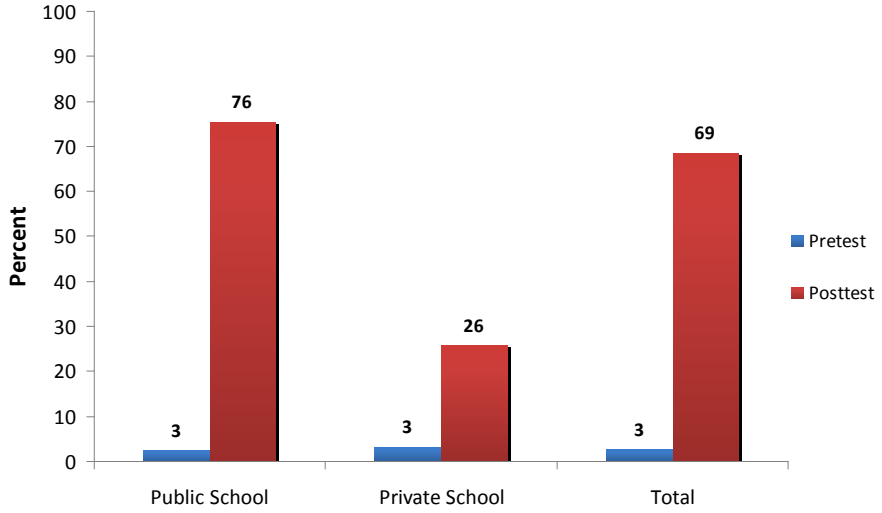
Ways to Protect Oneself from Sexual Assault	Pretest	Posttest	Sig.
Double date or go out with a group of friends	4.9	63.7	***
Decide what your boundaries are about being sexual	7.6	22.4	***
Trust your feelings and instincts. Go to a safe place if uncomfortable	4.5	26.0	***
Be careful if your date holds strong gender stereotypes	2.7	59.5	***

*** p< .001

Figure 7 shows further that only 3 percent of students could name two ways to protect themselves from sexual assault at pretest. By posttest, levels of knowledge had increased to 69 percent in the total sample of students tested. However, most of these gains appeared to have occurred in the public school as only 26 percent of students in the private school could name two ways of protecting themselves from sexual assault in the posttest. This discrepancy could have arisen due to the omission of date rape drug precautions from the data entry template, if student from private schools were more likely to list actions such as “Don’t put a drink down and leave it”, “Don’t drink alcohol”, and “Don’t accept drinks that have already been opened”. This was an unfortunate omission.

FIGURE 7

Percentage of high school students who knew two or more ways to protect themselves from sexual assault by type of school, Haiti violence-prevention curriculum 2013



Dating Violence Myths and Facts

The pre- and post-test exams included ten "True or False" statements about dating violence. For each of these statements, Table 8 presents the percentage of students that had a correct response in the pretest and posttest exams. At pretest, the vast majority of students subscribed to the myth that sometimes a person's response to anger is uncontrollable, with only 18 percent providing the correct "False" response. Over 60 percent of students felt at pretest that abuse usually goes away over time if you just ignore it. Before the curriculum was implemented, the most widely recognized fact about dating violence was that holding expectations of dating partners based on their gender can sometimes lead to abuse (71 percent), followed by the acknowledgment that both males and females can abuse the people they date (67 percent) and that conflict will occur in all relationships (64 percent). There was a significant increase in students' level of knowledge about each of the dating violence facts and myths presented between the pretest and posttest exams. For example, at posttest, 98 percent of students provided a correct "True" response to the statement that any forced sexual activity is sexual assault, even kissing, compared to 57 percent at pretest.

Table 8 Percentage of students in grades 10-12 in treatment schools with correct "True or False" responses to statement about dating violence in the pretest and posttest exams, Haiti 2013

Statement	Answer	Pretest	Posttest	Sig.
Emotional abuse can be just as serious as physical abuse.	True	57.4	96.4	***
Any forced sexual activity is sexual assault, even kissing.	True	56.5	97.8	***
Both males and females can abuse the people they date.	True	66.8	90.1	***
Abuse usually goes away over time if you just ignore it.	False	38.6	66.8	***
Abuse may be used to control the way a person thinks acts or feels.	True	44.8	80.3	***
Sometimes, a person's response to anger is uncontrollable.	False	17.5	57.4	***
Conflict will occur in all relationships.	True	63.2	87.0	***
Holding expectations of dating partners based on their gender can sometimes lead to abuse.	True	70.9	91.5	***
Both males and females are victims of dating abuse.	True	52.0	87.0	***
Date and acquaintance rape victims are most often teenagers.	True	52.0	87.0	***

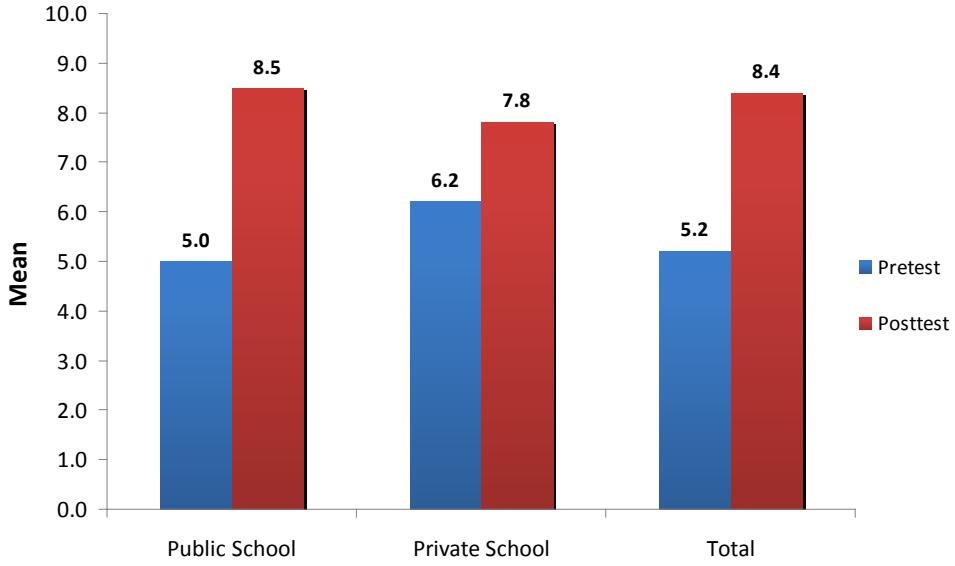
*** p< .001

As Figure 6 shows, the average score for dating violence myths and facts was 5.2 at pretest, with students scoring higher in the private school than in the public school. At posttest, the average score was 8.4 in the total sample of students tested. Both the public and private school witnessed increases in student's general knowledge of dating violence but at posttest, the

average score was slightly lower for private school students than for their public school counterparts (7.8 versus 8.5 out of a maximum of 10).

FIGURE 8

Mean number of correct responses by high school students to ten statements about dating violence by type of school, Haiti violence-prevention curriculum 2013



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