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Working Paper Series

Pilot Test of a Violence-Prevention Curriculum among High School Students in Port-au-Prince, Haiti: Baseline Evaluation Survey Report

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Executive Summary

1. Levels of dating violence were high. Approximately 98 percent of students had experienced some form of psychological dating violence victimization. Three out of four students had experienced some form of physical/sexual violence victimization. Ninety-four percent of students reported some type of psychological dating violence perpetration while 63 percent reported some physical/sexual dating violence perpetration.

2. Eighty-seven percent of students had some level of acceptance of dating violence norms. Holding attitudes that were more accepting of dating violence predicted psychological dating violence victimization, physical/sexual dating violence victimization, psychological dating violence perpetration and physical/sexual dating violence perpetration.

3. There were high levels of agreement with gender stereotypes. For example, two out of three students agreed that in a dating relationship, the boy should be smarter than the girl. Gender stereotyping was higher among males than females and was associated with increased psychological dating violence victimization and increased physical/sexual dating violence perpetration.

4. Students in control schools had worse responses to anger than those in treatment schools. Destructive responses to anger put students at greater risk of psychological dating violence victimization, physical/sexual dating violence victimization, psychological dating violence perpetration and physical/sexual dating violence perpetration.

5. At least one in five students believed that there was some positive consequence of dating violence. Perceiving more positive consequences of dating violence predicted psychological dating violence victimization, physical/sexual dating violence victimization, psychological dating violence perpetration and physical/sexual dating violence perpetration.

6. Thirty-five percent of students surveyed were aware of community services for dating abuse perpetrators while 44 percent were aware of services for dating abuse victims.

7. There was less belief in need for help for perpetrators as compared to help for victims. Eighty-three percent of students believed that victims of dating violence needed help whereas 69 percent believed that perpetrators of dating violence needed help.

8. There were significant difference between control schools and treatment schools in mother's education, wife-and husband-perpetrated spousal violence in the family, response to anger, perceived negative consequences of dating violence, gender stereotyping, awareness of community services for dating abuse perpetrators, and perceptions of peer response to anger. There were no differences between control and treatment schools in dating violence victimization and perpetration outcomes. After controlling for other factors, treatment schools had significantly lower levels of psychological dating violence victimization than public schools.

9. Female students had a higher level of physical/sexual violence perpetration than their male counterparts, after other factors were controlled.

10. Presence in the family of women who hit their husbands increased the risk of dating violence and was one of the independent variables that had the greatest effect on psychological dating violence victimization, physical/sexual dating violence victimization, psychological dating violence perpetration and physical/sexual dating violence perpetration.

11. Public schools had worse dating violence mediating variables and outcomes than private schools. However, type of school was not a significant predictor of dating violence after other factors were controlled.

Background

Adolescent relationship violence is a public health concern. According to the Haiti 2012 Demographic and Health Survey, about 1 out of 10 adolescent girls aged 15-19 who had ever been pregnant experienced intimate partner violence during pregnancy. The proportion of 15-19 year old girls who were currently in union and who reported emotional, physical and sexual violence was 27 percent, 28 percent and 24 percent, respectively (Cayemittes et al., 2013). A total of 43 percent of 15-19 years old girls who were currently in union experienced one of these forms of intimate partner violence. Eighteen percent of 15-19 year old girls who were currently in union were also perpetrators of physical violence against their partners. The 2012 Haiti DHS showed a marked increase in reporting of all forms of intimate partner violence victimization among 15-19 year old girls since 2000. In 2012, 29% of women aged 15-49 years in Port-au-Prince had experienced physical violence since the age of 15 and 16 percent of those who were not living in camps had ever experienced sexual violence (Cayemittes et al., 2013).

Addressing adolescent relationship violence is important for several reasons. By age 15, the developing brain allows advanced reasoning skills and decision making but the parts of the brain that controls impulse, foresee consequences and temper emotions do not fully develop until an individual is in the early 20s (Weinberger et al., 2005). So the decisions that adolescents make can be highly emotional. Although relationship violence affects adolescent as well as adults, because adolescents are fairly new to dating/intimate 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. Krug et al. (2002) outline several other reasons why it is important to address violence among youth. First, intimate partner physical violence often begins within the first years of a dating or marital relationship. Second, evidence suggests that exposure to intimate partner violence is related to adverse health and social consequences. Survivors of sexual violence face a higher risk of substance violence, multiple sexual partners and inability to negotiate contraception. Sexual violence in childhood and adolescence has been associated with poor health consequences including unintended pregnancy; abortion; depression; and STI/HIV transmission (see also Barnyard and Cross, 2008 for a discussion).

Exposure to violence of any kind can also increase an adolescent's long-term risk for violent behavior -- unhealthy relationships if unchecked can lead to future victimization or perpetration, which can continue into adult relationships and which almost always gets more severe over time. Therefore, educating adolescents about healthy relationships is a key step in reducing both primary and secondary exposure to relationship violence. The goal of this activity is to add to the evidence base on what works for preventing adolescent relationship violence in USAID-assisted countries.

Objectives

The objectives of the baseline evaluation study were to establish baseline levels of knowledge and skills that are relevant to dating violence prevention, anger management, conflict resolution and help seeking, prior to the implementation of a violence prevention project based on the SAFE Dates Program. The curriculum for the SAFE Dates Program was developed by Foshee and her colleagues (2010) and 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 in the United States (De Grace and Clarke, 2012; Foshee et al., 1998, 2000, 2014, 2012; Foshee and Langwick, 2010). The curriculum was found to be equally effective for male and female adolescents.

Specifically, the baseline evaluation survey sought to:

- Establish baseline dating violence victimization and perpetration rates
- Determine students ' level of awareness of negative health and social consequences of dating violence and of resources to help themselves or friends in abusive relationships
- Establish baseline levels of conflict resolution, positive communication, and anger management skills
- Examine the association between gender stereotyping, conflict resolution and anger management norms and dating violence victimization and perpetration.
- Examine whether there are statistically significant differences in background characteristics, knowledge, skills and dating violence outcomes between students in treatment schools and their counterparts in control schools as well as between students in private schools and their counterparts in public schools

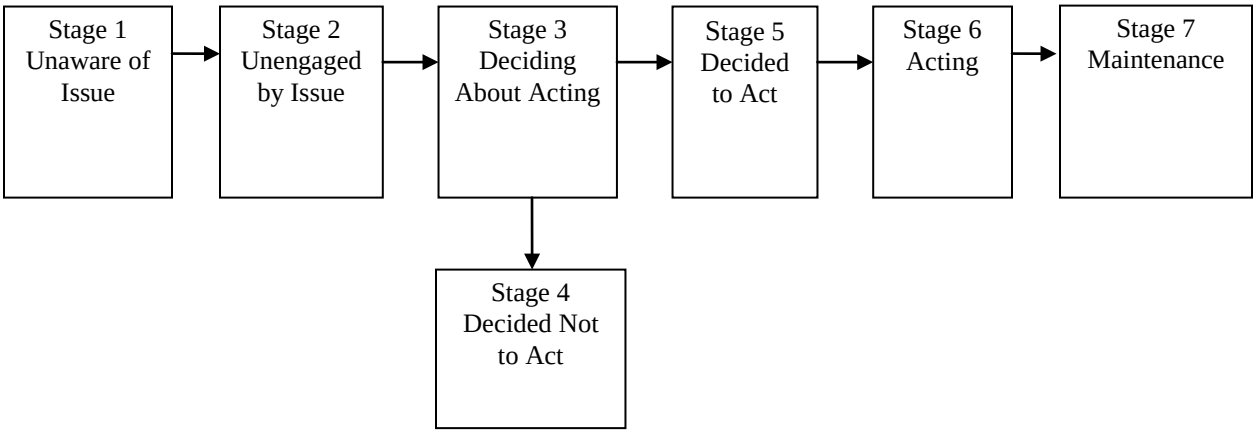
Theoretical Framework

The theoretical framework guiding the baseline evaluation and the SAFE Dates program is Weinstein's precaution adoption theory (Weinstein, 1988; Weinstein and Sandman, 1992). This theoretical model states that the adoption of a particular health behavior is a process consisting of seven stages (see Figure 1). The model assumes that at some initial point in time, students are unaware of the negative health and social consequences of relationship violence (Stage 1). When students have learned about the health and social consequences of relationship violence and have begun to form opinions about these issues, they are no longer in Stage 1. However, even after they have learned about the negative health and social consequences of relationship

violence, they may not be necessarily personally engaged in preventing and addressing relationship violence (Stage 2). Students who reach the decision making stage have become engaged by the issue and are considering how to respond to relationship violence (Stage 3). There are two possible outcomes of the decision making process. If students decide to take no action, the precaution-adoption process ends in Stage 4 (for the time being). If students decide to act (Stage 5), the next stage is to initiate the change in behavior (Stage 6). The final stage indicates that the behavior is maintained over time (Stage 7).

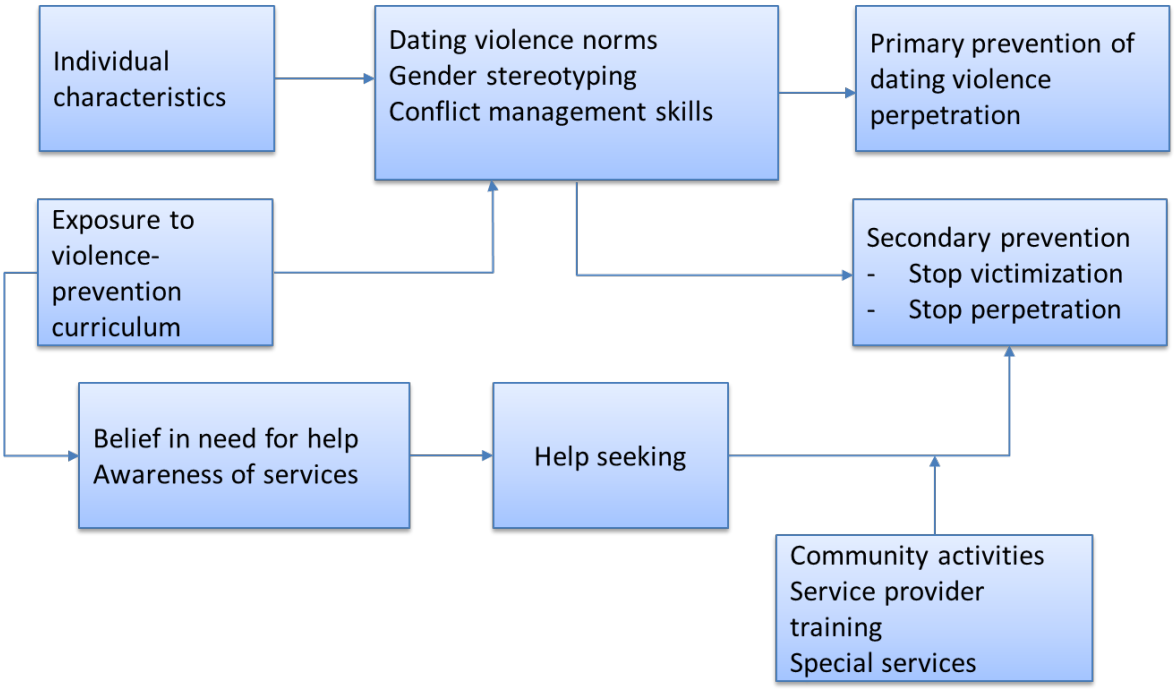
Students in Stage 1 (unaware) need basic information about the negative consequences of relationship violence and primary and secondary prevention. Factors that influence progression from Stage 2 (Unengaged) to Stage 3 (Deciding about Acting) include individualized messages, contact with friends and neighbors who have considered action, personal experience with relationship violence, the awareness that others are making up their minds about relationship violence and that one is obliged to have some opinion on the issue of relationship violence. Factors that influence transitions between Stage 3 (Deciding about Acting) and Stage 4 (Decided not to act) or Stage 5 (Decided to Act) include beliefs about likelihood and severity of negative consequences of relationship violence; beliefs about personal susceptibility; beliefs about the effectiveness and difficulty of taking preventative action; the behaviors and recommendations of others; perceived social norms; and fear and worry. Once students develop an intention to act, several factors may influence the likelihood of the person carrying out the intention. These factors could include time, effort, and resources needed to act, whether or not they have access to detailed "how-to" information, reminders and other cues to action, and whether or not they receive assistance in carrying out the action. For violence prevention to be more than a one-time action, students will need to take action against relationship violence repeatedly (Weinstein and Sandman, 2002).

Figure 1 Stages of the Precaution Adoption Process Model



The pathway of influence for the violence prevention curriculum (Foshee et al., 1998) is presented in Figure 2, which also served as a guide for the analysis of the baseline data. Dating violence norms, gender stereotyping and conflict management skills and norms are considered as mediating variables through which exposure to the curriculum and individual characteristics operate to influence an individual's chances of primary and secondary dating violence victimization and/or perpetration. Belief in need for help and awareness of services are considered to directly affect help seeking behavior and subsequent victimization and perpetration. Other factors that may influence secondary prevention of dating violence but which are outside the scope of the study include exposure to community violence-prevention activities, service provider training, and the availability of specialized services for violence victims and perpetrators.

Figure 2 Pathways of Influence for Violence Prevention



Data and Methods

The baseline evaluation survey was part of a pretest-posttest experimental design with random allocation of 4 high schools to treatment/control conditions in order to test the effectiveness of a violence prevention curriculum for primary and secondary prevention of dating violence among high school students. Four schools in Port-au-Prince with students in 10th, 11th and 12th grades were matched on type of school (public or private) and one member of each matched

pair of schools randomly assigned to treatment or control. Students were eligible for the baseline study if they were enrolled in the 10th, 11th or 12 grades at the time of the survey. In the treatment schools, all high school students in grades 10, 11, and 12 were required to take a letter home to their parents describing the violence prevention curriculum and its purpose. Parents were asked to sign a consent form allowing their children to participate in the study. In the control schools, the parent letter sought parental consent for students' participation in the baseline and follow-up evaluation survey and in a poster competition on relationship violence. In addition, signed written assent/informed consent was sought from students.

The baseline evaluation questionnaire was developed by Foshee and Langwick (2010) and is copyrighted by Hazelden Foundation. The questionnaire was extended by the research team to capture background socio-economic characteristics and measure empirical and normative expectations pertaining to anger response, gender stereotyping, and conflict management. Questions added to the SAFE Dates Questionnaire are shown in Appendix 1. The baseline evaluation questionnaire was administered in November 2013 at the start of the first session of the violence prevention curriculum to all students in 10th, 11th, and 12th grades in both the treatment and control schools. The evaluation questionnaire collected information on students' knowledge of the consequences of violence for perpetrators and victims, dating violence perpetration and victimization, gender stereotypes, dating violence norms, anger management and communication skills, and knowledge of resources to help themselves or friends in abusive relationships.

The evaluation questionnaire and all consent forms were translated into French, the language of instruction in high schools in Haiti, and the translations were certified in Haiti. The evaluation questionnaire was self-administered. A member of the field team was present during the implementation of the baseline survey to answer questions that students might have had and to pick up the questionnaires after they had been completed. Teachers from the participating high schools were not permitted to supervise/oversee students' completion of the baseline evaluation questionnaires. Students' names were not included on the questionnaire. Institutional review board approval for the study was received from Tulane University. Letters of collaboration were received from the participating high schools. The study also obtained a letter of authorization from the Ministry of National Education and Professional Training, West Department Directorate.

Sample Size

All students in grades 10, 11, and 12 in treatment and control schools were eligible to participate in the study. The collaborating schools were asked to provide the total number of students in grades 10, 11, and 12 in their letter of collaboration (see Table 1). A total of 602 parental consent forms were received for students' participation in the study in the treatment and control schools and were distributed as follows: 305 from the treatment public school; 38 the treatment private school; 56 from the control private school; and 203 from the control

public school. The Haiti research team had received several phone calls from parents wanting to know more about the study and who were anxious that the study would promote dating amongst students. These concerns and the fact that the study was being conducted around the end-of-semester exam period led to lower-than-expected student participation rates for the study. A total of 473 students completed the baseline evaluation survey. The sample size was distributed as follows: 202 from the public treatment school, 34 from the private treatment school, 55 from the private control school, and 182 from the public control school (see Table 1).

Table 1 Number of students per grade per collaborating school

	Grade			
Type of School	**10th**	**11th**	**12th**	**Total**
Private Control School				
Number of students enrolled	37	39	29	105
Parental consent form received	25	14	17	56
Child assent form received	25	12	2	39
Informed consent form received	0	2	15	17
No. of students completing baseline survey	25	14	16	55
Public Control School				
Number of students enrolled	170	160	175	505
Parental consent form received	78	57	68	203
Child assent form received	39	7	0	46
Informed consent form received	39	50	68	157
No. of students completing baseline survey	72	52	58	182
Private Treatment School				
Number of students enrolled	35	30	35	100
Parental consent form received	11	19	8	38
Child assent form received	11	19	3	33
Informed consent form received	0	0	5	5
No. of students completing baseline survey	9	18	7	34
Public Treatment School				
Number of students enrolled	400	280	320	1000
Parental consent form received	73	105	127	305
Child assent form received	13	7	0	20
Informed consent form received	60	98	127	285
No. of students completing baseline survey	53	67	82	202

Consent Provisions

Informed consent procedures addressed ethical principles of respect for the autonomy and protection of vulnerable persons at all stages of the research. Regardless of the age of the student, all parents were required to sign a consent form indicating whether they wanted their child to receive the violence prevention curriculum, the baseline evaluation questionnaire, and the follow-up evaluation questionnaire. If approval was not received from a student's parent, the student was not allowed to take part in the study and in the evaluation surveys. Written signed assent was obtained for students aged 15-17 years and written signed informed consent for those aged 18 years and older.

All potential respondents were made aware at the outset that their participation was voluntary and did not affect their rights in any way. The informed consent procedures explicitly acknowledged that the study was about preventing relationship violence and advised students that the content might be sensitive. All consent forms were translated into French. Students were given information regarding the right to withdraw from the study at any time without penalty and that they could skip any questions that they did not want to answer in the questionnaire.

Confidentiality

Privacy and confidentiality are of critical importance when addressing any form of violence because breaches of confidentiality can have negative consequences for participants. These concerns have been outlined by National Resource Center on Domestic Violence (2004) and are listed below:

- Some high school students may fear that friends who are classmates, teachers, and peer leaders may inform their abusers about any disclosures of violence and that that they may side with the abusive partner and retaliate against them.
- Some high school students may fear that they will lose the respect of classmates, peer leaders, teachers, and other adults if the violence is discovered.
- High school students who are in same-sex relationships may worry about disclosure of violence leading to the relationship being discovered by classmates, friends, family and others.
- High school students may not want to acknowledge that their relationships are in any way different from those of their peers.
- High school students may not want to lose the status of having a boyfriend or girlfriend.

- High school students considering disclosure to school staff also may have concerns about confidentiality. Young victims of relationship violence are aware that school personnel must weigh honoring their confidentiality against considerations for the teens' safety. "Even if they believe that adults will hold disclosures in confidence, teens are aware that they will be encouraged to speak with a school or community counselor, making parental notification a possibility."

- High school students who have experienced relationship violence may not want parents to know about the violence – or their relationship. They may fear that parents will be angry with them and/or insist on an end to that relationship, or on notification to medical and/or legal authorities.

- High school students may be particularly resistant to police involvement, believing that police will ignore them because of their age, take them into custody, or report them to their parents.

- High school students who are victims may be involved with adult perpetrators, who take advantage of the younger partner's inexperience or immaturity and lack of resources to prevent the survivor from accessing safety and support.

A number of mechanisms were used to protect the confidentiality of the information collected:

- Field staff received training on the ethics of human subject research, including the importance of maintaining privacy and confidentiality.
- The researchers are keeping all study records (including any codes to the data) locked in a secure location.
- Research records were labeled with a unique code. A master key linking students' names and codes are being maintained in a separate and secure location.
- All electronic files (e.g., database, spreadsheet, etc.) containing identifiable information have been password protected. Computers hosting such files are also password protection to prevent access by unauthorized users. Only the members of the research staff have access to the passwords.
- Data that will be shared with others have been coded to help protect participants' identity.
- Publications of the research results will present information in summary format and participants will not be identified by name in any publications or presentations.
- The Tulane University Human Research Protection Office and the Biomedical Institutional Review Board (IRB) may inspect study records as part of its auditing program.
- Under Haitian law, teachers and schools are not obligated to report if students have experience any type of violence. Teachers were given the following guide to aid in

decision making should a high school student disclose relationship violence during the implementation of the intervention (Foshee and Langwick, 2010):

- What is the school's policy regarding reporting of students' experience of relationship violence?
- Have these policies been adequately shared with parents and students?
- What role do parents play in counseling services as the school?
- What legal rights do parents and students have in obtaining or disclosing sensitive information occurring in counseling sessions with the social worker?
- How would parents and children benefit from or be negatively affected by full disclosure of relationship violence?

Measures

Primary outcomes. Given that the focus of the violence prevention study was primary and secondary prevention of dating violence, the primary outcomes of interest were psychological dating violence victimization, physical and/or sexual dating violence victimization, psychological dating violence perpetration, and physical and/or sexual dating violence perpetration.

Psychological violence victimization was measured by asking students, "How often has anyone that you have ever been on a date with done the following things to you?" Fourteen acts were listed: "damaged something that belonged to me"; "said things to hurt my feelings on purpose"; "insulted me in front of others"; "threw something at me but missed"; "would not let me do things with other people"; threatened to start dating someone else"; "told me I could not talk to someone of the opposite sex"; "started to hit me but stopped"; "did something to make me jealous"; "blamed me for bad things they did"; "threatened to hurt me"; "made me describe where I was every minute of the day"; "brought up something from the past to hurt me"; "put down my looks". Response categories ranged from 0 for never to 3 for very often. We created a psychological violence victimization scale by summing up the responses to the fourteen acts specified. The higher the scale, the greater was victimization from psychological dating violence.

Sexual violence and nonsexual physical violence victimization were measured by asking students, "How many times has anyone that you have ever been on a date with done the following things to you?" The acts measuring sexual violence victimization were "forced me to have sex" and "forced me to do other sexual things I did not want to do." Sixteen acts measured nonsexual physical violence victimization: "scratched me"; "slapped me"; "physically twisted my arm"; "slammed me or held me against a wall"; "kicked me"; "bent my fingers"; "bit me" "tried to choke me"; "pushed, grabbed, or shoved me"; "dumped me out of a car"; "threw something at me that hit me"; "burned me"; "hit me with a fist"; "hit me with something hard besides a

fist"; "beat me up"; and "assaulted me with a knife or gun". Response categories ranged from 0 for "never" to 1 for "1-3 times", 2 for "4-9 times", and 3 for "10 or more" times. Responses were summed up in order to create a physical/sexual dating violence victimization scale. The higher the scale the greater was victimization from physical/sexual dating violence.

Psychological violence perpetration was measured by asking students: "How often have you done the following things to someone you have ever had a date with?" Sexual violence and nonsexual physical violence perpetration were measured by asking students: "How many times have you ever done the following things to a person that you have been on a date with? Only include when you did it to him or her first. In other words, don't count it if you did it in self-defense". Parallel items/acts of violence and procedures were used to measure the victimization and perpetration variables. We created the psychological violence perpetration scale and the physical/sexual violence perpetration scales by summing up responses for relevant acts of violence. The higher the scale, the greater was perpetration of dating violence.

Mediating Variables. The mediating variables included:

(1) Three dating violence personal norms variables:

(a) Acceptance of dating violence [8 items; α=0.85]. This variable was measured by asking students to rate their level of agreement with 8 statements on a four-point scale ranging from strongly disagree (0) to strongly agree (3): "It is OK for a boy to hit his girlfriend if she did something to make him mad"; "It is OK for a boy to hit his girlfriend if she insulted him in front of friends"; "Girls sometimes deserve to be hit by the boys they date"; "A girl who makes her boyfriend jealous on purpose deserves to be hit"; "Boys sometimes deserve to be hit by the girls they date"; "Sometimes boys have to hit their girlfriends to get them back under control"; "It is OK for a boy to hit a girl if she hit him first"; "It is OK for a girl to hit a boy if he hit her first". To create the acceptance of dating violence scale, we summed up the responses to these statements. The higher the scale, the greater was acceptance of dating violence.

(b) Perceived positive consequences of using dating violence [3 items; α=0.74]. This variable was measuring by asking students to rate their level of agreement with 3 statements on a four-point scale ranging from strongly disagree (0) to strongly agree (3): "If I hit a dating partner, my friends would think I was cool"; "Hitting a dating partner is not that big of a deal"; "Violence between dating partners improves the relationship." We created the perceived positive consequences of dating violence scale by summing up the responses to these statements.

(c) Perceived negative consequences of using dating violence [3 items; α=0.41]. This variable was measuring by asking students to rate their level of agreement with 3 statements on a four-point scale ranging from strongly disagree (0) to strongly agree (3): "If I hit a dating partner, they would break up with me"; "Bad things happen to people

who are violent to their dating partners"; "If I hit a dating partner, I would be arrested." To create the perceived negative consequences of dating violence scale such that the higher the number, the greater the perceived negative consequences of dating violence, we summed up the responses to these statements.

(2) Four conflict management variables:

(a) Destructive communication skills [5 items; range 0–3; α=0.66]. Items constituting destructive communication skills included: "Hung up the phone on them"; "Refused to talk to them about the problem"; "Gave them the silent treatment"; "acted like nothing was wrong" (which was dropped when calculating the alpha); "Physically hurt them"; and "Stomped off during an argument."

(b) Constructive communication skills [7 items; α= 0.72]. Students were asked: "During the last 6 months, when you had a disagreement with someone, how much of the time did you do the following things?" The items constituting this scale were: "Told the person how I felt"; "Tried to calm down before I talked to them"; "Asked lots of questions so that I could get the whole story"; "Asked them how they were feeling; "Let them know what was important to me"; "Tried to find a solution that suited both of us"; and "Listened to their side of the story." Response categories ranged from 0 (never) to 3 (very often). To create a conflict resolution skills scale such that the higher the number, the better the conflict resolution skills, we reverse scored items constituting destructive communication skills and then summed up the responses.

(c) Constructive responses to anger [4 items; range 0–3; α=0.65]. Students were asked: "During the last 6 months, when you were angry at someone, how often did you do or feel the following things?" Response categories ranged from 0 (never) to 3 (very often). Items included in the scale were: "I asked someone for advice on how to handle it"; "I told the person why I was angry"; "I had a discussion with the person about it"; "I tried to calm myself down before I talked to the person."

(e) Destructive responses to anger [8 items; range 0–3; α=0.75]). This variable included the following: "I threw something at the person I was mad at"; "I hit the person I was mad at"; "I yelled and screamed insults at the person I was mad at;" "I made nasty comments about the person to others"; "I tried to mess up something the person was trying to do"; "I damaged something that belonged to the person"; "I fantasized about telling the person off"; "I fantasized about hurting the person"; "I kept it inside" (note that this variable was dropped for the alpha). We constructed a response to anger scale such that the higher the number the worse the response to anger by reverse scoring all items constituting constructive responses to anger and summing up the responses.

(3) Three dating violence peer norms variables:

(a) Empirical expectations regarding responses to anger [11 items, α=0.72]. Respondents were asked: "How many of your closest friends do the following things when they are angry at someone?" Response categories ranged from 0 (none of them) to 4 (all of them) (1= less than half of them, 2 = about half of them, 3 = more than half of them). Parallel items as with constructive and destructive responses to anger were asked, with constructive responses being reverse coded so that the higher the scale, the worse are empirical expectations regarding response to anger. Note that the scale for empirical expectations regarding constructive response to anger comprised 4 items and yielded α=0.62. The scale for empirical expectations regarding destructive responses to anger comprised 9 items and yielded α=0.82 (note that when q21m was dropped, α=0.85).

(b) Normative expectations regarding conflict resolution/communication [13 items, α=0.79]. Students were asked: How many of your closest friends think you should do the following things when you are angry at someone? Response categories ranged from 0 (none of them) to 4 (all of them) (1= less than half of them, 2 = about half of them, 3 = more than half of them). Parallel items as with constructive and destructive communication skills were asked. The scale for normative expectations regarding constructive communication comprised 7 items and yielded α=0.67. The scale for empirical expectations regarding destructive communication comprised 6 items and yielded α=0.64. We created a scale measuring peer normative expectations regarding conflict resolution by reverse coding items constituting destructive communication skills and summing up the responses such that the higher the scale, the better were normative expectations regarding conflict resolution skills.

(c) Perceptions about closest friend's acceptance of dating violence [8 items; α=0.89]. This variable was measured by asking students: "How many of your closest friends do you think agree with the following statements?" Parallel items were asked as for personal norms around dating violence. Response categories for each of these items ranged from 0 (None of them) to 4 (All of them). To create the peer acceptance of dating violence scale, we summed up the responses to the relevant questions. The higher the scale, the greater was perceived peer acceptance of dating violence.

(4) Gender stereotyping (7 items; range 0–3; α=0.68). To measure gender stereotyping, students were asked how strongly they agreed or disagreed with the following statements: (a) "Most women cannot be trusted"; (b) "In a dating relationship, the boy should be smarter than the girl"; (c) "Girls are always trying to manipulate boys"; (d) In a dating relationship, the boy and girl should have about equal power"; (e) Swearing is worse for a girl than for a boy"; (f) "On a date, the boy should be expected to pay all expenses"; (g) "In general, the father should have greater authority than the mother in making family decisions"; (h) "It is all right for a girl to ask a boy out on a date"; (i) "It is more important for boys than girls to do well in school"; (j) "If both

husband and wife have jobs, the husband should do a share of the housework such as washing dishes and doing the laundry"; and (k) "Girls should have the same freedom as boys." For the regression analysis and alpha coefficient, we retained items a, b, c, e, f, g and i, such that the resulting scale measured traditional gender stereotyping.

(5) Beliefs in need for help (2 items; range 0–3). Students were asked the extent to which they agreed with the following statements: "Teens who are victims of dating violence need to get help from others"; and "Teens who are violent to their dates need to get help from others." To create the belief in need for help scale, we added the responses to both statements such that the higher the number, the greater the belief in need for help.

(6) Awareness of services. One question measured awareness of victim services [yes or no] and another question, awareness of services for perpetrators [yes or no].

Background characteristics. School intervention status distinguished treatment schools from control schools (reference group). Type of school consisted of two categories: public and private (reference group). Age was measured as reported. Grade was a continuous variable and ranged from 10-12. Father's education and mother's education consisted of four categories: no education, primary, secondary or higher. Combining both variables, we created a dichotomous variable indicating that both parents had secondary or higher education. We also included two measures of family history of partner violence. Students were asked the following questions: "As far as you know, are there any women in your family that hit their husbands?" and "As far as you know, are there any men in your family that hit their wives?" We created a dichotomous variable from each question to indicate whether there were female-perpetrated spousal violence in the student's family and whether there was male-perpetrated violence in the student's family. The regressions also controlled for sex, with males constituting the reference group.

Methods of Analysis

Data from the baseline survey were entered in Microsoft Excel and then imported into Stata version 12.0 for analysis. Most of the control variables were missing for fewer than 6 percent of the sample. High school students in intervention and control schools were compared on demographic, mediating and outcome variables using a χ^2 analysis for categorical variables and a *t* test for continuous variables. The associations of school characteristics, student's characteristics and mediating variables on the primary outcomes were tested with multiple linear regression methods as the scales of victimization and perpetration were continuous. The sample for the regressions was limited to students who reported ever being on a date.

Results

Background Characteristic of Respondents

Table 2 compares the background characteristics of students by school intervention status and type of school. Sixty-two percent of students were 19 years or older and about 57 percent were female. Only 14 percent of students were in grade 10, with the rest being almost equally divided between grades 11 and 12. More than half of students reported their fathers had secondary or higher education. The proportion of students reporting that their mothers had no education was more than twice as high as the proportion reporting fathers as having no education. Three out of four students reported that there were women in their families that hit their husbands. This was considerably higher than the percentage reporting the presence in their families of men who hit their wives (59 percent).

Table 2 Percent distribution of students in grades 10-12 by background characteristics, intervention status, and type of school, Haiti Baseline Evaluation Survey 2013

Background Characteristics	Total	School Intervention Status			Type of School		
		Control	Treatment	Sig.	Public	Private	Sig
Age (years)				ns			***
14	0.6	0.8	0.4		0.0	3.3	
15	1.8	2.5	1.2		0.0	10.0	
16	6.9	8.9	5.1		0.3	36.7	
17	7.5	5.9	9.1		2.7	28.9	
18	21.2	19.4	22.8		22.2	16.7	
19/older	61.9	62.8	61.4		74.8	4.4	
Sex				ns			ns
Male	43.4	43.9	43.0		43.4	43.3	
Female	56.6	56.1	57.0		56.6	56.7	
Grade							
10	14.1	13.1	15.0	ns	8.5	38.9	***
11	42.9	44.7	41.1		44.0	37.8	
12	43.1	42.2	43.9		47.5	23.3	
Father's level of education				ns			
None	5.5	4.2	6.7		6.2	2.2	***
Primary	34.8	34.6	34.9		40.1	11.1	
Secondary	38.4	39.2	37.7		40.6	28.9	
Higher	21.3	21.9	20.8		13.2	57.8	
Mother's level of education							
None	16.2	21.9	10.9	**	19.6	1.1	***
Primary	42.0	40.9	43.0		47.4	17.8	
Secondary	28.8	24.1	33.2		26.6	38.9	
Higher	13.0	13.1	12.9		6.5	42.2	
Presence in family of women who hit their husbands							
No	24.9	31.1	19.1	**	26.6	17.0	ns
Yes	75.2	68.9	80.8		73.5	83.0	
Presence in family of men who hit their wives							
No	35.2	35.5	35.0	***	33.1	44.9	**
Yes	58.8	52.4	64.6		59.6	55.1	
Don't know	6.0	12.1	0.4		7.3	0.0	
Total	100.0	100.0	100.0		100.0	100.0	
N	489	234	255		402	87	

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

As table 2 shows, there were no significant differences between control schools and treatment schools in terms of students' age, sex, grade, and father's educational attainment. However, significant differences were observed by mother's level of education and wife- and husband-perpetrated violence in the family. Twice as many students in control schools as in treatment schools had uneducated mothers. Compared to students in control schools, a significantly higher proportion of students in treatment schools were from families in which women hit their husbands (69 percent versus 81 percent) and in which husbands hit their wives (52 percent versus 65 percent).

There were noteworthy differences in socioeconomic background between students in public schools and their counterparts in private schools. Three out of fours public school students were aged 19 years and older compared to less than five percent of private school students. There were at least four times as many private school students in grade 10 compared to their public school counterparts. Four times as many private- as public-school students had fathers with higher education (58 percent versus 13 percent) and six times as many had mothers with higher education (42 percent versus 7 percent).

Dating Violence Personal Norms

Dating violence personal norms were measured by acceptance of dating violence, perceived negative consequences of dating violence, and perceived positive consequences of dating violence. Table 3 presents the percent distribution of students by level of acceptance of dating violence and intervention status. More than half of students strongly disagreed with each statement, with the exception of: "It is OK for a boy to hit a girl if she hit him first" (44 percent) and "It is OK for girl to hit a boy if she hit him first" (38 percent). There were significant differences between students in control schools and their counterparts in treatment schools in level of agreement with these statements as with two other statements: "Boys sometimes deserve to be hit by the girls they date" and "Sometimes boys have to hit their girlfriends to get them back under control." The percentage of students who strongly agreed with the latter statement was 16 percent in control schools compared to 6 percent in treatment schools. Twenty percent of students in treatment schools strongly agreed that "it is OK for a boy to hit a girl if she hit him first" compared to 9 percent of their counterparts in control schools.

Table 3 Percent distribution of students in grades 10-12 by level of acceptance of dating violence and type of school, Haiti Baseline Evaluation Survey 2013

	Dating violence Personal Norms	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree	Total
a.	It is OK for a boy to hit his girlfriend if she did something to make him mad.					
	Control	67.5	12.7	11.8	8.0	100.0
	Treatment	72.8	11.7	9.3	6.2	100.0
	Total	70.2	12.2	10.5	7.1	100.0
b.	It is OK for a boy to hit his girlfriend if she insulted him in front of friends.					
	Control	68.8	17.3	4.2	9.7	100.0
	Treatment	65.0	16.7	9.3	9.0	100.0
	Total	66.8	17.0	6.9	9.3	100.0
c.	Girls sometimes deserve to be hit by the boys they date.					
	Control	58.6	19.8	10.6	11.0	100.0
	Treatment	63.0	18.3	10.9	7.8	100.0
	Total	60.9	19.0	10.8	9.3	100.0
d.	A girl who makes her boyfriend jealous on purpose deserves to be hit.					
	Control	49.3	22.8	12.7	15.2	100.0
	Treatment	52.9	23.0	14.0	10.1	100.0
	Total	51.2	22.9	13.4	12.5	100.0
e.	Boys sometimes deserve to be hit by the girls they date. **					
	Control	57.8	14.8	11.8	15.6	100.0
	Treatment	65.8	8.2	17.1	8.9	100.0
	Total	61.9	11.3	14.6	12.2	100.0
f.	Sometimes boys have to hit their girlfriends to get them back under control. **					
	Control	63.3	11.0	10.1	15.6	100.0
	Treatment	70.4	10.5	13.2	5.9	100.0
	Total	67.0	10.7	11.7	10.5	100.0
g.	It is OK for a boy to hit a girl if she hit him first. **					
	Control	46.2	28.8	16.1	8.9	100.0
	Treatment	41.3	21.4	17.1	20.2	100.0
	Total	43.6	25.0	16.6	14.8	100.0
h.	It is OK for a girl to hit a boy if he hit her first. *					
	Control	32.0	28.7	16.9	22.4	100.0
	Treatment	42.4	21.0	19.1	17.5	100.0
	Total	37.5	24.7	18.0	19.8	100.0

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

Table 4 presents the perceived negative and perceived positive consequences of dating violence by type of school. The percentage of students who strongly agreed with statements about the negative consequences of dating violence ranged from 28 percent to 44 percent and was highest for the statement "If I hit a dating partner, I would be arrested." The percentage of students who strongly agreed with statements about the positive consequences of dating violence was much lower and ranged from 11 percent to 19 percent. There were significant differences between students in control schools and their counterparts in treatment school in one of the perceived negative consequences of dating violence. Whereas 52 percent of students in control schools strongly agreed they would be arrested if they hit a dating partner, only 36 percent of students in treatment schools felt the same way. There were significant differences by type of school for two of the three statements representing positive consequences of dating violence. For example, almost twice as many students in treatment schools as in control schools felt that "violence between dating partners improves the relationship" (25 percent versus 12 percent).

Table 4 Percent distribution of students in grades 10-12 by perceived consequences of dating violence and type of school, Haiti Baseline Evaluation Survey, 2013

	Consequences	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree	Total
	NEGATIVE CONSEQUENCES					
a.	If I hit a dating partner, they would break up with me.					
	Control	17.4	21.6	36.0	25.0	100.0
	Treatment	22.9	18.2	28.7	30.2	100.0
	Total	20.2	19.9	32.2	27.7	100.0
b.	Bad things happen to people who are violent to their dating partners.					
	Control	20.7	15.5	27.6	36.2	100.0
	Treatment	22.5	12.8	28.7	36.0	100.0
	Total	21.6	14.1	28.2	36.1	100.0
c.	If I hit a dating partner, I would be arrested. ***					
	Control	11.8	12.7	23.6	51.9	100.0
	Treatment	25.6	10.5	27.5	36.4	100.0
	Total	19.0	11.5	25.7	43.8	100.0
	POSITIVE CONSEQUENCES					
d.	If I hit a dating partner, my friends would think I was cool. ***	75.5	3.8	3.8	16.9	100.0
	Control	69.8	8.9	10.8	10.5	100.0
	Treatment	72.5	6.5	7.5	13.5	100.0
	Total					
e.	Hitting a dating partner is not that big of a deal.					
	Control	65.4	11.8	12.7	10.1	100.0
	Treatment	67.8	9.7	10.5	12.0	100.0
	Total	66.7	10.7	11.5	11.1	100.0
f.	Violence between dating partners improves the relationship. ***					
	Control	66.7	14.8	5.9	12.6	100.0
	Treatment	60.8	7.0	7.4	24.8	100.0
	Total.	63.6	10.7	6.7	19.0	100.0

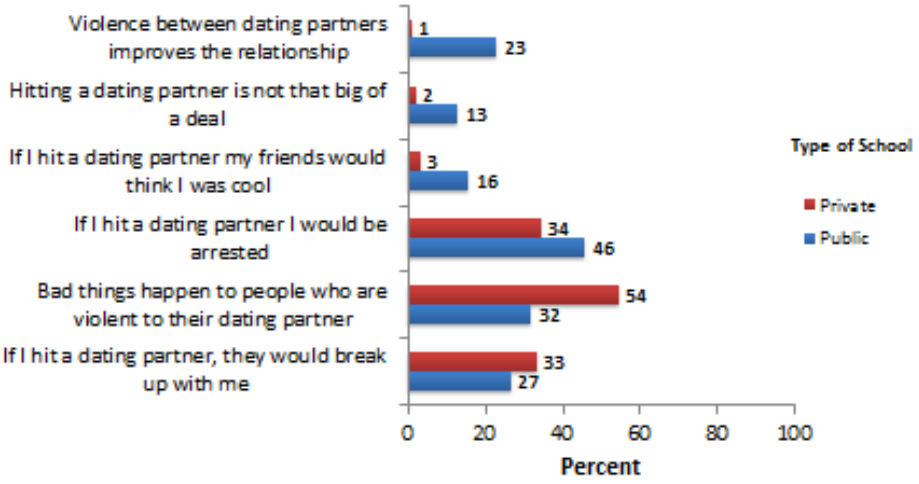
* $p < .05$; ** $p < .01$; *** $p < .001$

As Figure 3 shows, there are significant differences between public and private schools in the perceived positive and negative consequences of dating violence. These disparities are widest for the perceived positive consequences of dating violence. For example, 23 percent of public school students strongly agreed that violence between dating partners improves the relationship compared to 1 percent of private school students. Fewer public students strongly

agreed with the negative consequences of dating violence with one exception. More public school students felt they would be arrested if they hit their dating partner compared to their counterparts in private school (46 percent versus 34 percent). Most of these differentials were statistically significant.

FIGURE 3

Percentage of students who strongly agreed with specified consequences of dating violence by type of school, Haiti Baseline Evaluation Survey 2013



Gender Stereotyping

As Table 5 shows, the percentage of students agreeing with statements about traditional gender stereotyping ranged from 18 percent to 53 percent. More than half of students surveyed strongly agreed with the following statements: “In general, the father should have greater authority than the mother in making family decisions”; “Girls should have the same freedom as boys”; and “In a dating relationship, the boy and girl should have about equal power.” The statement receiving the lowest level of strong agreement (19 percent) was “On a date, the boy should be expected to pay all expenses.” There were significant differences between control schools and treatment schools in the level of agreement with the latter statement and three other statements. For example, the percentage of students who strongly agreed with the statement “If both husband and wife have jobs, the husband should do a share of the housework, such as washing dishes and doing the laundry” was 36 percent in treatment schools versus 47 percent in control schools. Conversely, twice as many students in treatment schools strongly agreed that “It is more important for boys than girls to do well in school” as students in control schools (32 percent versus 15 percent).

Table 5 Percent distribution of students in grades 10-12 by level of agreement with gender stereotypes and type of school, Haiti Baseline Evaluation Survey 2013

	Gender Stereotypes	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree	Total
a.	Most women can't be trusted.					
	Control	11.8	11.8	35.9	40.5	100.0
	Treatment	11.6	10.1	36.0	42.3	100.0
	Total	11.7	10.9	36.0	41.4	100.0
b.	In a dating relationship, the boy should be smarter than the girl.	22.4	12.7	26.5	38.4	100.0
	Control	20.2	8.9	24.4	46.5	100.0
	Treatment	21.2	10.7	25.5	42.6	100.0
	Total					
c.	Girls are always trying to manipulate boys.					
	Control	18.5	16.9	28.3	36.3	100.0
	Treatment	21.3	11.6	27.5	39.6	100.0
	Total	20.0	14.1	27.9	38.0	100.0
d.	In a dating relationship, the boy and girl should have about equal power.					
	Control	9.3	3.4	17.3	70.0	100.0
	Treatment	10.9	5.8	20.5	62.8	100.0
	Total	10.1	4.6	19.0	66.3	100.0
e.	Swearing is worse for a girl than for a boy.					
	Control	27.0	11.8	27.0	34.2	100.0
	Treatment	29.5	17.0	27.5	26.0	100.0
	Total	28.3	14.5	27.3	29.9	100.0
f.	On a date, the boy should be expected to pay all expenses. ***	43.6	19.0	19.0	18.6	100.0
	Control	30.2	17.4	33.7	18.6	100.0
	Treatment	36.6	18.2	26.7	18.6	100.0
	Total					
g.	In general, the father should have greater authority than the mother in making family decisions.					
	Control	15.7	9.4	20.4	54.5	100.0
	Treatment	18.6	7.4	23.2	50.8	100.0
	Total	17.2	8.3	21.9	52.6	100.0
h.	It is all right for a girl to ask a boy out on a date. *					
	Control	11.0	7.2	35.9	46.0	100.0
	Treatment	19.0	9.3	34.1	37.6	100.0
	Total	15.2	8.3	35.0	41.6	100.0

i.	It is more important for boys than girls to do well in school. ***					
	Control	46.8	13.5	24.5	15.2	100.0
	Treatment	40.7	10.1	17.4	31.8	100.0
	Total	43.7	11.7	20.8	23.8	100.0
j.	If both husband and wife have jobs, the husband should do a share of the housework, such as washing dishes and doing the laundry. ***					
	Control	15.6	4.6	32.5	47.3	100.0
	Treatment	19.8	12.8	31.0	36.4	100.0
	Total	17.8	8.9	31.7	41.6	100.0
k.	Girls should have the same freedom as boys. *					
	Control	6.3	9.7	26.6	57.4	100.0
	Treatment	5.0	16.7	31.8	46.5	100.0
	Total	5.7	13.3	29.3	51.7	100.0

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

Conflict Management

The study examined four components of conflict management: constructive responses to anger; destructive responses to anger; constructive communication skills; and destructive communication skills. Table 6 presents the percentage distribution of students by frequency of constructive responses to anger in the past six months and type of school. Roughly half of students often asked someone for advice on how to handle it, 41 percent told the person why they were angry, 47 percent had a discussion with the person about it and 64 percent tried to calm themselves down before they talked to the person. There were significant differences between treatment schools and control schools in three of the four constructive responses to anger, with more students in control schools responding constructively to anger very often. For example, 72 percent of student in control schools very often tried to calm themselves down before they talked to the person compared to 56 percent of students in treatment schools.

Table 6 Percent distribution of high school students in grades 10-12 by type of school and frequency of constructive responses to anger in the past six months, Haiti Baseline Evaluation Survey 2013

	Constructive Responses to Anger	Never	Not Very Often	Some-times	Very Often	Total
b.	I asked someone for advice on how to handle it. *					
	Control	5.1	13.1	26.7	55.1	100.0
	Treatment	8.2	10.9	36.6	44.3	100.0
	Total	6.7	12.0	31.8	49.5	100.0
e.	I told the person why I was angry. **					
	Control	11.0	18.2	23.3	47.5	100.0
	Treatment	9.4	19.5	36.3	34.7	100.0
	Total	10.3	18.9	30.1	40.7	100.0
h.	I had a discussion with the person about it.					
	Control	16.1	9.8	24.6	49.6	100.0
	Treatment	12.4	11.6	31.4	44.6	100.0
	Total	14.2	10.7	28.1	47.0	100.0
k.	I tried to calm myself down before I talked to the person. ***					
	Control	5.9	8.5	13.6	72.0	100.0
	Treatment	7.0	10.5	26.3	56.2	100.0
	Total	6.5	9.5	20.2	63.8	100.0

* p < .05; ** p < .01; *** p< .001
Control schools: N=237
Treatment schools: N=258

As Table 7 shows, the percentage of students who very often responded destructively to anger ranged from a low of 6 percent for “I hit the person I was mad at” to 36 percent for “I kept it inside.” There were significant differences between students in control schools and their counterparts in treatment schools in six destructive responses to anger, with control schools having a higher proportion of students who responded very often in the indicated ways than treatment schools. For example, 15 percent of students in control schools stated that they often damaged something that belonged to the person they were mad at compared to 4 percent of students in treatment schools.

Table 7 Percent distribution of high school students in grades 10-12 by type of school and frequency of destructive responses to anger in the past six months, Haiti Baseline Evaluation Survey 2013

	Response to Anger	Never	Not Very Often	Some-times	Very Often	Total
a.	I threw something at the person I was mad at.					
	Control	58.5	23.3	11.0	7.2	100.0
	Treatment	60.5	17.4	15.9	6.2	100.0
	Total	59.5	20.2	13.6	6.7	100.0
c.	I hit the person I was mad at. **					
	Control	72.5	10.2	7.6	9.8	100.0
	Treatment	72.5	15.1	10.1	2.3	100.0
	Total	72.5	12.7	8.9	5.9	100.0
d.	I yelled and screamed insults at the person I was mad at.					
	Control	42.4	21.2	22.4	14.0	100.0
	Treatment	33.3	29.8	24.8	12.0	100.0
	Total	37.6	25.7	23.7	13.0	100.0
f.	I made nasty comments about the person to others. **					
	Control	61.7	19.2	6.0	13.2	100.0
	Treatment	66.3	17.8	11.2	4.7	100.0
	Total	64.1	18.5	8.7	8.7	100.0
g.	I tried to mess up something the person was trying to do.					
	Control	65.5	8.5	12.3	13.6	100.0
	Treatment	70.9	11.6	10.5	17.0	100.0
	Total	68.4	10.1	11.4	10.1	100.0
i.	I damaged something that belonged to the person. ***					
	Control	67.2	13.6	4.7	14.5	100.0
	Treatment	79.0	9.3	7.4	4.3	100.0
	Total	73.4	11.4	6.1	9.1	100.0
j.	I fantasized about telling the person off. ***					
	Control	20.3	19.9	22.5	37.3	100.0
	Treatment	28.3	28.7	28.3	14.7	100.0
	Total	24.5	24.5	25.5	25.5	100.0
l.	I fantasized about hurting the person. *					
	Control	51.7	15.7	9.7	22.9	100.0
	Treatment	61.3	12.4	12.0	14.3	100.0
	Total	56.7	14.0	10.9	18.4	100.0
m.	I kept it inside. **					
	Control	19.0	12.3	22.9	45.8	100.0
	Treatment	22.9	19.0	30.2	27.9	100.0
	Total	21.1	15.8	26.7	36.4	100.0

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

Control schools: N=237

Treatment schools: N=258

Questions on conflict resolution can be classified into constructive and destructive communication skills. The percentage of students who used constructive communication skills during disagreements in the past six months is shown in Table 8 by type of school. Each communication skill was employed very often by more than half of the students interviewed with the exception of "Told the person how I felt" (41 percent) and "Asked them what they were feeling" (40 percent). There were significant differences between control schools and treatment schools in the percentage of students who used four of the conflict resolution skills: "Tried to calm down before I talked to them"; "Asked them what they were feeling"; "Tried to find a solution that suited both of us"; and "Listened to their side of the story." More students in control schools used these constructive communication skills than their counterparts in treatment schools, with one exception. For example, 48 percent of students in control schools asked the person what they were feeling compared to 32 percent of those in treatment schools.

Table 8 Percent distribution of high school students in grades 10-12 by type of school and frequency of constructive communication skills used during disagreements in the past six months, Haiti Baseline Evaluation Survey 2013

	Conflict Resolution Skills	Never	Not Very Often	Some-times	Very Often	Total
a.	Told the person how I felt.					
	Control	13.5	14.0	33.5	39.0	100.0
	Treatment	10.1	13.2	33.5	43.2	100.0
	Total	11.8	13.5	33.5	41.2	100.0
c.	Tried to calm down before I talked to them. **					
	Control	9.8	12.3	15.3	62.6	100.0
	Treatment	6.2	9.7	29.6	54.5	100.0
	Total	7.9	11.0	22.8	58.3	100.0
e.	Asked lots of questions so that I could get the whole story.					
	Control	4.6	8.9	27.4	59.1	100.0
	Treatment	6.2	7.8	18.7	67.3	100.0
	Total	5.5	8.3	22.9	63.3	100.0
g.	Asked them what they were feeling. ***					
	Control	13.9	14.8	23.6	47.7	100.0
	Treatment	12.1	19.1	37.0	31.9	100.0
	Total	13.0	17.0	30.6	39.5	100.0
h.	Let them know what was important to me.					
	Control	8.0	13.1	18.6	60.3	100.0
	Treatment	5.8	11.3	24.9	58.0	100.0
	Total	6.9	12.1	21.9	59.1	100.0
i.	Tried to find a solution that suited both of us. *					
	Control	8.5	12.2	15.2	64.1	100.0
	Treatment	10.1	12.9	24.1	52.9	100.0
	Total	9.3	12.6	19.8	58.3	100.0
k.	Listened to their side of the story. ***					
	Control	3.9	15.0	21.0	60.1	100.0
	Treatment	7.0	10.9	35.4	46.7	100.0
	Total	5.5	12.9	28.6	53.0	100.0

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

The frequency with which students used destructive communication skills is depicted in Table 9. Fourteen percent of students hung up the phone very often on people with whom they had a disagreement in the past six months, 22 percent often refused to talk to them about the problem, 13 percent often gave them the silent treatment, 14 percent often stomped off during arguments, 28 percent very often acted like nothing was wrong, and 8 percent often physically hurt them. There were significant differences between students in control schools and those in treatment schools in the frequency of using four destructive communication skills with more control school students using these skills compared to their treatment school counterparts. For

example, 35 percent of control school students very often acted like nothing was wrong compared to 21 percent of treatment school students.

Table 9 Percent distribution of high school students in grades 10-12 by type of school and frequency of using destructive communication skills during disagreements in the past six months, Haiti Baseline Evaluation Survey 2013

	Conflict Resolution Skills	Never	Not Very Often	Some-times	Very Often	Total
b.	Hung up the phone on them.					
	Control	53.4	15.4	13.3	18.0	100.0
	Treatment	58.4	17.9	14.0	9.7	100.0
	Total	56.0	16.7	13.7	13.7	100.0
d.	Refused to talk to them about the problem. **					
	Control	24.8	23.9	22.6	28.7	100.0
	Treatment	26.9	23.7	33.1	16.3	100.0
	Total	25.9	23.8	28.1	22.2	100.0
f.	Gave them the silent treatment. ***					
	Control	47.6	22.5	13.0	16.9	100.0
	Treatment	37.4	23.0	30.7	9.0	100.0
	Total	42.2	22.8	22.3	12.7	100.0
j.	Stomped off during arguments. **					
	Control	59.9	13.1	8.4	18.6	100.0
	Treatment	60.7	16.7	13.2	9.3	100.0
	Total	60.3	15.0	10.9	13.8	100.0
l.	Acted like nothing was wrong. ***					
	Control	24.1	21.5	19.8	34.6	100.0
	Treatment	17.5	23.4	38.1	21.0	100.0
	Total	20.7	22.5	29.4	27.5	100.0
m.	Physically hurt them.					
	Control	63.7	12.7	12.6	11.0	100.0
	Treatment	72.4	11.3	10.5	5.8	100.0
	Total	68.2	11.9	11.5	8.3	100.0

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

Peer Norms

There were three measures of peer norms: empirical expectations regarding response to anger; normative expectations regarding conflict resolution; and perceptions about closest friends' acceptance of dating violence. Empirical expectations refer to the belief that enough of one's closest friends in a similar situation behave in a particular way or did so in the past. Empirical expectations are descriptive norms if students respond in particular ways to anger because they believe that most of their closest friends behave in this way. Normative expectations refer to the belief that enough of one's closest friends think one ought to behave in a specific way. A student may conform to conflict management norms if he or she believes that most people in

his/her relevant network (i.e., their closest friends) conform to these norms and also believes that his/her closest friends expect him/her to conform to these norms.

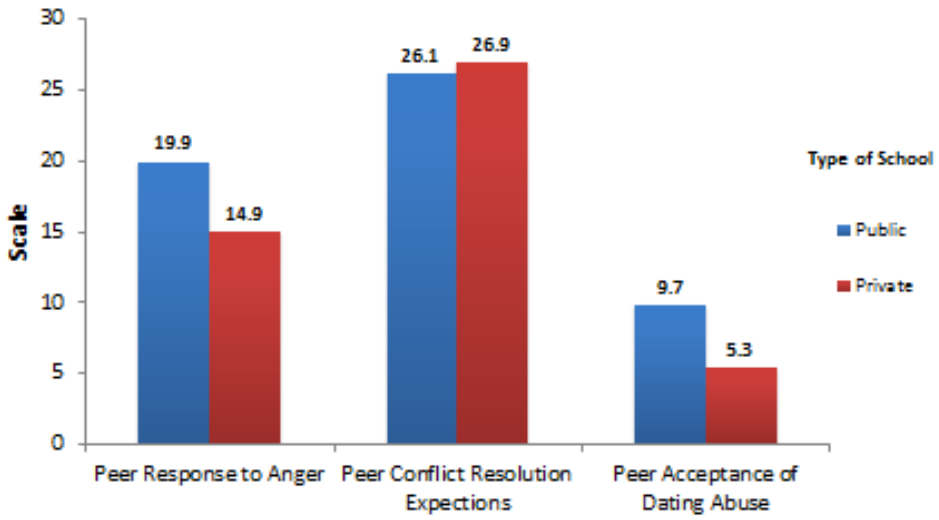
Table 10 presents three scales measuring peer norms around dating violence. The higher the anger scale the worse was peer response to anger. The higher the conflict resolution scale, the more constructive were peer communication skills. The higher the number, the greater was acceptance of dating violence among the closest friends. The data show that students in treatment schools had closest friends with more destructive responses to anger than students in control schools. As Figure 4 shows, students in public schools believed that their closest friends had worse responses to anger and greater acceptance of dating violence than their counterparts in private schools. These differences were statistically significant.

Table 10 Peer norms around dating violence by type of school, Haiti Baseline Evaluation Survey 2013

		School Intervention Status		
Peer Norm	Total	Control	Treatment	Sig.
Peer response to anger scale (empirical expectations)	18.0	17.9	19.8	*
Peer conflict resolution /communication scale (normative expectations)	26.3	26.4	26.1	ns
Closest friends' acceptance of dating violence scale (empirical expectations)	8.9	8.7	9.0	ns
N	489	234	255	

FIGURE 4

Peer norms scales by type of school, Haiti Baseline Evaluation Survey 2013

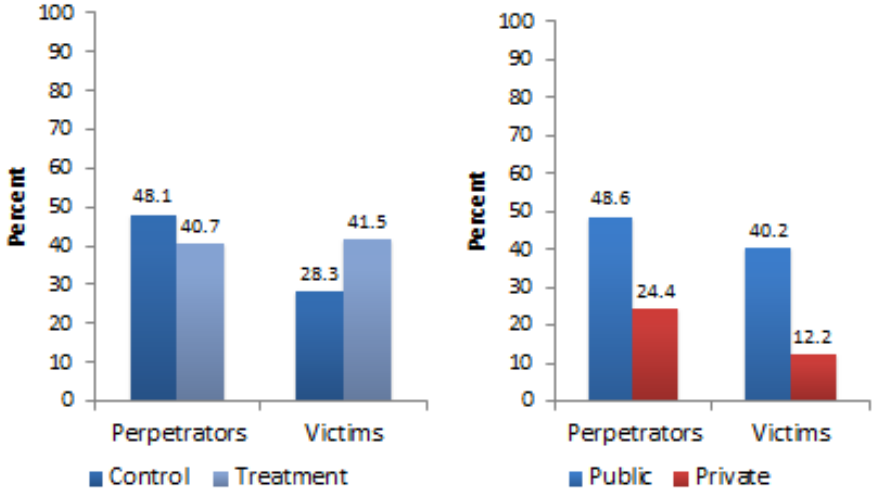


Awareness of Services for Dating Violence

Thirty-five percent of students surveyed were aware of community services for dating violence perpetrators while 44 percent were aware of services for dating violence victims. Figure 5 shows levels of awareness of services by type of school: control versus treatment schools and public versus private. More students in control schools were aware of services for perpetrators than their counterparts in treatment schools. However, these differences were not statistically significant. By comparison, fewer students in control schools were aware of services for victims than their counterparts in treatment schools (28 percent versus 42 percent). Levels of awareness of services for dating violence and perpetrators were significantly lower among private school students than among public school students. For example, 12 percent of students in private schools know of services in their communities for dating violence victims compared to 40 percent of students in public schools.

FIGURE 5

Percentage of students who are aware of community services for dating abuse perpetrators and victims by type of school, Haiti Baseline Evaluation Survey 2013



Belief in Need for Help

There was less belief in need for help for teen dating violence perpetrators as compared to the victims (see Table 11). Eighty three percent of students believed that teens who are victims of dating violence need to get help from others. However, only 69 percent of students felt that perpetrators needed to get help from others. There were no significant differences between control and treatment schools in the levels of agreement in belief that dating violence victims need help. However, significantly more students in control schools (about one in five) disagreed that teens who are violent to their dates need to get help from others than their counterparts in treatment schools (12 percent).

Table 11 Percent distribution of students in grades 10-12 by level of belief that teenage perpetrators or victims of dating violence need help, Haiti Baseline Evaluation Survey 2013

	Belief in Need for Help	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree	Total
a.	Teens who are victims of dating violence need to get help from others.					
	Control	3.0	1.7	12.2	83.1	100.0
	Treatment	3.9	1.2	11.6	83.3	100.0
	Total	3.4	1.4	11.9	83.0	100.0
b.	Teens who are violent to their dates need to get help from others. **					
	Control	13.9	5.5	10.0	70.6	100.0
	Treatment	7.4	4.6	19.8	68.2	100.0
	Total	10.5	5.0	15.2	69.3	100.0

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

Dating Violence Victimization

Table 12 shows the percentage distribution of students by lifetime frequency of psychological dating violence victimization, by type of school. The most prevalent acts of psychological dating violence victimization were “Did something to make me jealous” experienced by 79 percent of students who had ever been in a dating relationship, “blamed me for bad things they did”, which was experienced by 70 percent of students, and “Made me describe where I was every minute of the day”, which was experienced by 69 percent. Significant differences between students in control schools and their counterparts in treatment schools were seen in the frequency of several acts of psychological violence victimization. For example 28 percent of students in control schools reported that their dating partner had sometimes or very often threatened to start dating someone else compared to 38 percent of students in treatment schools. We created a psychological dating violence victimization scale such that the higher the number the greater was victimization from psychological dating violence by summing the responses to each of the items in Table 12. We obtained a value of 15.1 for control schools and 14.1 for treatment schools, a statistically insignificant difference. Only 2 percent of students had never experienced any of the listed acts of psychological dating violence by their partners.

Table 12 Percent distribution of students in grades 10-12 by lifetime frequency of psychological dating violence victimization by act of violence and type of school, Haiti Baseline Evaluation Survey 2013

	Act of Psychological Dating violence	Never	Not Very Often	Sometimes	Very Often	Total
a.	Damaged something that belonged to me.					
	Control	53.2	19.0	16.8	11.0	100.0
	Treatment	64.6	14.6	11.8	9.0	100.0
	Total	58.7	16.9	14.4	10.0	100.0
b.	Said things to hurt my feelings on purpose. ***					
	Control	31.1	14.7	27.4	26.8	100.0
	Treatment	43.8	23.0	18.6	14.6	100.0
	Total	37.2	18.8	23.1	20.9	100.0
c.	Insulted me in front of others.					
	Control	53.4	23.3	13.8	9.5	100.0
	Treatment	61.2	12.4	15.7	10.7	100.0
	Total	57.2	18.0	14.7	10.1	100.0
d.	Threw something at me but missed.					
	Control	53.9	22.5	6.3	17.3	100.0
	Treatment	58.4	18.0	11.2	12.4	100.0
	Total	56.1	20.3	8.7	14.9	100.0
e.	Would not let me do things with other people.					
	Control	47.4	14.7	20.5	17.4	100.0
	Treatment	37.1	14.6	26.4	21.9	100.0
	Total	42.4	14.7	23.4	19.5	100.0
f.	Threatened to start dating someone else. ***					
	Control	61.1	10.5	7.9	20.5	100.0
	Treatment	52.3	10.1	23.0	14.6	100.0
	Total	56.8	10.3	15.2	17.7	100.0
g.	Told me I could not talk to someone of the opposite sex.	37.9	18.9	21.6	21.6	100.0
	Control	42.7	14.6	16.9	25.8	100.0
	Treatment	40.2	16.9	19.3	23.6	100.0
	Total					
h.	Started to hit me but stopped. **					
	Control	70.9	7.9	3.2	18.0	100.0
	Treatment	67.4	8.4	12.4	11.8	100.0
	Total	69.2	8.2	7.6	15.0	100.0
i.	Did something just to make me jealous. *					
	Control	15.8	28.4	24.2	31.6	100.0
	Treatment	27.0	26.4	24.7	21.9	100.0
	Total	21.2	27.4	24.5	26.9	100.0
j.	Blamed me for bad things they did.					
	Control	28.5	20.5	18.4	32.6	100.0
	Treatment	31.5	20.8	21.9	25.8	100.0
	Total	29.9	20.7	20.1	29.3	100.0
k.	Threatened to hurt me.					
	Control	70.0	14.2	7.4	8.4	100.0

	Treatment	58.4	15.7	11.8	14.1	100.0
	Total	64.4	15.0	9.5	11.1	100.0
l.	Made me describe where I was every minute of the day. *	28.4	20.5	17.9	33.2	100.0
	Control	34.3	16.8	27.0	21.9	100.0
	Treatment	31.2	18.8	22.3	27.7	100.0
	Total					
m.	Brought up something from the past to hurt me.					
	Control	49.5	22.6	15.3	12.6	100.0
	Treatment	57.9	13.5	15.1	13.5	100.0
	Total	53.5	18.2	15.2	13.1	100.0
n.	Put down my looks.					
	Control	50.5	17.4	22.1	10.0	100.0
	Treatment	27.9	15.2	16.8	10.1	100.0
	Total	54.1	16.3	19.6	10.0	100.0

* p < .05; ** p < .01; *** p< .001
Data are restricted to students who have ever been on a date.

Regarding sexual and non-sexual physical violence victimization, we first created a scale by summing up responses to the different acts presented in Table 13 to get the total amount of physical and sexual dating violence victimization. We obtained a scale of 9.8 for the total population of students surveyed, 9.2 for students in control schools, and 10.2 for students in treatment schools. The difference between control and treatment schools was not statistically significant. As Table 13 shows, the most prevalent acts of physical/sexual violence victimization were "forced me" to have sex, reported by 40 percent of students who had ever been on a date, "bit me", mentioned by 38 percent and "Forced me to do something sexual that I did not want to do" and "Threw something at me that hit me", which were mentioned by 33 percent of students who had ever been on a date.

There were significant differences between treatment and control schools in the frequency with which students had experienced the following acts of physical/sexual violence victimization: "Slapped me"; "Physically twisted my arm"; "slammed me or held me against a wall"; "Kicked me"; "Bent my fingers"; "Bit me"; "Tried to choke me"; "Pushed, grabbed or shoved me"; "Dumped me out of a car"; "Forced me to do something sexual that I did not want to do"; "hit me with a fist"; "Hit me with something hard besides a fist"; "Beat me up"; and "Assaulted me with a knife or gun." Severe physical/sexual victimization as indicated by a frequency of 10 or more times was more prevalent among students in control schools than among those in treatment schools for the following acts: "physically twisted my arm" (17 percent versus 8 percent); "slammed me against a wall" (12 percent versus 6 percent); and "Hit me with a fist" (17 percent versus 11 percent). The percentage of students who had never experienced any of the listed acts of physical/sexual violence victimization by their dating partners was 26 percent: 25 percent in control schools and 27 percent in treatment schools

Table 13 Percent distribution of students in grades 10-12 by frequency of lifetime physical and/or sexual dating violence victimization by act of violence and type of school, Haiti Baseline Evaluation Survey 2013

	Act of Physical and/or Sexual Dating violence	Never	1-3 Times	4-9 Times	10 or More Times	Total
a.	Scratched me. *					
	Control	75.7	12.2	3.1	9.0	100.0
	Treatment	64.6	15.8	11.2	8.4	100.0
	Total	70.3	13.9	7.1	8.7	100.0
b.	Slapped me. ***					
	Control	77.9	16.3	1.6	4.2	100.0
	Treatment	69.1	11.2	12.4	7.3	100.0
	Total	73.6	13.9	6.8	5.7	100.0
c.	Physically twisted my arm. ***					
	Control	66.8	14.7	1.1	17.4	100.0
	Treatment	69.7	11.8	10.7	7.8	100.0
	Total	68.2	13.3	5.7	12.8	100.0
d.	Slammed me or held me against a wall. ***					
	Control	79.8	8.2	0.0	12.0	100.0
	Treatment	75.8	8.4	9.5	6.2	100.0
	Total	77.6	8.3	4.7	9.4	100.0
e.	Kicked me. **					
	Control	76.3	15.3	1.6	6.8	100.0
	Treatment	77.5	7.9	7.3	7.3	100.0
	Total	76.9	11.7	4.3	7.1	100.0
f.	Bent my fingers. **					
	Control	74.7	13.2	1.0	11.1	100.0
	Treatment	68.0	12.9	9.0	10.1	100.0
	Total	71.5	13.0	4.9	10.6	100.0
g.	Bit me. ***					
	Control	58.4	26.9	2.1	12.6	100.0
	Treatment	66.3	10.1	12.4	11.2	100.0
	Total	62.2	18.7	7.1	12.0	100.0
h.	Tried to choke me. ***					
	Control	80.0	12.6	1.1	6.3	100.0
	Treatment	76.4	4.5	11.2	7.9	100.0
	Total	78.3	8.7	6.0	7.0	100.0
i.	Pushed, grabbed, or shoved me. ***					
	Control	64.6	24.3	0.0	11.1	100.0
	Treatment	72.5	6.7	12.4	8.4	100.0
	Total	68.4	15.8	6.0	9.8	100.0
j.	Dumped me out of a car. ***					
	Control	84.2	3.7	0.5	11.6	100.0
	Treatment	77.0	2.8	10.1	10.1	100.0
	Total	80.7	3.3	5.1	10.9	100.0
k.	Threw something at me that hit me.					
	Control	68.4	8.9	9.5	13.2	100.0

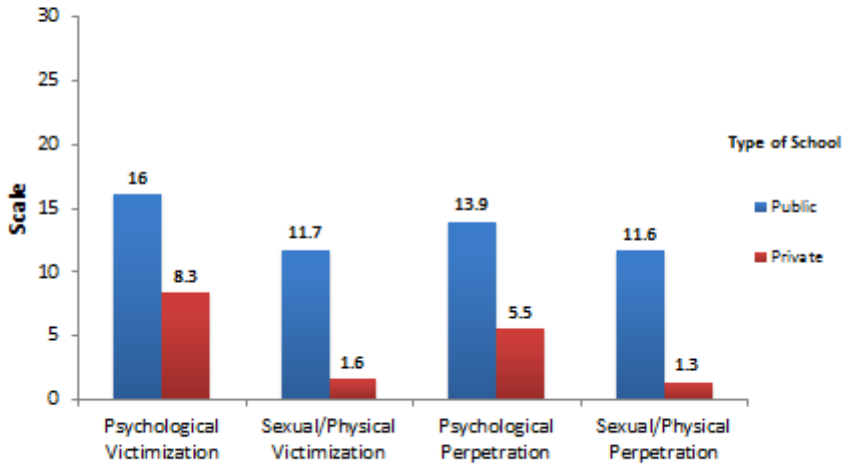
	Treatment	64.6	14.0	9.0	12.4	100.0
	Total	66.6	11.4	9.2	12.8	100.0
l.	Forced me to have sex.					
	Control	58.4	22.6	8.9	10.0	100.0
	Treatment	60.7	15.7	11.8	11.8	100.0
	Total	59.5	19.3	10.3	10.9	100.0
m.	Forced me to do something sexual that I did not want to do. ***					
	Control	69.5	20.5	3.2	6.8	100.0
	Treatment	64.6	12.9	9.0	13.5	100.0
	Total	67.1	16.8	6.0	10.1	100.0
n.	Burned me.					
	Control	76.9	9.4	6.6	7.1	100.0
	Treatment	75.8	5.1	10.7	8.4	100.0
	Total	76.4	7.2	8.6	7.8	100.0
o.	Hit me with a fist. ***					
	Control	73.2	8.9	0.5	17.4	100.0
	Treatment	79.2	1.7	7.9	11.2	100.0
	Total	76.1	5.4	4.1	14.4	100.0
p.	Hit me with something hard besides a fist. ***	79.0	11.0	0.5	9.5	100.0
	Control	78.6	3.9	7.9	9.6	100.0
	Treatment	78.8	7.6	4.1	9.5	100.0
	Total					
q.	Beat me up. ***					
	Control	80.5	11.1	0.0	8.4	100.0
	Treatment	74.7	5.6	11.2	8.4	100.0
	Total	77.7	8.4	5.4	8.4	100.0
r.	Assaulted me with a knife or gun. ***					
	Control	82.0	7.4	0.5	10.1	100.0
	Treatment	78.6	2.8	9.6	9.0	100.0
	Total	80.4	5.2	4.9	9.5	100.0

* p < .05; ** p < .01; *** p< .001
Data are restricted to students who have ever been on a date.

As Figure 6 shows, there were statistically significant differences in victimization from psychological dating violence between public and private schools. Psychological and physical/sexual victimization levels were significantly higher in public schools, with the differences being greater for physical/sexual dating violence victimization (12 percent versus 2 percent) than for psychological violence victimization.

FIGURE 6

Dating abuse victimization and perpetration scales by type of school, Haiti Baseline Evaluation Survey 2013



Dating Violence Perpetration

Table 14 shows the frequency with which students in control and treatment schools committed acts of psychological dating violence against someone they were dating. Based on the percentage of students who reported never perpetrating a specific act, the three least common acts of psychological violence perpetration were "Damaged something that belonged to them", "Threatened to hurt them"; and "Insulted them in front of others." The most common act, reported by 70 percent of students, was "Did something just to make them jealous". There were no statistically significant differences in the prevalence of psychological dating violence perpetration between students in control schools and their counterparts in treatment schools. However, psychological dating violence was near universal. Only 6 percent of students reported that they had never done any of the listed acts of psychological dating violence to their dating partners (not shown). However, there were school differences in the reported frequency of psychological dating violence perpetration for specific acts, with substantially more students in control schools perpetrating the following acts "very often" than student in treatment schools: "Insulted them in front of others"; "Would not let them do things with other people"; "Blamed them for bad things I did"; "Made them describe where they were every minute of the day"; and "Put down their looks."

Table 14 Percent distribution of students in grades 10-12 by lifetime frequency of psychological dating violence perpetration by act of violence and type of school, Haiti Baseline Evaluation Survey 2013

	Act of Psychological Dating violence	Never	Not Very Often	Sometimes	Very Often	Total
a.	Damaged something that belonged to them.					
	Control	72.6	11.6	7.4	8.4	100.0
	Treatment	70.2	7.3	14.1	8.4	100.0
	Total	71.5	9.5	10.6	8.4	100.0
b.	Said things to hurt their feelings on purpose. *					
	Control	43.9	32.8	12.2	11.1	100.0
	Treatment	57.3	19.7	12.9	10.1	100.0
	Total	50.5	26.4	12.5	10.6	100.0
c.	Insulted them in front of others. *					
	Control	59.5	14.2	10.5	15.8	100.0
	Treatment	70.8	7.3	12.9	9.0	100.0
	Total	64.9	10.9	11.7	12.5	100.0
d.	Threw something at them that missed.					
	Control	63.2	10.0	13.7	13.2	100.0
	Treatment	59.6	14.0	11.2	15.2	100.0
	Total	61.4	12.0	12.5	14.1	100.0
e.	Would not let them do things with other people. *					
	Control	45.8	16.8	13.7	23.7	100.0
	Treatment	47.7	18.5	21.4	12.4	100.0
	Total	46.7	17.7	17.4	18.2	100.0
f.	Threatened to start dating someone else. *					
	Control	61.6	10.5	5.8	22.1	100.0
	Treatment	59.0	9.6	15.7	15.7	100.0
	Total	60.3	10.1	10.6	19.0	100.0
g.	Told them they could not talk to someone of the opposite sex. *	49.4	22.6	12.1	15.8	100.0
	Control	47.2	12.4	21.3	19.1	100.0
	Treatment	48.3	17.7	16.6	17.4	100.0
	Total					
h.	Started to hit them but stopped.					
	Control	67.4	11.6	9.4	11.6	100.0
	Treatment	55.1	14.0	12.4	18.5	100.0
	Total	61.4	12.8	10.9	14.9	100.0
i.	Did something just to make them jealous. **					
	Control	25.3	35.8	23.7	15.2	100.0
	Treatment	36.0	20.8	27.5	15.7	100.0
	Total	30.4	28.5	25.6	15.5	100.0
j.	Blamed them for bad things I did. ***					
	Control	39.5	19.5	10.5	30.5	100.0
	Treatment	57.6	7.9	22.0	12.5	100.0
	Total	48.2	13.9	16.1	21.8	100.0

	Act of Psychological Dating violence	Never	Not Very Often	Sometimes	Very Often	Total
k.	Threatened to hurt them. ***					
	Control	74.2	7.9	2.6	15.3	100.0
	Treatment	63.5	11.2	15.2	10.1	100.0
	Total	69.0	9.5	8.7	12.8	100.0
l.	Made them describe where they were every minute of the day. *	36.8	27.4	14.7	21.1	100.0
	Control	44.6	22.0	22.0	11.3	100.0
	Treatment	40.6	24.8	18.3	16.4	100.0
	Total					
m.	Brought up something from the past to hurt them. **	59.0	23.7	5.3	12.1	100.0
	Control	62.4	12.9	12.9	11.8	100.0
	Treatment	60.6	18.5	9.0	12.0	100.0
	Total					
n.	Put down their looks. ***					
	Control	55.3	22.1	6.8	15.8	100.0
	Treatment	60.1	12.9	17.4	9.6	100.0
	Total	57.6	17.7	12.0	12.7	100.0

* p < .05; ** p < .01; *** p< .001
Data are restricted to students who have ever been on a date.

Physical/sexual dating violence perpetration prevalence rates were high. The percentage of students who had ever done any of the acts of physical/sexual violence listed in Table 15 to their dating partners was 64 percent in control schools, 62 percent in treatment schools, and 63 percent in the total population of students surveyed (not shown). Each act of physical/sexual dating violence was perpetrated by at least one out of five students surveyed. The most frequently committed acts, as indicated by the percentage of students who reported committing an act against their dating partner 10 times or greater, were "physically twisted their arm" (17 percent) and "Assaulted them with a knife or gun" (15 percent).

We created a scale of physical/sexual dating violence by summing the reported frequencies of the items to get the total amount of physical and sexual dating violence perpetration. We obtained a scale of 9.6 for the total population of students surveyed, 8.7 for control schools and 10.6 for treatment schools (a statistically insignificant difference). As Table 15 shows, there were significant differences between treatment and control schools in the frequency distributions for all acts of physical/sexual dating violence perpetration, with the exception of "Tried to choke them." For example, 12 percent of student in control schools reported ever dumping a dating partner out a car at least four times compared to 25 percent in treatment schools. As was shown in Figure 3, public schools had significantly higher levels of psychological and

physical/sexual violence perpetration than private schools. The levels of dating violence victimization and perpetration in public schools were at severe levels as indicated by a frequency of 10 or greater.

Table 15 Percent distribution of students in grades 10-12 by frequency of lifetime physical and/or sexual dating violence perpetration by act of violence and type of school, Haiti Baseline Evaluation Survey 2013

	Act of Physical and Sexual Dating violence	Never	1-3 Times	4-9 Times	10 or More Times	Total
a.	Scratched them. ***					
	Control	67.6	20.0	0.0	12.4	100.0
	Treatment	68.4	11.3	10.7	9.6	100.0
	Total	68.0	15.7	5.3	11.0	100.0
b.	Slapped them. **					
	Control	72.6	11.1	1.0	15.3	100.0
	Treatment	71.9	6.2	9.0	12.9	100.0
	Total	72.3	8.7	4.9	14.1	100.0
c.	Physically twisted their arm. **					
	Control	70.4	9.0	0.5	20.1	100.0
	Treatment	77.0	3.4	5.0	14.6	100.0
	Total	73.6	6.3	2.7	17.4	100.0
d.	Slammed or held them against a wall. *					
	Control	78.4	10.0	1.6	10.0	100.0
	Treatment	74.2	6.7	8.4	10.7	100.0
	Total	76.4	8.4	4.9	10.3	100.0
e.	Kicked them. ***					
	Control	73.7	15.8	1.0	9.5	100.0
	Treatment	77.0	2.8	7.3	12.9	100.0
	Total	75.3	9.5	4.1	11.1	100.0
f.	Bent their fingers. **					
	Control	74.7	14.2	3.7	7.4	100.0
	Treatment	68.0	9.0	11.2	11.8	100.0
	Total	71.5	11.7	7.3	9.5	100.0
g.	Bit them. *					
	Control	71.1	12.1	3.7	13.2	100.0
	Treatment	67.4	10.1	11.8	10.7	100.0
	Total	69.3	11.1	7.6	12.0	100.0
h.	Tried to choke them.					
	Control	79.5	8.4	1.6	10.5	100.0
	Treatment	75.8	3.9	3.9	16.3	100.0
	Total	77.7	2.7	2.7	13.3	100.0
i.	Pushed, grabbed, or shoved them. ***					
	Control	75.8	11.1	1.0	12.1	100.0
	Treatment	69.7	9.0	11.2	10.1	100.0
	Total	72.8	10.1	6.0	11.1	100.0
j.	Dumped them out of a car. ***					
	Control	76.3	11.6	2.1	10.0	100.0
	Treatment	70.4	4.4	11.2	14.0	100.0

	Act of Physical and Sexual Dating violence	Never	1-3 Times	4-9 Times	10 or More Times	Total
	Total	73.5	8.1	6.5	11.9	100.0
k.	Threw something at them that hit them. ***					
	Control	72.2	18.8	1.1	7.9	100.0
	Treatment	67.6	7.3	17.9	7.2	100.0
	Total	70.0	13.2	9.2	7.6	100.0
l.	Forced them to have sex. ***					
	Control	60.5	29.5	2.6	7.4	100.0
	Treatment	70.9	6.2	12.3	10.6	100.0
	Total	65.6	18.2	7.3	8.9	100.0
m.	Forced them to do something sexual that they did not want to do. ***					
	Control	65.3	23.2	0.5	11.0	100.0
	Treatment	72.6	3.4	15.6	8.4	100.0
	Total	68.8	13.5	7.9	9.8	100.0
n.	Burned them. ***					
	Control	75.8	13.7	1.0	9.5	100.0
	Treatment	77.1	1.1	8.9	12.9	100.0
	Total	76.4	7.6	4.9	11.1	100.0
o.	Hit them with my fist. ***					
	Control	73.7	13.1	5.3	7.9	100.0
	Treatment	73.2	4.4	11.2	11.2	100.0
	Total	73.5	8.9	8.1	9.5	100.0
p.	Hit them with something hard besides my fist. ***	73.2	17.4	1.0	8.4	100.0
	Control	74.9	2.8	12.8	9.5	100.0
	Treatment	74.0	10.3	6.8	8.9	100.0
	Total					
q.	Beat them up. ***					
	Control	80.5	9.0	0.5	10.0	100.0
	Treatment	72.5	4.5	15.7	7.3	100.0
	Total	76.6	6.8	7.9	8.7	100.0
r.	Assaulted them with a knife or gun. ***					
	Control	84.6	0.5	0.5	14.4	100.0
	Treatment	72.8	3.3	7.8	16.1	100.0
	Total	78.8	1.9	4.1	15.2	100.0

* p < .05; ** p < .01; *** p< .001
Data are restricted to students who have ever been on a date.

Gender Differences

Table 16 shows gender difference in dating violence mediating and outcome measures. There were no gender differences in dating violence personal norms in the total sample of students surveyed. However, these overall patterns masked important gender differences by type of school. In control schools, males had a higher level of acceptance of dating violence norms than

females, whereas the reverse was the case in treatment schools. Gender differences in this measure were statistically significant in both schools. It was also observed that in treatment schools, females perceived more negative consequences of dating violence than males, a significant difference. In control schools, males perceived significantly more positive consequences of dating violence than females.

Table 16 Gender differences in dating violence mediating variables and outcomes among high school students by type of school, Haiti Baseline Evaluation Survey 2013

	Total			Control Schools			Treatment Schools		
Scale	**Male**	**Female**	**Sig.**	**Male**	**Female**	**Sig.**	**Male**	**Female**	**Sig**
DATING VIOLENCE PERSONAL NORMS									
Acceptance of dating violence norms (max = 24) [c]	6.6	6.2	ns	8.1	5.5	**	5.3	6.7	*
Perceived negative consequences of dating violence (max=9) [d]	5.3	5.5	ns	5.8	5.4	ns	4.8	5.5	**
Perceived positive consequences of dating violence (max=9) [e]	2.3	2.0	ns	2.6	1.4	**	2.0	2.5	ns
CONFLICT MANAGEMENT									
Response to anger scale (max=39) [a]	11.6	11.3	ns	13.1	11.4	*	10.2	11.3	ns
Conflict resolution skills (max=39) [b]	27.5	27.1	ns	26.4	27.7	ns	28.5	26.6	**
DATING VIOLENCE PEER NORMS									
Peer anger response scale (empirical expectations)	18.6	19.1	ns	18.6	17.4	ns	18.7	20.6	ns
Peer normative expectations regarding respondent's resolution of conflict	26.6	26.0	ns	27.1	25.8	**	26.0	26.2	ns
Peer acceptance of dating violence scale	8.4	9.2	ns	9.2	8.4	ns	7.7	10.0	*
OTHER MEDIATING VARIABLES									
Belief in need of help (max=6) [f]	5.2	5.1	ns	5.2	5.1	ns	5.3	5.2	ns
Gender stereotyping (max=33) [g]	16.6	14.3	***	15.8	13.7	**	17.4	14.9	***
Awareness of community services for dating violence victims/survivors (%)	49.5%	38.8%	*	55.8%	42.1%	*	43.6%	37.7%	ns
Awareness of community services for dating violence perpetrators (%)	38.3%	32.6%	ns	37.5%	21.1%	**	39.1%	43.2%	ns

	Total			Control Schools			Treatment Schools		
Scale	**Male**	**Female**	**Sig.**	**Male**	**Female**	**Sig.**	**Male**	**Female**	**Sig**
DATING VIOLENCE OUTCOMES									
Psychological dating violence victimization scale (max=42) [h l]	15.6	13.9	ns	16.7	13.6	*	14.2	14.1	ns
Physical/sexual dating violence victimization [i] (max=54)	10.5	9.2	ns	11.8	6.8	*	8.9	11.2	ns
Psychological dating violence perpetration [j] (max=42)	11.2	13.3	ns	12.3	12.8	ns	9.9	13.8	*
Physical and sexual dating violence perpetration [k]	8.1	10.8	ns	9.2	8.1	ns	6.8	13.2	**
N	159	206		87	102		72	104	

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

a the higher the number, the worse the response to anger.

b the higher the number, the better the conflict resolution skills.

c the higher the number the greater the acceptance of dating violence (prescribed dating violence norms).

d the higher the number the greater the perceived negative consequences of dating violence.

e the higher the number, the greater the perceived positive consequences of dating violence.

f the higher the number, the greater the belief in need for help.

g the higher the number, the greater the traditional gender stereotyping.

h the higher the number, the greater victimization from psychological dating violence.

i The higher the number, the greater victimization from physical and sexual dating violence.

j The higher the number, the greater the psychological dating violence perpetration.

k The higher the number, the greater the physical and sexual dating violence perpetration.

l The number of males and females in control schools is 87 and 101, respectively. The number of male and female students in treatment schools is 73 and 105, respectively. Only 73 of 101 females responded to this question in control schools.

In the total sample of students surveyed, there were no gender differences in responses to anger and conflict resolution. However, in control schools, males had a significantly higher anger scale, which implied a worse response to anger, than females. In treatment schools, males had better communication skills than females, as was indicated by the conflict resolution scale (28.5 for males and 26.6 for females). Similarly, dating violence peer norms did not vary significantly by gender in the total sample. In control schools, the scale measuring peer normative expectations varied significantly between males and females. Compared to their female counterparts, male students in control schools believed that more of their closest friends thought they ought to employ better communication skills when handling conflict. In treatment schools, females believed that more of their closest friends were accepting of dating violence. The scale measuring peer acceptance of dating violence was 7.7 for males compared to 10.0 for female students in treatment schools.

Regarding the other mediating variables, there were no gender differences in the percentage of students who believed that dating violence victims and perpetrators needed help. In the total population and in both control and treatment schools, males had a significantly higher gender stereotyping scale than females (for example, 17.4 versus 14.9 in treatment schools). Significantly more males were aware of community services for dating violence victims and perpetrators in control schools. For example, 38 percent of males in control schools reported that there were services in the community for dating violence perpetrators compared to 21 percent of their female counterparts. In treatment schools, there were no gender differences in level of awareness of community services for dating violence.

As Table 15 shows, there were no gender differences in the dating violence perpetration or victimization in the total sample of students surveyed. In control schools, the psychological and physical/sexual dating violence victimization scales were significantly higher among males than females. For example, the physical/sexual victimization scale was 11.8 among male students and 6.8 among female students in control schools. In treatment schools, the psychological and physical/sexual dating violence perpetration scales were significantly higher among females than males (13.8 versus 9.9 and 13.2 versus 6.8, respectively).

Regression Results

Table 17 presents the results of multiple linear regression models of psychological and physical/sexual dating violence victimization and perpetration. The outcome variables were defined as scales. As Table 17 shows, students in treatment schools had significantly lower scales of psychological dating violence victimization than their counterparts in control schools. There were no significant differences in dating violence victimization and perpetration scales between students in public schools and those in private schools, after controlling for the other factors. Gender was not a determinant of the scale of dating violence victimization and perpetration with one exception. Female students had significantly

Table 17 Results of multiple linear regression models of psychological and physical/sexual dating violence victimization and perpetration, Haiti Baseline Evaluation Survey 2013

	Psychological Dating violence Victimization		Physical/Sexual Dating violence Victimization		Psychological Dating violence Perpetration		Physical/Sexual Dating violence Perpetration	
Independent Variables	**β**	**95% CI**	**β**	**95% CI**	**β**	**95% CI**	**β**	**95% CI**
Treatment school	-2.487**	(-4.390, -0.584)	-0.125	(-2.893, 2.643)	-0.08	(-2.147, 1.986)	0.279	(-2.869, 3.427)
Public school	2.315	(-1.652, 6.281)	0.746	(--5.023, 6.516)	1.133	(-3.174, 5.440)	1.147	(-5.433, 7.689)
Age	0.752	(-0.717, 2.221)	0.977	(-1.173, 3.106)	0.695	(--0.900, 2.291)	0.146	(-2.284, 2.577)
Female	-0.659	(-2.572, 1.254)	-0.398	(-3.181, 2.384)	2.065	(-1.020, 2.140)	4.655 **	(1.491, 7.820)
Grade	-0.575	(-2.030, 0.880)	-0.237	(-2.354, 1.880)	0.560	(-2.052, 0.845)	1.419	(-0.989, 3.826)
Both parents' with secondary/higher education	-2.504 *	(-4.507, -0.500)	-1.488	(-4.403, 1.426)	-1.448 *	(-3.624, -0.728)	-2.920	(-6.235, 0.394)
Family with wife hitting husband	2.696*	(0.421, 4.971)	5.697 ***	(2.387, 9.006)	5.070 ***	(2.599, 7.540)	6.194 ***	(2.292, 9.794)
Family with husband hitting wife	0.479	(-1.375, 2.513)	-2.371	-5.069, 0.326)	-0.969	(-2.983, 1.045)	-3.061	(-6.129, 0.007)
Anger scale	0.305**	(0.096, 0.513)	0.510 ***	(0.207, 0.814)	0.313 **	(0.086, 0.539)	0.420 *	(0.074, 0.765)
Conflict resolution scale	0.196 *	(0.009, 0.382)	0.147	(-0.125, 0.418)	0.075	(-0.128, 0.278)	0.139	(-0.169, 0.448)
Dating violence acceptance scale	0.253*	(0.0457, 0.462)	0.328 *	(0.024, 0.631)	0.263 *	(0.037, 0.489)	0.461 **	(0.117, 0.806)
Negative conse-quences of dating violence scale	0.316	(-0.109, 0.741)	0.130	(-0.488, 0.749)	-0.054	(-0.516, 0.407)	-0.197	(-0.900, 0.506)
Positive conseq-uences of dating violence scale	0.642**	(0.191, 1.094)	1.590 ***	(0.933, 2.247)	0.776 **	(0.286, 1.267)	1.007 **	(0.259, 1.754)
Gender stereotyping scale	0.348***	(0.151, 0.546)	0.249	(-0.038, 0.536)	0.193	(-0.021, 0.408)	0.361 *	(0.034, 0.687)
Constant	-8.154	(-19.095, 2.786)	-16.228 *	(-32.143, -0.312)	-7.984	(-19.865, 3.897)	-14.690	(-32.790, 3.409)
Adjusted R^2		0.341		0.350		0.309		0.281

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

N=321 for all models. Data were restricted to students who have ever been on a date and who had no missing data on the variables of interest..

Reference groups include control schools, private schools, male, both parents without secondary/higher education, family without wife hitting husband, and family without husband hitting wife.

higher scales of physical/sexual dating violence perpetration than their male counterparts, after controlling for other factors (β= 4.655, 95% CI = 1.491, 7.820). Having both parents with secondary or high education was associated with significantly lower scales of psychological dating violence victimization and perpetration. Presence in the family of wives who hit their husbands had a positive significant association with each dating violence victimization and perpetration outcome and served to increase the scales of dating violence by 2.696 to 6.194 points. The worse the response to anger, the greater were dating violence victimization and perpetration, regardless of type of violence. Acceptance of dating violence was positively associated with all outcomes examined. The greater the perceived consequences of dating violence, the higher were the perpetration and victimization scales for psychological as well as physical/sexual dating violence. Gender stereotyping was positively associated with psychological dating violence victimization and physical/sexual dating violence perpetration.

We computed standardized betas in order to determine which of the independent variables had a greater effect on dating-violence victimization and perpetration (not shown). The four most important determinants of psychological dating violence victimization were gender stereotyping, perceived positive consequences of dating violence, response to anger, and acceptance of dating violence. For physical/sexual dating violence victimization, the four most important determinants were perceived positive consequences of dating violence, response to anger, presence in the family of women who hit their husbands, and acceptance of dating violence. Regarding psychological violence perpetration, the four most important determinants were presence in the family of women who hit their husbands, perceived positive consequences of dating violence, response to anger, and acceptance of dating violence. In the case of physical/sexual dating violence perpetration, the following independent variables had the greatest effects: acceptance of dating violence, perceived positive consequences of dating violence, presence in the family of women who hit their husbands, being female, and response to anger.

Summary

The baseline evaluation survey uncovered significant differences in background characteristics and dating violence mediating variables and outcomes by school intervention status and type of school. Regarding students' background characteristics, more students in treatment schools had mothers with secondary or higher levels of education and came from families characterized by wife-and husband-perpetrated spousal violence than their counterparts in control schools. Table 18 summarizes the dating abuse mediating variables and outcomes by school intervention status and type of school. Regarding dating violence norms, students in treatment schools perceived fewer negative consequences of dating violence than their counterparts in control schools.

The only measure of conflict management that showed a significant difference by school intervention status was the response to anger scale, with students from treatment schools having a better response to anger than their counterparts from control schools. However, more students from treatment schools believed that their closest friends had worse responses to anger than those from control schools.

Concerning the other mediating variables, there was significantly more gender stereotyping and more awareness of community services for dating violence perpetrators in treatment schools than in control schools. However, there was greater awareness of community services for dating violence victims in control schools than in treatment schools. Dating violence outcomes did not vary significantly by school intervention status.

Public school students differed significantly from private school students on most of the dating violence mediating variables and outcomes with three exceptions: conflict resolution skills, and peer normative expectations regarding conflict resolution. Where statistically significant differences were found, public school students tended to have worse outcomes than their private school counterparts, with the exception of levels of awareness of community services for dating violence victims and perpetrators, which were substantially higher among public school students. Some of the largest differences between public and private schools were seen in the dating violence victimization and perpetration outcomes. The multiple regression results showed that the mediating variables with the greatest effect on dating violence perpetration and victimization, regardless of type of violence, were perceived positive consequences of dating violence, acceptance of dating violence, and response to anger.

Table 18 Dating violence mediating variables and outcomes among students in grades 10-12 by school characteristics, Haiti Baseline Evaluation Survey 2013

		School Intervention Status			Type of School		
Scale	**Total**	**Control**	**Treatment**	**Sig.**	**Public**	**Private**	**Sig**
DATING VIOLENCE PERSONAL NORMS							
Acceptance of dating violence norms	6.3	6.6	6.1	ns	7.0	3.5	***
Perceived negative consequences of dating violence	5.4	5.6	5.2	*	5.3	6.1	**
Perceived positive consequences of dating violence	2.1	1.9	2.2	ns	2.5	0.4	***
CONFLICT MANAGEMENT							
Response to anger scale	11.5	12.1	10.9	*	11.6	10.9	*
Conflict resolution skills	27.3	27.1	27.5	ns	27.3	27.1	ns
DATING VIOLENCE PEER NORMS							
Peer response to anger scale (empirical expectations)	18.0	17.9	19.8	*	19.9	14.9	***
Peer normative expectations regarding conflict resolution	26.3	26.4	26.1	ns	26.1	26.9	ns
Peer acceptance of dating violence	8.9	8.7	9.0	ns	9.7	5.3	***
OTHER MEDIATING VARIABLES							
Belief in need of help	5.2	5.1	5.2	ns	5.1	5.6	***
Gender stereotyping	15.3	14.6	16.0	**	16.2	11.5	***
Awareness of community services for dating violence victims/survivors (%)	44.2%	48.1%	40.7%	ns	48.6%	24.4%	***
Awareness of community services for dating violence perpetrators (%)	35.2%	28.3%	41.5%	**	40.2%	12.2%	***
DATING VIOLENCE OUTCOMES [a]							
Psychological dating violence victimization scale	14.6	15.1	14.1	ns	16.0	8.3	***
Physical/sexual dating violence victimization	9.8	9.2	10.3	ns	11.7	1.6	***
Psychological dating violence perpetration	12.4	12.6	12.2	ns	13.9	5.4	***
Physical and sexual dating violence perpetration scale	9.6	8.7	10.6	ns	11.6	1.3	***
N	489	234	255		402	87	

[a] Data pertain to students who have ever been on a date.

* p<.05; ** p<.01; *** p<.001 ns Not statistically significant

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Appendix 1 Questions Added to SAFE Dates Questionnaire

17. What is your father's level of education?
O_1 No education
O_2 Primary
O_3 Secondary
O_4 Higher

18. What is your mother's level of education?
O_1 No education
O_2 Primary
O_3 Secondary
O_4 Higher

19. As far as you know, are there any women in your family that hit their husbands?
O_1 No
O_2 Yes

20. As far as you know, are there any men in your family that hit their wives?
O_1 No
O_2 Yes

These questions are about your closest friends and what they do when they are angry at someone.

	21. How many of **<u>your closest friends</u>** do the following things when they are angry at someone? **MARK ONE ANSWER FOR EACH**	**ALL OF THEM**	**MORE THAN HALF OF THEM**	**ABOUT HALF OF THEM**	**LESS THAN HALF OF THEM**	**NONE OF THEM**
a.	Throw something at the person they are mad at.	O_4	O_3	O_2	O_1	O_0
b.	Ask someone for advice on how to handle it.	O_4	O_3	O_2	O_1	O_0
c.	Hit the person they are mad at.	O_4	O_3	O_2	O_1	O_0
d.	Yell and scream insults at the person they are mad at.	O_4	O_3	O_2	O_1	O_0
e.	Tell the person why they are angry.	O_4	O_3	O_2	O_1	O_0
f.	Make nasty comments about the person to others.	O_4	O_3	O_2	O_1	O_0
g.	Try to mess up something the person is trying to do.	O_4	O_3	O_2	O_1	O_0
h.	Discuss the problem with the person they are made at.	O_4	O_3	O_2	O_1	O_0
i.	Damage something that belongs to the person they are mad at.	O_4	O_3	O_2	O_1	O_0

j.	Fantasize about telling the person off.	O_4	O_3	O_2	O_1	O_0
k.	Try to calm down before they talked to the person.	O_4	O_3	O_2	O_1	O_0
l.	Threaten to hurt the person.	O_4	O_3	O_2	O_1	O_0
m.	Keep it inside or act like nothing is wrong.	O_4	O_3	O_2	O_1	O_0

These next questions are about opinions that your closest friends may or may not have.

	22. How many of **<u>your closest friends</u>** do you think agree with the following statements? **MARK ONE ANSWER FOR EACH**	**ALL OF THEM**	**MORE THAN HALF OF THEM**	**ABOUT HALF OF THEM**	**LESS THAN HALF OF THEM**	**NONE OF THEM**
a.	It is OK for a boy to hit his girlfriend if she did something to make him mad.	O_4	O_3	O_2	O_1	O_0
b.	It is OK for a boy to hit his girlfriend if she insulted him in front of friends.	O_4	O_3	O_2	O_1	O_0
c.	Girls sometimes deserve to be hit by the boys they date.	O_4	O_3	O_2	O_1	O_0
d.	A girl who makes her boyfriend jealous on purpose deserves to be hit.	O_4	O_3	O_2	O_1	O_0
e.	Boys sometimes deserve to be hit by the girls they date.	O_4	O_3	O_2	O_1	O_0
f.	Sometimes boys have to hit their girlfriends to get them back under control.	O_4	O_3	O_2	O_1	O_0
g.	It is OK for a boy to hit a girl if she hit him first.	O_4	O_3	O_2	O_1	O_0
h.	It is OK for a girl to hit a boy if he hit her first.	O_4	O_3	O_2	O_1	O_0

These next questions are about <u>what your closest friends think you should do</u> when you have a disagreement with someone.

	23. How many of **<u>your closest friends think you should do the following things</u>** when you are angry at someone? **MARK ONE ANSWER FOR EACH**	**ALL OF THEM**	**MORE THAN HALF OF THEM**	**ABOUT HALF OF THEM**	**LESS THAN HALF OF THEM**	**NONE OF THEM**
a.	Throw something at the person you are mad at.	O_4	O_3	O_2	O_1	O_0
b.	Ask someone for advice on how to handle it.	O_4	O_3	O_2	O_1	O_0
c.	Hit the person you are mad at.	O_4	O_3	O_2	O_1	O_0

d.	Yell and scream insults at the person you are mad at.	O_4	O_3	O_2	O_1	O_0
e.	Tell the person why you are angry.	O_4	O_3	O_2	O_1	O_0
f.	Make nasty comments about the person to others.	O_4	O_3	O_2	O_1	O_0
g.	Try to mess up something the person is trying to do.	O_4	O_3	O_2	O_1	O_0
h.	Discuss the problem with the person you are made at.	O_4	O_3	O_2	O_1	O_0
i.	Damage something that belongs to the person you are mad at.	O_4	O_3	O_2	O_1	O_0
j.	Fantasize about telling the person off.	O_4	O_3	O_2	O_1	O_0
k.	Try to calm down before you talked to the person.	O_4	O_3	O_2	O_1	O_0
l.	Threaten to hurt the person.	O_4	O_3	O_2	O_1	O_0
m.	Keep it inside or act like nothing is wrong.	O_4	O_3	O_2	O_1	O_0

Note: For a copy of the SAFE Dates Questionnaire, see Foshee ad Langwick (2010).