

Gender  
Equitable  
Relationships:  
Integrating dating  
abuse and  
pregnancy  
prevention to  
promote  
adolescent  
health

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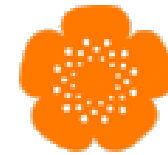
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# GEN.M

GENDER MATTERS



EngenderHealth  
for a better life



SafePlace  
Ending Sexual & Domestic Violence

1. Supportive relationships based on respect and equality rather than sexual conquest;
2. Being involved as a domestic partner/father in terms of childcare and household activities;
3. Sharing responsibilities with partner for reproductive health and
4. Opposing partner violence.

## Gender-Equitable Relationships

McCauley & Miller, 2014, Society for Adolescent Health and Medicine; Pulerwitz & Barker, 2008, Men and Masculinities, Vol. 10, Number 3, 322-338



## Adolescent males who hold traditional attitudes towards masculinity :

- report more sexual partners
- less likely to use condoms consistently
- more likely to believe that pregnancy validates masculinity
- less likely to access health care



Pleck J. et al, *Journal of Social Issues*, 1993, 49 (3:) 11-29.

Pulerwitz & Barker, 2008, *Men and Masculinities*, Vol. 10, Number 3, 322-338.

○ **Adolescent females who hold traditional attitudes toward femininity:**

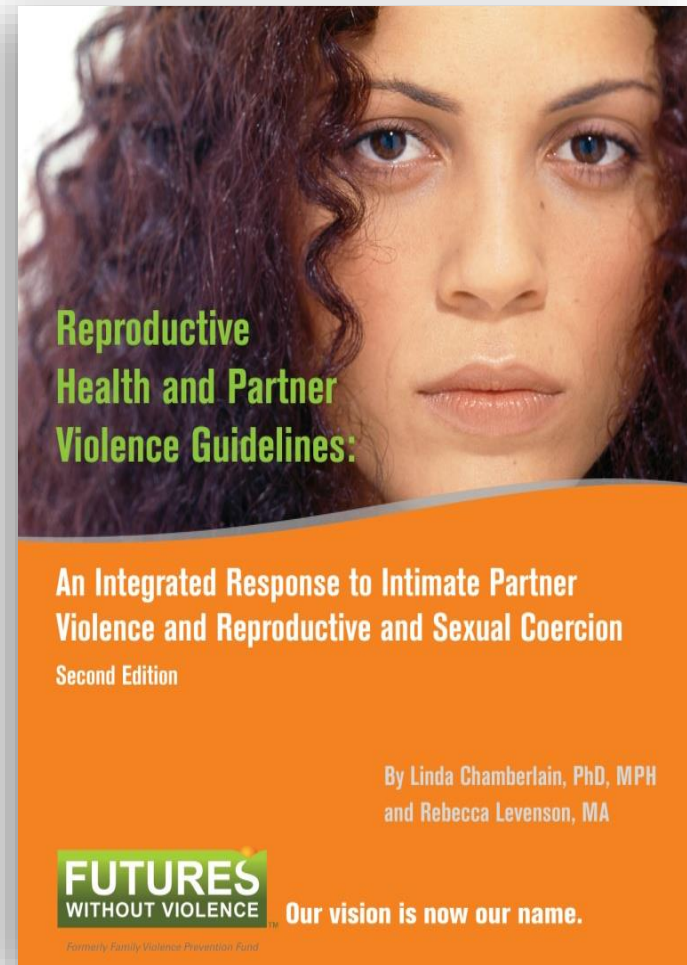
- more likely to have an unintended pregnancy
- less likely to use condoms consistently
- more likely to accommodate the interests and desires of men




Stewart 2003, *Journal of Sociology and Social Welfare*, 30(2): 3-30; Jewkes & Morrell, 2010, *Journal of the International AIDS Society*, 13:6.

# Impact on Girls

- 17.8% of high school girls were forced to engage in sexual activity by a dating partner. (US DOJ, 1997)
- Teen girls in physically abusive relationships were 3-6 times more likely to become pregnant. (Roberts et al, 2005)
- 38.8% of adolescent girls tested for STIs/HIV have experienced dating violence. (Decker et al, 2005)



Where do **YOU** go to  
figure out relationships?

Ask your school counselor about  Expect  
Respect  
or email [expectrespect@safeplace.org](mailto:expectrespect@safeplace.org) or  
call 512.356.1621.

[expectrespectaustin.org](http://expectrespectaustin.org)



# Expect Respect

A comprehensive dating abuse  
prevention program with 3  
primary components:

1. School-based Groups
2. Youth Education and Leadership
3. Training and Collaboration





## 1. Support Groups

- Youth exposed to violence/abuse
- Middle and high schools
- Separate-sex
- Curriculum-based
- 1989 - present
- 24 schools
- Program evaluation



## Benefits:

- Access to services
- Relationship with caring adult
- Supportive peer group
- A place to learn/practice relationship skills
- Norms that support giving and getting respect



The image shows the word "RESPECTED" written in a stylized, hand-drawn font. The letters are blue with black outlines and are arranged in a slightly curved line. The background is white.

## Session #8

# Defining Abuse and Respect

Objectives:

- Identify and compare examples of abuse and respect;
- Write simple definitions for the terms, “abuse” and “respect;”
- Evaluate current or past relationships



## Session #22. Mixed Gender Discussion

- What have you always wanted to know but were afraid to ask?
- What information do you need from girls or boys to understand them better?
- How are boys and girls similar? Different?
- What makes it difficult to ask questions like these?



## 2. Youth Education and Leadership

- Campus-based Leaders
- City-wide Changing Lives Youth Theatre Ensemble
- Summer Leadership Academy



### 3. Collaboration and Training

- School Policy
- Curricula
- Training
- Parent education
- Community events/campaigns



# A Gender-Transformative Teenage Pregnancy Prevention Curriculum





## Gender Transformative

A program that allows participants to **develop awareness, question and redefine** the socially constructed roles, behaviors and attributes that a given community considers appropriate for men and women.

Gupta, G.R., 2001, SIECUS Report, Vol. 26, No. 5.



## Target Population:

- 14-16 year old youth enrolled in Austin/Travis County summer youth employment program
- 90% African American or Latino
- Majority reside in 12 low-income zip codes accounting for 80% of teen births in Travis County.

# Five Consecutive, 4-hour Sessions

## 1. Understanding Gender:

Becoming aware of, questioning, and redefining gender norms

## 2. Healthy Relationships:

Understanding healthy and unhealthy relationships

## 3. Big Decisions:

Recognizing the challenges of being a teen parent

4. Skills for Preventing Pregnancy: Increasing awareness of STIs and building skills for making healthy decisions.

## 5. Taking Action to Prevent Teen Pregnancy:

Learning about contraceptives and where to obtain them



## Declaration of Independence

- I am the boss of me.
- I decide what being a man or a woman means to me.
- I treat others the way I want to be treated.
- I make my own decision about if and when to have sex.
- I use protection every time I have sex.
- I go to the clinic to get tested and protected.

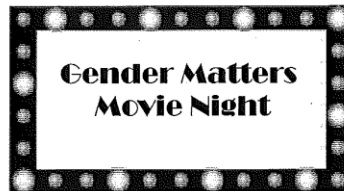


## Activity 2.4 What is Consent?

### Learning Objectives:

- Define the concept of sexual consent
- Apply the definition of consent to practical, real-life situations.
- Identify strategies to establish consent for sexual activity.
- Identify strategies for respecting a partner's sexual limits.
- Identify how gender norms influence people's ability to ask for consent and to respect a partner's sexual limits.

# Reinforcing Messages Video and Social Media



*September 29th, 2011  
Ventana del Soul  
6-8pm*

*6:00pm: reception, contests, and  
activities begin*

*7:00pm: Contest and trivia  
winners announced*

*7:20pm: movie screening begins*

**facebook**



- 4 month SMS text message campaign
- Facebook group page
- Youth-generated videos shared via Facebook and community event



**MATHEMATICA**  
Policy Research, Inc.

# Evaluation

Independent Evaluators

Three Behavioral Outcome Objectives

1. Delay onset of sex
2. Increase use of condoms
3. Increase use of contraceptives

Randomized controlled study (N=1080)

3 cohorts-2012-2014

Sample size = 600

# Innovations of Gender Matters

- Gender transformative approach-- gender norms as a key determinant for teen pregnancy;
- Synchronized approach--Working with young men and women together;
- Providing comprehensive sexuality education outside of school;
- Using media to reinforce key messages;
- Collaboration with DV/SA organization.



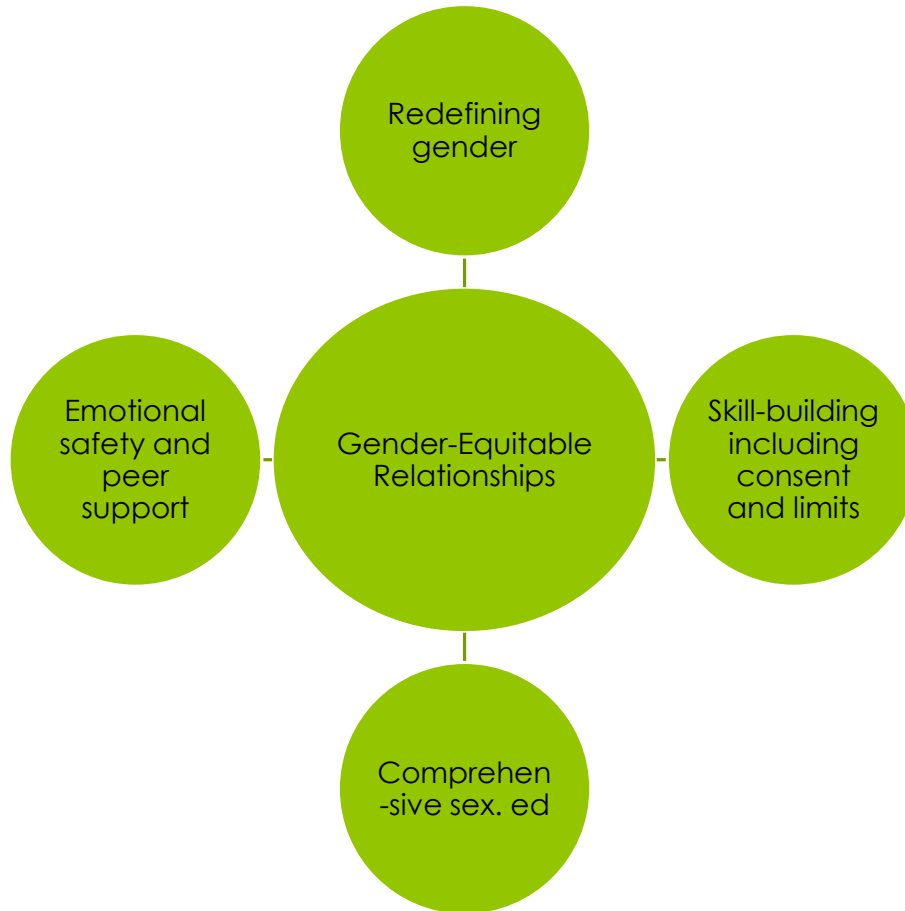
# Potentially Unique DV/SA Perspectives

- Not all teen sex is consensual;
  - Prevent sexual coercion vs. refusal skills;
  - Script role-plays to demonstrate sexual pressure so negative behavior isn't reinforced;
  - “Readiness” for sex is not a one-time thing—you decide if you're “ready” each and every time.
- Many teens have been exposed to violence;
  - Create a safe and caring environment
  - Build supportive relationships
- Gender norms are complex and continue to evolve;
  - Individual identities are comprised of many influencing factors that often conflict;
  - Be inclusive of sexual minority youth, address sexual health, not just pregnancy prevention.

# Collaboration

- Honor expertise and values of all partners;
- Increase buy in - discuss links between SRH and IPV and how collaboration advances the work of both organizations;
- Allow ample time for program development;
- Provide cross-training so that staff are both learners and teachers;
- Create an MOU to document roles and responsibilities;
- Celebrate successes and reflect on lessons learned.

# Lessons Learned





## Thank You!

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