



Gender, Violence & Resilience among Ugandan Adolescents

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Violence against Children (VAC) in Uganda

Teacher & caregiver violence is common, with social norms condoning some forms of VAC:

- **98%** of children report lifetime physical/emotional violence (Naker, 2005)
- Compounding the effects of violence, **20%** of population live in extreme poverty (UNDP, 2014)





Why resilience?

A resilience focus supports a positive, systemic approach to help children thrive and overcome violence



“The ability of some individuals to adapt and maintain positive functioning in the face of significant adversity while others faced with similar difficulties experience negative outcomes.” (Luthar et al., 2000)

Research Objectives & Methods

Explore Dimensions

Exploratory factor analysis

*What does
resilience look
like in context
of multiple
risks?*

Compare relationships

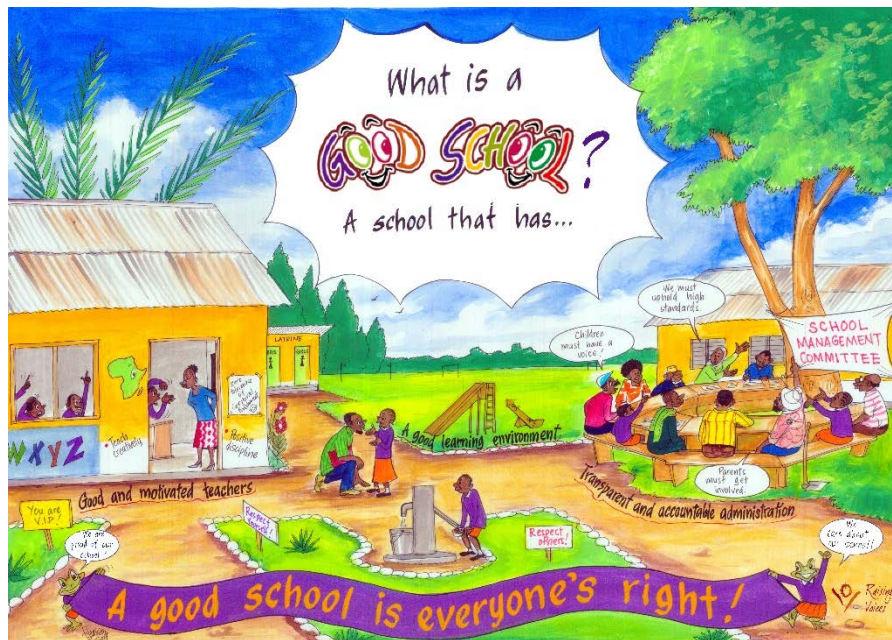
Regression analysis

*Are resilience
factors
associated
with violence
by different
perpetrators?*

Does sex moderate?

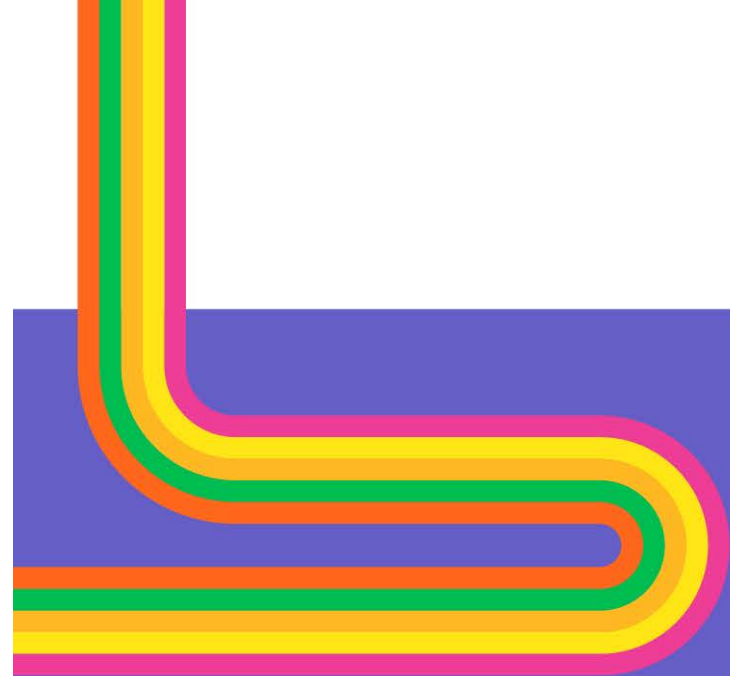
Moderation analysis

*Does sex
(girl v. boy)
influence
violence-resilience
dynamics?*



- The Good Schools Study (GSS) –cluster RCT to evaluate GST
 - 3,706 students (52% girls) 11-14 years
 - 21 control/ 21 intervention schools in central Uganda (2012-2014)
 - Found GST effective at reducing physical violence (42% reduction)
- (Devries et al. 2015)

***GSS followed all ethical protocols for research w/ children; funding provided by MRC, DfID & The Wellcome Trust

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Measures

Indicators of Resilience

GSS Survey Items:

- Individual
- Family
- Peer
- School

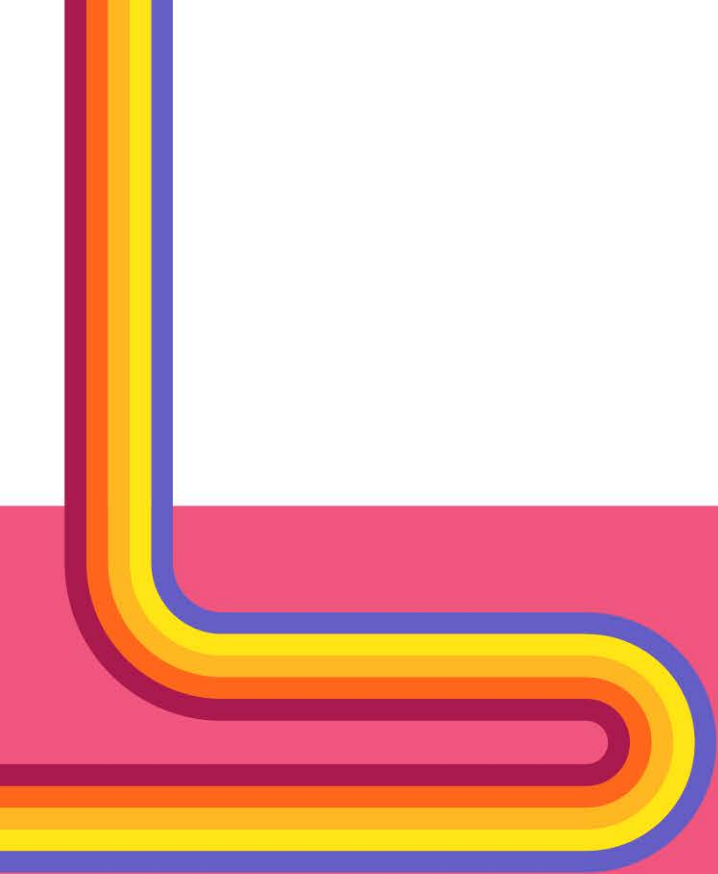
Background Characteristics

- Age
- Disability
- Sex
- Meals (SES)
- Crowding
- Family structure

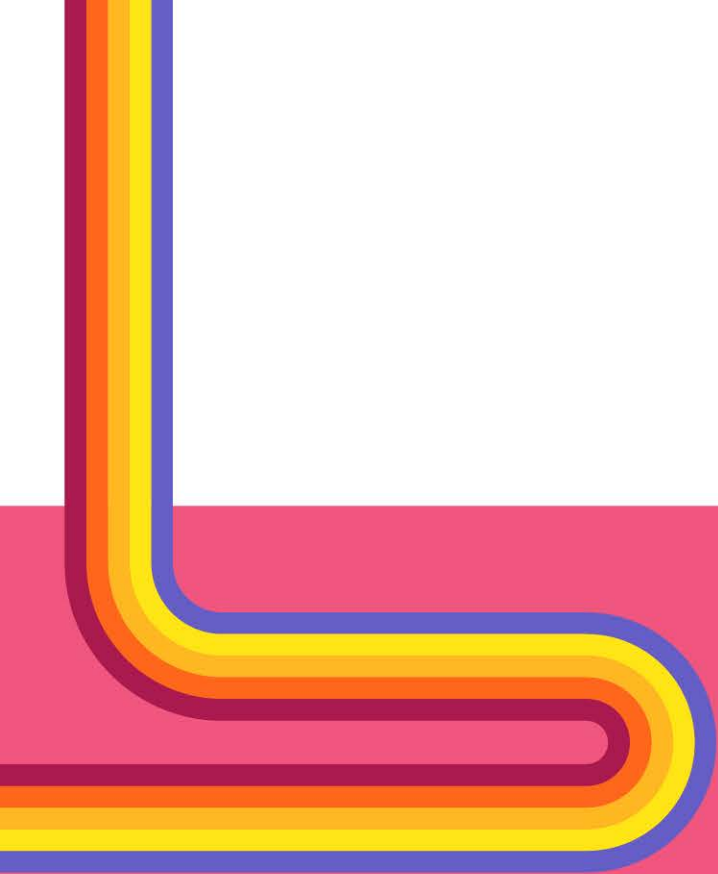
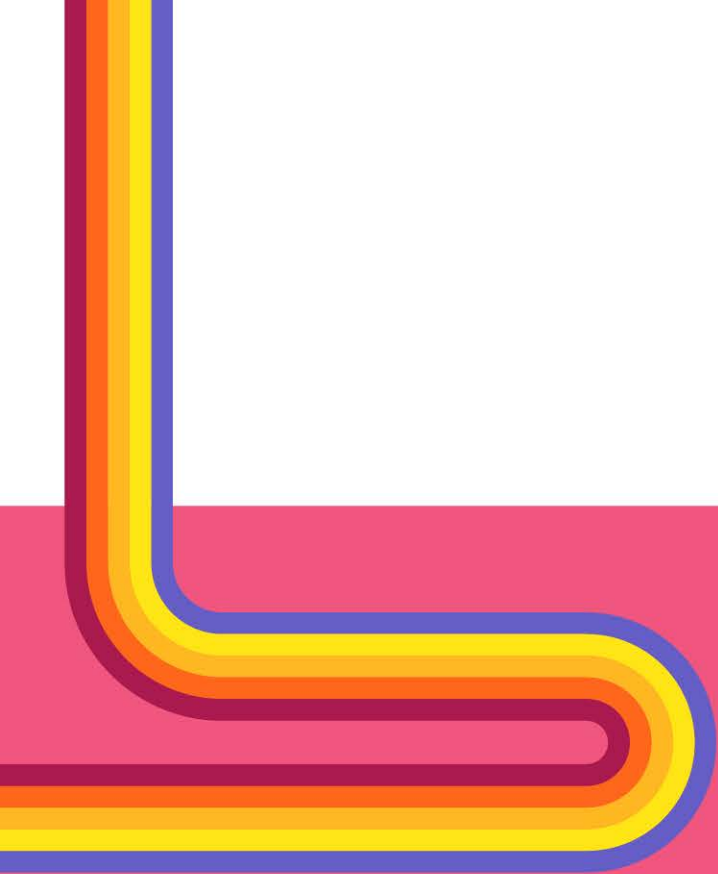
Experiences of Violence

Physical (severe), emotional, or sexual violence from:

- (1) teachers,
- (2) caregivers,
- (3) peers;
- (4) exp. to IPV



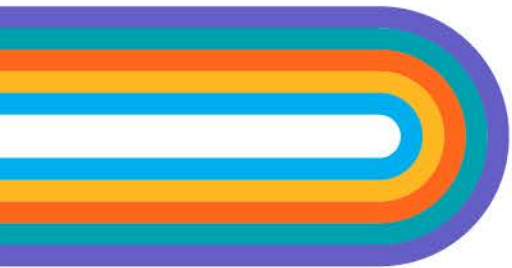
Student Profile





Background characteristics

Measures	Girls n=1937 (52%)	Boys n=1769 (48%)
Physical disability	5%	5%
Meals in the past day		
1 meal	15%	13%
2 meals	35%	43%
3+ meals	50%	44%
Family structure		
lives with no biological parent	35%	39%
lives with at least one	65%	61%
Crowding (# of persons sleeping in the same room)		
0 other	11%	15%
1 other	29%	28%
2-4 other	45%	41%
5+ other	15%	16%



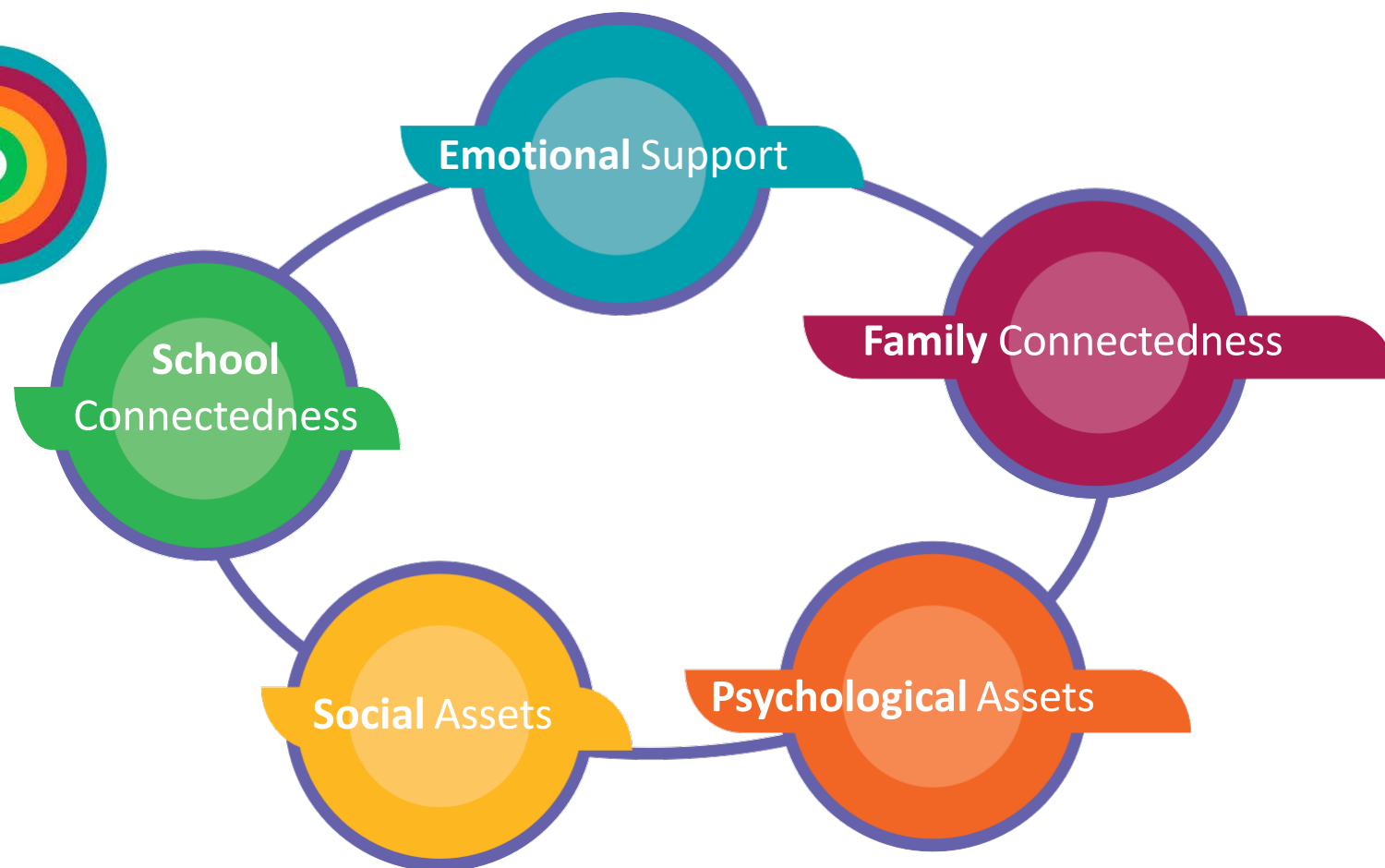
Prevalence of violence

Experience of Violence	Girls n=1937 (52%)	Boys n=1769 (48%)
(1) Teacher violence	33%	33%
(2) Peer violence	43%	47%
(3) Caregiver violence	10%	6%
(4) IPV Exposure	26%	26%
(5) Poly-victimization (types of violence experienced)		
<i>none</i>	34%	34%
<i>one</i>	33%	33%
<i>two</i>	22%	23%
<i>three</i>	10%	10%
<i>four</i>	1%	1%

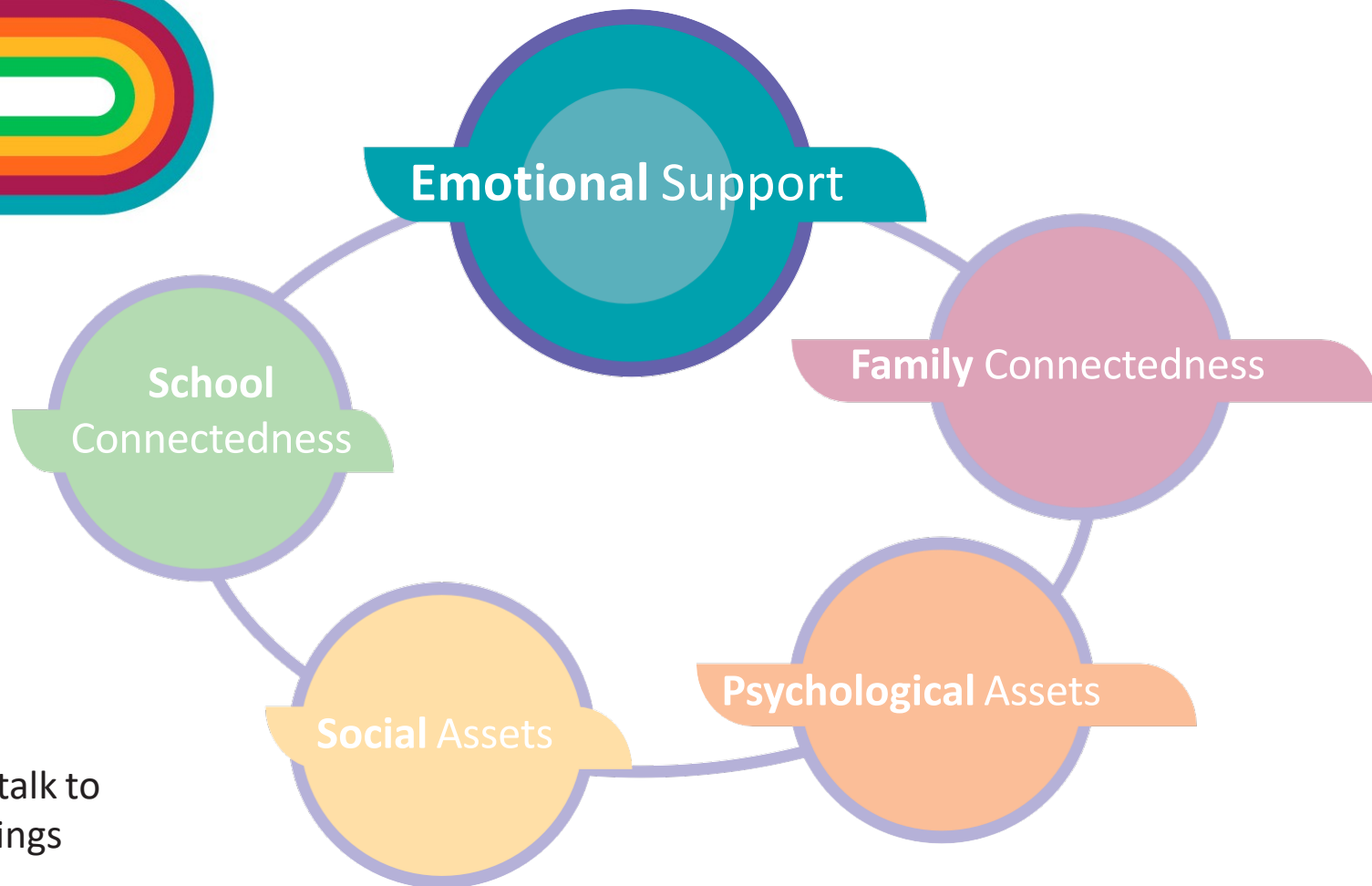


Main Findings

Five Dimensions of Resilience



Five Dimensions of Resilience

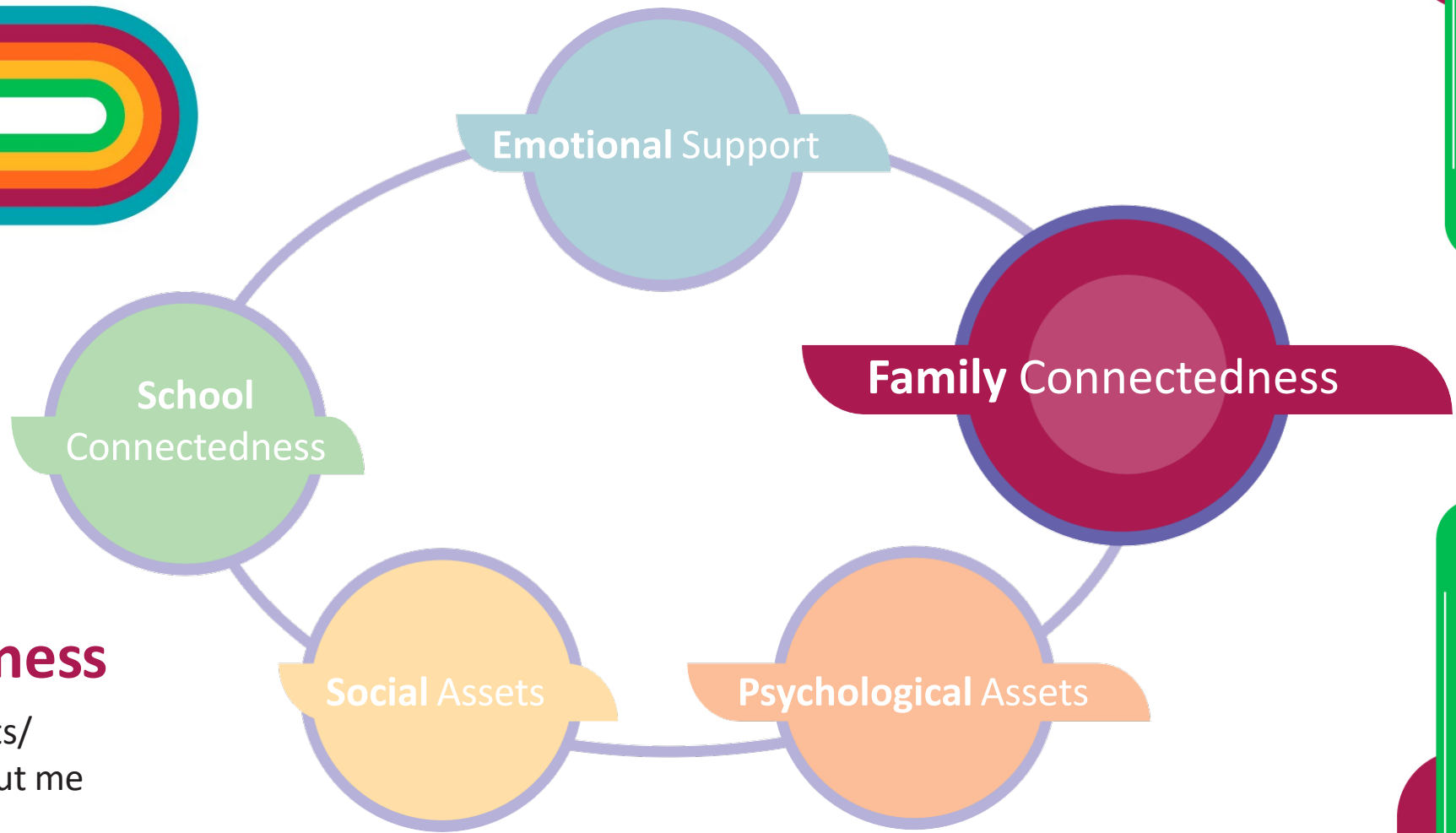


Emotional Support

I have friends I can talk to about important things

I have friends I can count on for support

Five Dimensions of Resilience

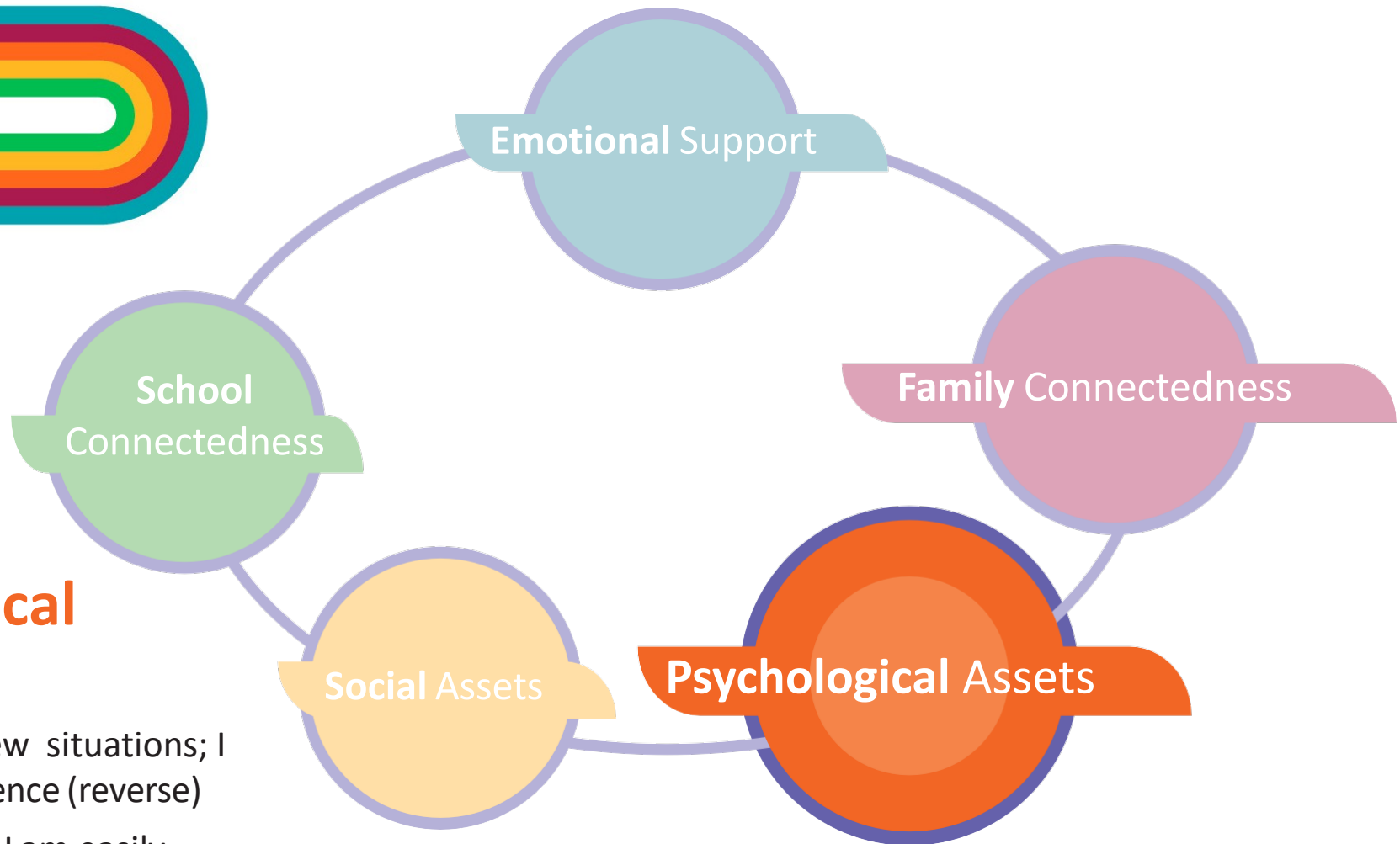


Family Connectedness

I feel like my parents/
caregivers care about me

I feel safe at home

Five Dimensions of Resilience

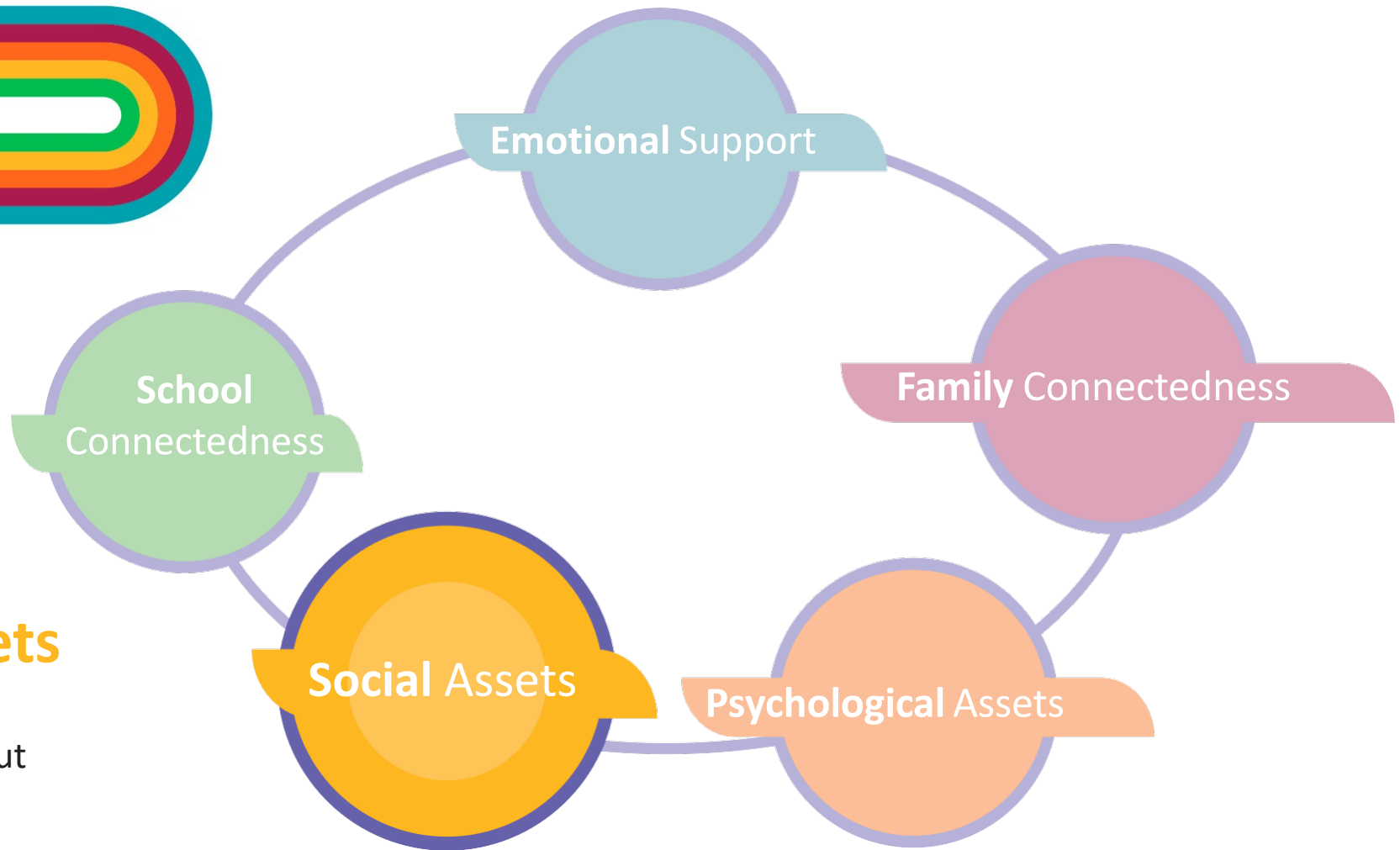


Psychological Assets

I am nervous in new situations; I easily lose confidence (reverse)

I have many fears, I am easily scared (reverse)

Five Dimensions of Resilience

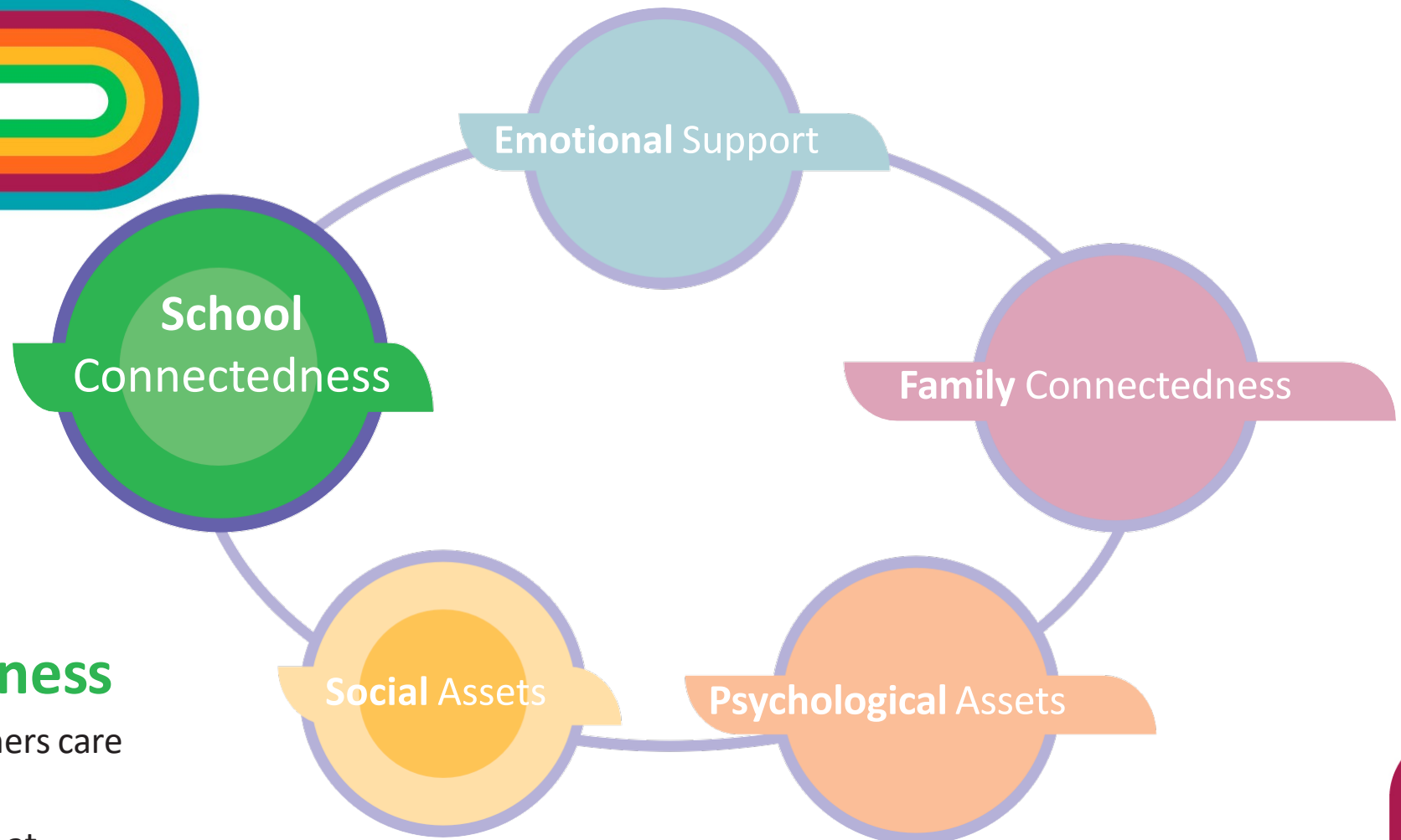


Social Assets

I try to be nice to people; I care about their feelings

Other people my age generally like me

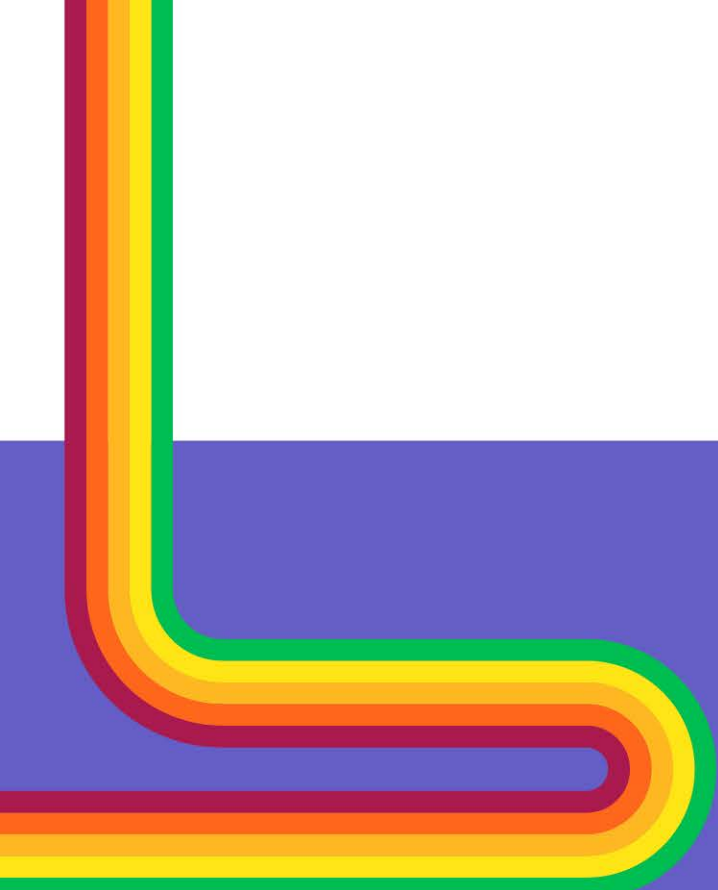
Five Dimensions of Resilience



School Connectedness

I feel that my teachers care about me

I like to spend time at school

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Regression Results: Overall, we find strong support that experiences of violence are correlated with lower resilience scores across dimensions, with nuanced patterns based on who perpetrates the violence.

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Regression Analysis - Girls

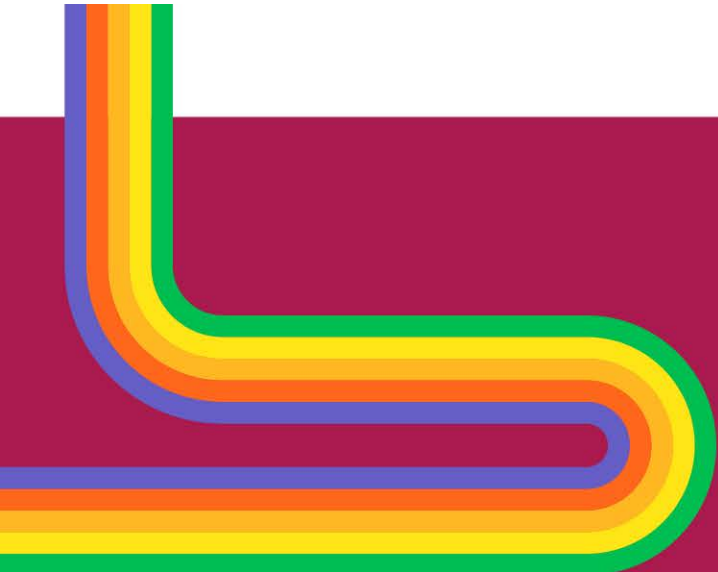
Estimate (CI 95%)	Emotional Support	School Connectedness	Family Connectedness	Social Assets	Psychological Assets
Age	-.02(-.06 - .03)	-.02(-.06 - .01)	.00 (-.04 - .05)	-.01(-.05 - .03)	.02(-.03 - .07)
Physical disability	.06(-.13 - .24)	-.01(-.23 - .22)	-.12(-.33 - .10)	.20(.03 - .37) ¥	-.18(-.40 - .05)
Meals	.05(0 - .09) ¥	.11(.07 - .15) ***	.14(.09 - .19) ***	.06(.01 - .11) *	.07(.03 - .11) ***
No biological parent	-.07(-.16 - .02)	-.01(-.1 - .08)	-.19(-.27 - -.11) ***	-.01(-.08 - .06)	-.10(-.17 - -.03) *
Crowding	-.02(-.06 - .01)	.06(.03 - .09) ***	-.01(-.04 - .02)	.02(-.02 - .05)	.01(-.02 - .04)
Teacher violence	-.15(-.23 - -.06) **	-.41(-.53 - -.3) ***	-.15(-.25 - -.05) **	-.16(-.24 - -.08) ***	-.28(-.36 - -.2) ***
Peer violence	-.03(-.10 - .04)	.06(-.04 - .16)	.02(-.07 - .11)	.07(-.03 - .17)	-.22(-.31 - -.13) ***
Caregiver violence	-.06(-.16 - .04)	.13(-.04 - .29)	-.46(-.6 - -.32) ***	-.04(-.19 - .11)	-.33(-.45 - -.21) ***
IPV exposure	-.01(-.11 - .09)	-.09(-.17 - -.01) ¥	-.2(-.30 - -.09) ***	.05(-.06 - .15)	-.16(-.25 - -.07) ***

Standardized Estimates; ¥ $p < .10$ and $> .05$; * $p < .05$; ** $p < .01$; *** $p < .001$

Regression Analysis - Boys

Estimate (CI 95%)	Emotional Support	School Connectedness	Family Connectedness	Social Assets	Psychological Assets
Age	-.03(-.08 - .02)	.01(-.04 - .05)	.02(-.03 - .06)	-.01(-.05 - .04)	.02(-.03 - .07)
Physical disability	.14(-.08 - .36)	.01(-.14 - .16)	-.14(-.33 - .05)	-.11(-.3 - .08)	-.05(-.25 - .15)
Meals	.09(.04 - .13)***	.08(.03 - .13)**	.13(.09 - .18)***	.07(.02 - .12)*	.05(0 - .09) ¥
No biological parent	.02(-.07 - .10)	.02(-.06 - .10)	-.18(-.25 - -.11)***	.01(-.09 - .11)	-.11(-.19 - -.02)*
Crowding	.02(-.03 - .07)	.00(-.03 - .03)	-.01(-.07 - .05)	-.06(-.1 - -.02)*	.00(-.04 - .04)
Teacher violence	-.10(-.21 - .01)	-.18(-.28 - -.07)***	-.12(-.2 - -.03)*	-.21(-.34 - -.08)**	-.34(-.43 - -.24)***
Peer violence	.04(-.03 - .10)	.04(-.07 - .15)	.19(.1 - .27)***	.02(-.09 - .13)	-.24(-.33 - -.15)***
Caregiver violence	-.19(-.36 - -.02) ¥	-.11(-.33 - .12)	-.37(-.64 - -.10)*	.02(-.26 - .31)	-.35(-.57 - -.13)**
IPV exposure	-.09(-.19 - .01)	-.17(-.28 - -.05)*	-.16(-.25 - -.07)***	-.13(-.23 - -.03)*	-.32(-.41 - -.24)***

Standardized Estimates; ¥ $p < .10$ and $> .05$; * $p < .05$; ** $p < .01$; *** $p < .001$



Differences by Sex



Peer Violence

*Higher family
connectedness
scores (boys)*



Teacher Violence

*Lower school
connectedness
scores (girls)*



IPV Exposure

*Lower social
assets scores;
& lower
psychological
assets scores
(boys)*

**Careful
consideration of
gendered risks/
strengths**

Implications for Practice

Careful consideration
of gendered risks/
strengths

**Importance of addressing
IPV and fostering
emotional closeness
within families**

Implications for Practice

Careful consideration
of gendered risks/
strengths

Importance of
addressing IPV and
fostering emotional
closeness within
families

Implications for Practice

**Multi-faceted &
holistic strategies
for adolescents
experiencing
violence**

Careful consideration
of gendered risks/
strengths

Importance of
addressing IPV and
fostering emotional
closeness within
families

Implications for Practice

Multi-faceted &
holistic
strategies for
adolescents
experiencing violence

**Schools as sites to build
resilience rather than
perpetuate risks**

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What do we still want to know?

Opportunities for further research:

Longitudinal: do students with stronger resilience profiles have more positive outcomes over time (particularly after violence/other trauma)?

Evaluative: can programs (like GST) bolster resilience within program timelines?

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Thank you!

Interested in learning more?
www.raisingvoices.org
sophie@raisingvoices.org



Contents lists available at ScienceDirect

Child Abuse & Neglect

journal homepage: www.elsevier.com/locate/chiabuneg



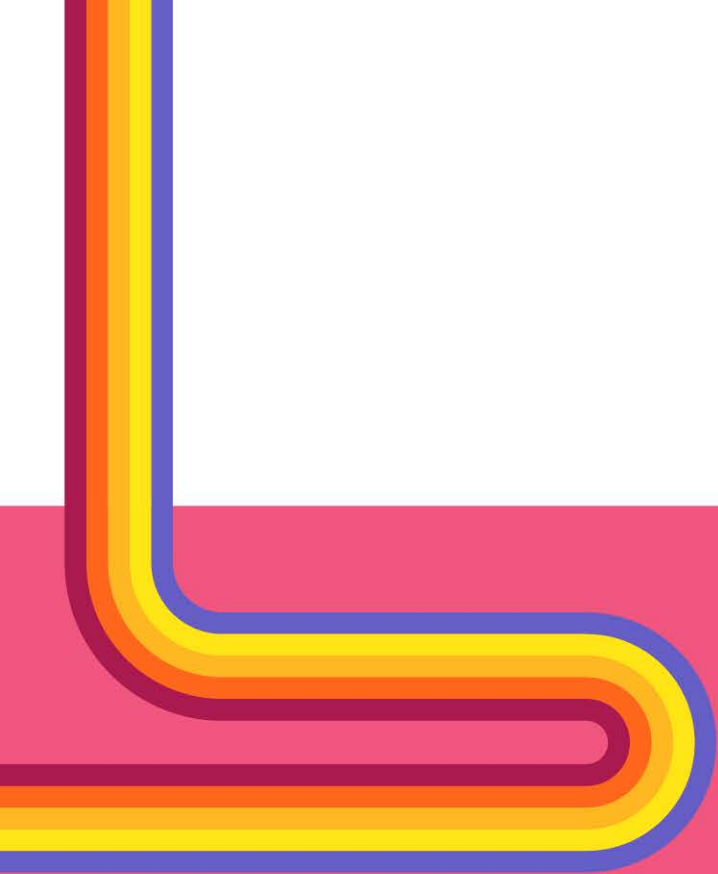
Research article

Gender, violence and resilience among Ugandan adolescents

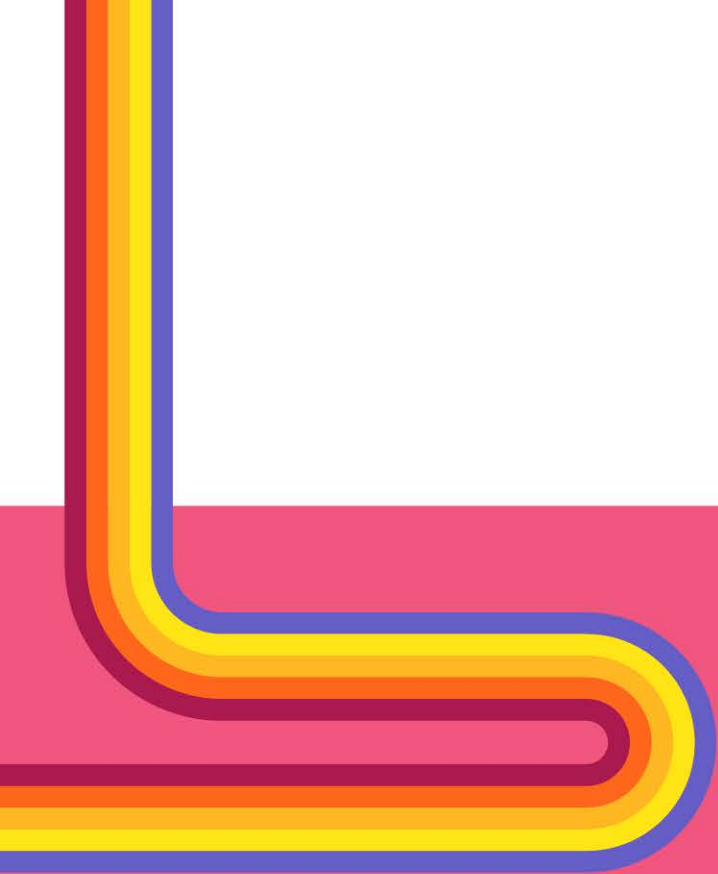
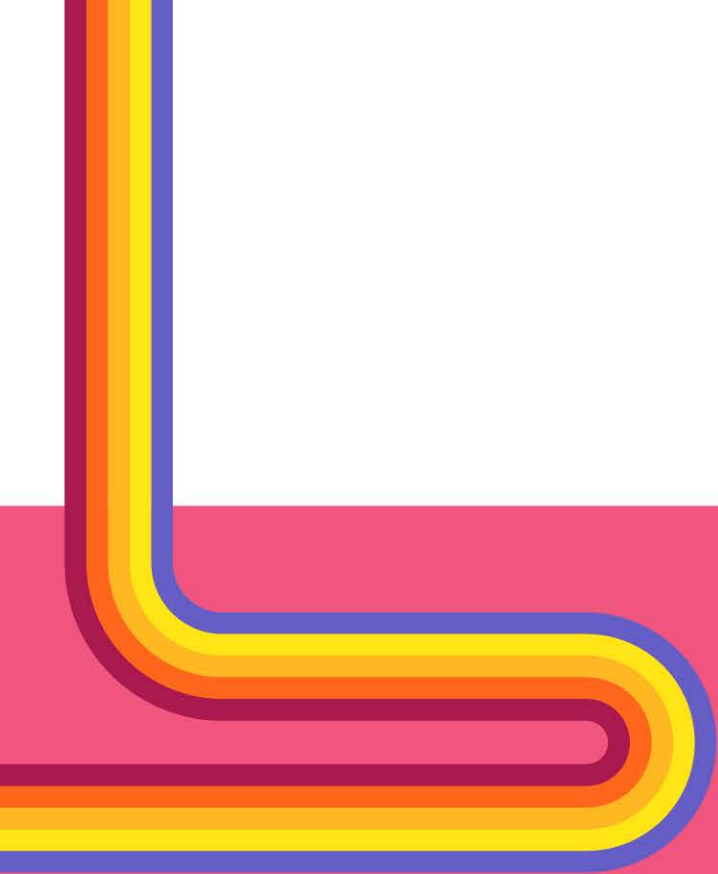
Sophie Namy^{a,*}, Catherine Carlson^b, Andrea Norcini Pala^a, Devin Faris^b,
Louise Knight^d, Elizabeth Allen^d, Karen Devries^d, Dipak Naker^a

^a Raising Voices, Uganda





Tables & Supplementary Data



Violence Exposure Variables

Domain	Corresponding items	Origin
1. Self-mastery; self-confidence (8 items)	I get restless; I cannot sit still for long (reverse)	SDQ
	I am easily distracted; I find it difficult to concentrate (reverse)	SDQ
	I am nervous in new situations. I easily lose confidence (reverse)	SDQ
	I have many fears, I'm easily scared. (reverse)	SDQ
	I am usually on my own. I generally play alone or keep to myself. (reverse)	SDQ
	I finish the things I'm doing. My attention is good.	SDQ
	How would you describe your grades in school? Excellent, very good, good, fair, or poor?	Developed for GSS
	Overall, do you think that you have difficulties in one or more of the following areas: emotions, concentration, behavior or being able to get on with other people? (responded none)	SDQ
	I try to be nice to people. I care about their feelings	SDQ
	I usually share with others (food, games, pens etc.).	SDQ
	I am helpful if someone is hurt, upset or feeling ill.	SDQ
2. Social skills/ empathy (11 items)	I have one good friend or more	SDQ
	I fight a lot. I can make other people do what I want (reverse)	SDQ
	Other people of my age generally like me.	SDQ
	I'm kind to younger children	SDQ
	I am often accused of cheating or lying (reverse)	SDQ
	I often volunteer to help others	SDQ
	I get along better with adults than with people my own age (reverse)	SDQ
	Have you ever used physical violence against anyone, like hitting, slapping, punching or kicking? (responded no)	Developed for GSS
	I feel like my parents/caregivers care about me.	Connectedness scale
	I feel safe at home.	Connectedness scale
	I feel like I belong at home.	Connectedness scale
3. Family connectedness (6 items)	I like to spend time at home.	Connectedness scale
	I am scared of my parents/caregivers (reverse)	Connectedness scale
	In the past year, how often has a parent or caregiver helped you with your schoolwork?	Developed for GSS
4. Peers connectedness (3 items)	I feel close to students at my school.	Connectedness scale
	I have friends that I can talk to about important things.	Connectedness scale
	I have friends that I can count on for support.	Connectedness scale
4. School connectedness/ meaningful participation (7 items)	I feel that my teachers care about me.	Connectedness scale
	I feel safe in school.	Connectedness scale
	I feel like I belong at school.	Connectedness scale
	I like to spend time at school.	Connectedness scale
	I am scared of my teachers. (reverse)	Connectedness scale
	Have you ever been involved in making up rules for how students should behave at your school?	Developed for GSS
	In your school, are students' views about how to improve the school taken seriously?	Developed for GSS

Violence Exposure Variables

Variable	Items	Coding
Teacher violence	Emotional violence: Cursed, insulted, shouted at or humiliated you? Referred to your skin colour/gender/religion/tribe or health problems you have in a hurtful way? Stopped you from being with other children to make you feel bad or lonely? Tried to embarrass you because you were an orphan or without a parent? Embarrassed you because you were unable to buy things? Stole or broke or ruined your belongings? Threatened you with bad marks that you didn't deserve? Accused you of witchcraft? Severe physical violence: Burnt you as punishment? Choked you? Tried to cut you purposefully with a sharp object? Severely beat you up? Tied you up with a rope or a belt at school? Sexual violence: Teased you or made sexual comments about your breasts, genitals, buttocks or other body parts? Touched your body in a sexual way or in a way that made you uncomfortable? Showed you pictures, magazines, or movies of people or children doing sexual things? Made you take your clothes off when it was not for a medical reason? Opened or took their own clothes off in front of you when they should not have done so? Kissed you when you didn't want to be kissed? Made you touch their genitals, breasts or buttocks when you didn't want to? Touched your genitals, breasts or buttocks when you didn't want them to? Gave you money/things to do sexual things? Involved you in making sexual pictures or videos? Threatened or pressured you to have sex or do sexual things with them? Actually made you have sex with them by threatening or pressuring you, or by making you afraid of what they might do? Made you have sex with them by physically forcing you?	Coded 1 if answered yes about lifetime experience (from teacher/school staff) to any of the items; coded 0 if answered no to all
Peer violence	Emotional violence/neglect: Insulted you, or called you rude or hurtful names? Accused you of witchcraft? Locked you out or made you stay outside? Not given you food? Severe physical violence: Punched you, kicked you, or hit you with a closed fist? Cut you with a sharp object or burnt you? Sexual violence: Disturbed or bothered you by making sexual comments about you? Kissed you, when you did not want them to? Touched your genitals or breasts when you did not want them to, or in a way that made you uncomfortable? Threaten or pressure you to make you do something sexual with them? Make you have sex with them, because they threatened or pressured you? Had sex with you, by physically forcing you?	Coded 1 if answered yes about lifetime experience (from female/male student) to any of the items; coded 0 if answered no to all
Caregiver violence	Same items as for peer violence above	Same Coding as for peer violence above
IPV Exposure	Have you ever seen or overheard your parents or caregivers shouting at each other? Have you ever seen or overheard your father hit or beat your mother?	Coded 1 if answered yes to any of the items; coded 0 if answered no to all

Five-Factor Resilience Model (EFA Results; Total Sample)

	Emotional Support FS=.79	School Connectedness FS=.87	Family Connectedness FS=.91	Social Assets FS=.92	Psychological Assets FS=.86
I have friends that I can talk to about important things	.64*	.08	-.03	.01	-.00
I have friends that I can count on for support	.49*	.20*	.05	-.03	-.00
I feel that my teachers care about me	.08*	.56*	.04	-.01	.06*
I feel safe in school	.04*	.70*	-.02	.00	.04*
I feel like I belong at school	.03	.62*	.03	.03	-.01
I like to spend time at school	-.12*	.49*	.18*	-.02	-.10*
I feel like my parents/caregivers care about me	-.00	.09*	.65*	-.06*	.03
I feel safe at home	.03*	.00	.79*	-.02	.05*
I feel like I belong at home	-.06*	.09*	.73*	.02	-.01
I like to spend time at home	.09*	-.07*	.53*	.06*	-.04
I usually share with others	.03	.04	-.06	.67*	.00
I try to be nice to people; I care about their feelings	-.03	-.00	-.01	.57*	-.03
I am helpful if someone is hurt, upset or feeling ill	-.08*	.03	.03	.67*	.01
I have one good friend or more	-.25*	.06	-.04	.49*	.05*
Other people of my age generally like me	-.24*	-.04	.01	.48*	-.03
I am kind to younger children	.01	-.03	.00	.67*	-.04
I often volunteer to help others	.04	-.01	.01	.68*	-.02
I finish the things I'm doing; my attention is good	.11*	-.08*	.01	.60*	.06*
I get restless; I cannot sit still for long (reverse)	-.04	.05	-.08*	-.04	.49*
I am usually on my own; I generally play alone/by myself (reverse)	.01	.03	.02	-.16*	.52*
I fight a lot; I can make other people do what I want (reverse)	-.17*	.00	.01	-.02	.52*
I am easily distracted; I find it difficult to concentrate (reverse)	-.12*	.03	-.03	-.01	.58*
I am nervous in new situations; I easily lose confidence (reverse)	.05	-.07	.05	.06	.54*
I am often accused of cheating or lying (reverse)	.01	.01	.09*	.01	.52*
I have many fears, I'm easily scared (reverse)	.15*	-.05	-.00	.07*	.52*

Items excluded due to poor loading (<0.40), by hypothesized domain:

Self-mastery/self-confidence: How would you describe your grades in school; Overall, do you think that you have difficulties in one or more of the following areas: emotions, concentration, behavior or being able to get on with other people; Social skills/empathy: I get along better with adults than with people my own age; Have you ever used physical violence against anyone, like hitting, slapping, punching or kicking; Family connectedness: I am scared of my parents/caregivers; In the past year, how often has a parent or caregiver helped you with your schoolwork; Peer connectedness: I feel close to students at my school; School connectedness: I am scared of my teachers; Have you ever been involved in making up rules for how students should behave; In your school, are students' views about how to improve the school taken seriously.

Pearson's Correlation Coefficient (P)

	Emotiona l Support	School Connectednes s	Family Connectednes s	Social Asset s	Psychologic al Assets
Emotional Support	1.00				
School Connectedness	0.23 (<0.001)	1.00			
Family Connectedness	0.18 (<0.001)	0.39 (<0.001)	1.00		
Social Assets	0.10 (<0.001)	0.19 (<0.001)	0.13 (<0.001)	1.00	
Psychological Assets	0.05 (0.001)	0.08 (<0.001)	0.11 (<0.001)	0.01 (.718)	1.000

Aggregate scores for Resilience Factors: Mean (SD), by sex

Resilience Outcomes	Girls n=193 7		Boys n=176 8		P ¹
Emotional Support (0-6)	2.93	(1.74)	3.27	(1.71)	<0.001
School Connectedness (0-12)	9.25	(2.29)	9.32	(2.26)	0.502
Family Connectedness (0-12)	9.44	(2.42)	9.39	(2.24)	0.694
Social Assets (0-16)	13.48	(2.50)	13.79	(2.24)	0.003
Psychological Assets (0-14)	10.79	(2.62)	10.96	(2.68)	0.277

Supplementary Analysis: Regression Analysis (Poly-Victimization), Girls and Boys

Estimate (ci 95%)	Emotional support	School connectedness	Family connectedness	Social assets	Psychological assets
Girls					
Age	-.02(-.10 - .06)	-.03(-.15 - .06)	.00(-.13 - .11)	-.01(-.14 - .09)	.02(-.10 - .17)
Physical disability	.05(-.24 - .34)	-.02(-.41 - .37)	-.13(-.47 - .21)	.19(-.09 - .46) [¥]	-.18(-.54 - .18)
Meals	.04(-.06 - .26)	.10(.11 - .51) ^{***}	.15(.24 - .75) ^{***}	.06(-.06 - .43) [*]	.07(.04 - .45) ^{**}
No biological parent	.07(-.21 - .07)	.00(-.14 - .14)	-.18(-.31 - -.06) ^{***}	.00(-.11 - .11)	-.10(-.20 - .01) [*]
Crowding	-.02(-.06 - .03)	.06(.02 - .10) ^{***}	-.01(-.06 - .04)	.02(-.04 - .08)	.01(-.04 - .07)
Poly-victimization	-.07(-.21 - -.02) ^{**}	-.12(-.45 - -.08) ^{***}	-.16(-.53 - -.19) ^{***}	-.02(-.21 - .09)	-.25(-.78 - -.46) ^{***}
Boys					
Age	-.04(-.13 - .05)	.00(-.10 - .11)	.00(-.10 - .11)	-.01(-.12 - .08)	.02(-.11 - .17)
Physical disability	.14(-.20 - .48)	.01(-.23 - .05)	-.14(-.43 - .15)	-.11(-.41 - .19)	-.05(-.36 - .26)
Meals	.09(.05 - .37) ^{***}	.08(.00 - .51) ^{**}	.14(.23 - .65) ^{***}	.07(-.06 - .47) [*]	.05(-.10 - .46) [¥]
No biological parent	.03(-.10 - .15)	.03(-.11 - .17)	-.16(-.26 - -.06) ^{***}	.02(-.15 - .18)	-.10(-.24 - .03) [¥]
Crowding	.02(-.03 - .06)	.00(-.03 - .03)	-.01(-.08 - .07)	-.06(-.09 - .00) [*]	.00(-.05 - .05)
Poly-victimization	-.06(-.23 - .03) [*]	-.10(-.45 - .01) [*]	-.05(-.28 - .06) [¥]	-.10(-.37 - -.05)	-.31(-.95 - -.68) ^{***}

Standardized Estimates; ¥ p < .10 and > .05; * p < .05; ** p < .01; *** p < .001; poly-victimization coded as a summative variable (0-4) based on types of violence reported