

Boys will be boys?



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*Gender differences in
children affected by HIV/
AIDS attending
community-based
organisations in Malawi
and South Africa*

*Sarah Skeen, Stellenbosch
University*

Team: Imca Hensels, Lorraine Sherr, Ana Macedo, Kathryn Roberts, Mark Tomlinson

Study: Gender makes no difference in gaming skill

RJ Wolcott, Lansing State Journal 6:03 a.m. EDT July 15, 2016



FAST LANSING — Nearly as many women today are Ghostbusters review awakens the ectoplasm

★★★★★

Paul Feig's reboot pays tribute to the 80s but it's a brand new work, firing off top



MAGGIE MAY IN AT No.10



HEEL, BOYS
New PM Theresa can reunite Tories & deliver Brexit

How men and women combat gender bias in the workplace

July 14, 2016 10:00 AM CEST

Prof Emma John

Ghostbusters - review

Good game

Weather: Morning rain, 63/35 SPORTS + FINAL Wednesday, January 9, 2008

DAILY NEWS 2.5 MILLION READERS EVERY DAY NYDailyNews.com



WHO'S CRYIN' NOW?

Hillary slows Obama Express with stunning N.H. victory

McCain in comeback GOP win 9726837@11LL COVERAGE — PAGES 6-9

HAS FEMALE EQUALITY IN HOLLYWOOD PROGRESSED IN 2014?



Justin Trudeau names Canada's first equal cabinet with 15 men and 15 women 'because it's 2015'

Gender as a driver of HIV

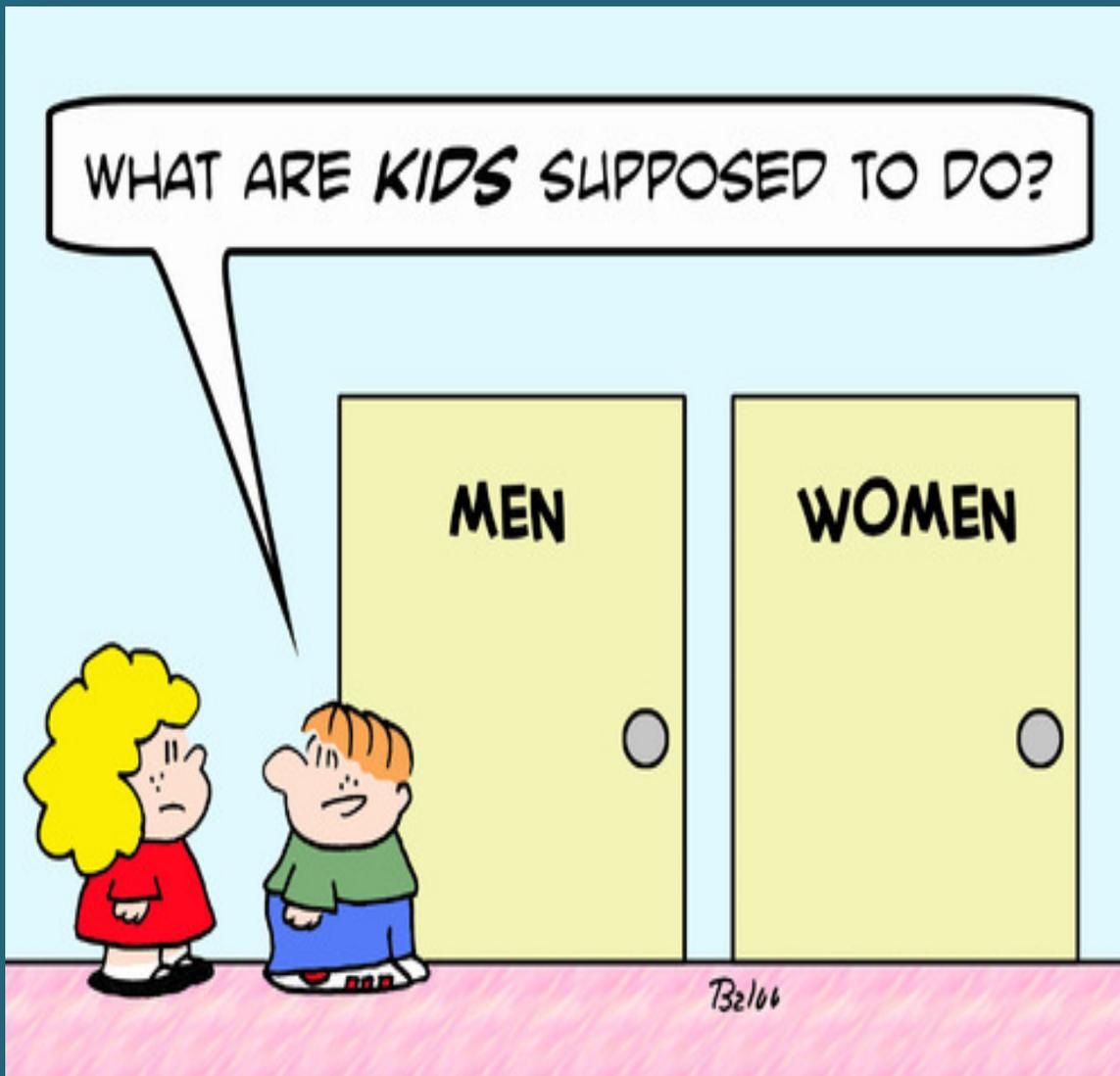
- 
- Barriers in accessing treatment and care
 - Caregiving responsibilities, economic impact
 - Denial of property and inheritance rights
 - Early marriage
 - Violence against women
-

WHAT ARE *KIDS* SUPPOSED TO DO?

MEN

WOMEN

T32/06



Gender and HIV: children

- Child development: gender differences have been found in educational outcomes, cognition, language, physical growth, socialisation, and parental interactions
- BUT, child HIV research lacks focus on gender
 - UNAIDS data still collects numbers of children without providing gender breakdown until either adolescence and adulthood
- Mixed picture, mostly girls at disadvantage
- Many programmes aimed at girls in order to (rightly) redress gender imbalances or disparities.

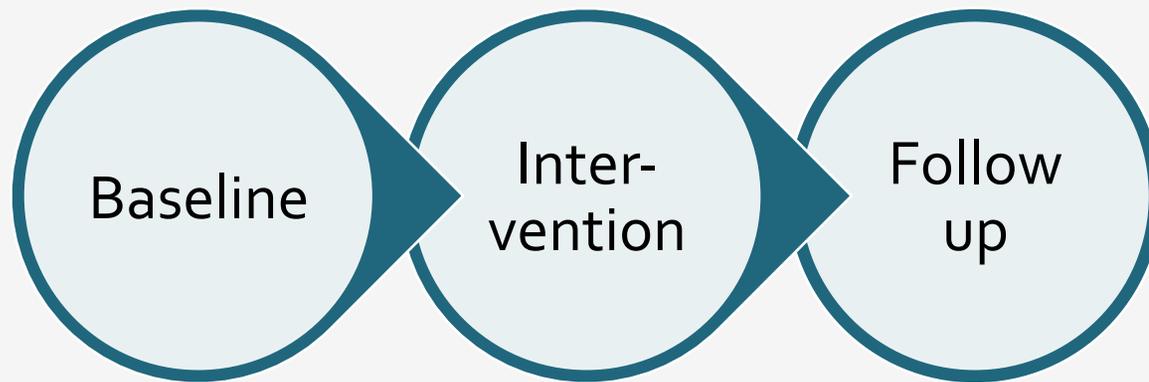


Child Community Care Study

- Stellenbosch University and UCL
 - Funded by SIDA-NORAD, through HelpAge
 - Supported by Coalition for Children Affected by AIDS



Child Community Care Study



South
Africa

South
Africa

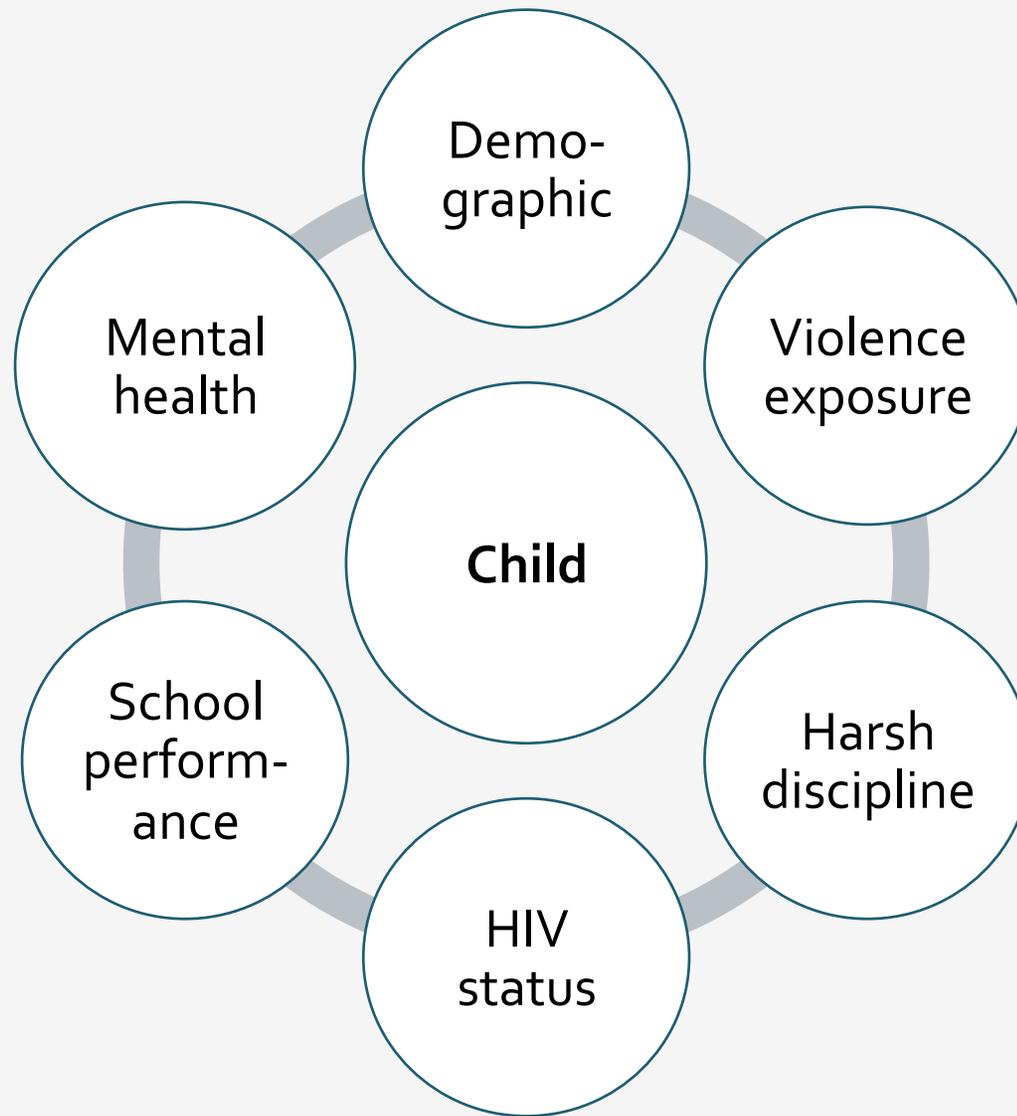
Malawi

Malawi

Zambia

Data collection visits



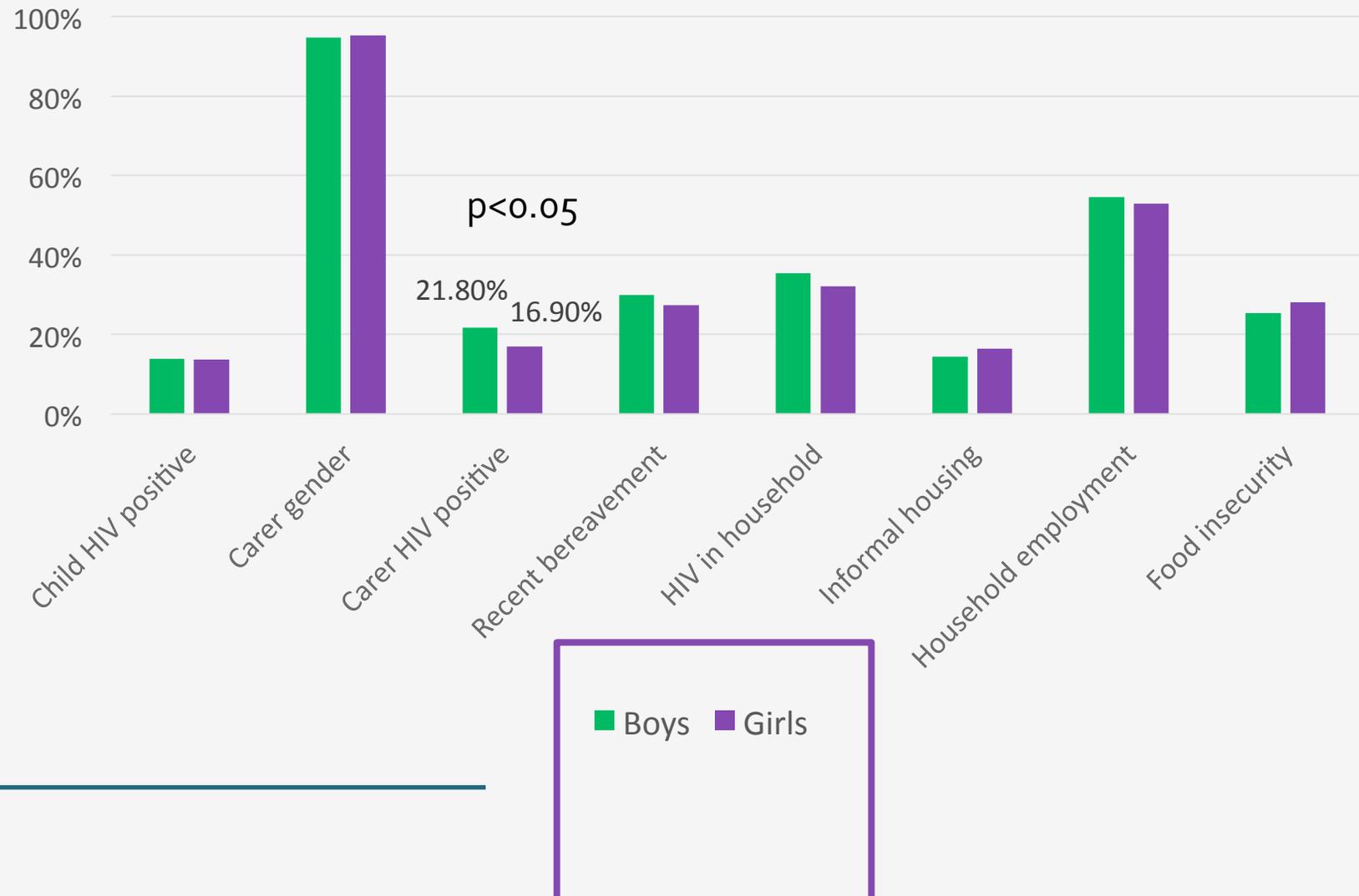


Organisational input

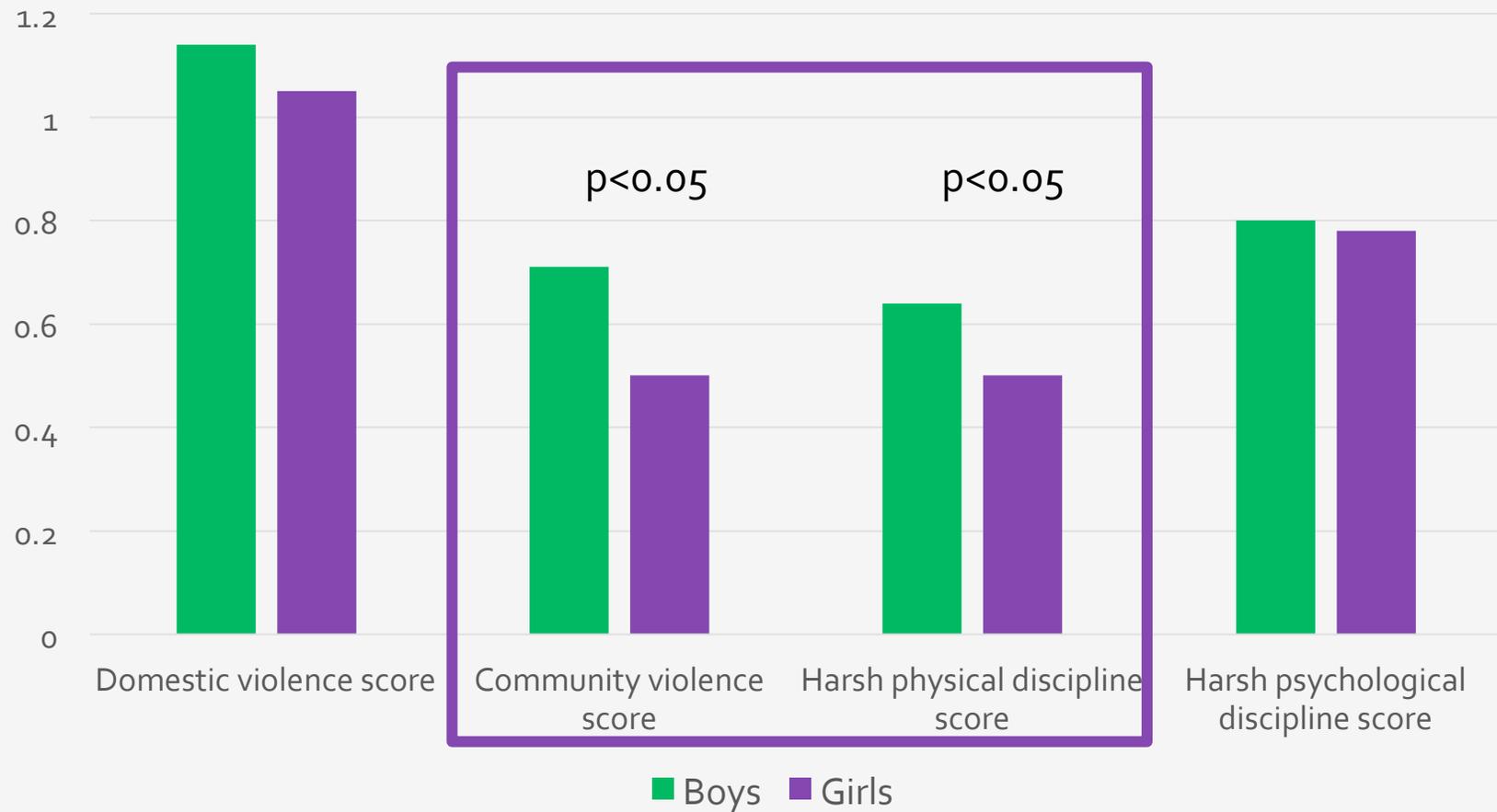
Results: 28 CBOs

- 24 rural, 4 urban
 - 71.4% set up by people from the community
 - 89.3% services delivered by local people
 - More than half were multiply funded (53.6%).
 - 12 out of 28 had an office space for administration and building and garden to work with children.
 - The remaining 16 organisations worked in one or two rooms in a house or in an improvised playground
-

Sample

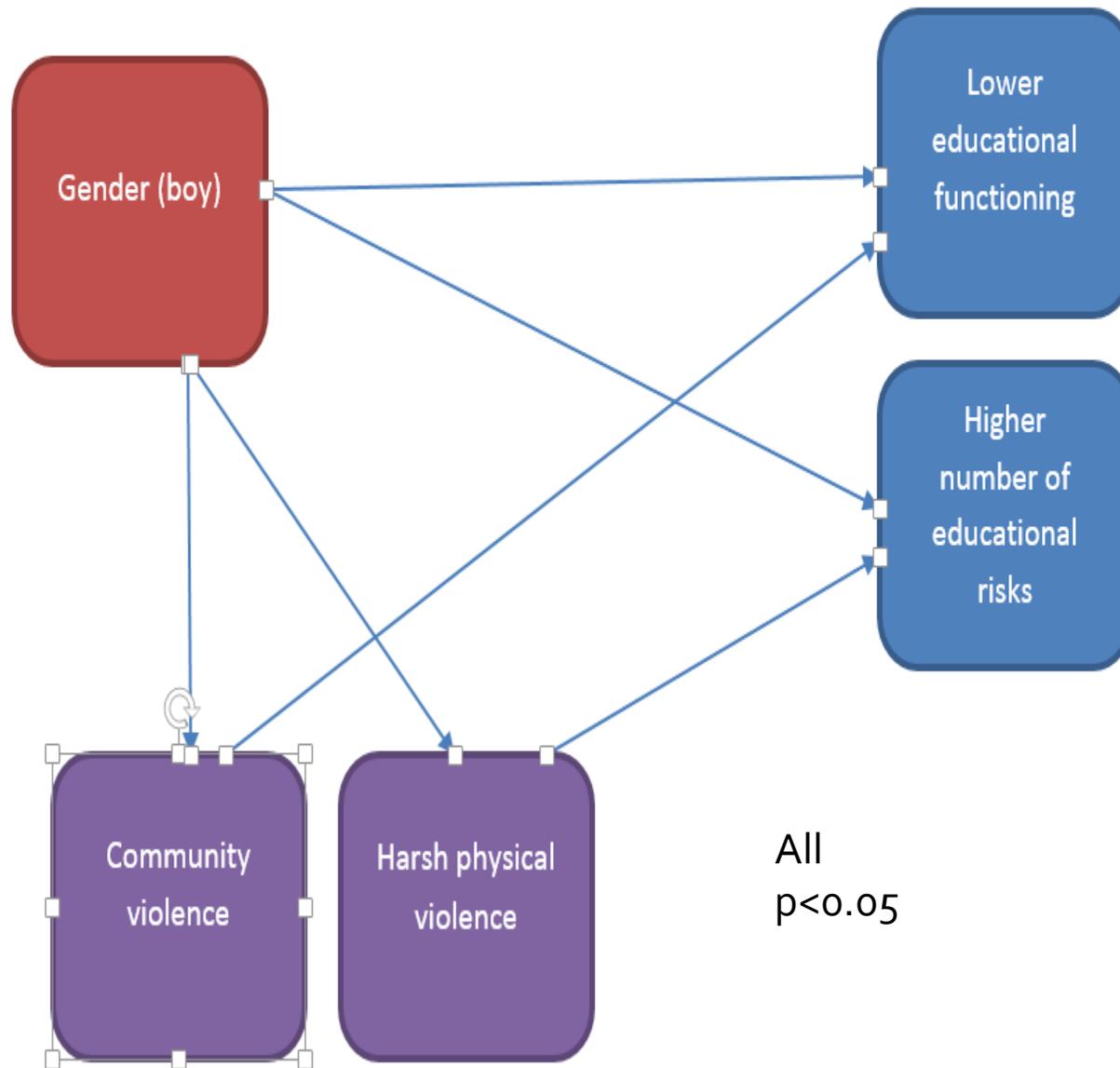


Exposure to violence



Development outcomes

	Boys N=476	Girls N=502	Difference statistic (p-value)
Developmental disability	230 (48.3%)	211 (41.9%)	4.01 (.045)
Stunting	159 (33.9%)	144 (29.5%)	2.13 (.14)
Wasting	13 (2.8%)	17 (3.4%)	0.36 (.55)
Underweight	22 (8.8%)	23 (8.7%)	<0.001 (.98)
Quality of life	90.52 (9.71)	91.47 (9.88)	1.52 (.13)
Physical functioning	96.78 (10.21)	96.25 (10.64)	0.78 (.43)
Emotional functioning	89.67 (13.44)	88.89 (14.24)	0.88 (.38)
Social functioning	89.16 (15.30)	90.01 (15.48)	0.86 (.39)
Educational functioning	82.30 (23.41)	88.27 (20.30)	4.17 (<.001)
Number of educational risks	0.93 (1.14)	0.64 (0.92)	4.27 (<.001)
Incorrect class for age	156 (33.9%)	116 (24.0%)	11.24 (.001)
Irregular school attendance	20 (4.3%)	21 (4.3%)	<0.001 (1.00)
Slow learner	143 (31.1%)	112 (23.2%)	7.45 (.006)
Struggles in school	101 (22.0%)	56 (11.6%)	18.23 (<.001)
Missed more than a week of school	2 (0.4%)	2 (0.4%)	0.002 (.97)
Behavioural problems	2.25 (2.42)	2.78 (2.22)	2.09 (.002)
Internalising problems	1.90 (1.54)	1.81 (1.57)	0.93 (.35)
Externalising problems	1.35 (1.44)	0.97 (1.21)	4.42 (<.001)
Delinquency score	0.80 (1.29)	0.54 (1.02)	3.49 (.001)
Depression score	1.09 (1.65)	1.07 (1.65)	0.24 (.81)
Suicidal ideation	11 (2.3%)	9 (1.8%)	0.33 (.50)
Self-esteem score	20.90 (2.75)	21.08 (2.97)	0.93 (.35)
Stigma score	0.85 (1.51)	0.80 (1.45)	0.56 (.57)
Trauma score	3.53 (3.40)	3.63 (3.06)	0.50 (.62)
Digit span	8.64 (4.25)	8.90 (3.67)	0.98 (.33)
Draw-a-person score	85.77 (18.85)	86.38 (18.33)	0.48 (.63)



Follow up

- A total of 146 (14.8%) children were lost to follow-up.
 - Significantly younger caregivers ($t(977)=3.66, p<.001$)
 - Scored higher on perceived stigma ($t(136)=3.05, p=.003$)
 - Lived in South Africa ($\chi^2(1)=8.87, p=.003$),
 - Lived in a shack ($\chi^2(1)=12.61, p<.001$)
 - Not enrolled in school ($\chi^2(1)=4.88, p=.027$)
 - Food insecure ($\chi^2(1)=5.16, p=.023$).
-

Follow up

	Boys (n=401)	Girls (n=432)	Difference statistic (p-value)
Depression score	0.86 (1.57)	0.75 (1.37)	0.99 (.32)
Trauma score	4.06 (3.77)	4.25 (3.50)	0.75 (.45)
Self-esteem score	22.12 (3.85)	22.31 (3.81)	0.70 (.49)
Behavioural and emotional problems	2.97 (2.61)	2.74 (2.28)	1.35 (.18)
Internalising problems	1.66 (1.73)	1.74 (1.61)	0.71 (.48)
Externalising problems	1.52 (1.43)	1.88 (1.23)	3.32 (.001)
Quality of life	92.69 (8.36)	94.03 (7.06)	2.51 (.012)
Delinquency score	0.68 (1.23)	0.43 (1.07)	2.36 (.028)
Number of educational risks	1.01 (1.18)	0.62 (0.95)	5.10 (<.001)
Digit span	8.90 (3.65)	9.10 (3.41)	0.79 (.43)
Draw-a-person score	90.74 (17.98)	91.81 (16.62)	0.89 (.38)
Stigma score	0.91 (1.45)	0.91 (1.42)	0.085 (.93)
Domestic violence score	0.92 (1.51)	0.80 (1.25)	1.30 (.19)
Community violence score	0.68 (0.85)	0.55 (0.75)	2.22 (.027)
Harsh physical discipline	0.48 (0.66)	0.38 (0.57)	2.30 (.022)
Harsh psychological discipline	0.67 (0.97)	0.62 (0.96)	0.75 (.45)

Changes over time

- Repeated measures analyses did not show any differences in change over time on educational, cognitive and psychosocial outcomes according to gender
- Over time, we did see a reduction in harsh physical discipline ($p < 0.05$), but no reduction in community violence scores.



Boys were worse off than girls

Harsh punishment

Community violence

Higher behavioural problems

Worse educational outcomes



Harsh punishment

Community violence



Lifelong effects

Increased mental health problems, substance use, risky sexual behaviour, engage in violent behaviour and intimate partner violence, ongoing victimisation

School drop out



Lifelong effects

Including risky sexual behaviour

Are boys being left out?

- Boys not included in school retention activities?
 - High enrolment, but worse attendance and performance
- Difficult to assess
 - CBOs in this study reported no gender differences in service provision
 - No differences over time
- Research: systematic review of interventions
 - 7 out of 19 only girls or mostly girls, none focused on boys (3 didn't report gender at all)
- Finding balance between promoting equity for girls and ensuring boys are included

Programming and research

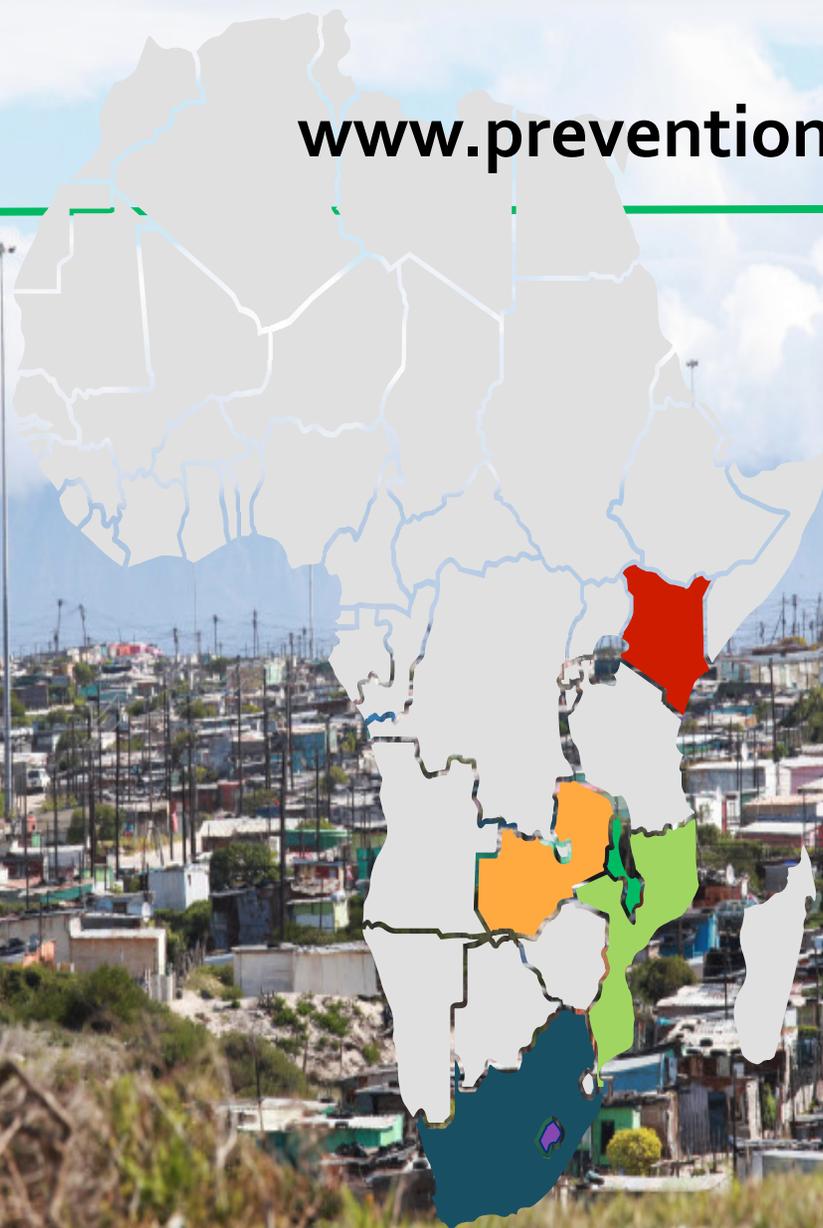
- Reduction in use of harsh discipline at follow up
 - CBO role in addressing this as primary prevention of violence with parents of boys and girls?
 - Early, secure relationships → later interpersonal skills
- Examples of studies using community-based health workers
 - Thula Sana (Cooper et al., 2009)
 - Booksharing (Murray et al., 2016)





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