

# IPVI 2021 Conference

University of Jyväskylä

BO(U)NDS Project

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Mapping the Prevention Programmes  
in Schools



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—  
But still ending on a positive  
note :)

# OUR TEAM | 01

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Project Coordinator

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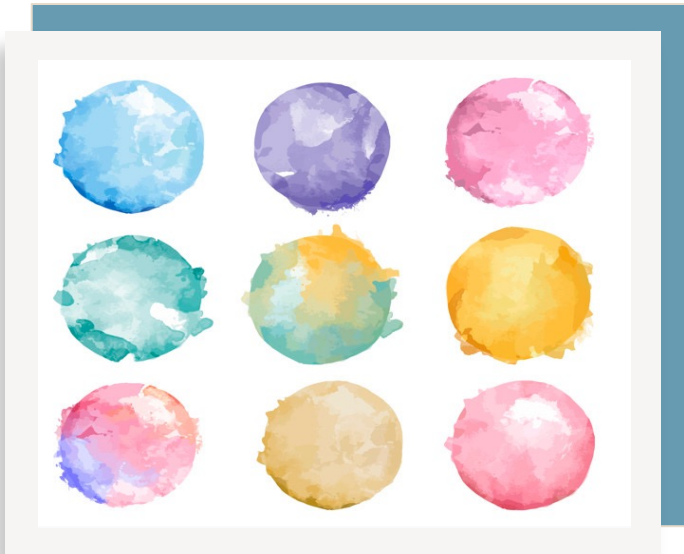
Researcher

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Researcher

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Researcher



# ABOUT PROJECT BO(U)NDS

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*BO(U)NDS: Bonds, Boundaries and Violence* (PTDC/SCO-ASO/31027/2017), FCT:

- Is being developed in the Faculty of Psychology and Education Sciences, University of Porto, in partnership with Feminist NGO UMAR (Alternative and Response Women's Association) and CIEG (Interdisciplinary Centre for Gender Studies) – Portugal.



**bo(u)nds**

# ABOUT PROJECT BO(U)NDS

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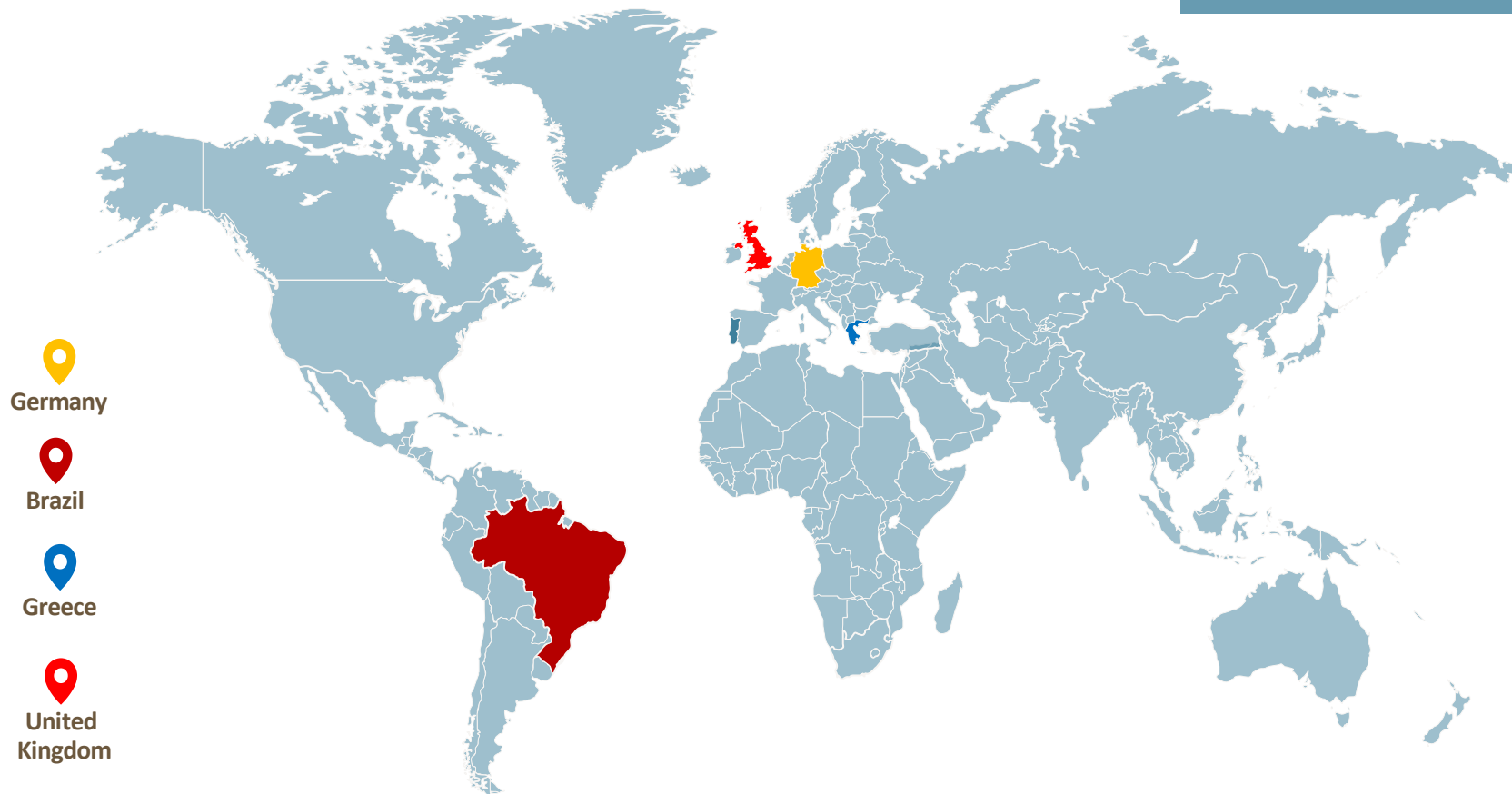
Evaluation of primary prevention programmes is scarce and there is little information about their long-term impact.

**BO(U)NDS aims to a)** understand and evaluate what works in primary prevention, but also the programmes' long-term effects in the lives of young people who participate in them; **b)** create foundations for educational policies and practices for GBV primary prevention programmes in school contexts.

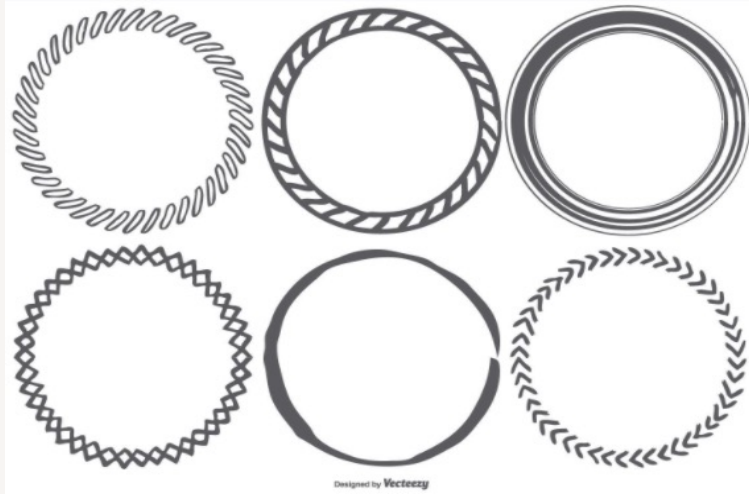


**bo(u)nds**

# PARTNER COUNTRIES



# METHODOLOGY | 02



<https://www.vecteezy.com/vector-art/139134-funky-sketchy-frames-collection>

Mixed methodology to evaluate gender-based prevention programmes for young people.

- HOW: focus groups (FG), biographical narratives (BN), interviews (I), online questionnaires (Q).
- WITH WHOM: teachers and project facilitators (6I); decision-makers (4I); young people 14-18yo (24FG, 12 BN, 1500Q).
- Hermeneutic comparison with partner countries.

# TIMELINE: WHAT'S NEXT?

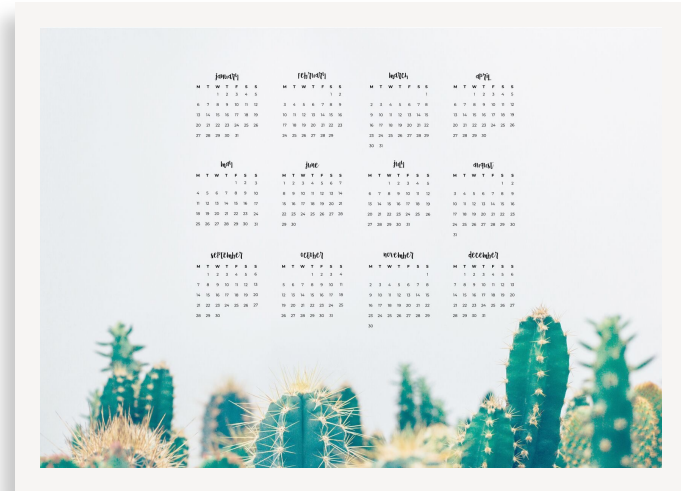
June – ongoing  
Focus Groups, bio.  
narratives

March – ongoing  
1500 Questionnaires

June – ongoing  
Data collection in  
partner countries

July – September  
Hermeneutic  
comparison

October  
Preliminary results and  
foundations for  
educational policies





# PRELIMINARY RESULTS | 03

**Mapping** GBV prevention programmes in Portuguese schools.

- Online questionnaires;
- 309 municipalities; 810 schools (mainland + islands);
- Replies: 87 municipalities and 78 schools;

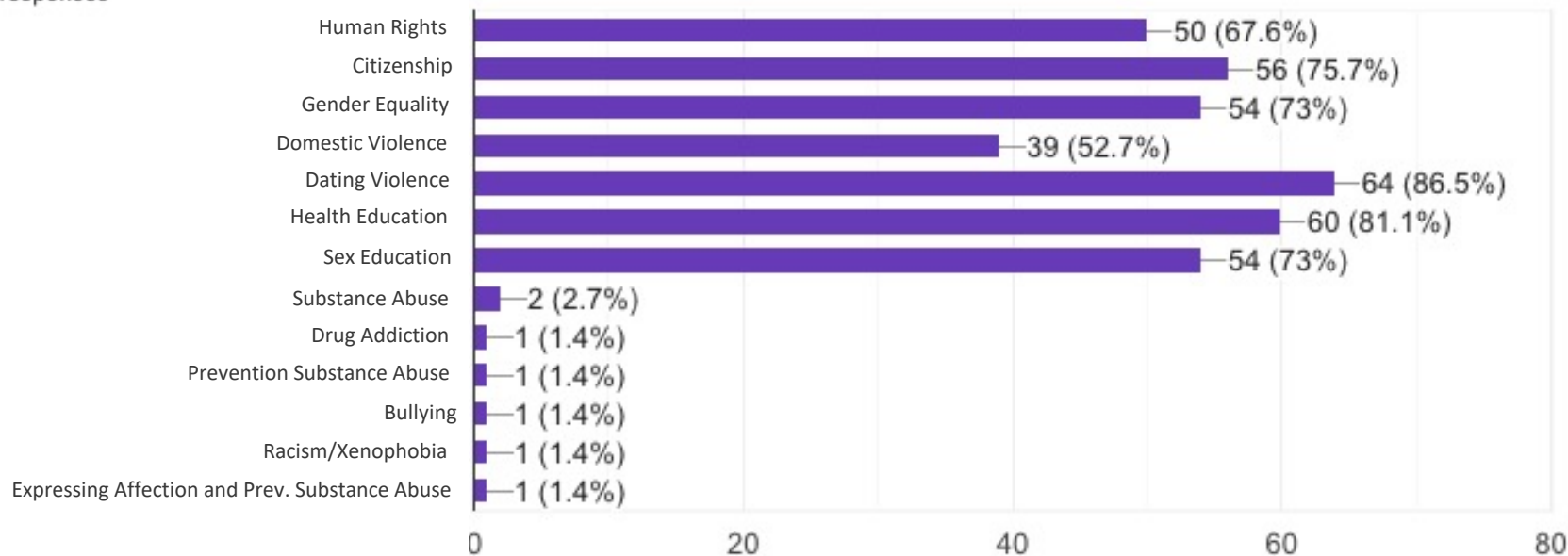
Findings are from the following **dimensions**:

- Programme length – long (5+/year-long sessions); short ( $\leq 5$  sessions);
- Themes: GBV, Intimate Partner Violence, Human Rights, Citizenship, etc.;
- Additional actions/initiatives;
- Partnerships (i.e. school-NGO);
- Implementation per school year.

# DIMENSION: PROGRAMME THEMES

## 5. What is the main focus of intervention?

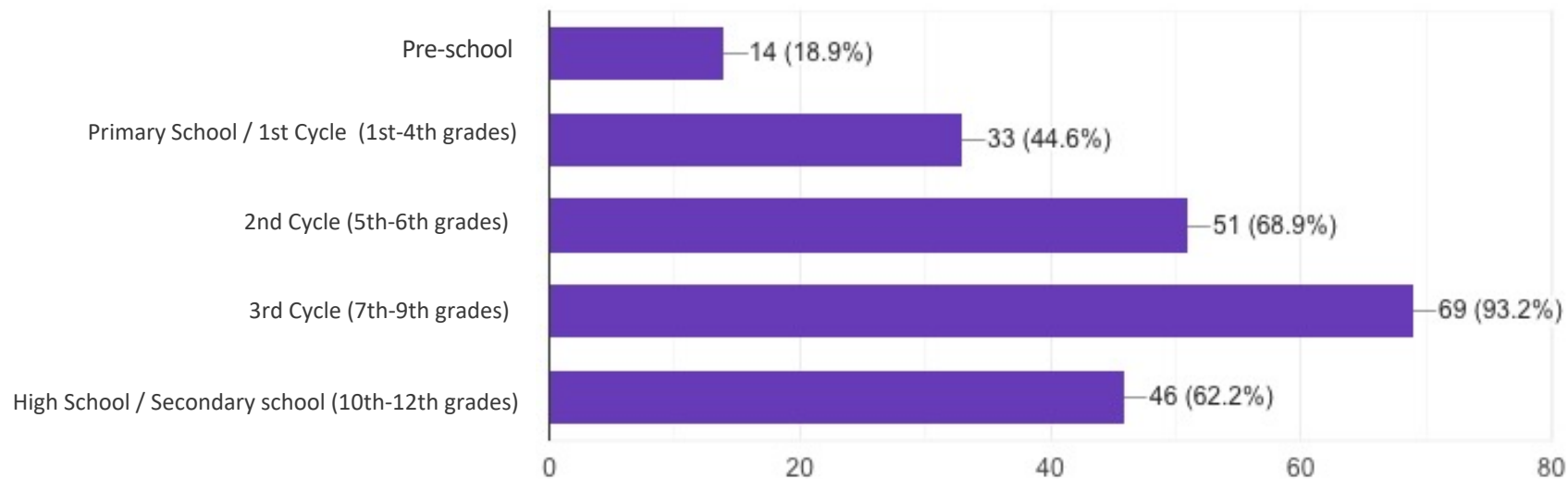
74 responses



## DIMENSION: IMPLEMENTATION PER SCHOOL YEAR

### 6. In which school year were they implemented?

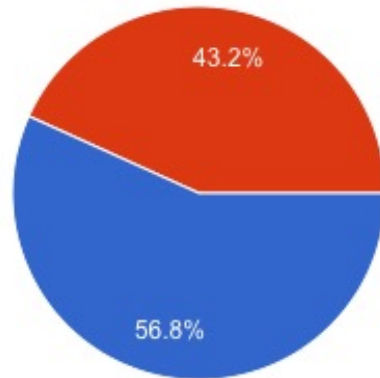
74 responses



# DIMENSION: PROGRAMME LENGTH

7. How would you classify these projects/programmes?

74 responses

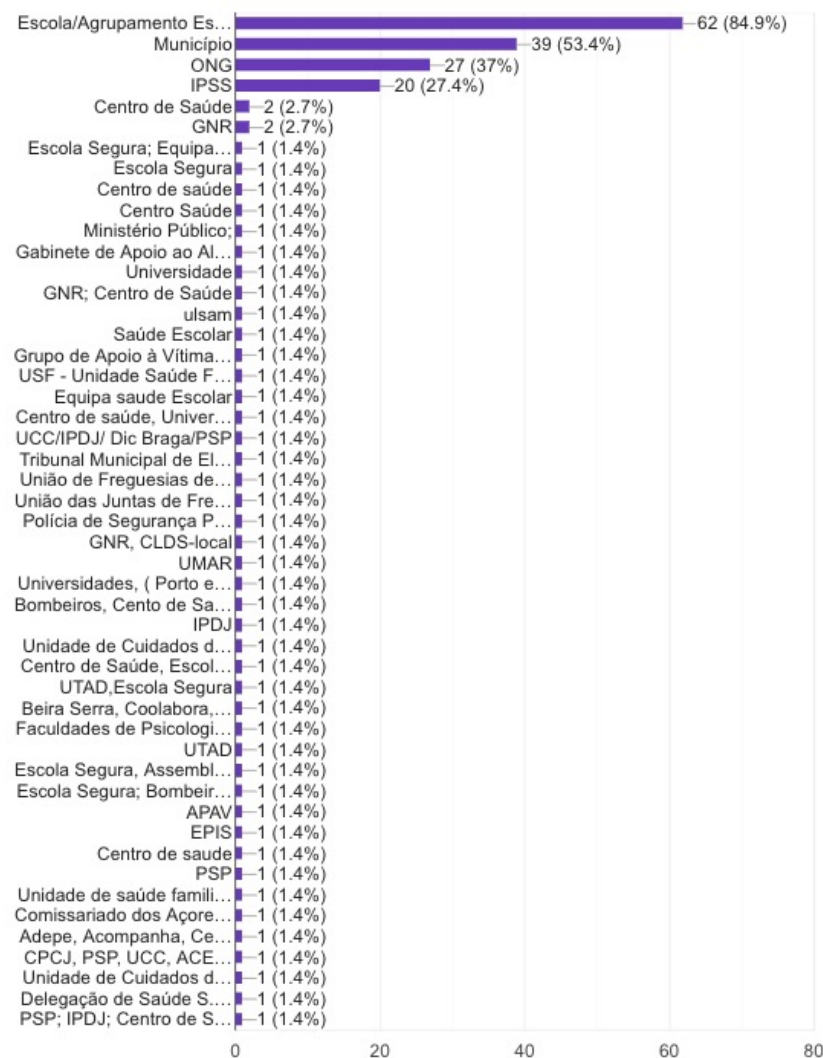


- Short term projects ( $\leq 5$  sessions)
- Long term projects (5+/year-long sessions)

## DIMENSION: PARTNERSHIPS

### 10. Who implemented the programmes/initiatives?

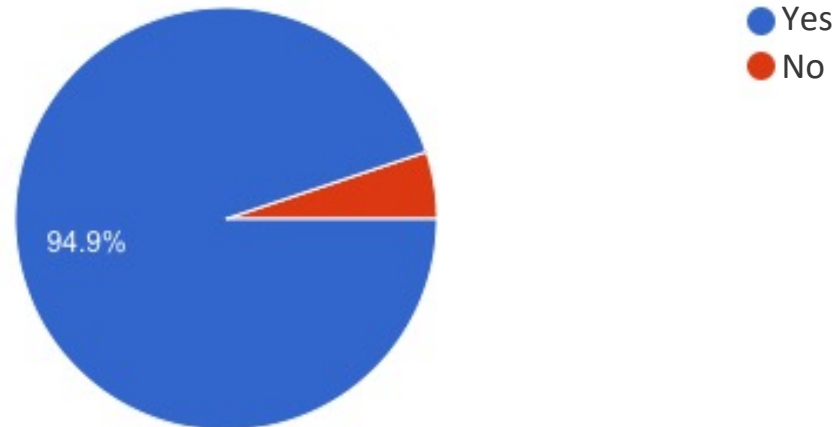
- School / School cluster (62 replies, 84,9%)
- Municipality (39 replies, 53,4%)
- NGO (27 replies, 37%)
- IPSS (20 replies, 27,4%)
- Healthcare Centre / NHS (2 replies, 2,7%)
- Police / Authorities (2 replies, 2,7%)



## DIMENSION: ADDITIONAL INITIATIVES

11. Has the school promoted other awareness campaigns or events related to these themes?

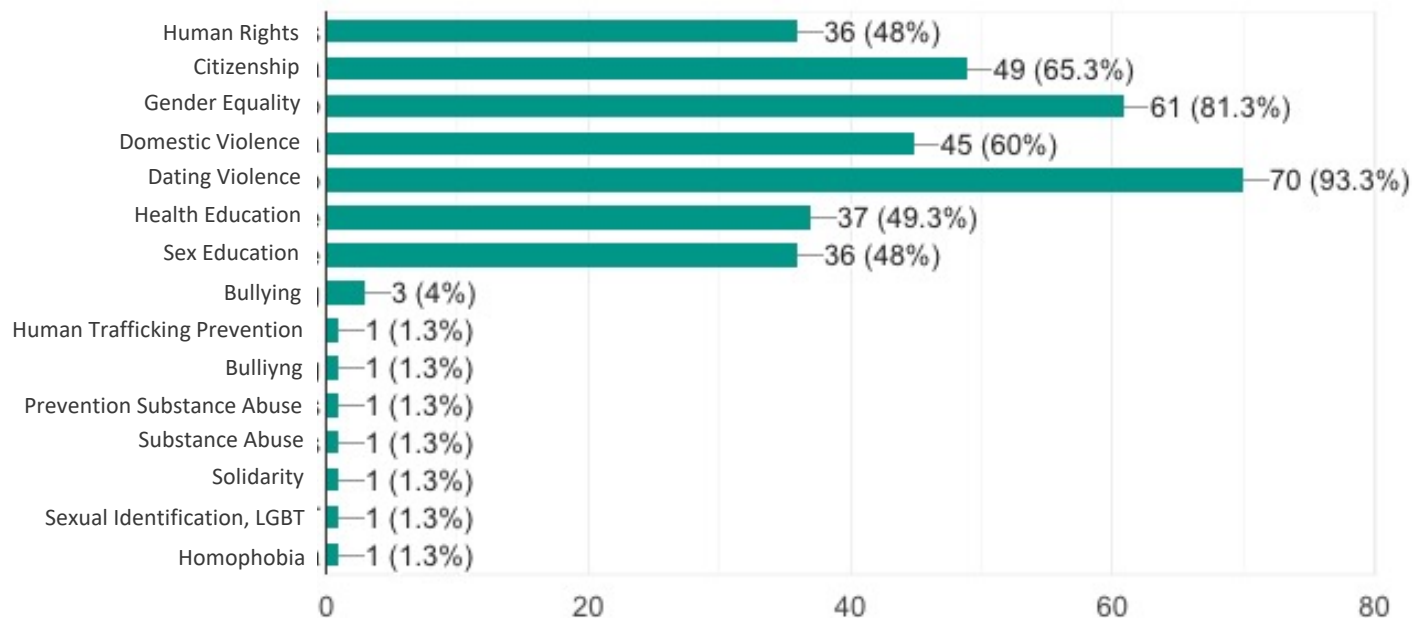
78 responses



# DIMENSION: PROGRAMME THEMES

## 4. What is the main focus of intervention?

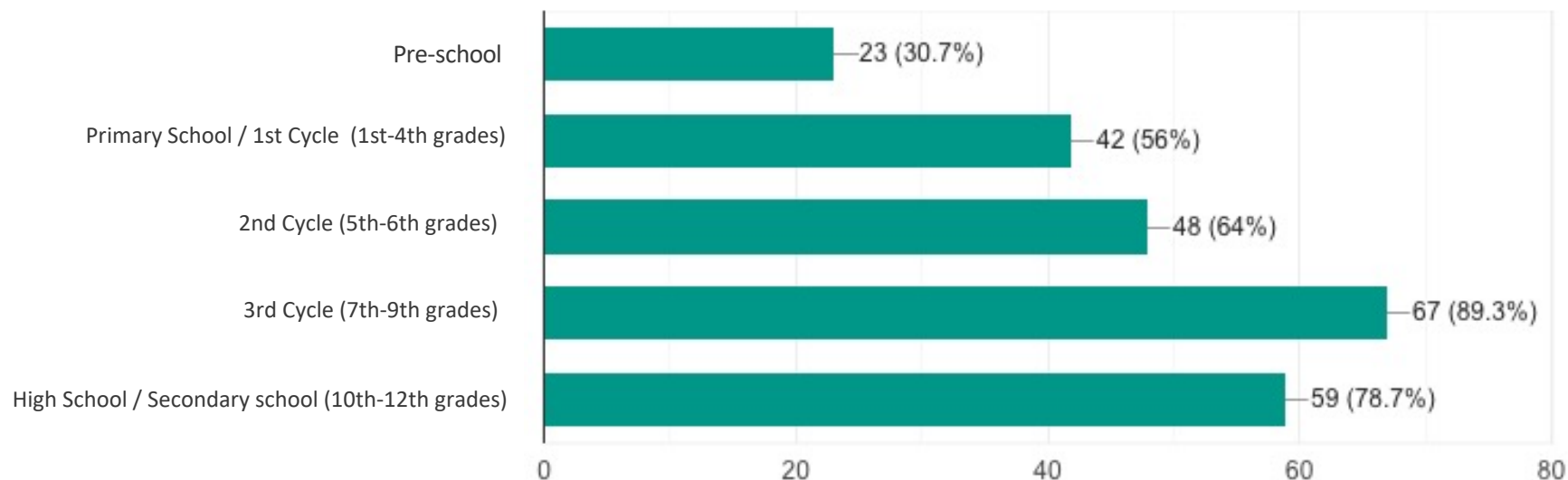
75 responses



## DIMENSION: IMPLEMENTATION PER SCHOOL YEAR

### 5. In which school year were GBV prevention programmes implemented?

75 responses

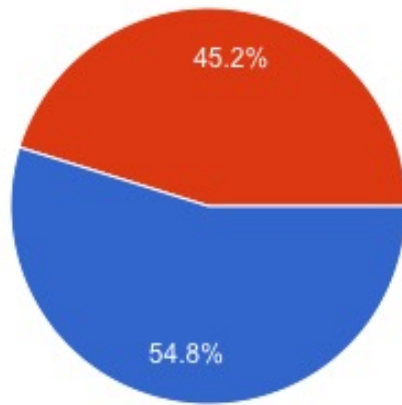




## DIMENSION: PROGRAMME LENGTH

6. How would you classify these projects/programmes?

73 responses

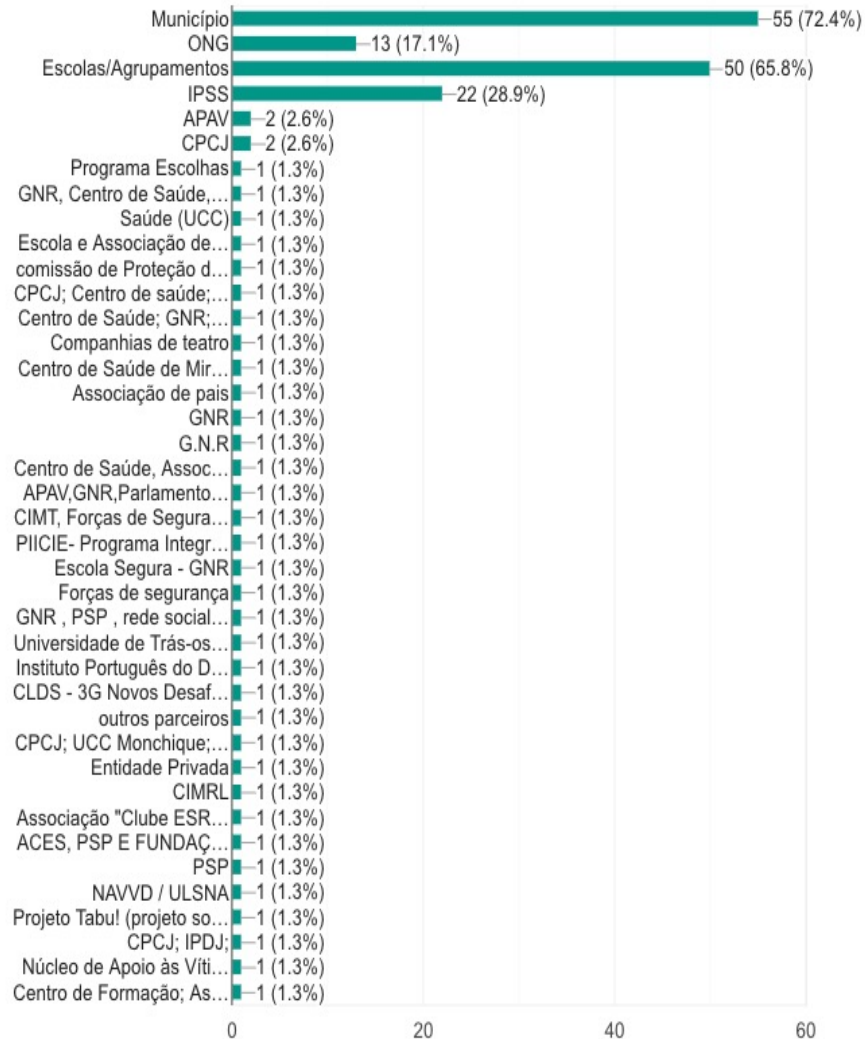


- Short term projects ( $\leq 5$  sessions)
- Long term projects (5+/year-long sessions)

## DIMENSION: PARTNERSHIPS

### 8. Who implemented the programmes/initiatives?

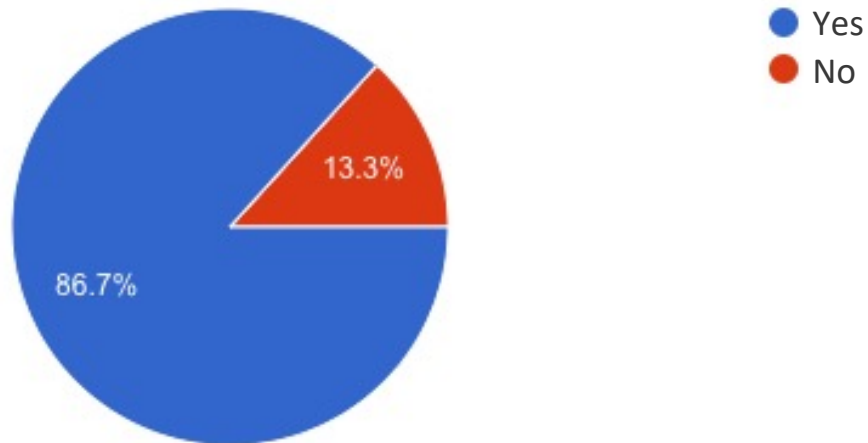
- Municipality (55 replies, 72,4%)
- School / School cluster (50 replies, 65,8%)
- IPSS (22 replies, 28,9%)
- NGO (13 replies, 17,1%)
- APAV (2 replies, 2,6%)
- CPCJ / Child Protection Services (2 replies, 2,6%)



## DIMENSION: ADDITIONAL INIATIVES

9. Has the municipality promoted other awareness campaigns or events related to these themes?

83 responses



# PRELIMINARY RESULTS

Questionnaire dimensions we are still working on and are not included in this analysis:

- Inclusion of gender perspective/approach in programme design;
- Inclusion of GBV and VAWG in municipalities and education policies;
- Approach to violence (concept);
- Young people' agency and initiative in intervention.

# INTERVIEWS

“I think that what remains with our students after the intervention depends a lot on their realities and lived experiences. [...] What leaves a mark for some may not leave for others.”

— RM, Teacher

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About the long-term impact of prevention programmes in students

# INTERVIEWS

“It will always incorporate group dynamics or non-formal education, where they feel welcome and comfortable to participate, where they can experience and witness their own transformation. This would leave a mark in them. [...] To approach these topics we need non-formal education, projects and recreational activities.”

— PB, Teacher

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About the methodologies and strategies that would work best to facilitate change

# INTERVIEWS

“It’s a difficult question. I can see a project that lasts 3 [school] years, 1 cycle. Or even one for the 3<sup>rd</sup> cycle (7<sup>th</sup> – 9<sup>th</sup> grades) and another one for secondary schools (10<sup>th</sup> – 12<sup>th</sup> grades). Then we would have to develop basic guidelines for it, with the contributions from the school community, [...] that are age appropriate.”

— EV, Teacher

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About an “ideal” primary prevention programme

# INTERVIEWS

“There are international recommendations, namely the Istanbul Convention, that encourage Member-States to develop primary prevention programmes. [...] It’s essential to have these programmes [...] and they should have a philosophy, a vision, an intervention model that cannot be similar in every place: it must adapt to each territorial and organizational reality. However, there should be a coherence in intervention, so as to facilitate their assessment.”

## — Decision maker 2

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About why they consider GBV prevention programmes important



# BIOGRAPHICAL NARRATIVES

“Hmm, many years! I started on the 5<sup>th</sup> grade, I think, and finished on the 9<sup>th</sup>.”

“Look, it was amazing! [...] And we already had a relationship with M [the facilitator], because she went there [to the school] every 15 days or so, and I really liked her classes...because her classes were very practical, we did games, we discussed things, there wasn't that restriction thing, to be quiet and whatnot. She even helped us in stating our opinions, which was amazing, because not everyone in my class knew how to do it. [...]”

— Young male participant 1

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On how many years he participated and what was his experience like



Dario Escobar, *Broken Circles*

## CHALLENGES | 04

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Pandemic (and data collection):

- Focus groups with young people in Portugal;
- Partner countries.

On a brighter note: benefits of online platforms.

# Thank you and stay safe! :)

## BO(U)NDS Project

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