

CSWG: GRADUATE SEMINAR SERIES

Warwick University

BO(U)NDS Project

Gender-based Violence Primary
Prevention Programmes: Preliminary
results in the Portuguese context



bo(u)nds



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—
But still ending on a positive
note :)

OUR TEAM | 01

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ABOUT PROJECT BO(U)NDS

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.



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ABOUT PROJECT BO(U)NDS

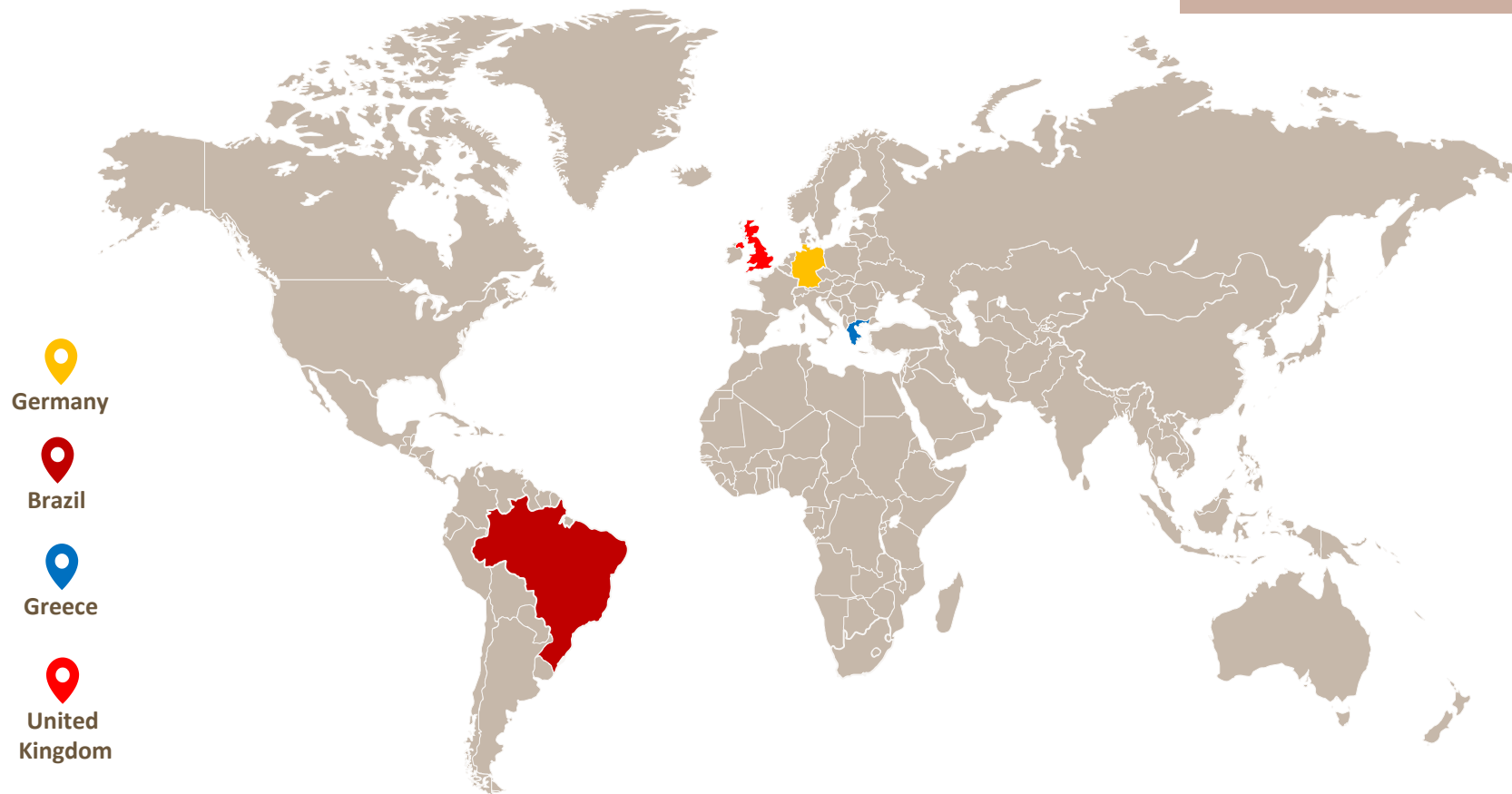
Evaluation of primary prevention programmes is scarce and there is little information about their long-term impact.

BO(U)NDS aims to a) understand and evaluate what works in primary prevention, but also in 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.



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PARTNER COUNTRIES



Germany



Brazil

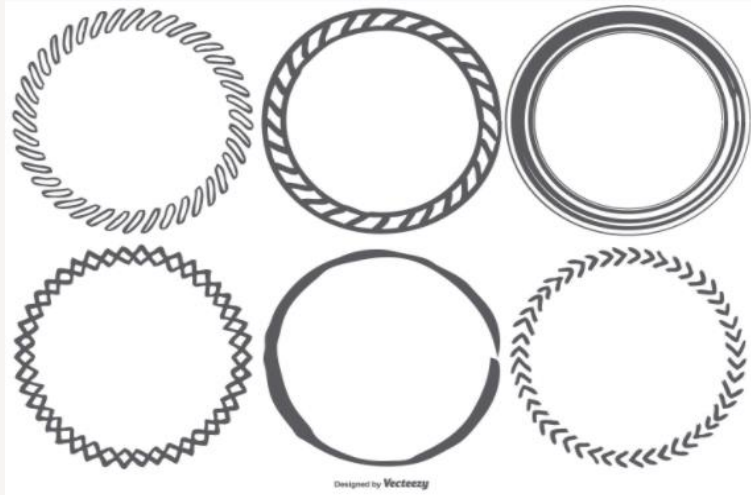


Greece



United Kingdom

METHODOLOGY | 02



Designed by Vecteezy

<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), 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?

Oct. – Nov. 20
1500 Questionnaires

Sept. – Nov. 20
Focus Groups, bio-
narratives

Jan. – Mar. 21
Data collection in
partner countries

June – July 21
Hermeneutic
comparison

September 21
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;

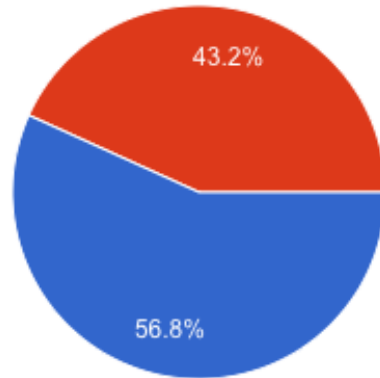
Findings are from the following **dimensions**:

- Programme length – long (5+/year-long sessions); short (≤ 5 sessions);
- Themes: GBV, Intimate Partner Violence, Human Rights, Citizenship, etc.;
- Additional actions/initiatives.

DIMENSION: PROGRAMME LENGTH

7. How would you classify these projects/programmes?

74 responses

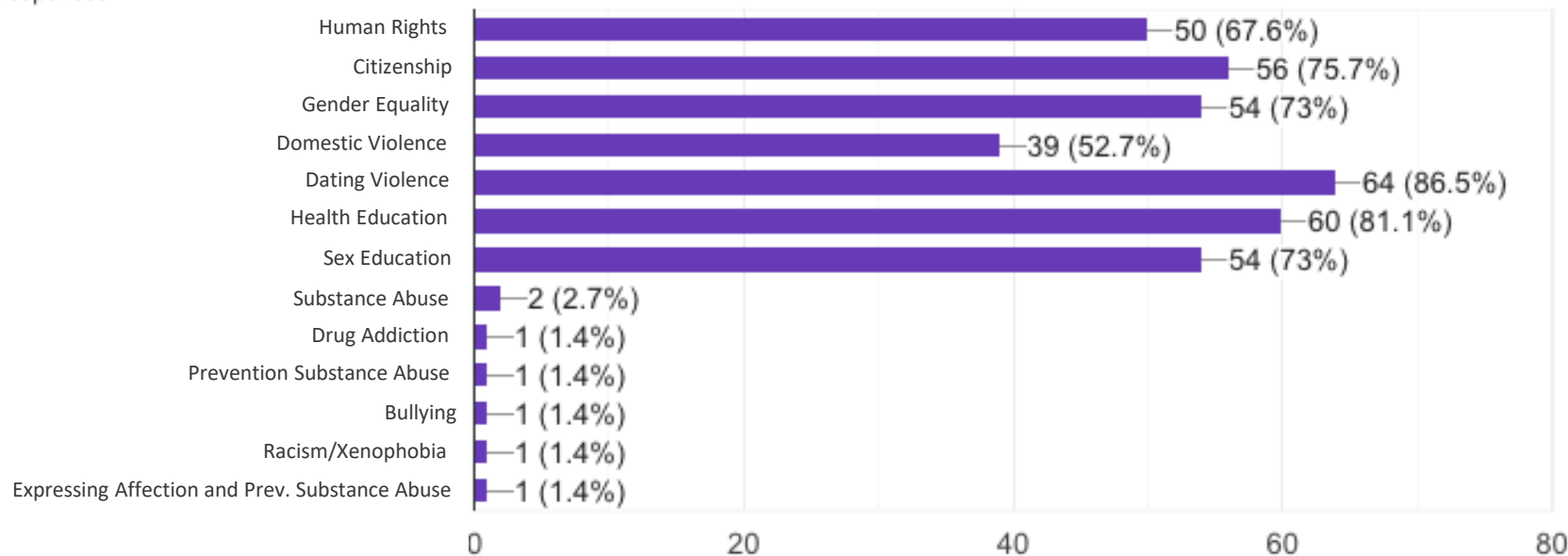


- Short term projects (≤ 5 sessions)
- Long term projects (5+/year-long sessions)

DIMENSION: PROGRAMME THEMES

5. What is the main focus of intervention?

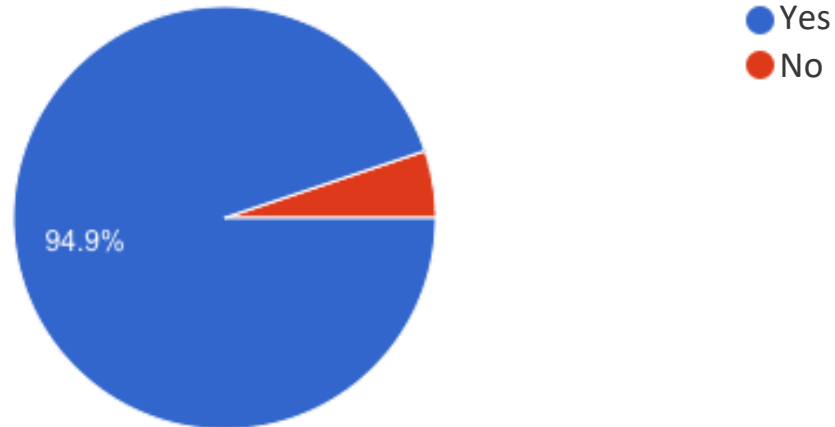
74 responses



DIMENSION: ADDITIONAL INITIATIVES

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

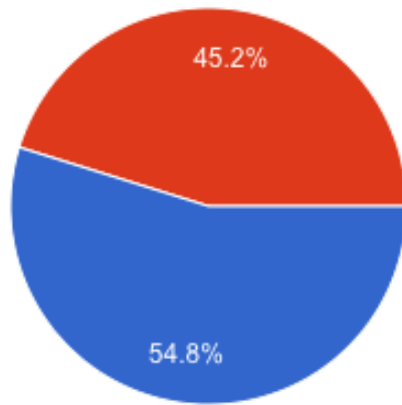
78 responses



DIMENSION: PROGRAMME LENGTH

6. How would you classify these projects/programmes?

73 responses

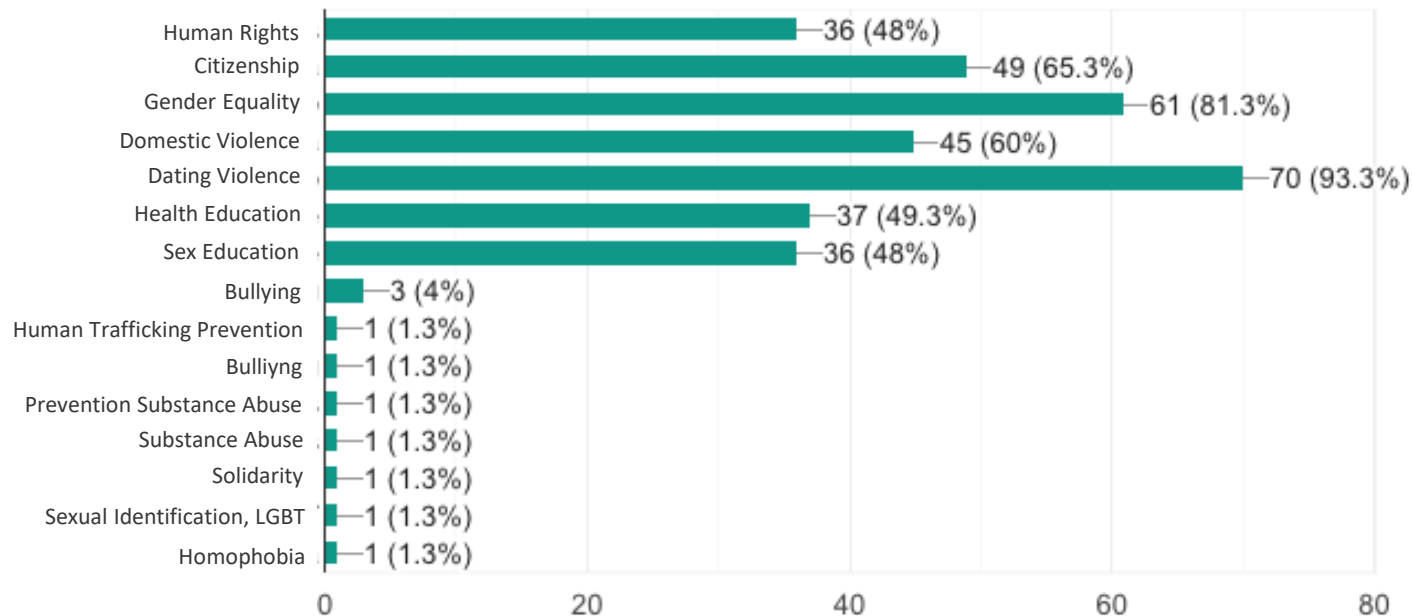


- Short term projects (≤ 5 sessions)
- Long term projects (5+/year-long sessions)

DIMENSION: PROGRAMME THEMES

4. What is the main focus of intervention?

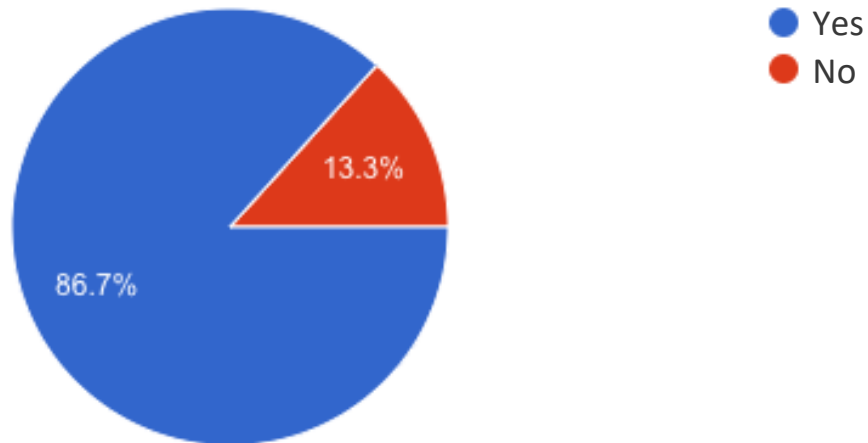
75 responses



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;
- Partnerships between schools and NGOs.

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

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

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 3rd cycle (7th – 9th grades) and another one for secondary schools (10th – 12th grades). Then we would have to develop basic guidelines for it, with the contributions from the school community, [...] that are age appropriate.”

— EV, Teacher

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

About why they consider GBV prevention programmes important



Dario Escobar, *Broken Circles*

CHALLENGES

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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