Qualitative Research on Preventing Gender-Based Violence
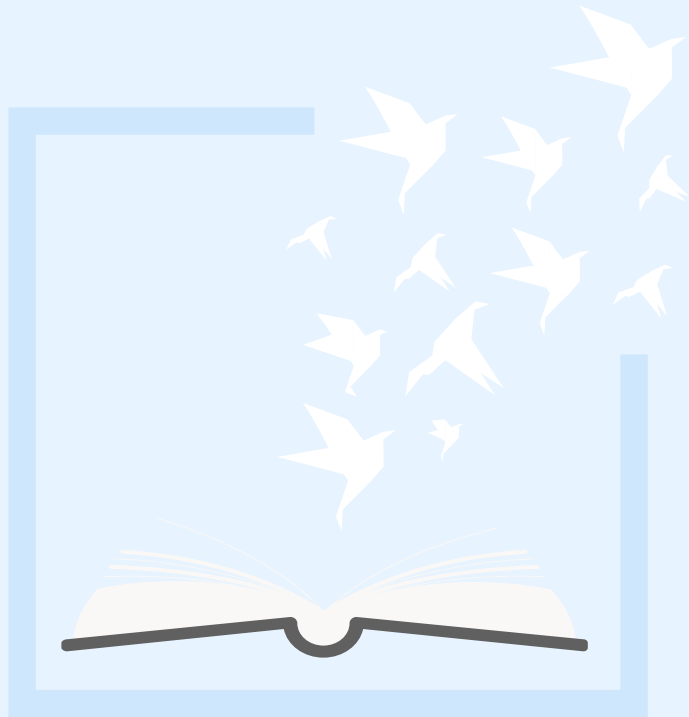
Panel of Discussion,
22th of January

5th World Conference on Qualitative Research
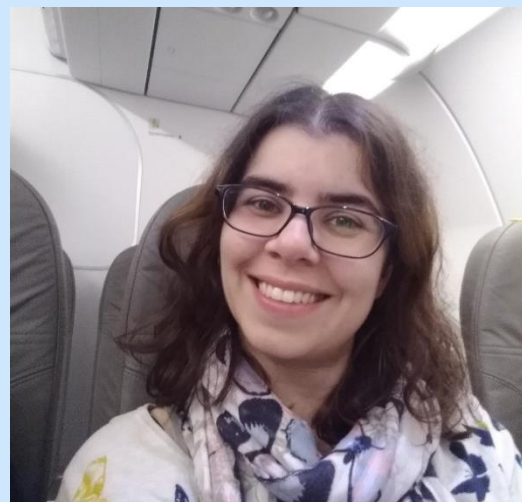
The Researchers and the Panel:

Curricular pathways and guidelines for discussion

The Researchers

- **Maria José Magalhães**
- **Susana Coimbra**
- **Isabel Viana**
- **Raquel Rodrigues**
- **Ana Filipa Beires**
- **Camila Iglesias**

The Researchers

- *Maria José Magalhães* has a Ph.D in Educational Sciences, is an Assistant Professor at the Faculty of Psychology and Educational Sciences in the University of Porto, and is a researcher at the Center of Research and Intervention in Education and in the Interdisciplinary Centre for Gender Studies. Currently, she coordinates Project BO(U)NDS. She has (co-)authored multiple education and gender-based violence themed papers and books. Maria José also the President of the Portuguese feminist NGO UMAR.

- *Susana Coimbra* is a full Professor at the Faculty of Psychology and Education Sciences of the University of Porto. She has a Ph.D in Psychology and has been currently working as a researcher in the Project ATHENA BEGIN: European cooperation against gender-based violence towards people with intellectual Disabilities. She has strong experience in conducting quantitative and qualitative research, namely related to inequality and vulnerable populations such as disabled people, immigrants and refugees.

- *Isabel Viana* has a Ph.D in Education and is an Assistant Professor at the Institute of Education of the University of Minho, in the Department of Curricular Studies and Educational Technology. She is also a researcher in the Project B(O)UNDS, a member of the International Bureau of Education, UNESCO's specialist body for curriculum, Global Curriculum Network. She is a reviewer of national and international Journals, and has a significant body of work published in curriculum and education.
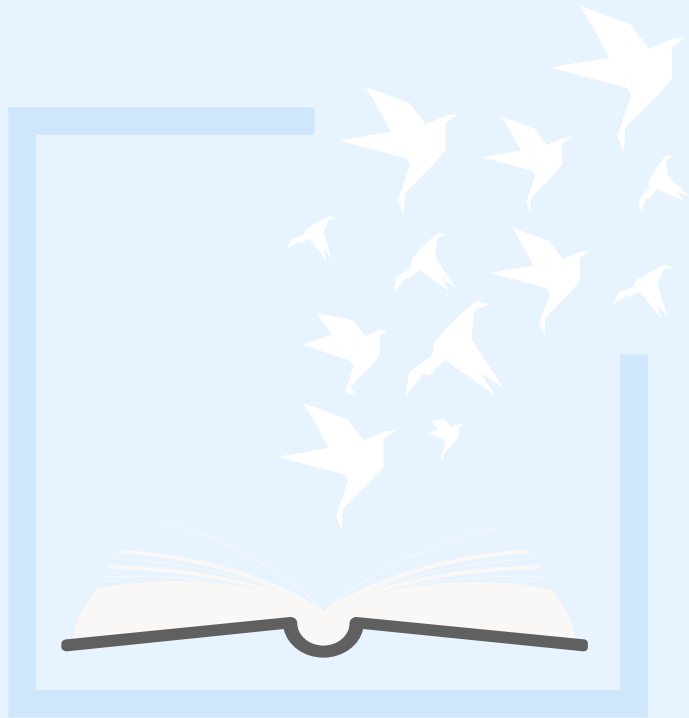
The Researchers

- *Raquel Rodrigues* is a PhD researcher at the Centre for Research and Intervention in Education of the Faculty of Psychology and Education Sciences of the University of Porto. She is currently working as a PhD researcher in the Project BO(U)NDS: Bonds, Boundaries and Violence: Longitudinal Study on school-based gender violence prevention programs, at the Faculty of Psychology and Educational Sciences of the University of Porto, project, in which the present survey of information was carried out.

- *Ana Beires* is a researcher in the BO(U)NDS Project and has an MSc in Educational Sciences – Body, Gender and Violence and a Post-Graduation in Prevention of Gender Violence. She is also an educator and trainer in Gender Equality, and has additional research experience in national and international projects about Teen Dating Violence and Witnesses of Intimate Partner Violence.

- *Camila Iglesias* is a lawyer and PhD student in Criminology at Faculty of Law of University of Porto. Her research addresses mainly the issue of intimate partner violence and women's fear of crime. She is currently working as a researcher on international projects in the field of gender-based violence, school-based prevention programs and femicide.

The Panel

Qualitative Research on Preventing Gender-Based Violence

- It is expected that this panel contributes to the dissemination of the work being done in the field of prevention, training and action-research on gender-based violence.

- At the same time, this panel aims to foster a space for reflection on what are the different methodologies to be used in the investigative fields of education and gender-based violence.

The Projects:

Brief contextualization

Project BO(U)NDS

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.

- **It also aims to:**

a) Understand and evaluate what works in primary prevention, but also the programs' long-term effects in the lives of the young people who participate in them;

b) Create foundations for educational policies and practices for GBV primary prevention programs in school contexts.

Partner Countries

01 Germany → **02** Brazil → **03** United Kingdom → **04** Greece
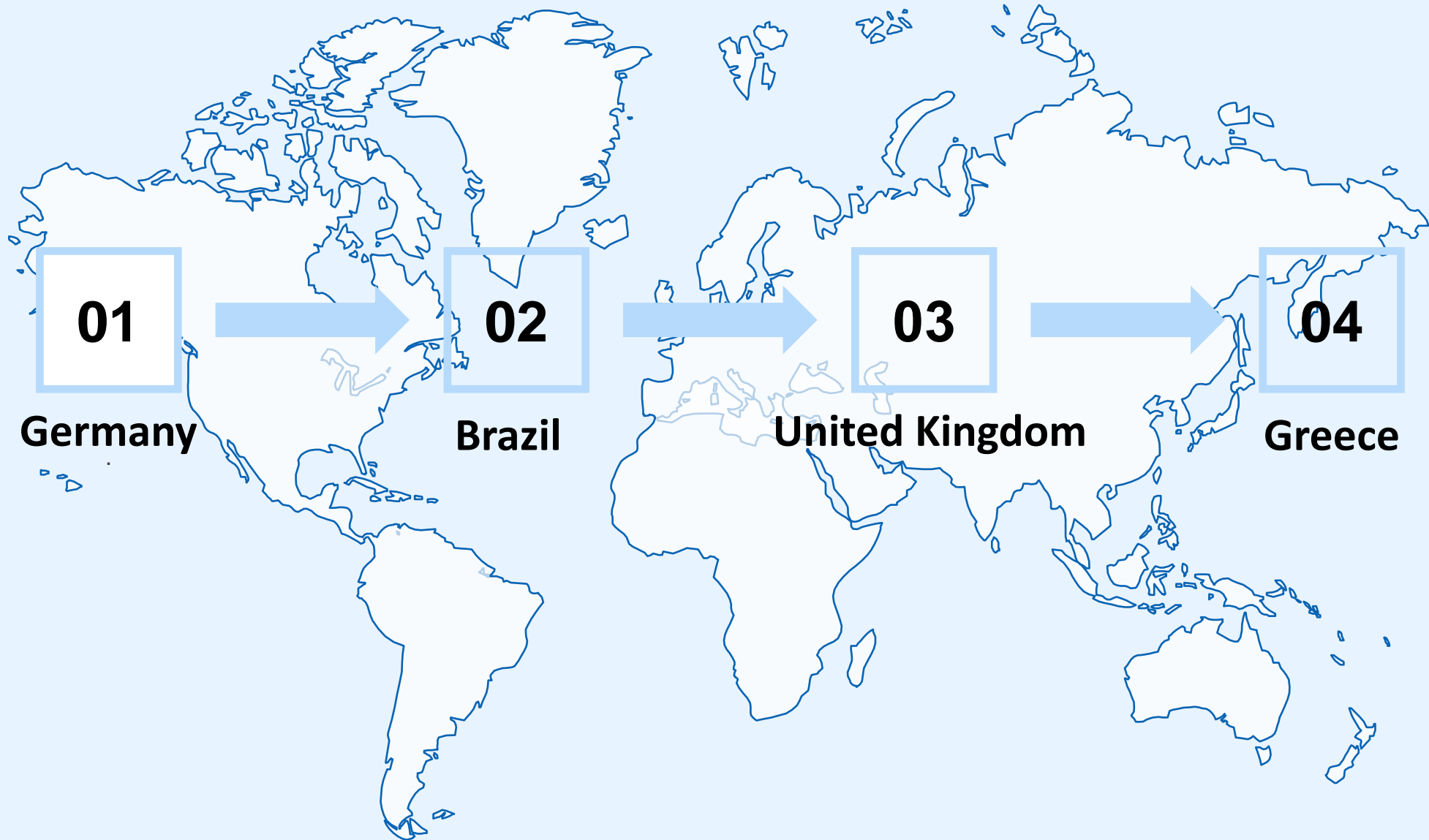
Project ATHENA BEGIN

Project ATHENA BEGIN

ATHENA BEGIN: European cooperation against gender-based violence towards people with intellectual disabilities (REC-RDAP-GBV-AG-2018/ 856613 – European Union)

- The project aims to offer resources and tools to professionals who assist this vulnerable group and, in the same way, to empower victims and improve their quality of life, by developing their skills and personal abilities.

- **How we do it:**
A mixed-method approach has been used to achieve the main objectives of the project, namely, questionnaires and focus groups with professionals and future professionals implicated in assisting victims in Portuguese Institutions and focus groups with professionals and caregivers for a need assessment.

The consortium

01 Portugal

02 Spain

**03** Greece
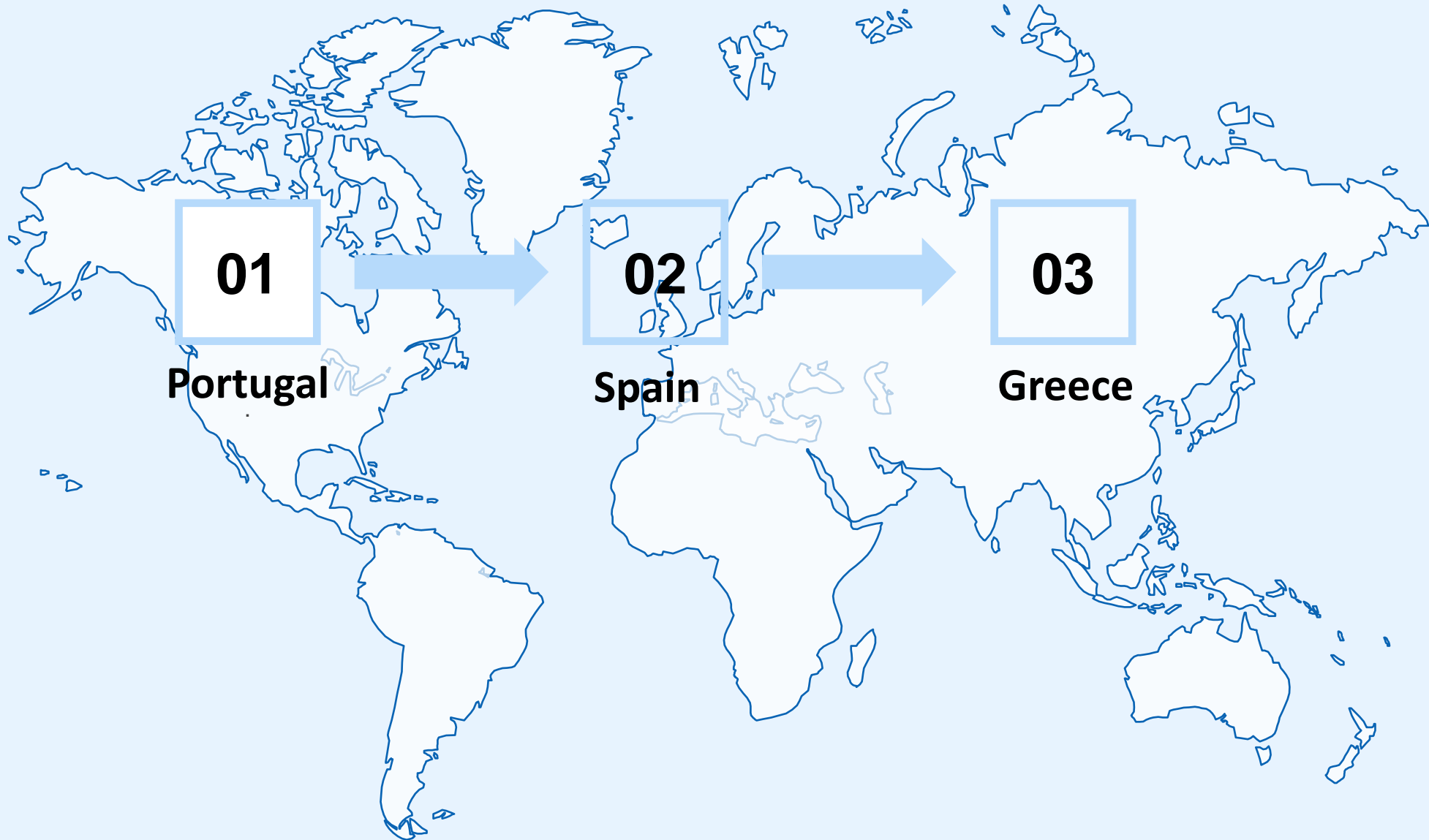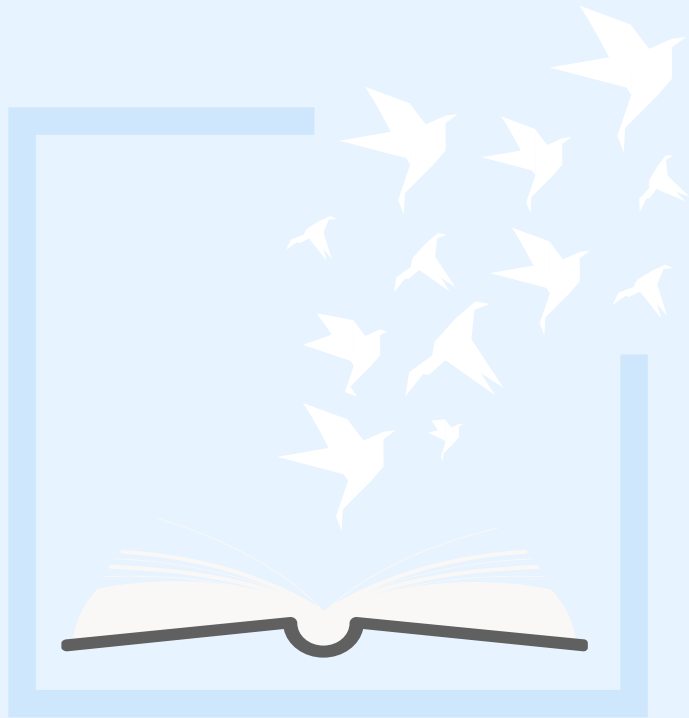
The Projects:

Lines of action

Project BO(U)NDS

Project BO(U)NDS

- In order to respond to BO(U)DNS research questions, the methodological design of the Project was based on **a collaborative vision of methodologies and techniques of data collection**;

- Research in Education implies the capacity to reflect in a **broad, diversified and heterogeneous** way on different phenomena and problems, so the BO(U)NDS Project proposed to think and reflect on two methodologies – **qualitative and quantitative.**
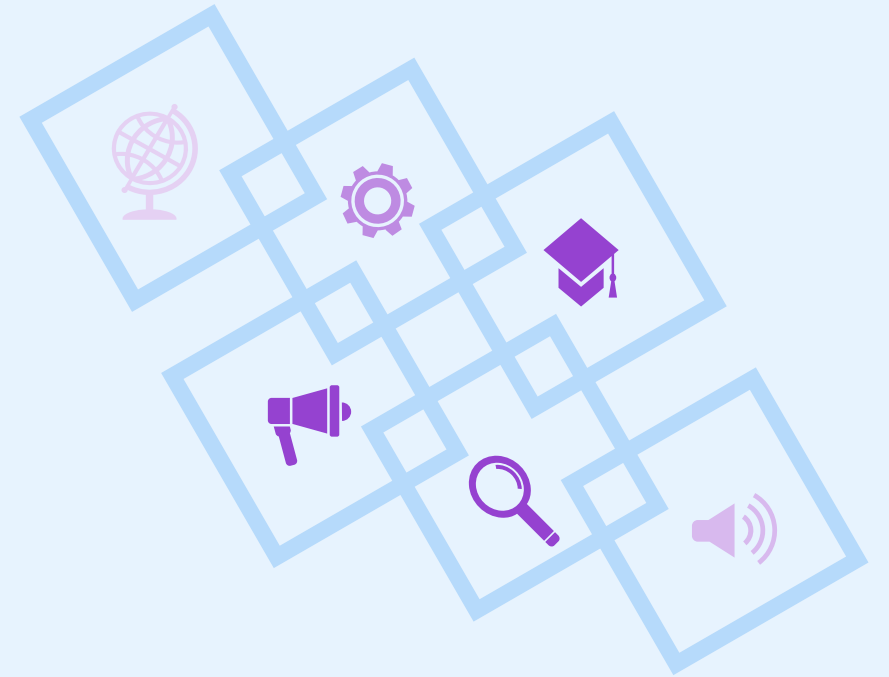
Project BO(U)NDS

Adopts a **mixed methodology** to evaluate gender-based prevention programs 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.
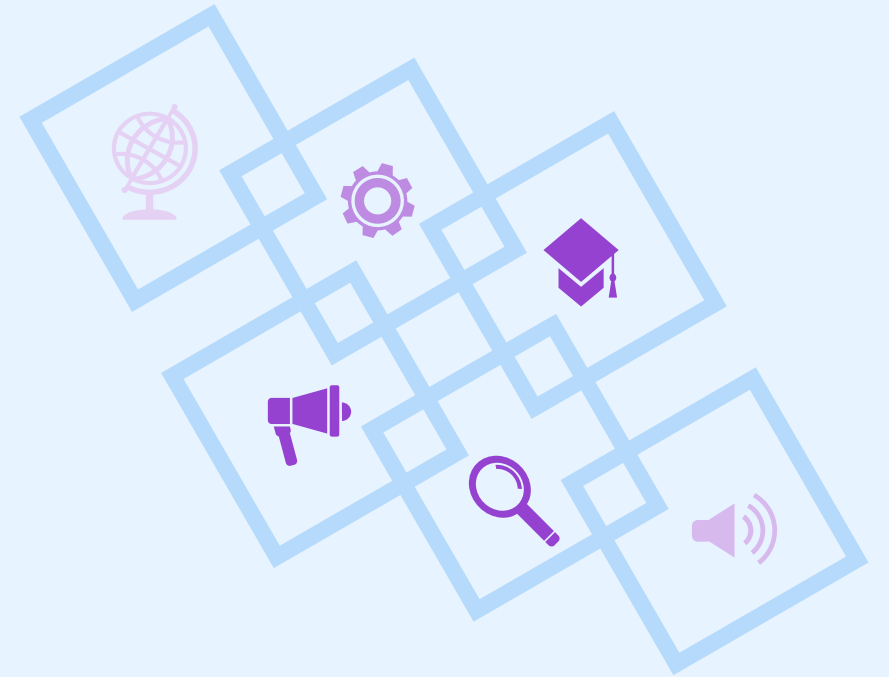
Project ATHENA BEGIN

Project ATHENA BEGIN

DATA COLLECTION PROCESS (Quantitative)

About the **quantitative** methodology, a twenty question survey on needs assessment of professionals who work with vulnerable populations was used to collect data amongst professionals and future professionals. This survey was composed by four groups: 1) one question concerning informed consent; 2) a set of sixteen statements/affirmations related to their personal and professional situation, the most and least valued features of their work, their perceived support, and their satisfaction level; 3) the Maslach Burnout Inventory (MBI); and lastly, 4) one question about the impact of COVID-19 and further comments/suggestions that the participant could be interested in sharing.

Project ATHENA BEGIN

DATA COLLECTION PROCESS (Qualitative)

For the **qualitative** study, all project partners carried out focus groups, following the guidelines elaborated and agreed by the teams. Focus groups were conducted with members of different groups, identified as important informants on the topic, in order to amplify their voice and triangulate the collected information. Two focus groups were carried out in each partner country with current professionals and future interdisciplinary professionals, such as psychologists, educational scientists, and criminologists, involved in the field of domestic violence and victims assistance/support. Other focus groups were also held with relatives, caregivers and observers of disabled people with ID, two in each partner country.

Quantitative study - Methods

- **Participants:**

    311 professionals chose to participate in the quantitative survey: 119 from Greece (N=88 current professionals and N=31 future professionals) 112 from Portugal (N=71 current professionals and N=41 future professionals), and 80 from Spain (N=50 current professionals and N=30 future professionals).

- **Procedure of data collection**

    Data was collected online, using Limesurvey and GoogleDocs platforms during the second semester of 2020. The survey was disseminated through the personal contacts and social media of the researchers involved in this project, mostly working with people with ID and/or victims/survivors of gender-based violence. Participation in the study was anonymous and voluntary and preceded by a consent form.
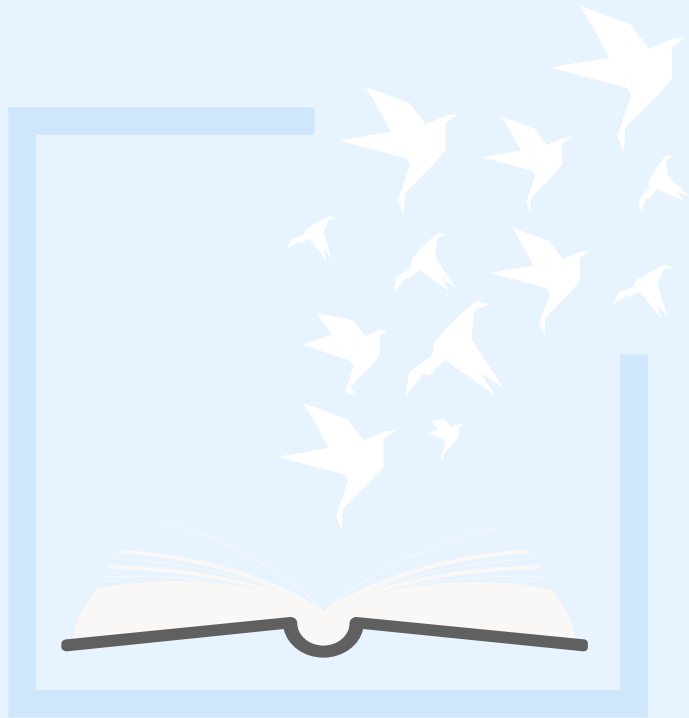
Qualitative study - Methods

- **Participants:**

    In total, 21 professionals, 10 young professionals and 24 formal and informal caregivers participated in the focus groups. When it came to professionals, efforts were made to ensure diversity and representation from different areas, thus, psychologists, criminologists, police officers, and technicians participated in the focus groups.

- **Procedure of data collection**

    Due to the constraints of the pandemic, the qualitative data was collected through online focus groups. The participants were recruited from the research team's networks in each country and the participation was voluntary. All participants were contacted by phone or by email and a consent form was signed by each one. These focus groups lasted between 1h30 and 2h30.
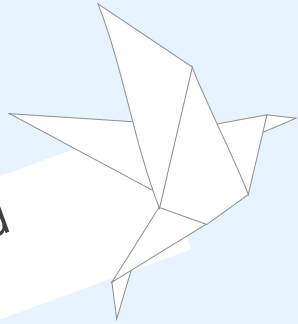
The Methologies:

Examples

Project BO(U)NDS

Mapping questionnaire

No. and themes of implemented prevention programs at school

4.Quantos projetos/programas de prevenção foram desenvolvidos no seu agrupamento/escola nos últimos 5 anos?

Short answer text

5.Quais os focos dessas intervenções?

- [ ] Direitos Humanos
- [ ] Cidadania
- [ ] Igualdade de Género
- [ ] Violência Doméstica
- [ ] Violência no Namoro
- [ ] Educação para a Saúde
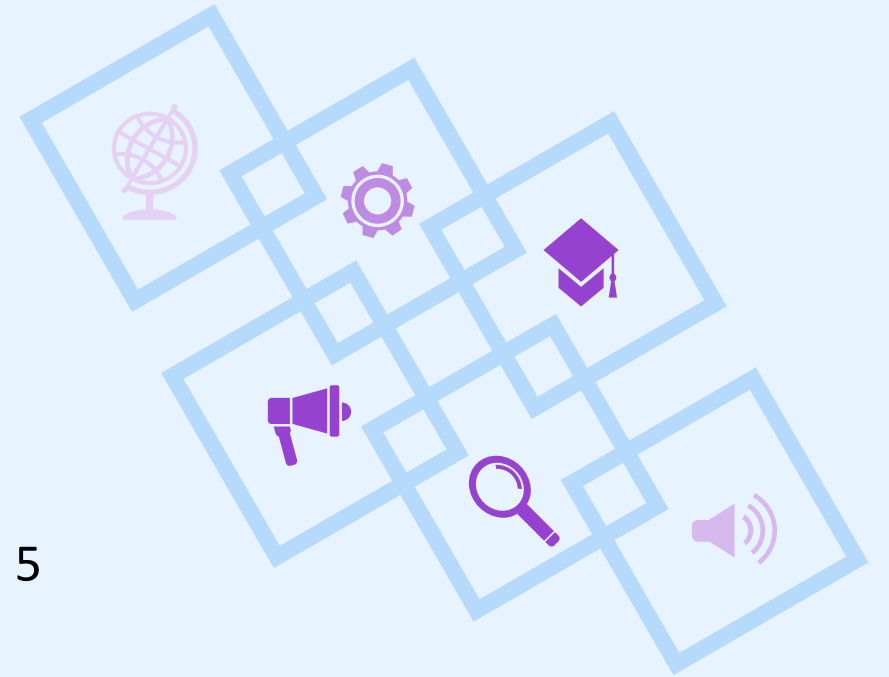- [ ] Sexualidade
- [ ] Other...

Project BO(U)NDS

Mapping GBV prevention programs in Portuguese schools.

- Online questionnaires;

- 309 municipalities; 810 schools (mainland + islands);

- Replies: 87 municipalities and 78 schools.
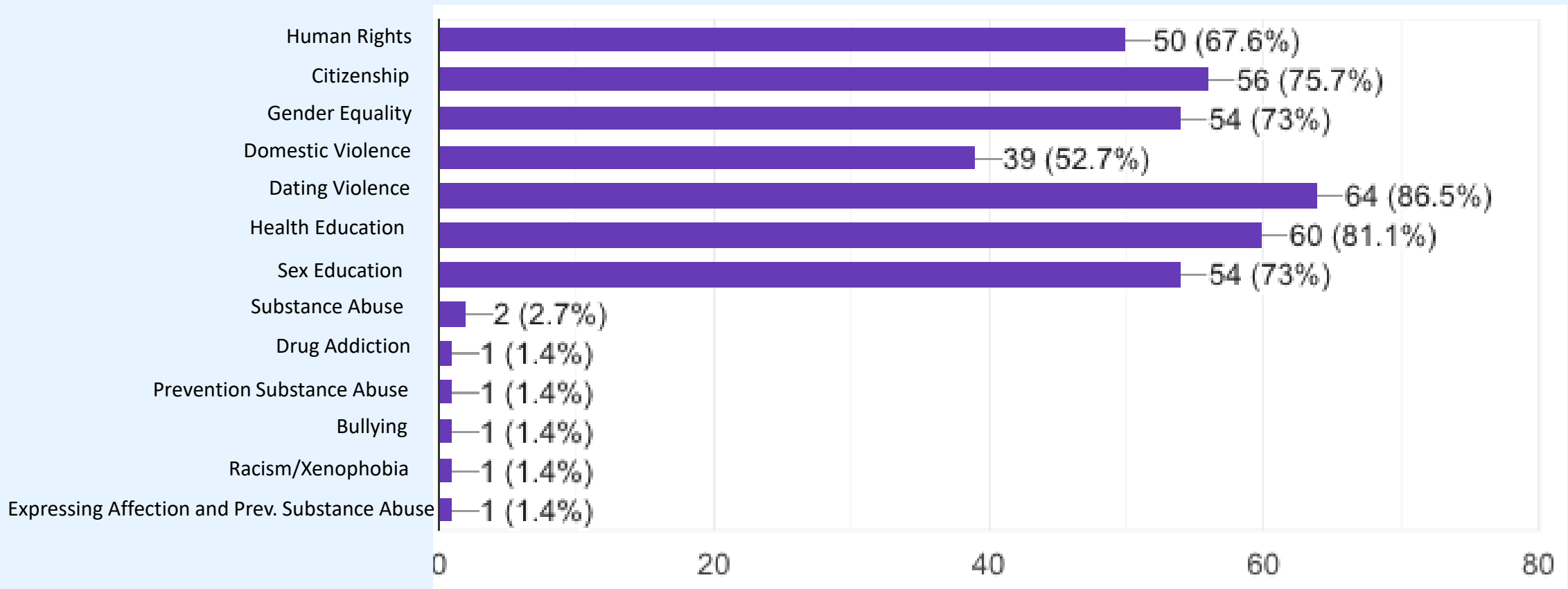
  Findings are from the following **dimensions**:

- Program length – long (5+/year-long sessions); short (≤ 5 sessions);

- Themes: GBV, Intimate Partner Violence, Human Rights, Citizenship, etc.;

- Additional actions/initiatives.

Project BO(U)NDS: findings sample – Schools

74 responses

| Category	Value
Human Rights	50 (67.6%)
Citizenship	56 (75.7%)
Gender Equality	54 (73%)
Domestic Violence	39 (52.7%)
Dating Violence	64 (86.5%)
Health Education	60 (81.1%)
Sex Education	54 (73%)
Substance Abuse	2 (2.7%)
Drug Addiction	1 (1.4%)
Prevention Substance Abuse	1 (1.4%)
Bullying	1 (1.4%)
Racism/Xenophobia	1 (1.4%)
Expressing Affection and Prev. Substance Abuse	1 (1.4%)

Project BO(U)NDS

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

- Inclusion of gender perspective/approach in program 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.
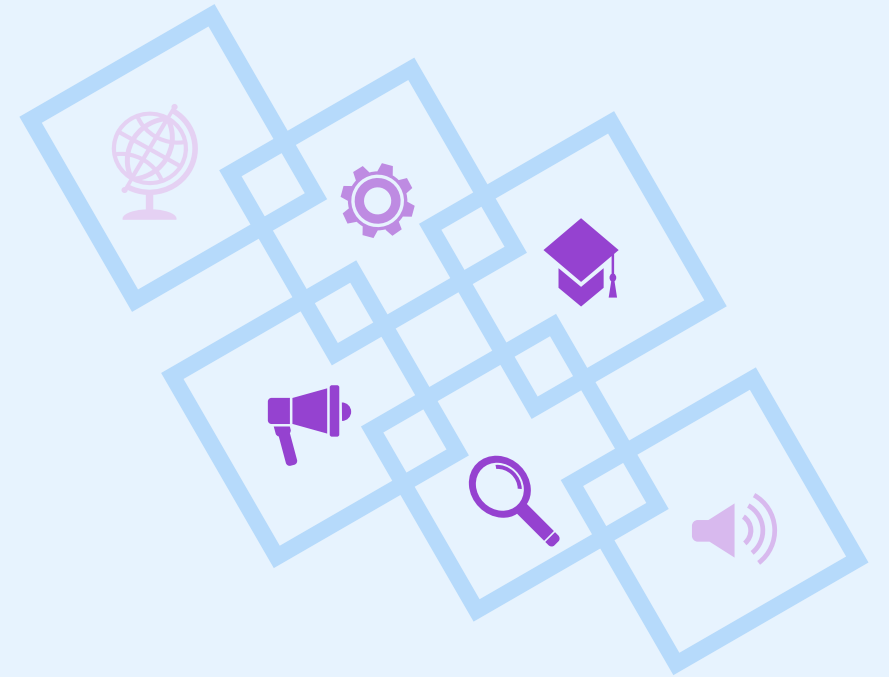
Interviews

Young people's agency and program's long-term impacts
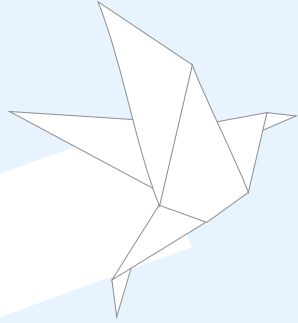
5. **Students/Young people's voice and agency:**

- **Purpose** – characterization of the students' role in school and of their voice and agency:

- Taking your experience as a professional into consideration, particularly in this school, do you feel students have a say in these programs? Is their agency taken into account?

- Can you identify any obstacles that would prevent the implementation of these programs at school? If so, which and at what capacity or level?

- Can you identify if there's an extension of these programs' influence and the work they do towards the educational community?

6. **Teacher's perceptions about the program's long-term education and learning / long-term impact:**

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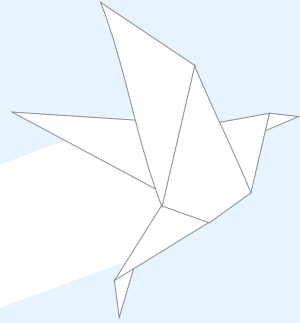
"I think that what remains with our students after the intervention depends a lot on their realities and lived experiences. [...] What leaves a mark for some may not leave for others."

*About the long-term impact of prevention programes in students*

RM, TEACHER

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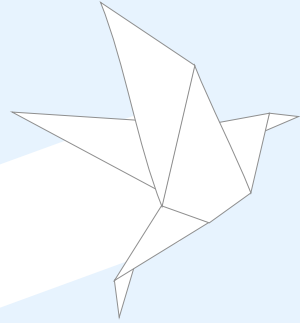
"It will always integrate group dynamics or non-formal education, where they feel welcome and at ease to participate, where they can experience and witness their own transformation. This would leave a mark in them. [...] To approach these topics we need non-formal education, projects and recreational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

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

PB, TEACHER

Interviews
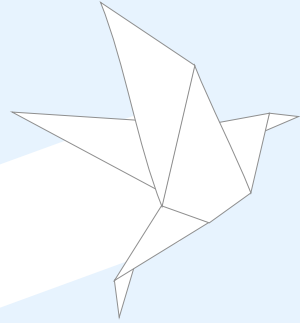
EV, TEACHER

"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 develop basic orientations, with the contributions from the school community, [...] and age appropriate. "

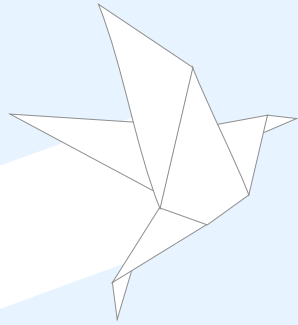*About an "ideal" primary prevention programme*

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."

About why they consider GBV prevention programes important

Biographical Narratives

School impressions and family influences

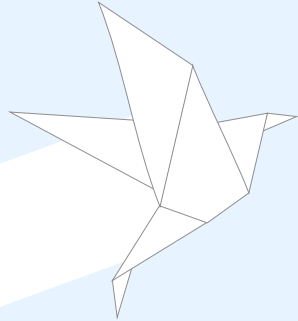| Dimensions	Elements to explore
Purpose: identify first impressions about their school life; access representations about school	
Overview about their educational journey/path	Information about the school they attend/attended; Their relationships with teachers, peers, local educational community in general; Their personal connection to educational spaces (classroom, school yard, school library, etc.); Their concerns, expectations and reactions/perceptions regarding activities developed in school (formal, non-formal, informal learning); Their thoughts and feelings about education, curriculum (feeling of inclusion/belonging, rejection, etc.).
Purpose: uncover potential family influences in educational journey/path; access family members' representations about the importance of school and its role in one's life; understand the participant's relationship with their nuclear and extended family members	
Education and family ties	Their relationship with their parents/legal guardians; Their parents/legal guardians conceptions about school; Relationship between their parents/legal guardians and their teachers; Their parents/legal guardians' participation and involvement with school activities; Their relationship with siblings; Relatives that played a significant role in their educational process/journey/path; Their familial role models or references (having their sibling/s, relatives or parents/legal guardians' academic paths as an example to them); Positive events that took place within their family circle (and its significant contributions for the participant's life); Negative events that took place within their family circle (and its significant contributions for the participant's life).

Project ATHENA BEGIN

Questionnaires

Open Questions

Word cloud for risk factor identified in the questionnaires

Focus Group

Training dimensions identified

Table I - Training dimensions identified:

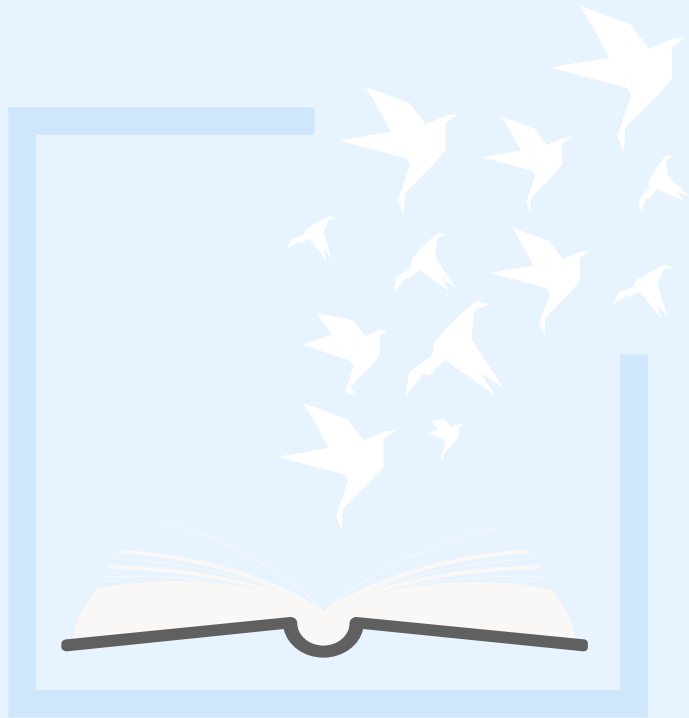| DIMENSIONS	TOPICS KNOWLEDGE	TRAINING SKILLS
In the field of intellectual disability	• degrees of disability, • sexuality, • validate a voice, • avoiding infantilization, • intersectionality • interdisciplinarity/ multidisciplinaryintervention	• how to evaluate; • how to deal with sexuality topics with women with ID from different ages and socio/cultural backgrounds; • how to create time and space for victims have voice; How to articulate with voice facilitator, previously verifying possible risk of abuse; • how to balance the needed support with respect for the person (possible) self-determination; • how to listen and understand cultural and social background • how to work with other professionals in the multiagency services without breaching victims' rights
In the field of victimisation under GBV	• Intimate partner violence (including relationship factors) • *The characteristics of the cicle(s) of abuse* (e.g. socioeconomic status and age, power and control) • *Perpetrator control strategies*; • *Society related characteristics* • Consequences of abuse; • Risk assessment • Surviving strategies • Areas, timings and methods for intervention; empowering the victims • The rights of the victims • Universal and primary prevention	• How to identify the signs; • How to deal with women in different phases of the cicle(s); • How to share with victims the identification of the perpetrators' strategies; • Critical analysis of ideological myths (romantic love, ideal family…); • How to evaluate the consequences of abuse and establish a plan for escaping and recovering; • How to evaluate the risk of the perpetration of more violence; • How to balance the validation of women's strategies with the need for a safe plan; • When, how and who should intervene; • How guarantees their rights • Intervention plans with early ages, including schools;
Ethics in intervention	Ethical principles	Ethical practices
Necessary **skills** for intervention with victims with intellectual disabilities	Knowledge to improve ours skills; Self-knowledge about our prejudices and stereotypes; Specific knowledge on violence and culture;	• Relation of trust; • Empathy; • Respect; • Active listening; • Validation of victims experiences; • Cultural competence
Intervention protocol	Principles	Guidelines for action, including language and communication
Burnout	Identification of exhaustion or burnout Strategies for burnout prevention	• The need for adequate resources; • The need for cooperative work; • The need of time for ongoing training

Focus Group
some relevant quotes

P1 [First degree relatives of intellectually disable women, FG Informal Caregivers, Spain] - *"Sanitary professionals should be taught how to deal with people with ID. We, as relatives, suffer very much the lack of knowledge and understanding about ID in, for instance, ER. There should be specific guidelines to help people with ID in health care."*

P3 [FG professionals, Portugal] - *"Training, training, training is needed! There are many projects that are stagnated due to the lack of investment. I believe that all actors who partake in the intervention towards these victims ought to have training to do so."*

P4 [FG Professionals, Spain] - *"Empower and training the victim is important. (...) The professionals of «special centers» need more training."*

P4 [Psychologist of an association provider of integral support to persons with intellectual disabilities, FG Professionals, Spain] - *"The professionals need skills on empathy and dialogue, how to create a safe environment. Language skills are essential now."*
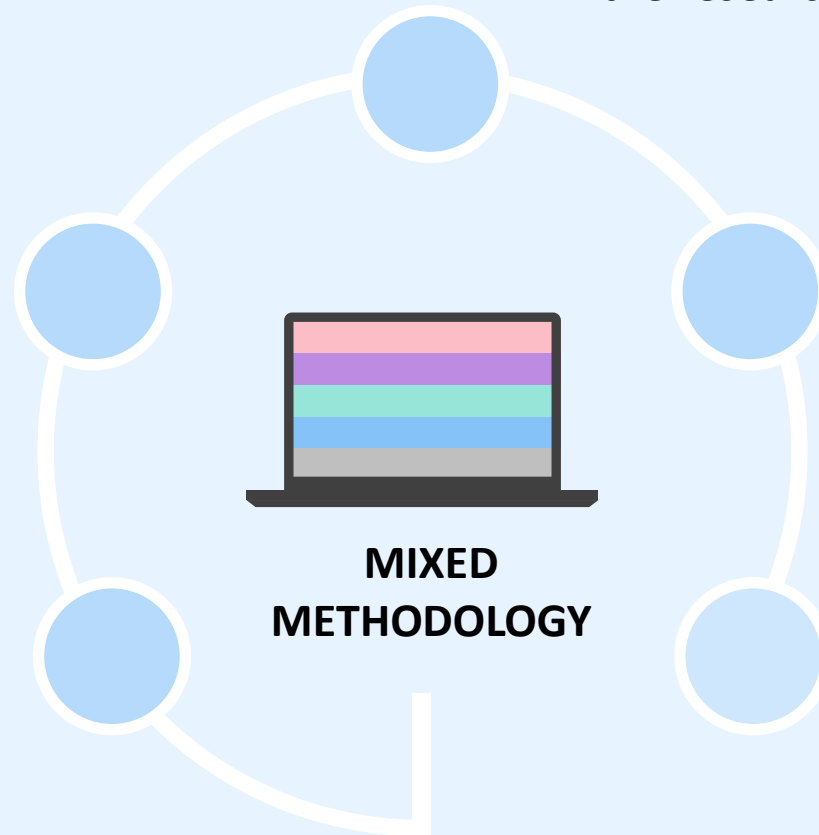
# Debate and Analysis
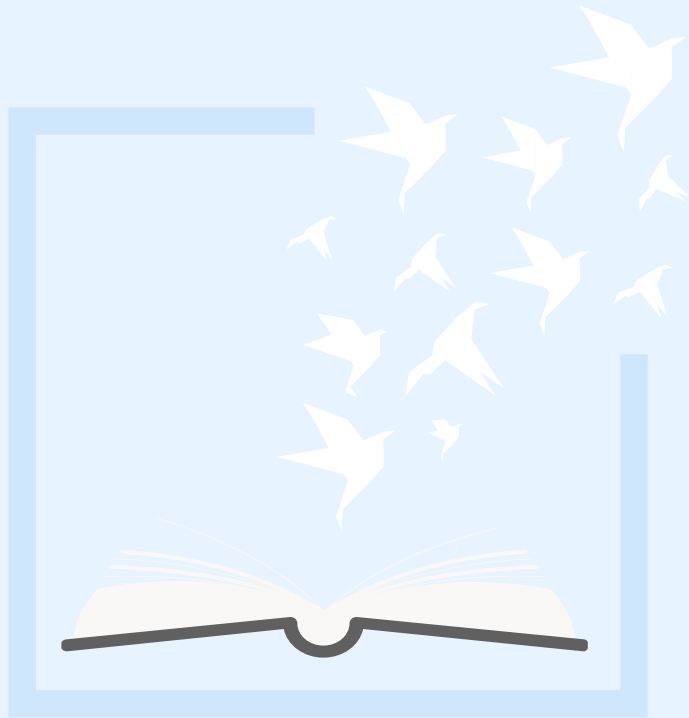
Final Reflection

- Through mixed methods both projects draw from participants' experiences in order to understand what works best in each type of intervention - be it gender-based violence primary prevention programs or intervention with domestic violence victims with intellectual disabilities.

- The findings from both accounts aim to provide guidance for future research projects and further encourage the application of a mixed methodology, enriching the comprehension about the researched topics.

MIXED METHODOLOGY

- Qualitative and Quantitative methodologies, are perceived as collaborative and not opposed, influencing the whole construction of the research design, resulting in the choice of four data collection techniques mentioned: questionnaires; focus groups; interviews and biographical narratives (Project BO(U)NDS).

This mixed methodological approach aims, on the one hand, to underline the importance of the comprehensive, interpretative nature, capable of analyzing in depth the data collected (Bell, 1997), present in the qualitative approach, and in the specific case of Project BO(U)NDS, through the work of hermeneutic comparison.
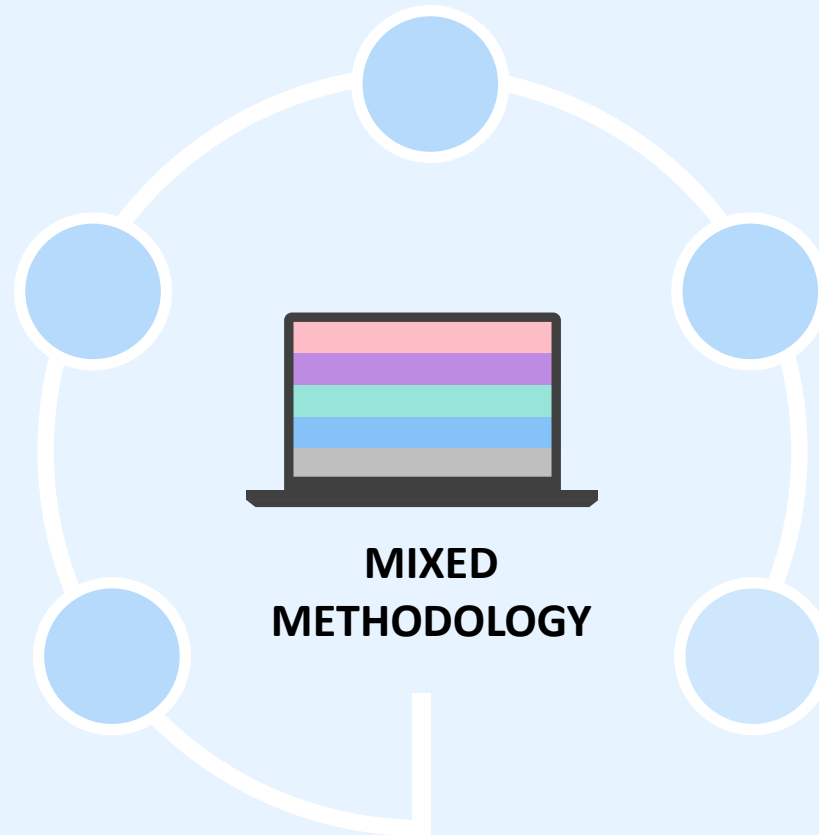
On the other hand, this methodological option also recognizes that the capacity to do scientific work in Education has widened its scale of thought and action, since studies capable of covering large numbers of subjects, in fact appear as the most appropriate answer to different research question towards certain phenomena (Mertens, 2014).

MIXED METHODOLOGY

MIXED
METHODOLOGY
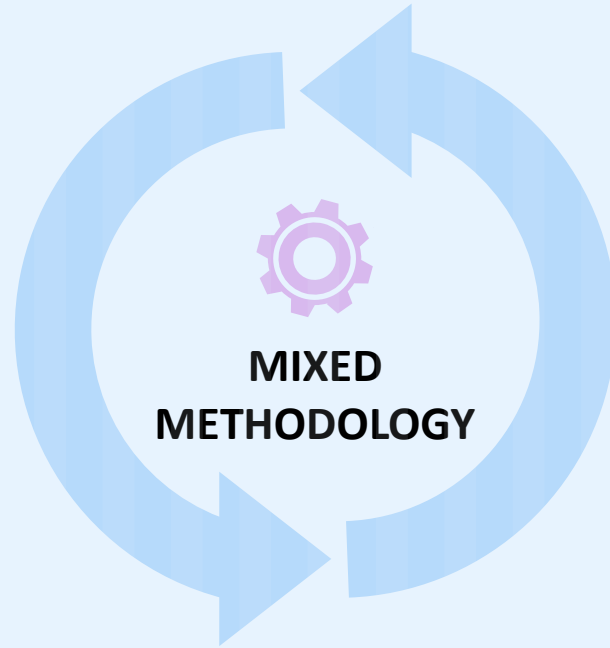
The *"coexistence of alternative paradigms and the crossing of the epistemological and methodological traditions of the various social sciences give rise to a multifaceted and complex scientific field"* (Afonso, 2005, p. 1).

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Walker, D. F., Tokar, D. M., & Fischer, A. R. (2000). What are eight popular masculinity-related instruments measuring? Underlying dimensions and their relations to sociosexuality. Psychology of Men & Masculinity, 1(2), 98–108. https://doi.org/10.1037/1524-9220.1.2.98

Thank You!