



4th European Conference on Domestic Violence - 2021
Ljubljana

The “voices within” gender-based prevention programmes: teachers and facilitators insights



bo(u)nds

FCT

Fundação
para a Ciência
e a Tecnologia



PORTO
FACULDADE DE PSICOLOGIA
E DE CIÊNCIAS DA EDUCAÇÃO
UNIVERSIDADE DO PORTO



CIEE
CENTRO DE INVESTIGAÇÃO
EM
INTERACÇÃO SOCIAL



cieg

CENTRO
INTERDISCIPLINAR
DE ESTUDOS DE
GÊNERO
E SOCIOLOGIA



Summary

- BO(U)NDS Project: Team members, objectives and partnerships;
- Methodology;
- The “voices within” preliminary results.

1

BO(U)NDS Project

Team, objectives and partnerships

Our Team



- **Maria José Magalhães, PhD and Project Coordinator**
- **Raquel Rodrigues, PhD and Researcher**
- **Camila Iglesias, MSc and Researcher**
- **Ana Filipa Beires, MSc and Researcher**



About BO(U)NDS Project

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.

**More info about BO(U)NDS Project at: https://www.fpce.up.pt/love_fear_power/bounds/projeto.html ;
[BO\(U\)NDS Project Facebook Official Page](#) ; [BO\(U\)NDS Project Instagram Official Page](#).**



About BO(U)NDS Project

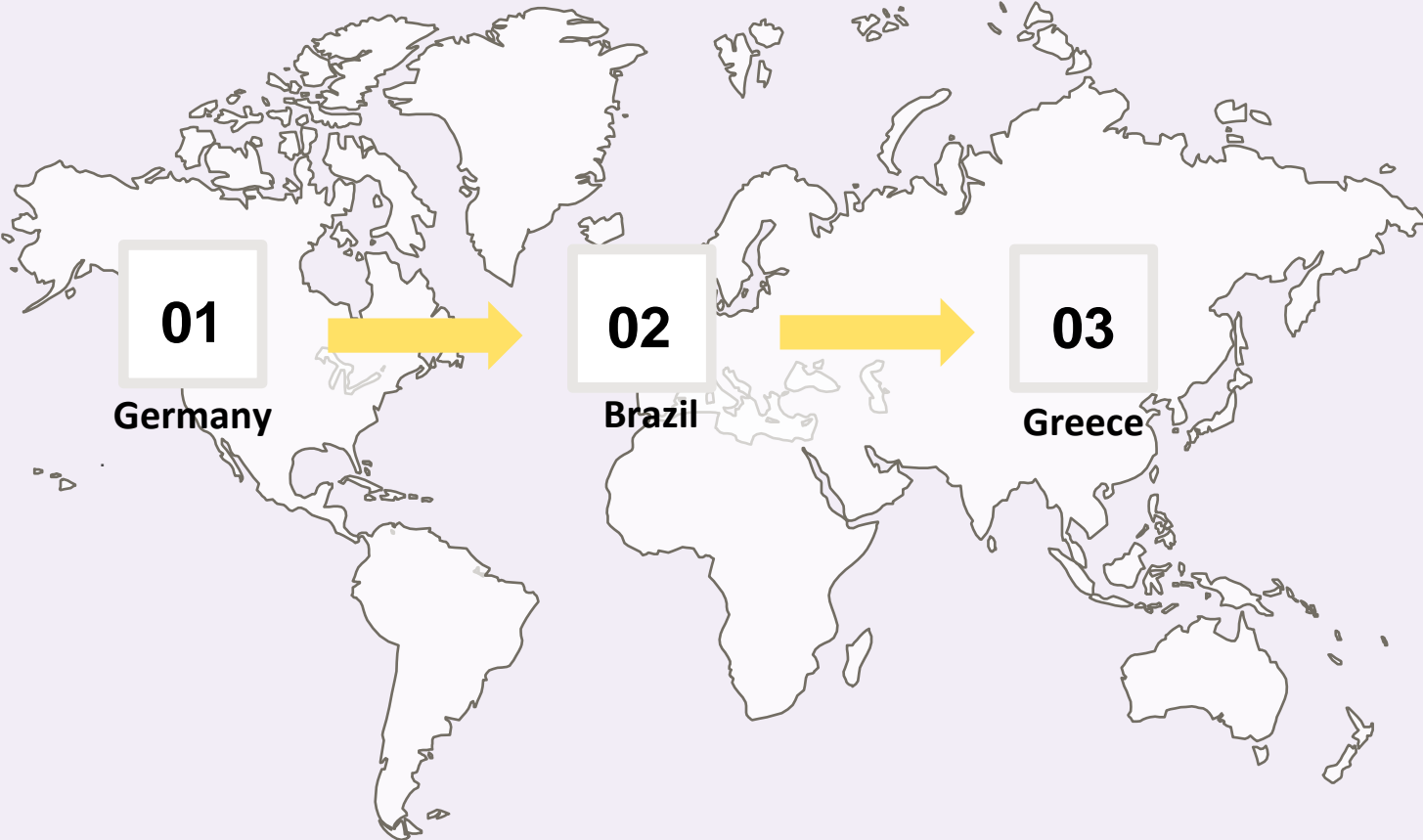
Evaluation of primary prevention programmes is scarce and there is little information about their long-term impact.



BO(U)NDS aims to i) 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; **ii)** create foundations for educational policies and practices for GBV primary prevention programmes in school contexts.

More info about BO(U)NDS Project at: https://www.fpce.up.pt/love_fear_power/bounds/projeto.html ;
[BO\(U\)NDS Project Facebook Official Page](#) ; [BO\(U\)NDS Project Instagram Official Page](#).

PARTNER COUNTRIES



2

Methodology

The Research Design



BO(U)NDS Project:



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**.



BO(U)NDS Project:

Adopts a **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**); parents (**2I**) young people ages between 14-22 (**24FG, 12BN, 1500Q**).

Hermeneutic comparison with partner countries.




Data collected to date in Portugal:

 5 Interviews (2Teachers; 3Facilitators);

 723 Online Questionnaires;

 3 Biographical Narratives (2Male; 1Female);

 5 Focus Groups (3Female; 2Male).

3

The “voices within”

Preliminary results

Teacher	Programmes' strengths	Obstacles faced by the Programmes	Programme format and impacts	Reflections on the Ideal Programme
T1	<p>Interest and motivation expressed by many of the teachers;</p> <p>The national commitment to an increasingly flexible curriculum approach;</p> <p>Gradual growth of national political and governmental attention on the topic of gender-based violence;</p> <p>Interest and motivation expressed by many of the students;</p> <p>Integration in the School's Educational Plan of a class entirely dedicated to the themes of Gender Equality and Gender-based Violence (besides the Citizenship and Development subject);</p> <p>Focus on making the curriculum more flexible by working on different subjects such as History and Portuguese, the issues of Gender-based Violence, Gender Equality and Dating Violence.</p>	<p>Overload of teaching staff;</p> <p>Constraints regarding the curricular programme of schools and, therefore, the curricular rigidity of formal education;</p> <p>The existence of closed and conservative mentalities;</p> <p>Resistance to change on the part of some teachers.</p>	<p>Long-term mediation project;</p> <p>Programmes in partnership with local government;</p> <p>Involvement of the whole educational community;</p> <p>Participatory methodology based on the students' sense of agency, centred on a reflexive interventional methodology;</p> <p>Construction of relationships of dialogic communication and empathy with students;</p> <p>Students' final works based on a more creative and artistic vein;</p> <p>Changes in ways of thinking on the part of young people;</p> <p>Changes in behaviour and ways of acting on the part of young people;</p> <p>Teamwork of all teachers involved in the programmes (and the rest of the educational community);</p> <p>Changes in the ways of thinking on the part of the young people's families.</p>	<p>Longer programmes of at least 3 years;</p> <p>Programmes that accompany at least one complete cycle of education;</p> <p>Programmes suitable for different age groups.</p>

Facilitator	Programmes' strengths	Obstacles faced by the Programmes	Programme format and impacts	Reflections on the Ideal Programme
F1	<p>Interest and motivation expressed by many of the teachers;</p> <p>The subject of Citizenship and Development being taught by facilitators and not by teachers.</p>	<p>Lack of material resources;</p> <p>Lack of specialised professionals;</p> <p>Overload of teaching staff with subjects that are not their domain (such as gender-based violence within the scope of the Citizenship and Development subject);</p> <p>Gradual growth of a right-wing political trend at national, European and world level;</p> <p>Little time for intervention.</p>	<p>Programmes developed in secondary education;</p> <p>Duration of two years;</p> <p>Final products of the programme in the format of manuals accessible to the entire educational community;</p> <p>Participatory methodology based on the students' sense of agency, centred on a reflexive interventional methodology;</p> <p>Construction of relationships of dialogic communication and empathy with students;</p> <p>Specialised and versatile teams;</p> <p>Changes in young people's ways of thinking;</p> <p>Changes in behaviour and ways of acting on the part of young people.</p>	<p>More funding;</p> <p>Longer programmes of at least 4 years;</p> <p>Use of an action-research methodology for the implementation and development of these programmes;</p> <p>Evaluation of these programmes;</p> <p>Cooperation with different entities;</p> <p>Political partnerships.</p>

Facilitator	Programmes' strengths	Obstacles faced by the Programmes	Programme format and impacts	Reflections on the Ideal Programme
F2	<p>The national commitment towards an increasingly flexible curriculum approach;</p> <p>Gradual growth of national political and governmental attention on the issue of gender-based violence;</p> <p>Gradual growth of interest and motivation to work for the prevention of gender-based violence by schools and other public entities such as the security forces;</p> <p>Interest and motivation expressed by many of the teachers.</p>	<p>Constraints related to the school curricula and, therefore, the rigidity of formal education curricula;</p> <p>Lack of knowledge on the part of students and even teachers regarding the themes of violence, particularly gender-based violence;</p> <p>The existence of some social apathy and lack of knowledge about gender-based violence;</p> <p>Lack of specialised professionals;</p> <p>Overload of teaching staff with subjects that are not their domain (such as gender-based violence in the scope of the subject Citizenship and Development).</p>	<p>Programme implemented since the first level of education, the pre-school level;</p> <p>Building relationships of dialogic communication and empathy with students;</p> <p>Changes in ways of thinking on the part of young people;</p> <p>Changes in behaviour and ways of acting on the part of young people.</p>	<p>More funding;</p> <p>Longer programmes of at least 10 years;</p> <p>Involvement of the programme with the community.</p>

Facilitator	Programmes' strengths	Obstacles faced by the Programmes	Programme format and impacts	Reflections on the Ideal Programme
F3	-----	<p>Lack of knowledge on the part of students and even teachers about violence issues, particularly gender-based violence;</p> <p>Lack of specialised professionals;</p> <p>Overload of teaching staff with subjects which are not within their competence (such as gender-based violence in the scope of the subject Citizenship and Development);</p> <p>The existence of some social apathy and lack of knowledge about gender-based violence;</p> <p>Some lack of sensitivity of some political and educational managers to the subject of gender-based violence, which influences the entry or not of these programmes in national schools.</p>	<p>Programme for students from grades 7 to 12;</p> <p>Programme that worked with students, teachers and other educational professionals;</p> <p>Students' final work based on a more creative and artistic vein;</p> <p>Changes in young people's ways of thinking;</p> <p>Changes in behaviour and ways of acting on the part of young people.</p>	<p>More funding;</p> <p>Programmes starting as early as pre-school;</p> <p>Longer and more systematic programmes.</p>



Thank you and stay safe!!



bo(u)nds



bounds_pt@fpce.up.pt



raquelrodriguesm@fpce.up.pt



FCT Fundação
para a Ciência
e a Tecnologia



FACULDADE DE PSICOLOGIA
E DE CIÊNCIAS DA EDUCAÇÃO
UNIVERSIDADE DO PORTO



CIIE
CENTRO DE INVESTIGACAO
EM
INTERACAO DIGITAL



UMAR



cieg
CENTRO
INTERDISCIPLINAR
DE ESTUDOS DE
GENIO
E CREATIVIDADE