



This publication has been produced with the financial support of the Daphne Programme of the European Union. The contents of this publication are the sole responsibility of the "Sagene District" and can in no way be taken to reflect the views of the European Commission.

REPORT,
WORK STREAM III

Methods and Measures



Edited by
Samantha Hudson

Table of contents

Preamble.....	3
Part I: Practitioners Questionnaire Report	4
Introduction	4
Profile of organisations who took part in this research.....	4
Project/programme length.....	5
Profile of responses by country.....	6
Evidence Base	6
Brief description of the project.....	7
Project size	9
Type of project.....	9
The referral process.....	10
Eligibility criteria and assessment	11
Addressing violent behaviour in girls	12
Desired outcomes for working with girls and violence	14
Additional needs addressed when working with girls who use violence.....	15
Methods used when working with girls who use violence	16
Means of recording progress of participants within the project	18
Challenges experienced by practitioners in working with girls and violence	19
Measuring effectiveness of methods used for working with girls who use violence.....	20
Measuring effectiveness of work as a whole	20
Recording results of work with girls who use violence.....	21
Evaluation tools	22
Feedback from girls who participate in the project/programme.....	23
Areas for improvement.....	24
Future aspirations for the projects.....	25
Conclusion.....	25

Part II: Study visit report	28
Introduction	28
Profile of visits	29
Similarities identified between visitor and host	29
Differences identified between visitor and host	32
Types of interventions observed	36
Types of methods observed.....	38
Interventions that partners would like to implement in their country	39
Important points that the partners learned from their study visit	42
Observation of direct work with girls who commit violence.....	44
Conclusion.....	45

Preamble

This paper is a twofold report from the third work stream of the EU co-funded project “Girls Using Violence – Intervention and Prevention”. The purpose of this part of the project is to explore and share the experiences of practitioners working with girls and violence, through cataloguing and evaluating interventions and methods utilized in working with girls and young women involved in violence all over Europe.

The paper has two different parts; the first is a review of a questionnaire given to youth workers/other practitioners from the seven partner countries. The second part addresses the outcomes of the staff exchanges that this project initiated as a part of this work stream.

Part I: Practitioners Questionnaire Report

Introduction

Swansea was responsible for work stream 3, and thus responsible for creating a questionnaire for practitioners, which was aimed at identifying best practice across the partner countries in working with girls and violence. The questionnaire was also a means of identifying and cataloguing what interventions and methods are currently utilised for working with girls who are, or have been, involved with violence. The questionnaire was disseminated and completed by a total of 67 practitioners across the seven partner countries. The aim of this report is to catalogue and compare methods for working with girls who use violence, and to identify patterns in practice being used to work in this area of expertise.

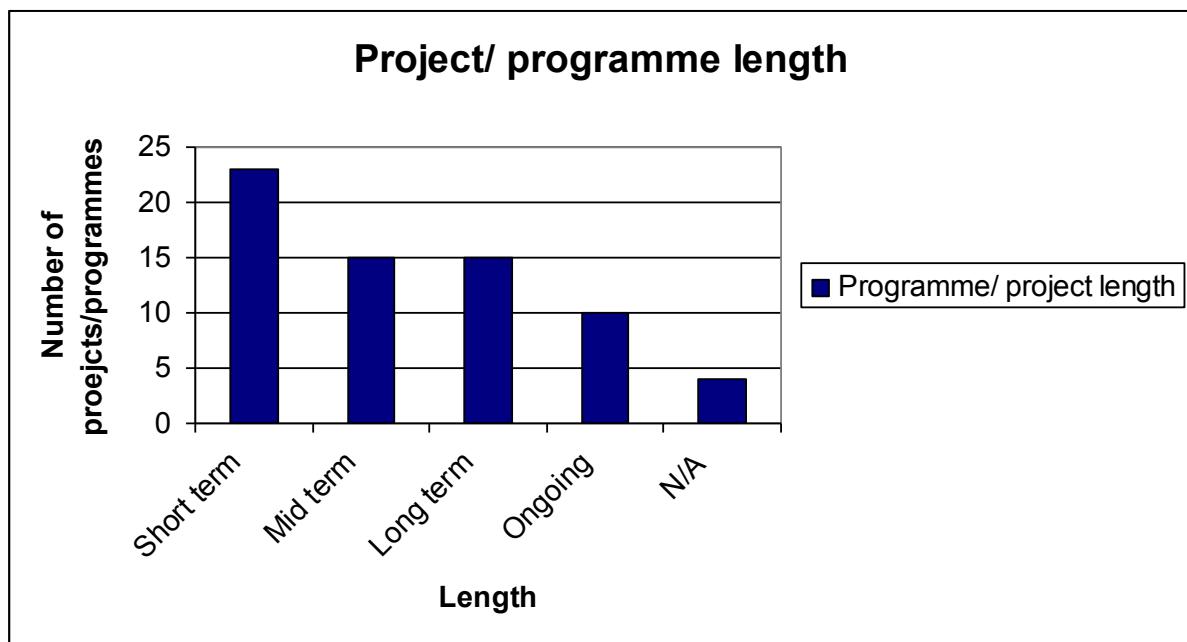
For the purpose of this report, data has been analysed using methods such as identifying common themes, organising them into categories and also highlighting any emerging points of interest.

Profile of organisations who took part in this research

In total 67 participants took part in completing the practitioner's questionnaire. There were responses from a wide range of organisations, such as police, legal, educational, custodial, charities, statutory agencies, youth centres and specific programmes for girls. This wide range of organisations that took part in this survey has contributed to providing an interesting data set regarding approaches to working with girls who use violence. A full list of participants can be found in the Appendix of this report.

Project/programme length

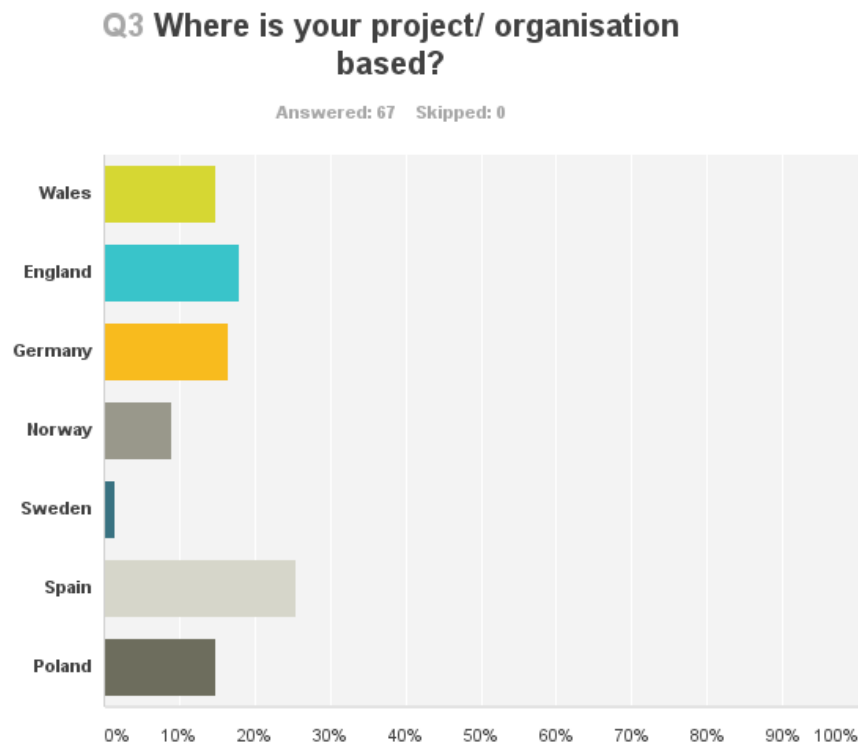
Participants were asked to identify the length of their project to identify whether interventions for girls who use violence were long term, midterm or short term, in order to determine whether the projects/ interventions were established or relatively new. For the purpose of the analysis long-term projects were defined as more than 10 years, midterm 5-10 years and short term less than 5 years.



The chart above demonstrates that based on the responses to this questionnaire the majority of projects/programmes for girls who use violence are short term and have been in operation for less than 5 years. However there are still a large number of responses from programmes that have been established for 5-10 years and more than 10 years. Some of the participants did not specify the length and stated that their work was on-going.

Profile of responses by country

The practitioners were asked to specify where their project was based. The chart and table below demonstrates the breakdown of responses by country. The majority of responses were received from Spain.



Evidence Base

Participants were asked what evidence base underpinned their work. There were a variety of responses provided such as the use of government research, laws and recognised methodology as an evidence base for a particular approach/ programme. However it was interesting to note one of the highest responses was that there was no evidence base available. This might suggest that new methods for measuring effectiveness of projects could be introduced to allow projects and programmes to demonstrate that their practice is effective. This could be related to the number of short-term projects, suggesting that perhaps the concept of working with girls who use violence specifically may be a fairly new phenomenon. Additionally, this could suggest that there is a lack of available research or evidence for best practice in working with girls who use violence across the seven partner

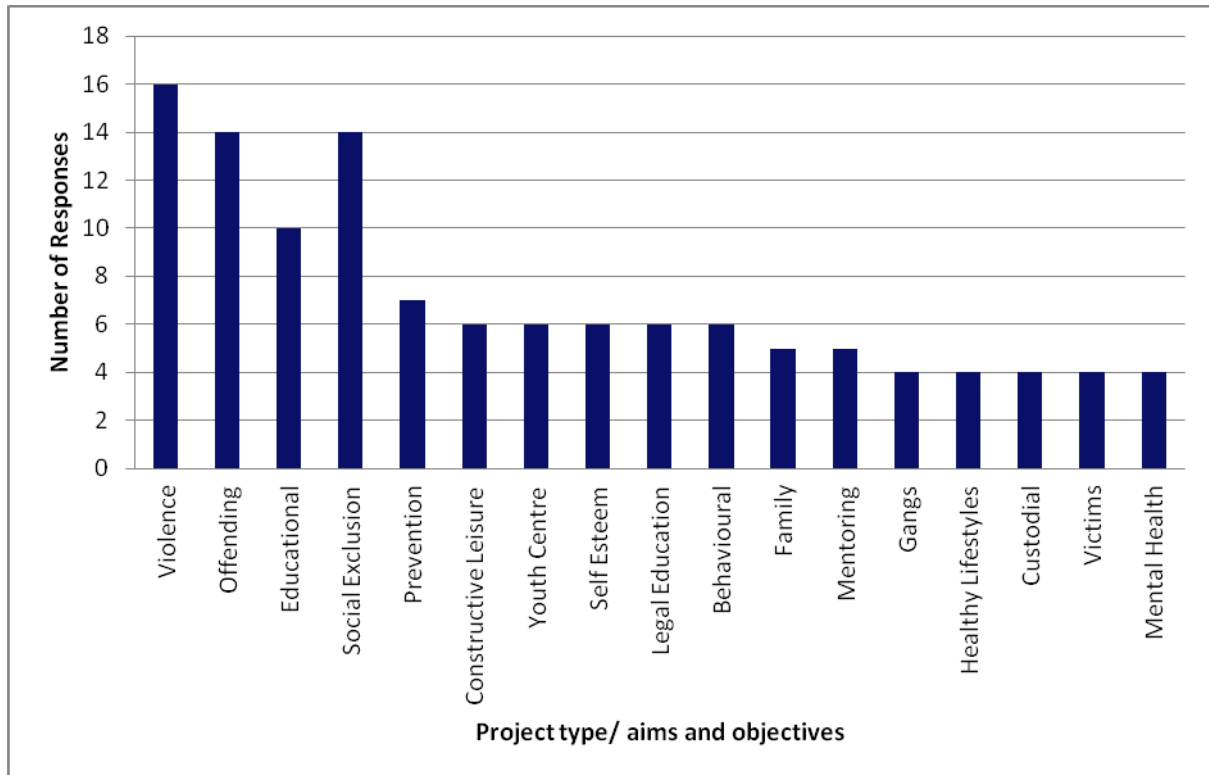
countries. It was interesting to note that many projects/programmes implemented internal measures for collecting evidence for the effectiveness for their work using methods such as evaluation by the staff or young people, observation, research, or previous work carried out by that organisation.

Brief description of the project

Practitioners were asked to provide a brief description of the project. The data has been summarised, and there were some projects that had very similar descriptions. However, there were responses from a very diverse range of projects. There were statutory and voluntary organisations, which provided support within criminal justice, youth services, welfare services, education, family services, victims of abuse and prevention and early intervention.

Here is a snapshot of some of the organisations who took part; Legal education – teaching about rights; Criminal Justice Service programmes such as Integrated Offender Management for adult females; IESP for younger people- educational programme for those either excluded or at risk being excluded from school; Sexual abuse/exploitation support; ‘Keep Out’ voluntary intervention for young adult prisoners educating young people about risks- (HMP Send); Measure of violence and sexual abuse; Statutory programme; Youth Justice Centre Swansea; Youth Justice Centre/GUTS (Sweden) diversionary youth programmes; Anti-aggressive programme in school (Germany) - school based programme on violence; Support for young people in the Criminal Justice System; Outreach work, early intervention on identifying young people at risk of substance misuse or anti-social behaviour (Norway Statutory project Social Services Dept.); Education, training and employment support and independent living skills (Accommodation project); Victim awareness programme; Constructive leisure/Duke of Edinburgh Scheme; Early intervention lifestyle programme; Residential for 13 -17 year olds reception centre and special training for minors (Spain); Fitness and safety; Centre preventative work on self-esteem; Family dynamics – family therapy (Development of healthy family) Spain; School based programmes on violence; Research – observatory of violent behaviour in teenagers; One to one support, Ethics and values.

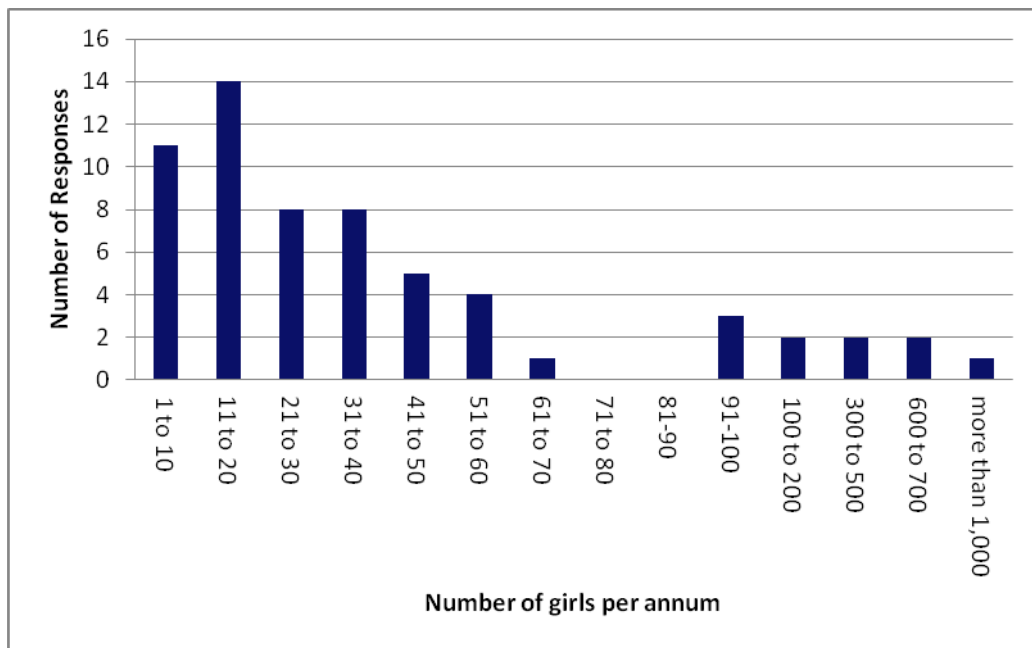
As mentioned above a full list of organisations has been provided in the appendix. Of the 67 participants who took part in this survey, there was a wide range of approaches and aims and objectives in working with girls who use violence. The chart below illustrates the most common factors identified by practitioners.



Other commonalities between the projects/ programmes were; outreach, provision of qualifications, therapy, gender specific provision, counselling, supporting independence, Holistic provision, conflict management, assertiveness, relationships, resettlement. There were some uniquely identified responses provided by the participants; addressing sexual exploitation, substance misuse, equality and diversity, stress management, research, abuse, advice, accommodation, self-protection, empowerment, and a strategic approach. The wide range of responses to this question demonstrates the array of expertise between the seven partner countries, but also demonstrates that working with girls who use violence is multifaceted and often covers a variety of other support needs in addition to directly addressing violence.

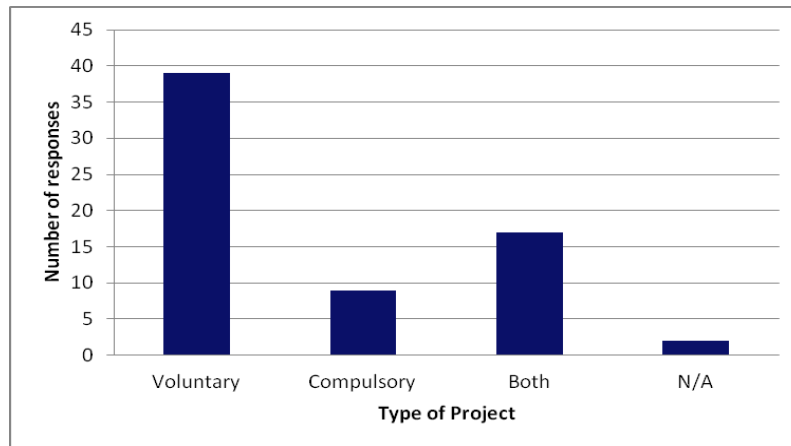
Project size

Participants were asked how many girls their project/ programme engaged with annually. The chart below demonstrates that the majority of projects worked with smaller number of girls between 1 and 40 per year. However there were some projects that worked with between 500 and 1,500 girls annually.



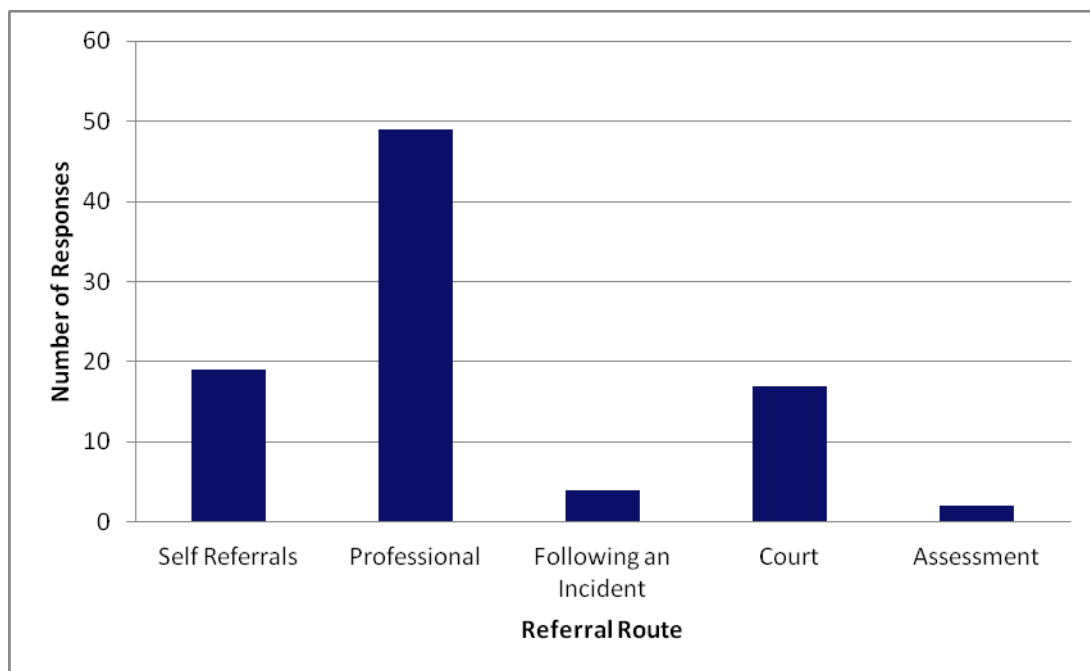
Type of project

Practitioners were asked whether engagement in their project was voluntary, compulsory or part of a court order. The chart below illustrates the distribution of the projects based on their whether they were voluntary or compulsory. There were a significantly higher number of projects that were voluntary; however there were also many projects/programmes that were both voluntary and compulsory.



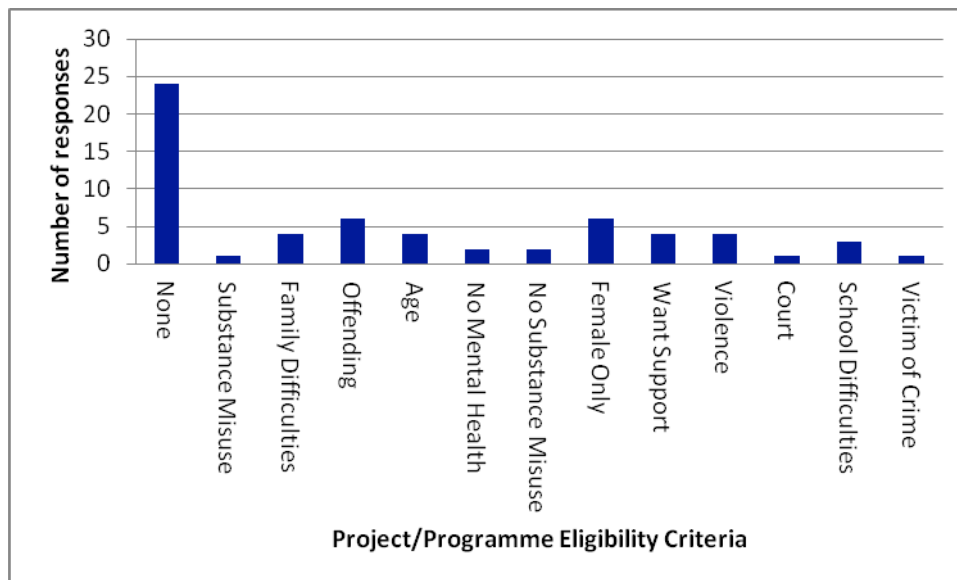
The referral process

The practitioners were asked to provide information on the referral process for their project; specifically how young people are referred to their project. The chart below illustrates the responses. The most commonly identified referral route was through other professionals such as social services professionals and other professionals. Other professionals could include Police, Health, Substance Misuse Services, Education, Youth Services and Youth Offending Services. The second highest referral route was self-referrals (these also included referrals by families) followed very closely by referral following a specific incident. The chat below illustrates these results.

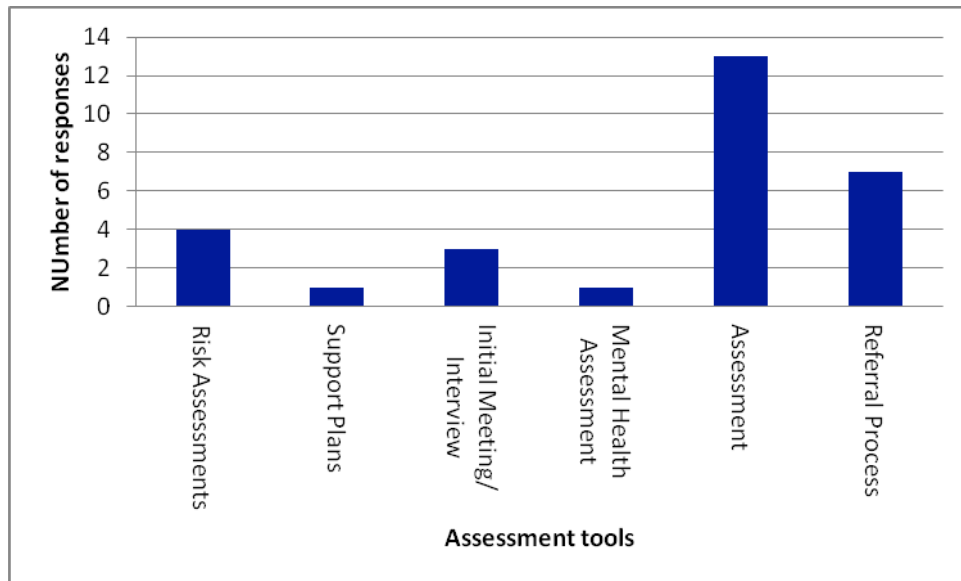


Eligibility criteria and assessment

Participants were asked whether there were any eligibility criteria for participating in their project/ programme and if so what assessment tools they used to identify this. The majority of participants answered that this was not applicable, or that they did not have any eligibility criteria for their project. Of the programmes and projects that did have eligibility criteria, the most commonly identified were; offending, female only, violence, age, wanting support and family difficulties. The chart below illustrates the responses for eligibility criteria.

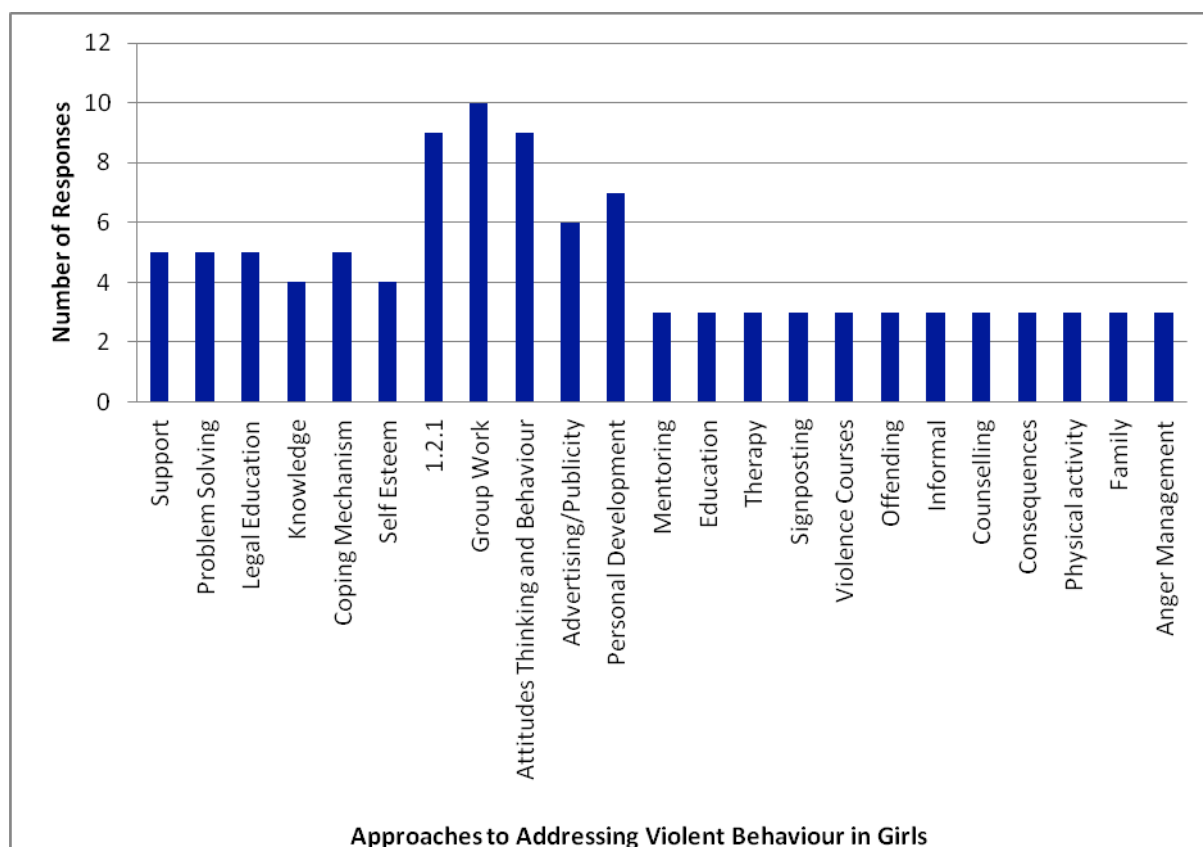


The majority of participants stated that they utilised an assessment to identify suitability for the project/ programme. Other common method of assessment identified in the research were; the referral process, risk assessments, support plans, initial interview/meeting, and mental health assessments. These results are shown on the chart below.



Addressing violent behaviour in girls

Practitioners were asked how their project addresses violent behaviour in girls. The practitioners identified many different strategies across the seven partner countries. The most common ways of addressing violent behaviour were; group work, 1.2.1, personal development, Changing attitudes thinking and behaviour, support, problems solving, legal education, self-esteem, improving knowledge and advertising/ publicity.

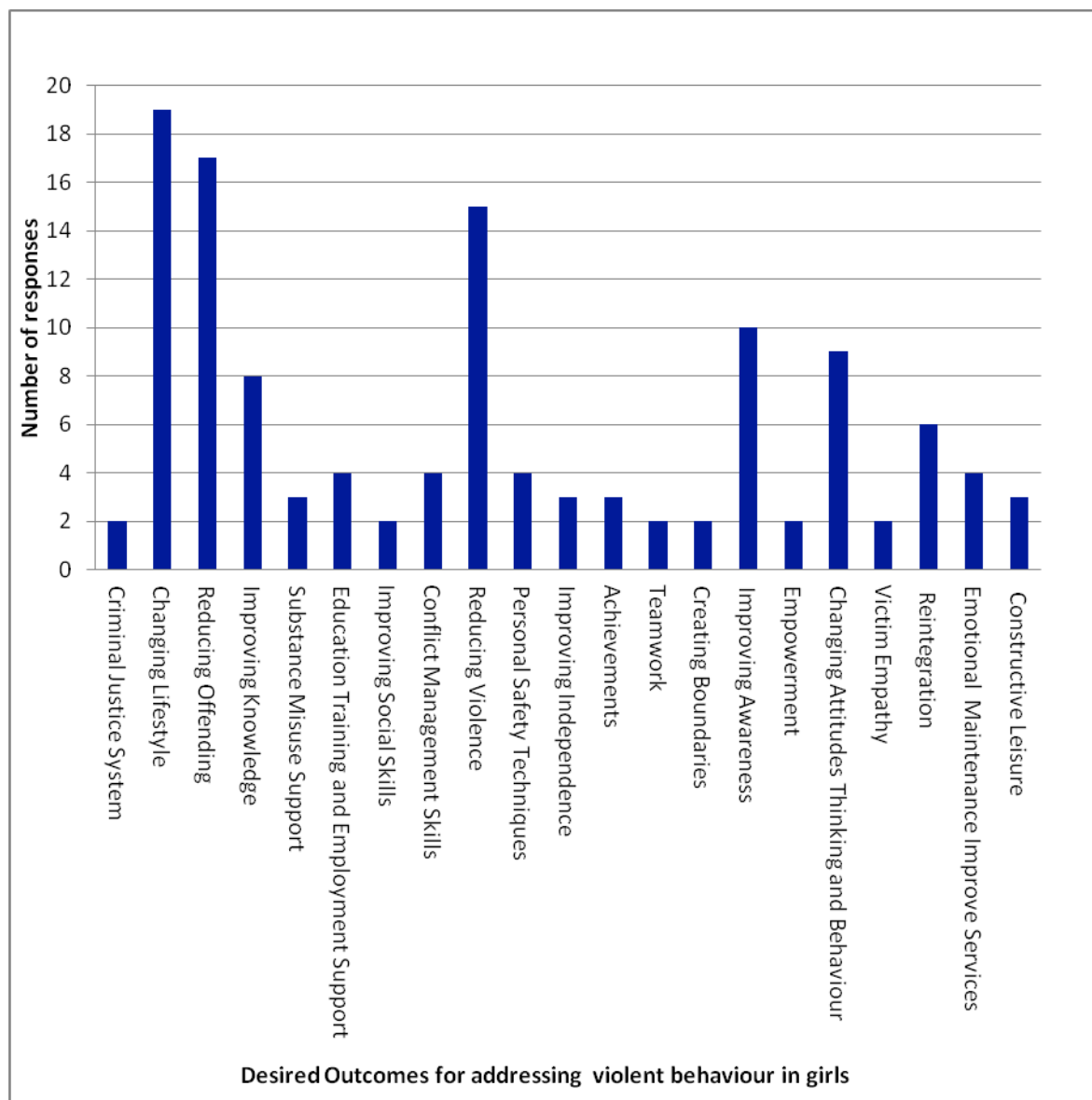


Overleaf are some other examples of how the different projects work to address violent behaviour in girls;

Approach	N.o	Approach	N.o
Centre	2	Boundaries	1
Positive Relationships	2	Training	1
Education Training and Employment	2	Family Therapy	1
Victim Awareness	2	Systemic Approach	1
Referral to other agencies	2	Social events	1
Pro- social Modelling	2	Art	1
Constructive Leisure	2	Restorative Justice	1
Achievements	2	Mental health	1
Information Sessions	2	Substance Misuse	1
Challenge Negative Behaviour	2	Cognitive behavioural therapy	1
Court	2	Medication	1
Conflict Resolution	2	Emotional Intelligence	1
		Neuro Linguistic Programming	1

Desired outcomes for working with girls and violence

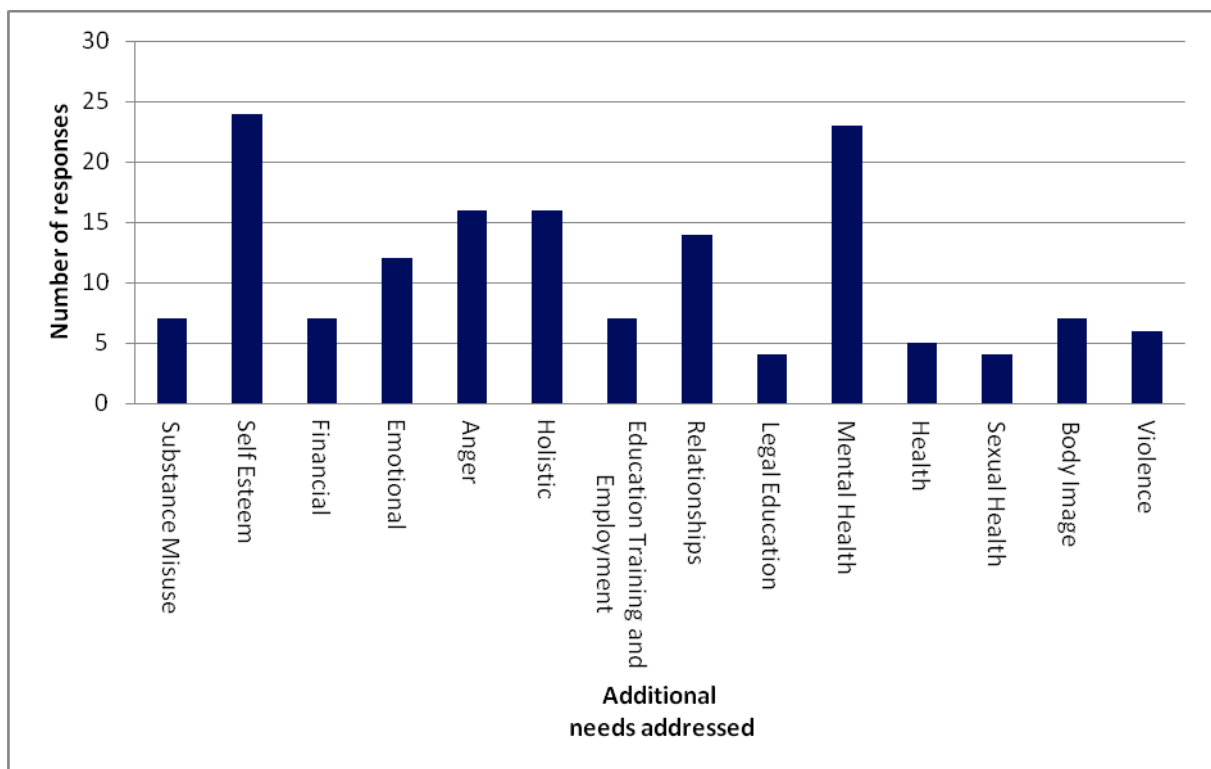
Practitioners were asked what the desired outcomes they hoped to achieve within their project or organisation when working with girls and violence. The chart below demonstrates the distribution of the different desired outcomes that was identified by the practitioners. The most commonly identified outcome was changing lifestyle, or reducing violence/ offending. The chart below illustrates the common responses provided by practitioners.



There were several desired outcomes uniquely identified by the partners; Diversionary methods, improving health, re-engagement into mainstream services, improving empathy and responsibility.

Additional needs addressed when working with girls who use violence

Practitioners were asked whether their project addressed any other needs or whether they just focussed on violence. It was evident from the data that the majority of projects did not work with violence in isolation, but also addressed a series of other needs. Only 2 out of 67 responses said this did not apply. The chart below illustrates the most common additional needs that were identified by the practitioners.



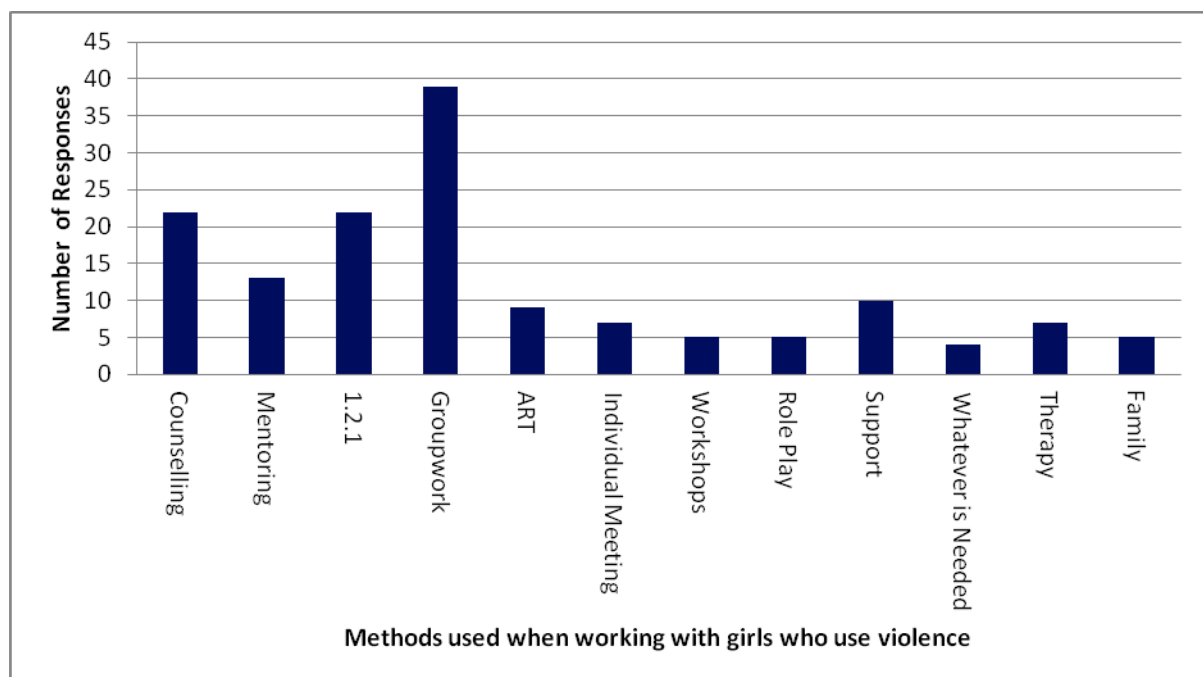
The most commonly identified additional needs were self-esteem and mental health. In addition to the above practitioners also identified some less common additional needs that were addressed by their projects.

Inclusion	2	Problem Solving	2
Constructive Leisure	3	Accommodation	2
Conflict Resolution	3	Assertiveness	2
Mediation	2	Offending	2
Social Skills	2	Fitness	2
Equality	3	Knowledge	2
Personal Development	3	Role Models	2
Psychological Interventions	3	Outreach	2

There were also some uniquely addressed additional needs; Independence, parenting, religion, informed consent, smoking, prevention, impulse control, support, and empathy.

Methods used when working with girls who use violence

Practitioners were asked to specify what kind of methods they use within their project. The most commonly used method was group work that was identified by 39 out of 67 participants. Counselling and 1.2.1 support were also commonly identified. The chart below illustrates the commonly identified methods used within projects that work with girls who use violence.



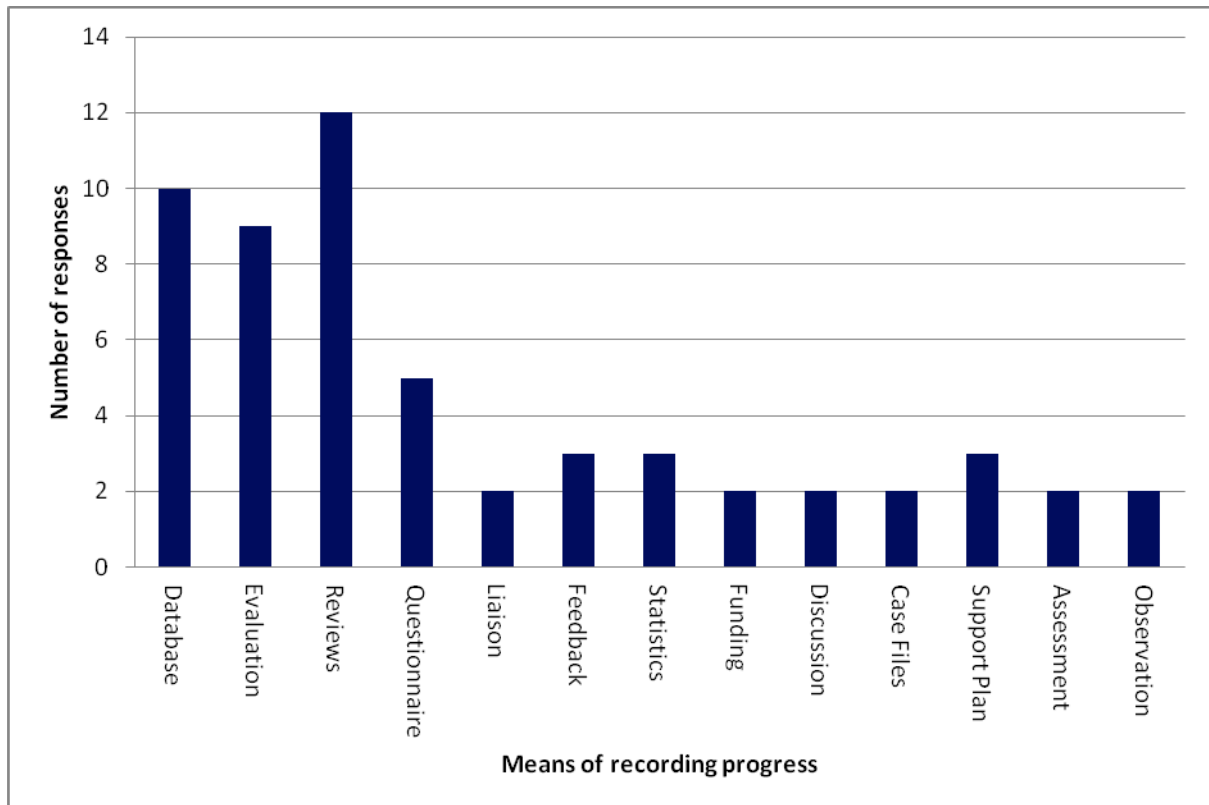
In addition to the above practitioners identified several other methods utilised by their project. These can be seen in the table below.

Psychological Interventions	3	Outreach	2
Meeting Professionals	3	Discussion	2
Education	3	Constructive Leisure	2
Advice	3	Follow Up	2
Young Person Led	3	Advocacy	2
Relationship	3	Restorative Practice	2
Relaxation	2	Drama	2

There were several uniquely identified methods utilised by practitioners such as; conflict resolution, motivational interviewing, nutritional advice, Neuro Linguistic Programming, Street Mediation, training, Social Skills, emotional intelligence and mediation.

Means of recording progress of participants within the project

Practitioners were asked whether they measured the progress of girls who took part in their project, and what methods they used to do this. The majority of participants said that they did record progress, however approximately a sixth did not. The most commonly identified means for recording the progress of service users are illustrated on the chart below.



The most common means for recording progress are reviews, evaluation and database recordings. In addition to the above, practitioners also named three uniquely identified methods for recording progress; achievements of qualifications, Notes and Risk assessments.

The most common means for recording progress are reviews, evaluation and database recordings. In addition to the above, practitioners also named three uniquely identified methods for recording progress; achievements of qualifications, Notes and Risk assessments.

Challenges experienced by practitioners in working with girls and violence

Practitioners were asked whether they experienced any challenges to carrying out their work with girls and violence. There was a wide range of responses to this question, and it appears that practitioners experience many different challenges in their work. The most commonly identified challenge experienced by practitioners was motivation of the girls. Outside influences engagement and lack of time were also amongst the highest responses. Below you can find some other the commonly identified challenges;

Regarding the girls

- Girls chaotic/difficult lifestyles - attendance being affected, allocation of more time to some than others, lack of responsibility, girls' challenging behaviour
- Young females not wanting support
- Complex needs
- Recognising needs to intervene earlier not when areas of life become complex
- Progress not linear! There are always 'ups and downs'

Practical implementation

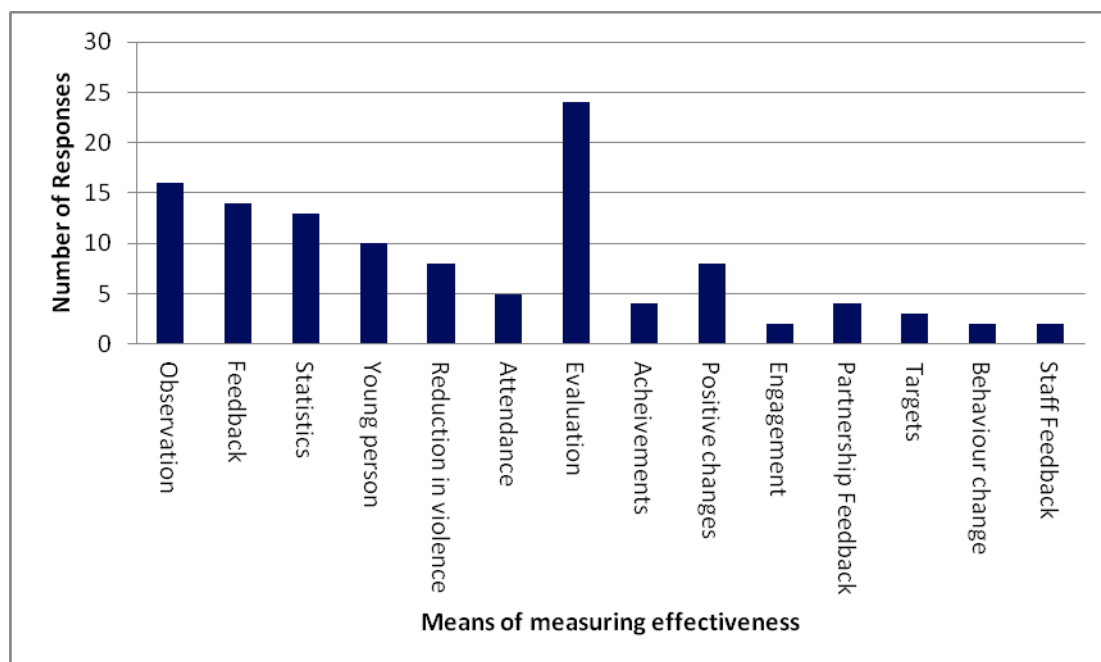
- Building trust to keep attendance going
- Not attending – both voluntary and statutory basis
- Home environment impeding on progress on changes being made
- Child friendly language/content
- Low number of referrals
- Motivation (both girls and staff)
- Delaying group intervention due to awaiting parental consent

Organisational challenges

- Partnership working – trying to manage project, inserting appropriate methods at the right time
- Funding
- Insufficient staffing
- Difficulty in referring to other services
- Institutional constraints and lack of protocols
- Lack of training
- Staff relationship with individuals and other staff members
- Engagement with SMU services
- Realistic target setting and effects on funding
- Lack of time
- Break from the project allowed to re-join at a later time. Flexible with participant needs – dip in and out of services.

Measuring effectiveness of methods used for working with girls who use violence

Practitioners were asked how they determine whether the methods that they use for working with girls who use violence are effective. There were a wide range of responses regarding this, the most common can be found in the chart below;

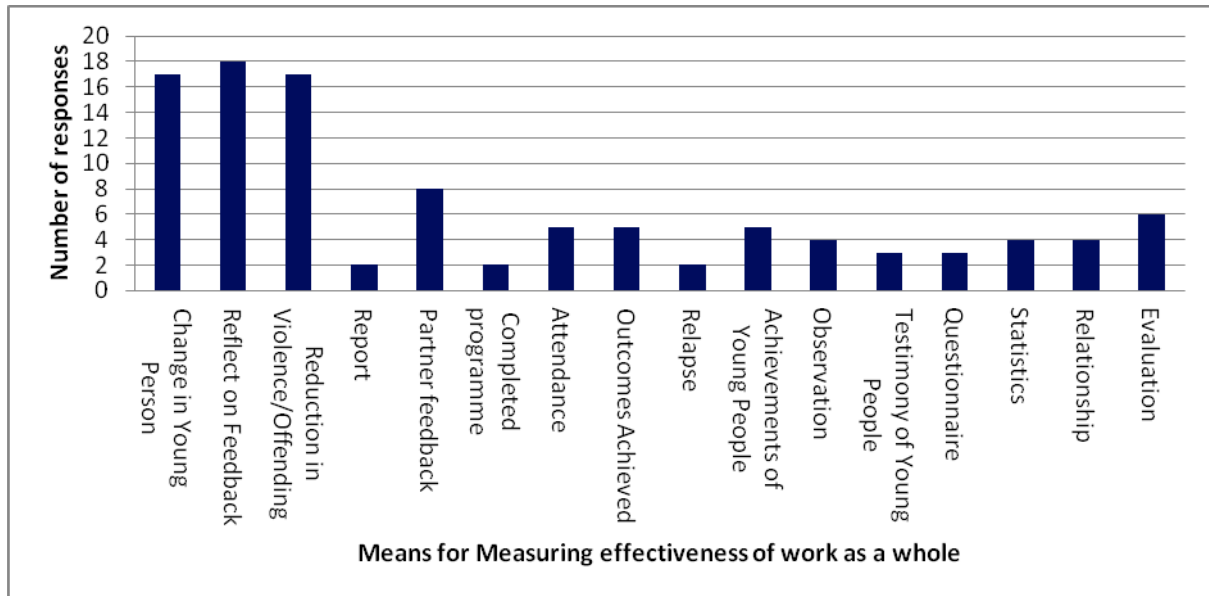


The most common means of recording effectiveness of methods used by the projects was evaluation. In addition to this however, some practitioners stated that they had not yet developed means for measuring effectiveness of their methods, due to time constraints such as their work being a onetime intervention without follow up, and general time constraints. There were some uniquely identified means for measuring effectiveness of the methods used in their project; Supervision, exit interviews, questionnaires, psychological evaluations, meetings and gathering information from other agencies.

Measuring effectiveness of work as a whole

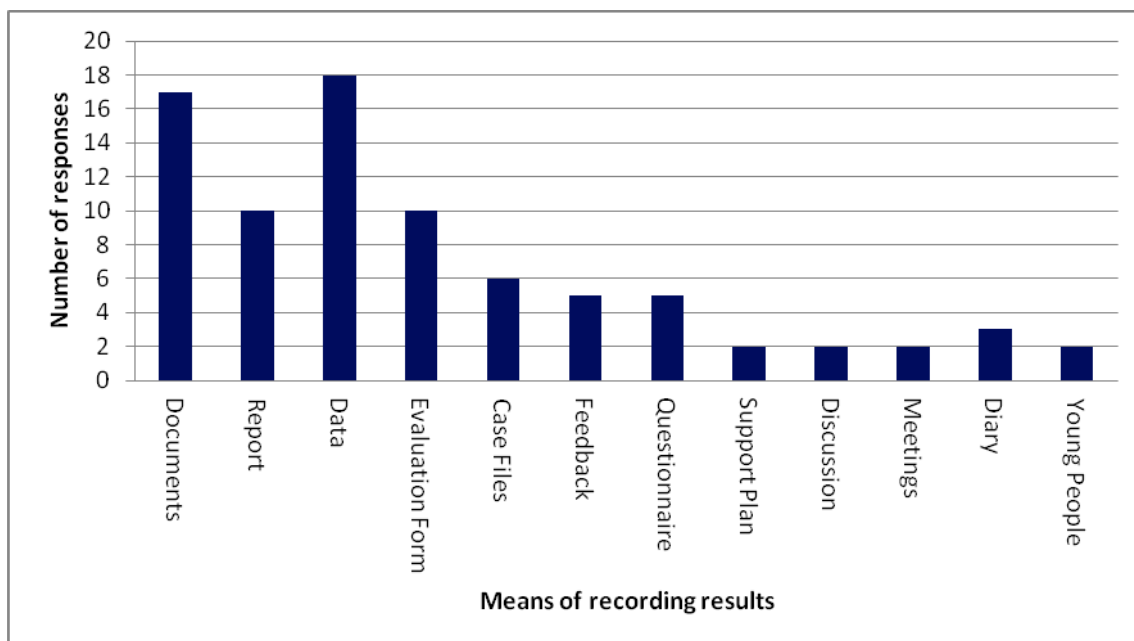
Practitioners were then asked how they measure the effectiveness of their work as a whole. Interestingly, the results for this section were quite different to the measures for effectiveness of the methods. The most commonly used methods for reflecting on the work as a whole

were less formal such as reflection on feedback, changes in the young person or observing a reduction in violence or offending. The chart below illustrated the range of responses provided by practitioners. There were some uniquely identified means of measuring the effectiveness as work as a whole: improvement in self-esteem, and meeting targets.



Recording results of work with girls who use violence

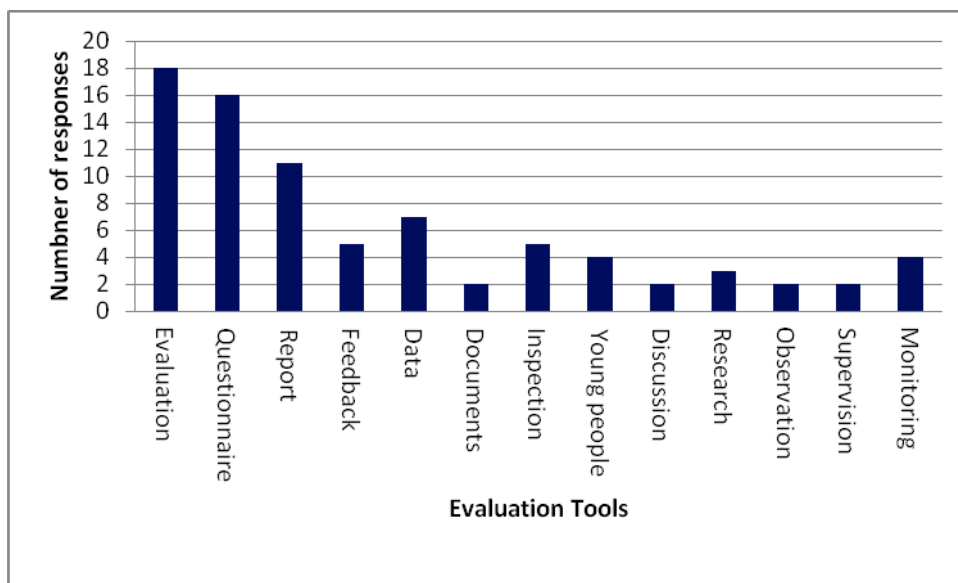
Practitioners were asked what methods they use to record the results of the work that they carry out with girls who use violence.



The most common means for recording the results of work with girls who use violence are data, and documents. Only 10 % of the participants stated that they did not record the results of their work. There were also some uniquely identified means of recording the results of work with girls who use violence: through websites, reflective practice, oral feedback, guidelines, achievements, contact log, individual assessments. It was also interesting to note that one of the practitioners stated that there was a dedicated member of staff whose role was to measure the results of the work carried out by that organisation.

Evaluation tools

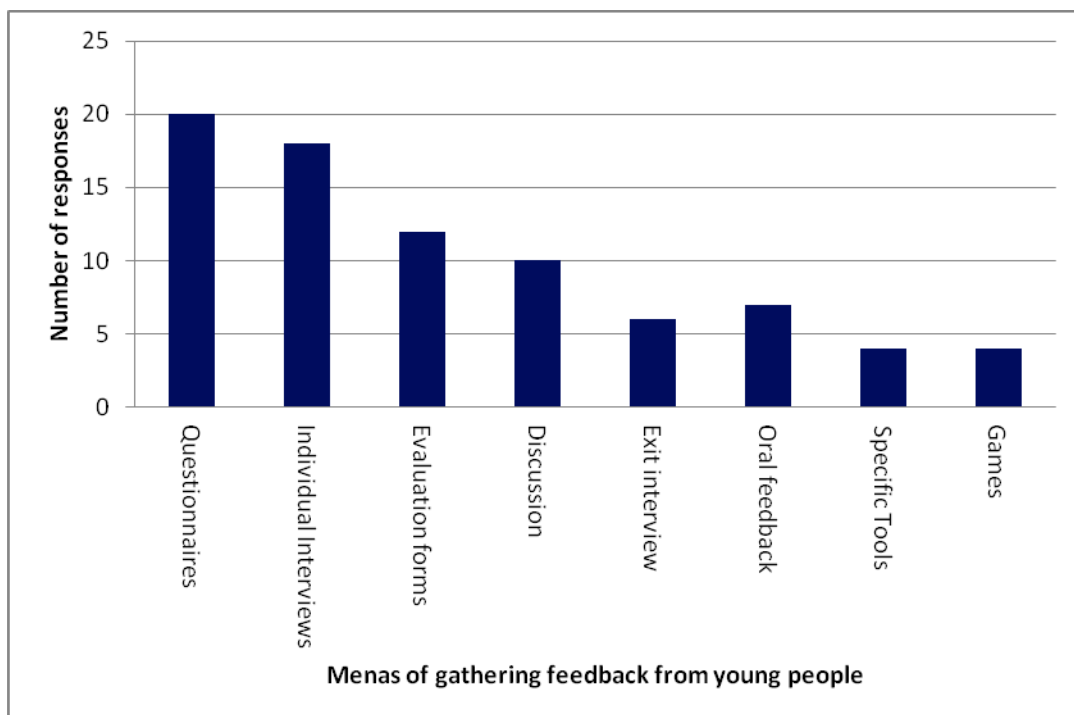
The majority of practitioners stated that they evaluated their work; only six of the practitioners did not currently have any evaluation procedures in place. Practitioners were asked what tools they utilised when evaluating their work.



The most common evaluation tools were evaluation forms and questionnaires. In addition there were some uniquely identified evaluation tools; surveys, opinion of professionals, qualitative methods, targets, reviews, reflective practice, guidelines, and assessments.

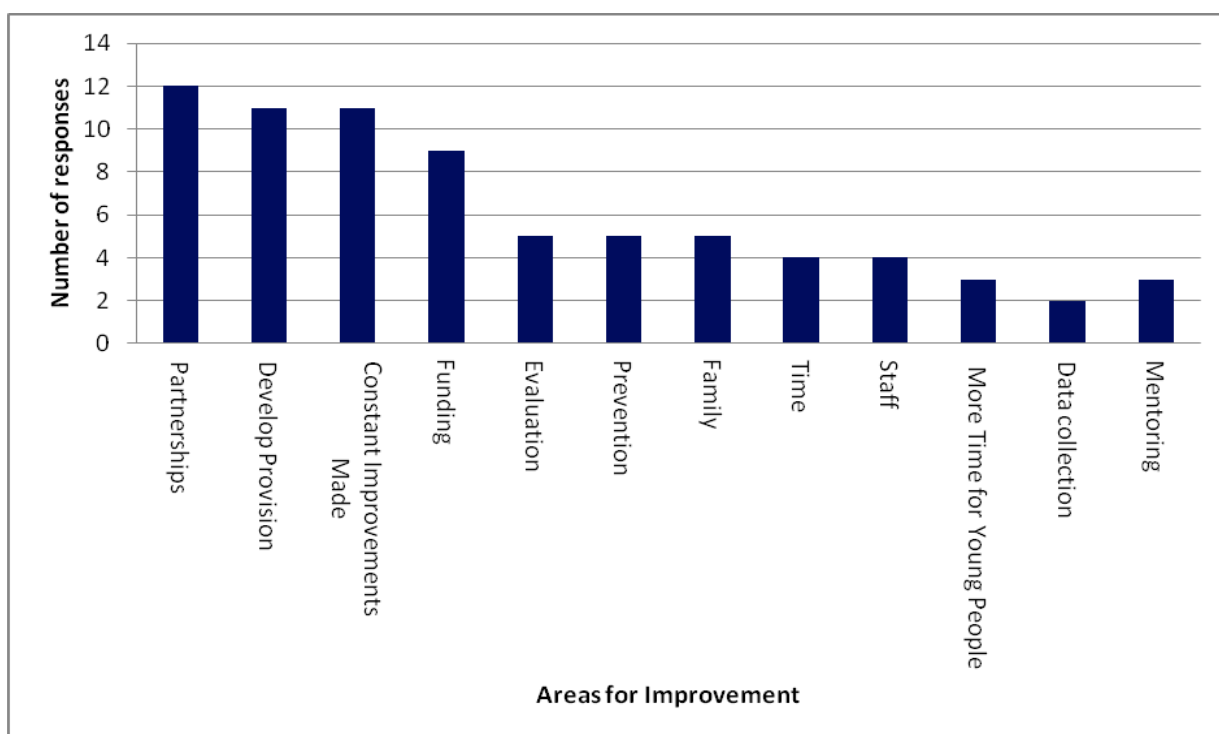
Feedback from girls who participate in the project/programme

Participants were asked to specify whether they asked the girls who took part in their projects/programmes to provide them with feedback on the work they do. They were also asked to specify what methods they used to collect this feedback. The most commonly identified methods for obtaining feedback were questionnaires and individual interviews. The chart bellows illustrates the range of responses.



Areas for improvement

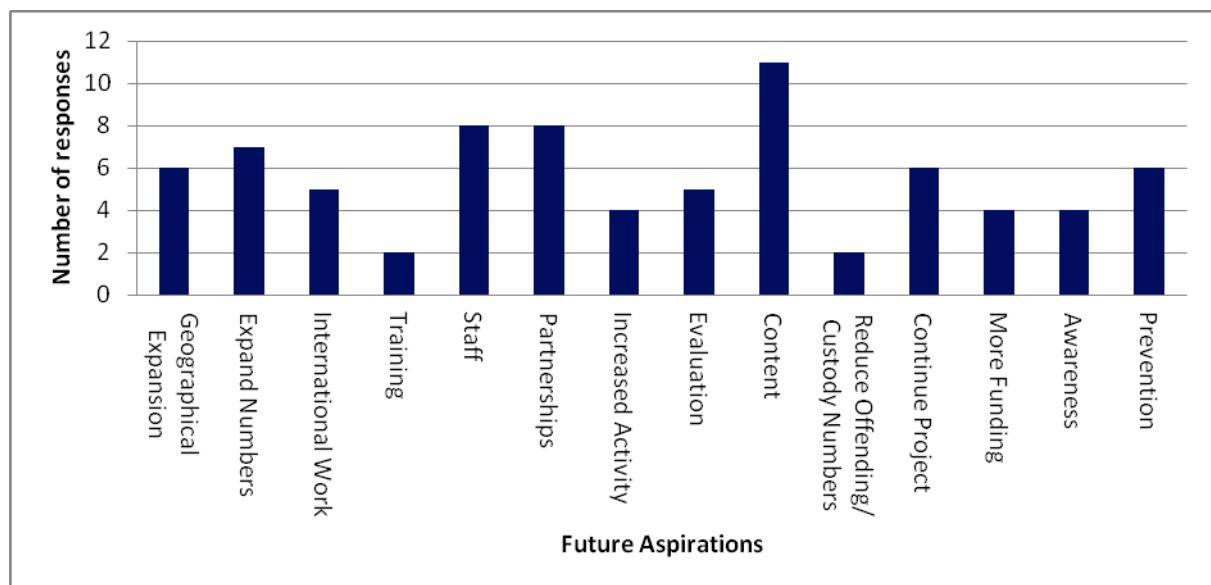
The practitioners were asked whether they thought there were any ways in which they could improve their project to make it more effective. Below are the commonly identified areas for improvement. The most commonly identified were improving and partnerships, developing provision.



In addition to the above, there were some uniquely identified areas for improvement: continuity of work, support from politicians, more flexibility, more training, less paperwork, more follow up, more male colleagues, transitional support, transport and an increased focus on violence.

Future aspirations for the projects

Practitioners were asked what the future aspirations were for their project. The most common responses were expanding the content of the programme/project, increasing staff, improving partnerships, and expanding the size of the project. There were some future aspirations that were uniquely identified by the practitioners: monitoring, time, knowledge, increased impact, more networking, adopt a holistic approach and more work in the community.



Conclusion

The questionnaire for practitioners was aimed at identifying best practice across the partner countries in working with girls and violence. The questionnaire was also a means of identifying and cataloguing what interventions and methods are currently utilised for working with girls who have or are involved with violence. Due to several difficulties including

translation, and an apparent lack of programmes for working with girls who use violence, this had an impact on data collection. Furthermore, due to the fact that the aim of this examination was not to be statistically generalisable, this report does not aim to make any direct claims regarding best practice but has outlined the common themes identified between the seven partner countries.

We got responses from a wide range of organisations such as; police, legal, educational, custodial, charities, statutory agencies, youth centres and programmes for girls. The wide range of responses has enabled an interesting snapshot of what practice is currently available for girls using violence in Norway, Sweden, Germany, Spain, Poland England and Wales. Despite of the fact that there were responses from seven different countries that have very different social and legal systems, as well as responses from many different types of organisations, it was apparent that there were several commonalities in approaching work in this field.

It appears that the majority of the projects who took part in the questionnaire are short term i.e. have been running for less than 5 years and were of a smaller scale. Most projects are delivering work for girls who are violent on a voluntary basis, and there are fewer who are subject to court orders, or a combination of both. The referral process for the projects identified some similarities, and the majority of referrals were accepted from other professionals, such as courts, social services etc. A range of eligibility criteria were identified such as offending, female only, violence, age, needing support, or family difficulties. The majority of projects did not have any specific eligibility criteria. Where eligibility was considered, the most common tool for identifying suitability was an assessment.

The majority of practitioners reported that the main evidence base for their methodology was research carried out by governments, laws or recognised methodology. It was interesting to note that a high number of practitioners stated that there was not currently any evidence base for their work. This could suggest that there may be a lack of research in this area of work. It was also interesting to note that the evidence base for their work as a whole tended to be more informal and focused on internal evaluation processes and observing the direct effect of the work on the girls who attended the provision.

The report has identified that the most common methods for working with girls and violence were group work, 1.2.1 support, addressing attitudes thinking and behaviour, counselling and

personal development. The desired outcomes for working with girls who are violent were a change in lifestyle, or a reduction in violence and/or offending. It was interesting that almost every project (65 out of 67) did not solely focus on violence, but also support the girls with additional needs. It appeared that the most common approach to working with girls who are violent is to work holistically, addressing other needs such as self-esteem and mental health.

The most common methods for recording the progress of the girls who attended the projects were reviews, evaluations and database recordings. The most common methods for recording the results of the projects were through documents and also database recordings. The most commonly used evaluation tools were, forms or questionnaires, and feedback from the girls was obtained through utilising questionnaires or interviews.

Practitioners identified a wide variety of challenges that they faced in carrying out work with girls and violence. Practitioners did however identify some similar challenges in carrying out their work such as motivation of the girls, engagement, outside influences and a lack of time. Most projects identified that their future aspirations for the project would be for it to expand, for their service to continue to develop and to improve partnership working.

This research has identified some interesting common themes and approaches to working with girls who are violent across seven European countries despite the different systems and laws in these countries, and has provided a baseline for future research into best practice for working with girls who use violence.

Part II: Study visit report

Introduction

As part of work stream 3, two participants from each partner country had the opportunity to participate in a study visit to one of the project partners for a period of one week. The aim of this study visit was for the partners to share best practice and to have the opportunity to observe and learn about different working methods and approaches to working with girls and violence. Partners were able to choose which destination they felt would be most beneficial, however it was ensured that visits were evenly distributed across the partner countries. Information about the different organisations is available in appendix 2. The participants were asked to provide a brief report on their experiences, based on a series of questions. This report will provide a summary of the information extracted from these reports. For the purpose of this report, the summary has been created using methods such as identifying common themes, organising them into categories and also highlighting any emerging points of interest.

Profile of visits

The table below demonstrates the distribution of the study visits by destination. As mentioned previously, partners were able to choose the destination for their study visit based on specific interests. However the allocation of visits was discussed in the partner meetings to ensure an even distribution across the partners. Sweden did not host a study visit, however all partners were able to observe interventions at GUTS during the partner meeting to Gothenburg in 2013.

<i>Partner Country</i>	<i>Study Visit Destination</i>
Poland	Swansea, Wales
Wales	Oslo, Norway
England	Alicante, Spain
Germany	Alicante, Spain
Norway	Warsaw, Poland
Norway	Munich, Germany
Spain	London, England
Sweden	London, England
Germany	London, England

Similarities identified between visitor and host

The partners were asked to identify whether they had observed any similarities between the practice of their organisation and the host of the study visits organisation. The aim of extracting this information was to determine whether there were any common themes or interventions being utilised across the seven partner countries. Below you can find the common themes identified by the partners.

Multiagency or partnership working

Several countries identified that they observed similarities in the methods and structure of partnership working during their study visit. England identified that similarly to Harrow Council, the IAF in Spain utilised as many resources as possible in order to support a family and had close relationships with other services such as schools, police, politicians and criminal justice Professionals. This similarity was also noted by Spain when they visited England. Wales identified that there were similarities between their structure of multiagency and partnership working and that of the SALTO model in Oslo. SALTO Sammen Lager Vi Et Trygt Oslo is a model which aims to prevent crime among children and young people in the city through collaborative partnership working between the police, the child welfare services and other actors working with youth. This is similar to the collaboration between the Youth Offending Service and the Police for the Bureau Process in Swansea, which also aims to prevent crime among children and young people.

Provision of constructive leisure activities, education or independent living skills

It was reported by the partners that it appears to be common for interventions with girls to be based around the provision of constructive leisure activities, i.e. providing activities which encourage positive use of leisure time. These similarities were identified by Wales during the visit to Norway and additionally. Some examples of the type of activities that have been mentioned are cookery, music, dance, photography, DJing, and Art.

Provision of independent living skills was also commonly identified as a method utilised in the different partner countries. Norway identified that in Poland similar support was provided for promoting independent living such as cooking, sewing and helping young people to stay in school. Germany identified that there were similarities in the work they did with young people and that in Spain, in that it focused on empowerment and independence.

Educational activities – Wales and Norway commonly provided education activities where young people could gain qualifications. Norway identified that in Poland vocational activities such as hairdressing were provided. In addition Poland reported an alignment with the types of activities provided in Polish and Welsh secure accommodation/ custodial institutions.

Group work structure and content

Wales identified that there were many similarities between the programme of the Sisterhood in Oslo and the Girls R Us programme, which is offered in Swansea. Both programmes addressed similar topics such as self-esteem, body image and relationships whilst allowing girls the opportunity to develop their interests. Norway reported that Germany similarly utilised participatory techniques during group work, and that there were also similarities in the programme content and types of activities provided.

Difficulties faced by the girls

London identified that alike young people in England, there was a fear of youth employment in Spain, and young people were concerned about job opportunities when they finished school. After having the opportunity to speak with girls in Swansea, Poland identified that there appeared to be similarities in the difficulties experienced by girls in Wales and those in Poland. These difficulties consisted of factors such as family issues, substance misuse, or victimisation of violence.

Preventative focus to working with girls

Another common feature which was identified during the study visits was that interventions for girls had a preventative focus. It was identified that interventions with a preventative focus were provided in Poland, Sweden, Wales, and Norway.

Other similarities

In addition to the above commonly mentioned similarities, there were some similar factors that were mentioned uniquely by some of the partners. During their visit to Germany, Norway identified that both organisations utilised a holistic approach to working with girls, i.e. they looked at the girl as a whole rather than solely focussing on one issue. Additionally during the study visit to Germany, Norway identified that their work was similarly gender specific, and that activities were provided both during and after school hours.

Differences identified between visitor and host

The partners were asked to identify whether they had observed any differences between their organisation and the host of the study visits. The aim of extracting this information was to support the process of learning from each other's practice. As above, there were several common themes that emerged from the study visit reports regarding the differences that were observed.

Systemic and organisational differences

Several partners commented on the differences between the system for young people in their country and that of the study visit host. Spain noted that the law regarding young people in the UK was more restrictive and that longer prison sentences for young people were available. They also highlighted the difference in the age of criminal responsibility between the two countries; age 10 in the UK and age 14 in Spain. Sweden noted that in England more young people were sent to custody. In addition Spain identified that there was a different structure of public social services. Spain all main social services are public, while in the UK many services in charge were NGOs or private organizations mainly funded by local councils. This was also identified by Sweden who reported that there is very few NGO's compared to England and most social work was carried out by governmental agencies. Norway identified that their organisation was a governmental organisation that worked with a small number of girls, however the organisation they visited in Germany was a NGO and worked with a much larger group of girls. The work in Germany was of a much larger scale and they had a larger amount of staff available that had more defined roles. Poland highlighted that there was a significant difference in the Criminal Justice System in Wales in that it is focused on preventing young people from entering the YJS and custody is often considered as a last resort. In Poland however, although some pre-court measures are being introduced, the system appears to be more focussed on punishment, and minor offences such as truancy, smoking use of alcohol can result in a young person going to court. Norway identified that their system was more preventative and focussed more on resettlement and aftercare than that in Poland, which appeared to be more punitive and less focussed on confidentiality.

Programme content and delivery

Sweden identified that in London it was common to offer families and young people comprehensive courses or programs that focused on strengthening parental roles and improving communication in the home. Germany identified that in Spain there were differences in the way that Aggression Replacement Training (ART), was delivered in that it was used more systemically and was delivered to both girls and their parents. ART in Spain was also delivered to mixed gender groups, however in Germany ART tends to be more solution focused and is not gender specific. Wales noted that there were some differences between the Sisterhood programme for girls in Norway and their Girls R Us programme. The sisterhood programme had a manual for practitioners that provides session plans and guidance and is used across the city. Additionally the sessions in the sisterhood programme follow a set structure/ritual every week- the girls arrive, say how they are feeling and one good thing that has happened to them that week. As part of the structure of the group, the girls can only speak whilst holding onto the stone. Poland reported that in Wales, the programmes tended to focus on improving independence, rather than staff advocating on their behalf, or adapting the young person to live in the facilities they were sentenced to. Norway noted that in Poland rehabilitation programmes tended to focus largely on the individual and did not seem to take into account external factors such as environment or family situation.

Attitudes towards young people

Wales identified that they observed there was a difference in the relationship between the Police and young people. In Oslo, Norway the role of a police officer differs to that in Swansea. Their role not only requires them to prevent crime protect the public and enforce the law, like the UK, they also have a secondary part to their role which allows them to have a different kind of relationship with young people. This entails a ‘social work’ type role where they work closely with a young person and are required to report any child welfare issues. Also in Norway, offending and substance misuse is considered as a welfare issue; therefore young people are worked with under child welfare services rather than through a youth justice system. Therefore it could be claimed that young people are less likely to be criminalised in Norway than in the UK. Poland identified that young people are considered more as “objects” rather than “subjects” of interventions where as in Wales services are young person led throughout the whole process. However in Poland young people are often forced to take certain decisions, to change their behavior under threat of punishment or loss of privileges. Norway identified that in Poland there appeared to be a larger focus on alcohol

abuse and teenage pregnancy, and that this could be influenced by societal attitudes considering parenting to be one of the steps in getting a future/ growing up. Also Norway noted that in Poland attitudes to young people and offending seemed to be considered as an inherited problem rather than being connected to their individual circumstances.

Multi-agency and partnership working

Germany noted that in Spain there were more robust partnerships with the police. Wales identified that in Oslo, the SALTO partnership meets regularly and there are designated SALTO coordinators who ensure that the agencies are all working in partnership with one and other. This partnership has a robust structure and information is shared efficiently between agencies. There is some partnership working in Wales; however there are sometimes barriers to sharing information, as this kind of structure does not yet appear to exist. Poland identifies that there were more robust partnerships in Wales and that they often experienced difficulties in sharing information or creating joint activities.

Differences in finance or funding

England noted that in the UK, there are a number of government initiatives that drive the local political agenda, dictating the priorities of statutory services. This affects the funding Local Authorities receive and in turn, what can be commissioned out to the third sector organisations (voluntary services, charities & NGO). Money is allocated by central government dependant on a complicated formula; this funding will then determine what activities are commissioned to support children, young people and their families. Partner agencies mentioned that their project/service offered to young women had been impacted on due to funding, and this was not observed in Spain. Poland identified that in Wales it appeared that more funding was available for young people and this was demonstrated in their provision of services such as supported accommodation.

Other differences

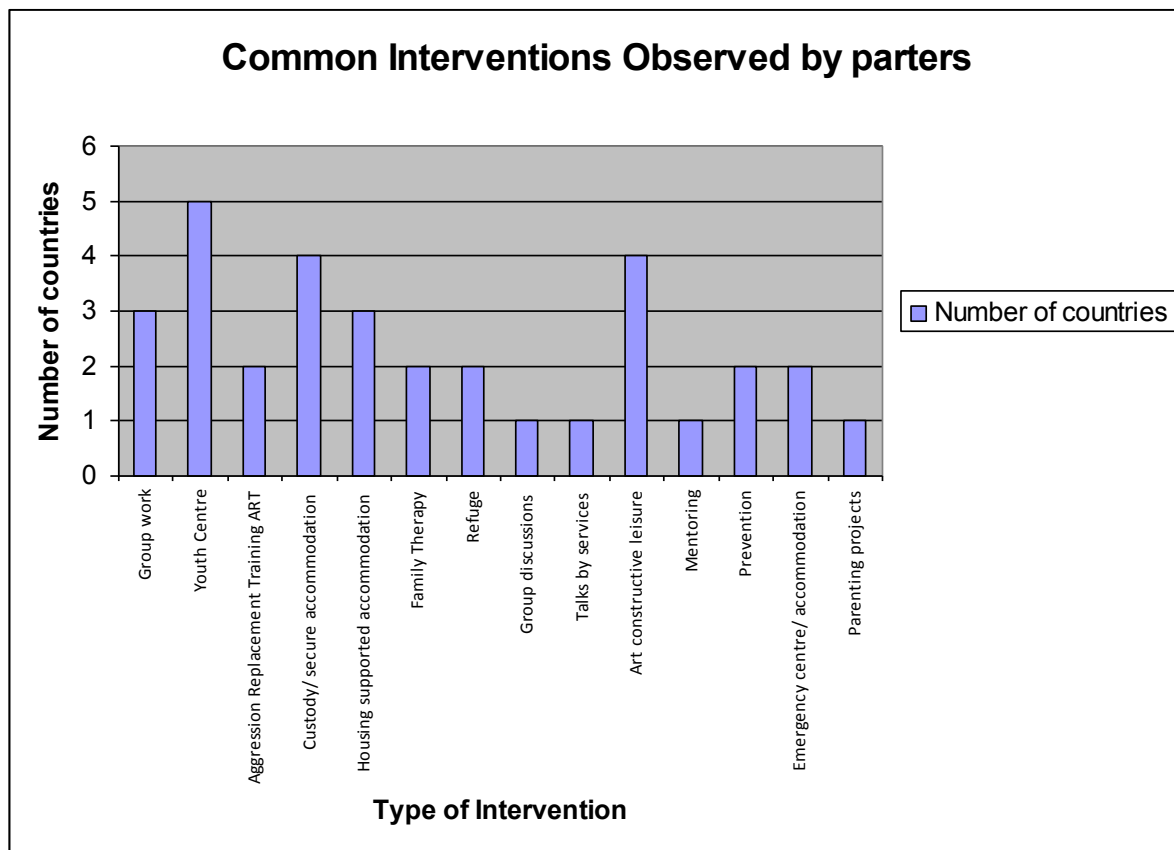
Spain and Sweden noted that there appeared to be a higher rate of youth violence in England and that they did not appear to have as significant issues with gangs (specifically girl gangs). Additionally it was noted that there wasn't as much focus in the UK on violence towards parents.

London noted that in comparison to Spain, due to stringent commissioning criteria for allocating funding, projects in England were required to demonstrate they had achieved their outcomes. This meant that there was also more formal monitoring of services, such as contract management, detailed reports on progress and performance, monitoring meetings and yearly audit on budgets, policies and procedures. Funded projects are required to demonstrate how their intervention has improved the outcomes for children and families through methods such as observations, interviews with the service users and through Strength and Difficulties Questionnaires (SDQ's). The difference noticed within the IAF However in Spain, this process was more informal, through asking the service users directly and being able to support the family until they no longer required the service. Wales identified that ART was not currently used in any of their interventions. Additionally Wales noted the use of social enterprise in prisons in Norway along with outreach as the earliest form of intervention.

Types of interventions observed

Partners were asked to report on what kind of interventions they observed during their study visits. The table below demonstrates the interventions that were commonly identified by the partners, and identifies which country these were observed in.

<i>Type of Intervention</i>	<i>Country</i>
Group work	Wales, Germany, Norway
Youth Centre	Poland, Wales, Norway, Spain, England
Aggression Replacement Training ART	Germany, Norway
Custody/ secure accommodation	Poland, Wales, Norway, England
Housing or supported accommodation	Poland, Germany, Norway
Family Therapy	Spain, England
Refuge	Norway, England
Group Therapy	Spain
Talks by services	Spain,
Arts/ constructive leisure	Poland, Wales, Norway, Spain
Mentoring	England
Prevention	Wales, Norway
Emergency centre/ accommodation	Poland, Germany
Parenting projects	England
Sentencing	Spain



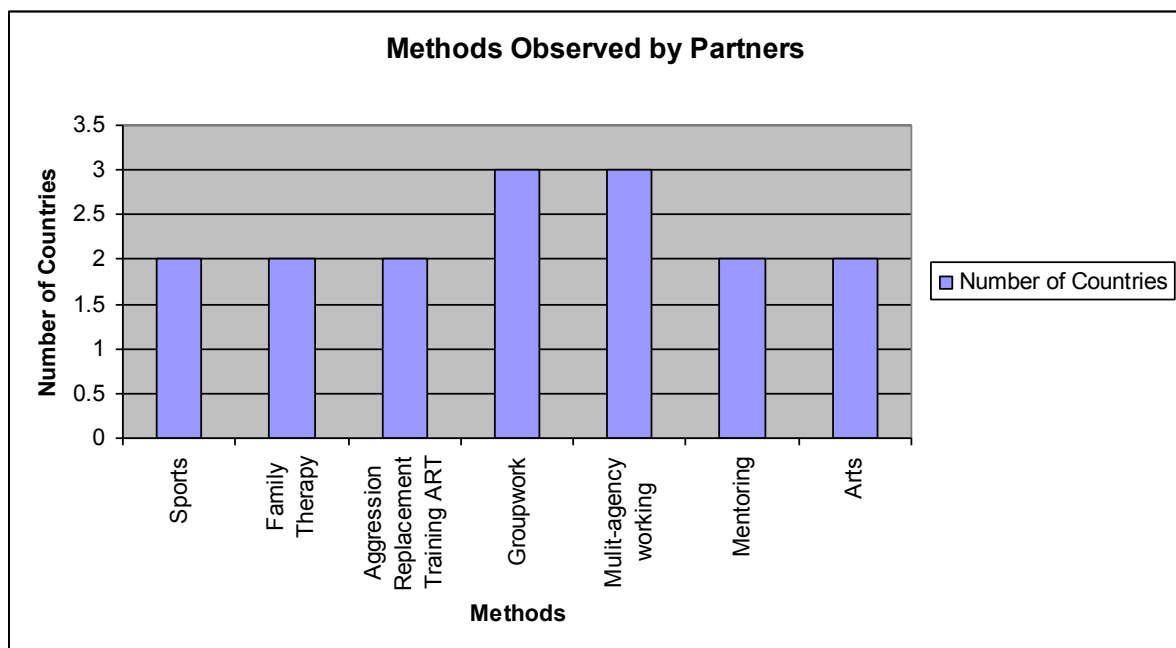
The chart above demonstrates that the most commonly observed interventions during the study visits were Youth centres, Custody/ secure Accommodation, Arts/ Constructive leisure. In addition to the above there were several interventions which were only observed in one country;

- Drop in-Norway
- Outreach-Norway
- Introductions by staff and therapists on their work- Spain
- Educational programmes-Norway
- Sentencing- Spain

Types of methods observed

Partners were asked to report on what methods they observed during their study visits. The table below demonstrates the methods that were identified by the partners, and identifies which country these were observed in.

<i>Method</i>	<i>Country</i>
Sports	Wales, Poland
Family Therapy	Spain, England
Aggression Replacement Training ART	Germany, Norway
Group work	Norway, Spain, England
Multi-agency working	Norway, England, Spain
Mentoring	London, Norway
Arts	Wales, Poland



This following table demonstrates the number of methods uniquely observed in one country during the study visits.

<i>Method</i>	<i>Country</i>
Cognitive Behavioural Therapy	Poland
Group therapy	Spain
1.2.1	Spain
Outreach	Norway
Group work Tools	England
Parenting projects	England
Counselling	Germany
Empowerment	Germany
Restorative Justice	Wales
Duke of Edinburgh's Award	Wales
Anger management	Wales
Stress management	Poland

It appears from this data that although there were many commonalities in the interventions utilised for working with girls and violence that were observed in the different countries, there was more variation in the types of methods used. The most commonly observed methods were group work and multi-agency working.

Interventions that partners would like to implement in their country

Following their observations, the partners were asked whether there were any interventions that they thought it would be useful or beneficial to implement in their own country. This was done as a way to try to identify some good practice examples.

NORWAY

- Implementation of partnership working methods observed in Poland- i.e. exchanging service for service rather than paying for activities.
- Provision of activities at low cost
- Stress management
- Constructive leisure
- Separate Police custody for minors
- Group work games and exercises
- Housing provision for young people

GERMANY

- Networking with Police
- Using Systemic approach to ART
- Review methods for Peer Mentoring

ENGLAND

- Talk from legal professionals in schools in order to raise awareness of law through real life case studies.
- Talks by 'young people friendly' police officers in schools

WALES

- Sisterhood girls group programme
- Aggression replacement training- Although Swansea YOS has an anger management programme already in place; there are parts of the ART such as social skills, moral dilemmas which could be embedded into current provision.

SPAIN

- Peer Mentoring

POLAND

- Restorative Justice including the idea of the Swansea Bureau established through a partnership approach between Swansea Youth Offending Team, South-Wales Police and supported by the wider Community Safety Partnership; designed to consider young people as 'children first, offenders second' by slowing down the sanction detection process to enable parents/carers/guardians to be involved in the response to the behavior of their children, providing an opportunity for the voice of the young person to be heard, separating the needs of the victim from the response to the child's behavior, focusing interventions on enabling young people to access their rights and entitlements;
- Duke of Edinburgh's award or similar programme
- Treating young people as individuals
- 'Getting to know me' run in the Hillside Secure Center in Wales
 - set up to get to know a minor who enters the facility for the first time; each person receives a booklet allowing him/her to understand a little bit more about themselves.

SWEDEN

- Mentoring methods- The mentors told us about the importance of clear communication in the relationship with the youth, and to be properly prepared. The importance of having processed their own traumas and negative experiences is something we in Sweden highlight as a prerequisite for being able to support others. HEART project mentors told instead that through their mentoring process they handled their own experiences. This is similar to the self-help method that is based on experience where people can reflect and reflect on their lives. I would like to see that we have more of this openness and this personal approach in a part of the social prevention in Sweden.

Important points that the partners learned from their study visit

The partners were asked what the most important point or lesson they took from their study visit to the other countries.

Lessons learned from visiting Germany

“The most informative and interesting thing I attended was the art girl group. It was very interesting to see how they ran the girl group. How they performed exercises, and what kind of rules they had. It was also very nice that we were not observers, but participated on an equal footing as the girls (as far as it was possible). I think that the emergency home for young girls and the youth housing was very informative to”

“That there were so many similarities in the way we approach the girls. I felt that the work we do in Ungdomstiltakene was confirmed, and that we are on the right track”

Lessons learned from visiting Poland

“By seeing how other countries work with various challenges, one often sees more clearly what you do yourself. The most striking impression I'm left with after our Poland trip was how person dependent the good measures seemed to be. The good examples seemed to have at least one strong enthusiast and driving force that was behind it, someone that really cared for the people they worked for”

“The thing that struck me as most obvious during my stay in Poland was how the country still seemed to be populated by a very homogeneous population. Those individuals that were different seemed to be highly noticed, and there seemed to be many difficulties in being accepted by your differences. I think this also affects the work with children and young people in Poland. Being a family therapist, I felt that they often seemed to have an answer or solution to every problem. Having a standardised and definitive answer or solution to the work that involves people seems to me as something that we, at least in Norway, have rejected as wrong and simplifying. I am a person who is concerned with identity and how a person identifies itself. I saw little of this in Poland”

Lessons learned from visiting Germany

“Many young people confirmed an increase in violent acts”

“Boys wouldn’t report violent offences committed by girls”

“Media behaviour affects the violent behaviour of young people specifically girls negatively”

“Violent acts often have jealousy and rivalry of boys as the cause”

“Expert staff often report that girls hit their mothers, we observed this in our ART too”

“It seems that the social class where the offenders (also female ones) have come from has changed. Previously, more offenders come from lower classes, currently mainly the middle classes would appear”

Lessons learned from visiting England

“The positive relationship between the IAF and the wider network of professionals and the trust between the police/family therapists and the young people/families stood out the most. The way the local police engaged with the young people enabled the messages to be heard. Likewise, the therapists seemed to have developed a trusting relationship with the family that we observed, this will I am sure, have a lasting impact on future change in behaviours”

Lessons learned from visiting Wales

“Early intervention and prevention along with robust partnerships between agencies can contribute to reducing offending and negative behaviour in young people. The perception of crime and substance misuse amongst young people being considered as a welfare issue, affected attitudes towards them and the type of support provided. This approach to working means that young people are not criminalised, and instead offered support to make positive changes in their lives”

“We started to pay more attention to details. The work is not always about the whole system, even though it is important to think of it, as the aim is to make it better, effective. In day-to-day work, however, we should focus on smallest details: on good communication, on the way we talk about certain things and the way we present them”

Lessons learned from visiting Spain

“The importance of using mentoring work methodology; the idea of promoting the creation of associations that intervene directly with young people. Specifically, this exchange made us think about how we can obtain more results by using the family cases already succeeded. We believe that we could use the practice of mentoring with families that have already gone through a family therapy process and have resolved their problems with other families who are still emerged in conflict”

Lessons learned from visiting Sweden

“The importance of using mentoring work methodology. The idea of promoting the creation of associations that intervene directly with young people. How well founded many things are in Sweden.”

Observation of direct work with girls who commit violence

Finally, the partners were asked whether they observed any direct work with girls who commit violence. The table below demonstrates their answers;

Country	Country Visited	Observed Direct work	Did not observe direct work
Norway	Germany	X	
Norway	Poland		X
Germany	Spain	X	
England	Spain	X	
Wales	Norway	X	
Spain	London		X
Sweden	London		X
Poland	Wales		X

It appears from this data that 50 % of the partners observed direct work with girls who are violent. It is also important to note that the work that was observed in Norway was in a mixed gender group rather than a gender specific group.

Conclusion

In conclusion it appears that the study visits were beneficial for the partners and allowed them to observe and experience different systems, interventions and methods for working with girls who use violence. It is difficult to make any general statements about practice in each country as the visits were mainly based in one city or with one particular organisation. It has been an interesting method for sharing practice between our partner organisations and has allowed us all to gain a better understanding of how we work.

It was identified through this report that there were several common similarities, in the way we work with girls who are violent such as; multi-agency and partnership working, provision of constructive leisure activities, group work structure, difficulties faced by girls, and preventative focus. There were also several common differences which were identified in the way the partners work with girls and violence such as; systemic and organisational differences, programme content and delivery, attitudes towards young people, multi-agency and partnership working, and financial or funding differences.

The partners observed many different types of interventions, however the most commonly observed were youth centres, custody/ secure accommodation, arts/constructive leisure. It was apparent that there was more variety in the type of methods being used by the different partners. This was a point of interest, although it appears that the countries utilise similar types of interventions, the methods for delivery were significantly varied. Methods such as sports, family therapy, ART, group work, multi-agency working, mentoring and arts and crafts were commonly identified across the partners. Half of the partners reported they had observed direct work with girl who are violent, however all of the partners reported that they observed something important from their visit and something that they think would be beneficial to implement within their own organisation or country.