



**Project “TOGETHER AGAINST VIOLENCE”
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• CROSS-NATIONAL COMPARISON AND GENERAL CONCLUSIONS



→ ANALYSES ABOUT SIMILARITIES AND DIFFERENCES.

- **More communalities than disparities between countries.**
- **Main differences are in the development and methodology of services and programs, but having important parallelisms.**

→ Analysis of communalities.



I. Preventive programs and services.

- Most measures faced within own social and family environment.
- *Communitarian services*: support socialization process; rebuild ties & attachments; redirect to new activities / opportunities.
- ***Key for effectiveness:***
 - * Integral solutions, comprehensive work at all systemic levels.
 - * Flexible services, adapted to individual needs.
- ***School intervention***: faces difficulties to fulfill needs and interfere effectively. Children's disappointment.
 - * Important *incoordination* and *shortcoming* at the school-family-
psychosocial care interface. Premature and rapid decision making,
without everybody's participation.

→ Analysis of communalities.



I. Preventive programs and services.

- *Effective preventive measures:*

- * Social counseling, leisure programs, workshops.
- * Early diagnosis and treatment; medical care & psychotherapy.
- * **Problem:** no funding, untrained professionals, bureaucracy.

- *Best practices:*

- * Basic habits & skills compensation, dynamic healthy activities, education in values, social and communicative ability teaching.
Child starring his/her own process → ***Right to participate!***

- *Other common problems:* scarce family work and **with** the family;

- * Insufficient training on child rearing, family conflict resolution, management of youth's violent behavior (esp. Bulgaria).
- * Parents ignorant about available support.

→ Analysis of communalities.



I. Preventive programs and services.

- *Common **challenges** for more efficient P. & S.:*

- * Higher investment, institution cooperation and regional coordination.
- * Professionals' training, valuation, burn out, vulnerability, instability.
- * Process completeness; services after 18.
- * Need for prepared foster parents.

→ Analysis of communalities.

II. Residential care institutions.

A) Failure to help youngsters with violent behavior...

- * *Supposedly...* 😊 Last resource after exhausting all possible community services & measures.
- * *Reality...* ☹️ Inadequate services; rash decisions; systems impotence... → **Chronified stays!**



- * *Institution problems:* - Unspecialized in V. → transfer to partner Inst.
= **Institution-hopping careers!**
- Lack/excess of control; inefficient, negligent, abusive staff; high conflict; iniquities; robberies... = **Stigmatization!**
= **Parent disappointment!**



→ Analysis of communalities.



II. Residential care institutions.



- * ☹️ **Life trajectory breaks = Breaks in social networks; no sustained attachments & relationships at school, center, etc.**

→ Analysis of communalities.



II. Residential care institutions.

B) Provoke significant change in aggressive youth...

* In the three countries, different philosophy, methodology, organization, with variable effectiveness; but...

* ...very similar *key elements* that help discontinue violent conduct:

- ☺ 1.- Stabilizing and normalizing environment.
- ☺ 2.- Integral and individualized education.
- ☺ 3.- Attachments and social network.

→ Analysis of communalities.



II. Residential care institutions.

B) Provoke significant change in aggressive youth...

1.- **Stabilizing and normalizing environment:**

- House & firm rules; routine, habits, skills for independent living
→ *give structural basis; promote self control.*
- Youth active participation, in rules, activities, mentoring
→ *part of self determination*

→ Analysis of communalities.



II. Residential care institutions.

B) Provoke significant change in aggressive youth...

2.- Integral and individualized education:

- School adaptation (Spain), workshops & extracurricular activities

→ *confidence in own abilities.*

→ *develop work habits; acquire professional skills... future!*

- Spare-time activities & sports → mean opportunities and motivation  to demonstrate and improve skills .

- Positive value transmission → *contribute; feel part of something; appreciation & gratitude from / to others.*

→ Analysis of communalities.



II. Residential care institutions.

B) Provoke significant change in aggressive youth...

3.- Attachments and social networks:

- Relationship with reference educator: trust, confidence, support acceptance, understanding → *peace, self confidence, open attitude* → **positive reference figure**
 - * more effective than behavior change or control
- Relations with center peers and staff
→ *valuable for personal development*
- Family relations restoration: stabilization and constant attachment (Bulgaria ☹)
- Therapies

→ Analysis of communalities.



II. Residential care institutions.

B) Provoke significant change in aggressive youth...

3.- Attachments and social networks:

- * Support to develop inner resources and potential for change.
- * ***Positive effects of stay:*** responsibility promotion; family environment; self-reflexivity; self-concept improvement; self-regulation; self-control. Relation changes; values.

→ Analysis of communalities.



III. Post-residential care services.

- ***Insufficient support for youngsters turning 18... International!***

→ Sustain effective elements beyond “the [efficient] center”.
Provide with suitable professional support, assistance for further living, job assignments.

→ ***Out-of-center anti-violence resources:***

* ***Self work:*** Clear vision of life; self control; active life (sportive, multi-task).

* ***Relations:*** Avoid bad influences; parents, friends & family support; establish one of their own.

GENERAL CONCLUSIONS

- Violent behavior can (only) be understood as the confluence of all the constituting elements of its factors; it is only the 'final explosive' outcome.
- It is necessary to work all of them, and at all levels. Special importance of *family* and *prevention*. Challenge: inclusion of the family and school support.



I.- TO WORK FOR / WITH THE FAMILY AND OTHER SIGNIFICANT ADULTS.

- The guidelines given and *planning* in the context of intensive education reduce violence; when providing the child of *relations and activities* tailored to their profile.
- *Successful programs* are those that support each of those involved, make preventive diagnoses and take measures in the context of the family.



II.- SERVICES AND INDIVIDUALIZED PLANNING, EVALUATING NECESSITIES.

GENERAL CONCLUSIONS

- When young people feel considered in the planning, they *get implied, self-regulate* and *engage* with their own process.
- We shall increase ways of *participation* and promote it among other agents.



III.- BEHAVIORAL CHANGE IS SUSTAINABLE ONLY WITH PARTICIPATION OF THE INVOLVED.

- Intensive education centers show keys and clues to *increase the effectiveness* of others and the services in the territory. Lack of financial resources.
- There is a clear *lack of post-residential services* that make last the effect of the stay at the centers. Participation, social corresponsibility and disstigmatization are important...



IV.- QUALITY AND EFFECTIVITY OF RESIDENTIAL CENTERS TO POSSIBILITATE THE CHANGE.

GENERAL CONCLUSIONS

- The *lack of specific training* in violence is usually solved with the transfer of the child to other centers.
- Effectiveness of the *reference figure* and their *interventions* in the context of the centers (in all countries), leads to promote it as a preventive factor in a broader context!
- It is necessary *to give space* for professionals' training and at the same time carry out their other tasks.



V.- CLUE ROLE OF PROFESSIONALS AND SPECIALIZATION IN CONTENTS & METHODS.



THANK YOU FOR YOUR ATTENTION !

