

# **Building Bridges**

## **Restorative Dialogues between Victims and Offenders**

### **A Guide to Establishing and Running the Building Bridges Programme**



# Building Bridges: Restorative Dialogues between Victims and Offenders



A Guide to Establishing and Running the Building Bridges Programme

~

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## **Acknowledgements**

Joost de Jager, the project coordinator, is to be thanked for his skilful and patient facilitation of our discussions.

We also wish to thank Tobias Merckle and Ivan Sotirov, who helped initiate Building Bridges. A very special word of gratitude is due to Katharina Resch, who was the key figure in the establishment of Building Bridges.

[2015] [Revised version 2016]



This publication has been produced with the financial support of the JUST/2013/JPEN/AG Programme of the European Union. The contents of this publication are the sole responsibility of the authors and partners and can in no way be taken to reflect the views of the European Commission.

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## Foreword

Prison Fellowship International developed the Sycamore Tree Project® (STP) in 1996 to provide its affiliates with a way to incorporate victims' concerns into their programming. It brings victims into prison to meet with small groups of prisoners for facilitated discussion of topics related to crime and justice. They are not each other's victims and offenders, but often the crimes are the same.

STP is now regularly used by Prison Fellowship affiliates from 34 countries in Europe, Latin America, the Caribbean, Europe, Africa, and the Pacific. It has been adapted in Rwanda, Colombia, and the Solomon Islands to help those countries deal with the aftermath of genocide and civil war. Studies in England and New Zealand have shown that STP changes the attitudes of its offender participants in a direction that would suggest they are less likely to commit new offenses. There is not yet published research on its actual impact on recidivism rates nor on its effects on the victims who participate, although there are research projects underway concerning both topics.

Some have questioned whether STP should be considered a restorative process since the victims and offenders are unrelated. Our experience is that it is an effective way to introduce a restorative perspective on crime and justice to prisoners and to victims. We can also say that it appears to help some victims heal from their trauma and gives prisoners a new understanding of the ripple effect crime has on the lives of victims, their families, and their communities. In some instances, STP participants have gone on to facilitated meetings with their own victims or offenders.

There are significant cultural, legal, regulatory, and religious differences in the countries using STP. Consequently, Prison Fellowship International has allowed its affiliates to adapt the program as needed. Europe is probably the region in which the most adaptations have been made, due in part to the highly structured nature of correctional regulations and secularism in many countries. Yet the European STPs have flourished, and it is our hope that they will grow further as a result of participating in the Building Bridges project.

Daniel W. Van Ness  
Executive Director, Centre for Justice and Reconciliation at Prison Fellowship International

## **Chapter 1**

### **Building Bridges: Introduction**

The purpose of this guidebook is to explain the Building Bridges programme and to provide practical guidance to individuals and organisations wishing to run and facilitate the programme. The guidebook is a training tool which explains step-by-step the content and developmental process of Building Bridges.

#### **What is Building Bridges?**

Building Bridges is the name of both an EU funded project, which seeks to establish a programme of intervention for victims and offenders, and of the programme itself. Information about the project can be found on the project website <http://restorative-justice.eu/bb/>.

The Building Bridges programme brings together a group of victims of crime with a group of offenders for ‘restorative dialogue’ and learning. In the programme, victims have the opportunity to meet with ‘unrelated’ offenders (i.e. offenders other than those who committed the offence against them) and to help them to understand how offending behaviour actually affects its victims. For victims of crime, this is an opportunity to share experiences of victimisation, to tell their story of the crime committed against them and its effects, to experience a form of apology, to experience constructive dialogue with offenders, to obtain a measure of restoration and healing, and to gain emotional support. Offenders who take part in the programme get a chance to understand how their offending behaviour affects others, to develop more empathy for victims of crime, and to change their perspective about their past behaviour. They are encouraged to reflect upon the roles that values such as respect, empathy, and accountability might play in their lives. And, they have the opportunity to make (symbolic) reparation for their past offences.

#### **Background and core features of Building Bridges**

The Building Bridges project is a collaboration between Prison Fellowship organisations in seven European countries (the Czech Republic, Germany, Hungary, Italy, the Netherlands, Portugal, and Spain) and two research institutions (the University of Hull, UK and Makam Research, Austria). The programme developed by the project involves an effort to develop and adapt the Sycamore Tree Project® (STP), for use throughout Europe. In what follows, we will briefly explain what Prison Fellowships are before describing the STP and explaining how the Building Bridges programme develops and adapts it.

#### *Prison Fellowship*

The Prison Fellowship movement was founded in 1976 by Charles Colson, following his release from prison for a Watergate-related crime.<sup>1</sup> During his time in prison, Colson realised the importance of Christian witness in prisons and, following his release, formed Prison Fellowship in the USA. This subsequently became the basis of a worldwide organisation, Prison Fellowship International (PFI). Today, Prison Fellowships exist in 125 countries and PFI is the principal association of national Christian ministries working within the criminal justice field. The distinctive feature of PFI is its emphasis upon combining prayer and practical activities - such as visiting and supporting prisoners and their families, and organising legal assistance and restorative justice programmes - to bring about justice and healing in response to crime.

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<sup>1</sup> See <http://www.prisonfellowship.org.uk/who-we-are/our-story-so-far/> (last accessed 25/06/2014).

### *The Sycamore Tree Project®*

PFI developed STP (in 1996, with the name deriving from the Biblical story of Zacchaeus.<sup>2</sup> It was piloted in the United States, England and Wales, and New Zealand in 1997, and programme manuals were published in 1998. STP has been run in 34 countries in all continents. STP is run in a prison by trained Prison Fellowship volunteers and small group facilitators. STP typically consists of 6-8 sessions of 2-3 hours. In different countries two main ways of delivering STP have developed: (i) with equal numbers of offenders and victims throughout and (ii) as a more offender-oriented, victim-awareness course, in which a victim or number of victims take part in just some sessions. The objectives of STP are to meet needs of both inmates and crime victims who participate. With regard to inmates, the goals include: encouraging them to take responsibility for their actions; enabling them to develop victim awareness and empathy; enabling them to experience confession, repentance, forgiveness, and reconciliation regarding their offences; and to help them make amends through participation in acts of symbolic restitution. With regard to victims, the aims include helping them to resolve issues around the offence committed against them; giving them a chance to tell their stories and to start a healing process; helping them to become better informed about crime, offenders and restorative justice; enabling them to see offenders take responsibility for their offending; facilitating them to do ensure that something positive and useful comes out of the damaging experience of crime, and helping them gain a sense of closure, forgiveness and peace. PFI allows its affiliates to adapt the STP programme as needed.<sup>3</sup>

### *Restorative justice*

The idea of restorative justice features significantly in STP and Building Bridges. Restorative justice is a distinctive way of viewing and responding to crime. Whilst it has ancient roots, the contemporary restorative justice movement emerged in the 1970s. Since the 1990s, interest in the idea has grown rapidly and today criminal justice systems all over the world are experimenting with restorative justice. Very basically, the core idea of restorative justice is that in the aftermath of a crime justice can be best achieved, not simply by punishing the perpetrator(s) of the crime, but by encouraging and facilitating perpetrators to understand and help repair the damage the crime has done to people and relationships.<sup>4</sup>

### *Restorative dialogue*

A key idea of the restorative justice movement is that one powerful way of achieving the goal of repairing the harm caused by crime is restorative dialogue.<sup>5</sup> Restorative dialogue involves offenders and victims of crime meeting face-to-face for a facilitated discussion of the harm crime causes and of what might be done to repair this harm. There is an emphasis upon victims and offenders themselves deciding these matters through dialogue, rather than relying upon experts and professionals to provide them with answers and solutions. A key aim of restorative dialogue is to enable offenders and victims to come to a common understanding of the harm of crime and agreement on how best offenders can make amends.

### *Building Bridges*

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<sup>2</sup> Luke 19 vs. 1-10.

<sup>3</sup> Communication from Daniel W. Van Ness, Executive Director, Centre for Justice and Reconciliation at Prison Fellowship International.

<sup>4</sup> For an overview see Johnstone, G. *Restorative Justice: Ideas, Values, Debates, 2<sup>nd</sup> edition* (London: Routledge, 2011).

<sup>5</sup> See G. Johnstone and I. Brennan, *Victim-Offender Encounters for Restorative Justice Dialogue: A Review*, available at <http://restorative-justice.eu/bb/wp-content/uploads/sites/3/2014/12/WS-1.-D1.3c-VOM-review.pdf>.

The STP has significant potential for promoting justice and healing in response to crime. The Building Bridges project is based on the idea of realising that potential throughout Europe. In order to achieve this, Building Bridges employs the basic ideas of STP, but also makes some significant adaptations. In particular:

- The Building Bridges programme incorporates scientific research. From the outset, the practical development of Building Bridges has been informed and shaped by state-of-the-art knowledge about restorative justice and the experience of victimisation and by a distinctive evaluation aimed at identifying the factors that assist and might hinder successful implementation of the Building Bridges programme.<sup>6</sup>
- A particular concern behind the development of Building Bridges has been to make the programme as beneficial for victims who participate as for offenders. Hence, the programme is based upon knowledge on how to involve victims in such interventions and on what the needs of victims of crime are and how these are best met.
- Building Bridges is designed to be run in a range of settings, both inside and outside of prisons<sup>7</sup>.

### **About this guidebook**

This guidebook has been prepared for people and organisations who wish to run a Building Bridges programme. In order to ensure that the programme is run effectively and in line with standards designed to ensure the safety and well-being of all who participate in it, it is crucial that those involved in organising and delivering Building Bridges receive appropriate training. Hence, we advise that anyone seeking or planning to run Building Bridges contacts a member of the Building Bridges project team. Contact details are available at: <http://restorative-justice.eu/bb/>.

This guidebook forms the basis of training on the basic elements of Building Bridges. It provides an overview of Building Bridges (chapter 2); explains the roles and responsibilities of programme facilitators (chapter 3); explores ways of recruiting and preparing participants (victims and offenders) for a Building Bridges programme (chapter 4); explains the basic structure of a Building Bridges programme and provides some general guidelines for programme organisers (chapter 5) and emphasises the importance of follow-up work, and makes some suggestions on how this might be organised and conducted (chapter 6).

Although it explains the role and responsibilities of facilitators in a Building Bridges programme, this guidebook does not provide a programme of facilitator training. However, some guidance on how to arrange appropriate training is available on our website <http://restorative-justice.eu/bb/>. The website also contains a selection of resources which will be useful for those running a Building Bridges programme. Prison Fellowships who wish to run Building Bridges can access STP manuals and other materials from Prison Fellowship Europe (PFE).<sup>8</sup>

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<sup>6</sup> The scientific papers from Building Bridges are available at <http://restorative-justice.eu/bb/publications-links/>.

<sup>7</sup> See attachment 'Peace Circles' on the building Bridges project website

<sup>8</sup> At the time of publication, PFE is in the process of relocating its headquarters. Contact details, when available will be made available on the Building bridges website.

## Chapter 2 Overview of Building Bridges

### Restorative justice<sup>9</sup>

Penal systems pursue ‘legal justice’. They seek to impose upon criminal wrongdoers the punishment they deserve, to treat all citizens ‘equally’, and to respect the rights of suspects and offenders. In punishing offenders, penal systems also seek to achieve other ‘forward-looking’ goals, such as reducing the desire and opportunity of offenders (and others tempted) to commit further offences in the future. To the extent that they succeed in these tasks, penal systems perform valuable social functions: providing a meaningful and just response to criminal wrongdoing and creating greater security.

For various reasons, most criminal justice systems only partly succeed in these tasks. However, even if they functioned perfectly, they would still meet only some of the needs created by criminal wrongdoing. Criminal wrongdoing causes much physical, psychological, financial, and social harm to its victims (direct and indirect). It also damages the *trust* required for healthy social relationships between people in society. And, arguably, even those who commit criminal wrongdoing are often damaged by the experience (regardless of whether they are convicted and punished). If people affected by criminal wrongdoing are to experience justice and healing, society’s response to crime has to extend beyond the dispensing of ‘legal justice’. In addition, it has to incorporate efforts to repair the ‘wider harm’ caused by crime.

In recognition of this need, a powerful social movement has arisen in recent decades promoting *restorative justice* in response to criminal wrongdoing. The core principle of restorative justice is that in the aftermath of criminal wrongdoing, the priority of society should be to ensure that the harm caused by the offence is repaired. Another key idea is that the best way of achieving this is for all the parties with a stake in an offence to meet face-to-face and collectively decide how to deal with its aftermath and future implications.

In practice, restorative justice takes a variety of forms. The most developed forms of restorative justice are victim-offender mediation (VOM) and ‘conferencing’, in which a group of people affected fairly directly by an offence take part in a facilitated meeting (ideally after undergoing intensive preparation), express their feelings about what happened, and contribute to deciding how the offence should be dealt with – with an emphasis on reparative outcomes. In discourses of penal policy discussion of restorative justice has, rightly, focused on VOM and conferencing. However, efforts to bring an experience of restorative justice to people affected by criminal wrongdoing take many other forms. One of these is the Sycamore Tree Project® (STP).<sup>10</sup>

### The Sycamore Tree Project® – the conceptual basis for Building Bridges

The Building Bridges programme is based on the fundamental concepts of the existing Sycamore Tree Project, a restorative justice programme offered by affiliates of the global organisation Prison Fellowship International, initially designed to be run in prisons with groups of offenders,

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<sup>9</sup> The literature on restorative justice is now vast. For an overview and critical discussion of the key themes, see Johnstone, G. *Restorative Justice: Ideas, Values, Debates, 2<sup>nd</sup> edition* (London: Routledge, 2011). Johnstone, G. (ed.), *A Restorative Justice Reader* (London: Routledge, 2013) is a collection of essential readings on the subject.

<sup>10</sup> STP is one of many efforts to bring restorative justice into prisons and to prisoners. For an overview of these, see Johnstone, G. (2014) *Restorative Justice in Prisons: Methods, Approaches and Effectiveness*, Council of Europe, PC-CP/docs 2014/PC-CP(2014)17e rev, available at [http://www.coe.int/t/DGHL/STANDARDSETTING/PRISONS/PCCP%20documents%202014/PC-CP%20\(2014\)%2017E\\_REV%20Report%20on%20Restorative%20Justice%20in%20Prisons%20by%20Mr%20Gerry%20Johnstone%2029.09.14.pdf](http://www.coe.int/t/DGHL/STANDARDSETTING/PRISONS/PCCP%20documents%202014/PC-CP%20(2014)%2017E_REV%20Report%20on%20Restorative%20Justice%20in%20Prisons%20by%20Mr%20Gerry%20Johnstone%2029.09.14.pdf).



victims, and volunteers. The STP programme has always placed an emphasis of having actual victims involved in the restorative justice process, although the number of victims involved and the extent of their involvement varies across different parts of the world. It is probably useful to think of this variation as existing on a continuum. At one end, one victim comes in for one session of the course. At the other end, there are equal numbers of offenders and victims, and victims have input in multiple sessions. (As we shall see, the aspiration of Building Bridges is to have this latter end of the continuum as the starting point/goal).

Although STP programmes are diverse in their implementation, they all follow a core structure, focussing on helping offenders to learn more about the effects of crime in the lives of those involved, especially victims. STP helps offenders to learn to take responsibility for their deeds and make steps towards restoration of the harm caused by their crime. The main topics of an STP programme are:

- Restorative justice – introduction
- What is crime and who are involved and affected
- Taking responsibility
- Confession
- Forgiveness and reconciliation
- (Symbolic) act of restitution

During the STP programme (a) victim(s) (who is not a victim of any of the offenders who participate) comes in to share his or her personal experience of crime and the feelings and situations that follow in the aftermath of crime. Research conducted with participants and facilitators in the scope of the Building Bridges project found that the story of the victim appears to be a powerful way for the offenders to recognise and understand the actual effects of crime. The research also showed that the sharing meant a lot for the victims involved. It was found that during STP programmes, victims often feel it was the first time that they had had the chance to speak to offenders and to have a voice in the criminal justice system. Over the many years that STP has been offered, victims have often reported the programme as having helped them to let go of a lot of negative feelings. Crucial to this is that they now experience offenders as people willing to listen to them and say sorry for what happened. They find out that offenders are human beings with a life and a story as well. The stereotypical image of ‘the criminal’ which they had in their mind tends to fade and the offender becomes humanised to them. The studies conducted in the framework of the Building Bridges project underline the claim that the healing is often so strong that after participating in several STPs the victim does not feel like a victim any longer and wants to ‘move on’.

### **Building Bridges**

Building Bridges is a project that seeks to further develop the Sycamore Tree Project in order to create more and better opportunities for restorative dialogues between victims and offenders. Building Bridges seeks to create opportunities for victims to share their personal experiences and have a voice in the criminal system. In Building Bridges, one of the founding ideas of STPs is emphasised: victims are not merely as a means to reach out to prisoners in order to help them develop more victim empathy; rather, victims are involved as people who themselves deserve and require the opportunity to take part in a restorative process in the aftermath of crime. In Building Bridges victims are offered opportunities to work on restoration and reconciliation. Based on experiences of many STP programmes in the past, the hope and expectation is that Building Bridges will contribute to the wellbeing of the victims and their perspective for a healed and better life. In the research underpinning the Building Bridges project, we will seek to

determine whether and to what extent that does occur. We also expect that the healing through well-facilitated restorative dialogues between victims and offenders can be achieved in other settings, such as peace circles in local communities. Hence Building Bridges can also be organised outside of prisons and in the project we will be attempting to assess the healing effects of these also.

Building Bridges will add elements to the existing STP in order to provide more guidance on victim support. How does Building Bridges build upon STP to make it more victim oriented? The main development is that Building Bridges will be faithful to the STP ideal that victims and offenders both participate in equal numbers and in all sessions. Building Bridges will seek to focus more intensely on victims, develop tools to attract them to the programme and to provide them with support, and enable EU countries to run a programme with equal numbers of victims and offenders. This will create more interaction between victims and offenders and more possibilities to support all participants in their own process. This composition of the group of participants makes substantive additions necessary. Building Bridges will both focus on the offenders and their behaviour and process of restoration, as well as the story of the victims and their process of healing and restoration. Building Bridges will add more guidance and emotional support for the victims who participate. Their needs and questions will be met, whether in the in-prison programme or in community peace circles. Building Bridges will inform and train facilitators on how to do victim and offender preparation and aftercare. The following diagram (Figure 1) represents the goals of Building Bridges with regard to victims.

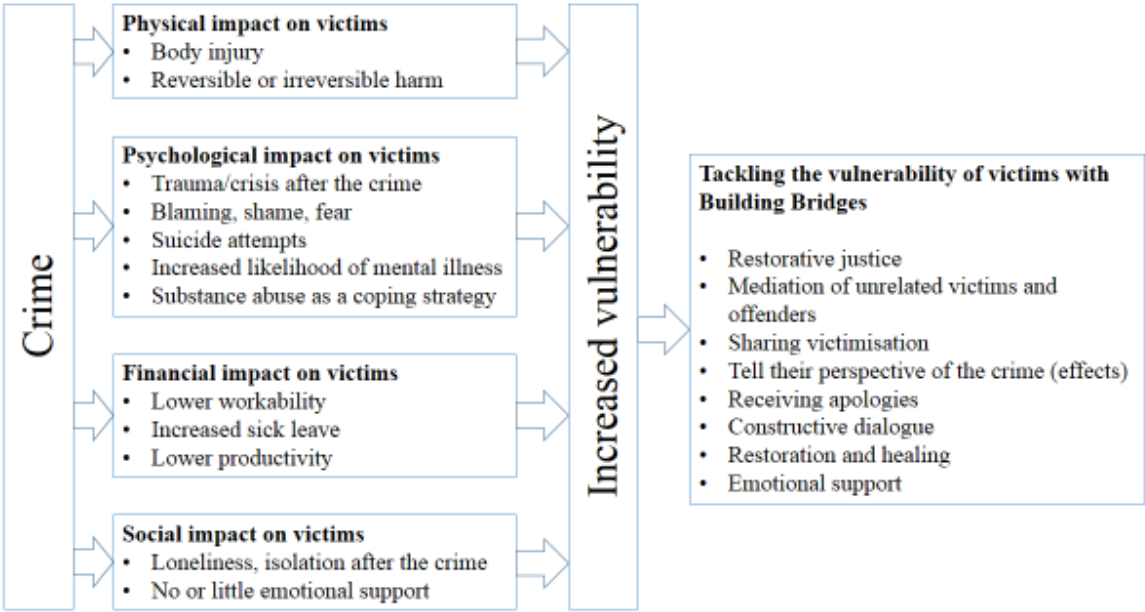


Figure 1: Logic model for Building Bridges

**Quality assurance in Building Bridges**

In running a Building Bridges programme it is essential to have in place mechanisms which:

- ensure that the wellbeing of all participants in the programme is safeguarded;
- ensure that the core values of Building Bridges are upheld at all times;
- ensure that the prison authorities (where it is run in prison) and the public have confidence in the programme;

- ensure that outcomes are monitored and recorded in a systematic way, so that the success of the programme can be demonstrated.

### **Building Bridges: Project objectives**

Building Bridges is the creation of a consortium of seven European Prison Fellowships, and two research institutions.<sup>11</sup> The project is supported by a European Commission Action Grant JUST/2013/JPEN/AG/4479.

The programme has a range of long-, medium-, and short-term objectives:

#### *Long term objectives*

- Promoting victim support, especially emotional support and restoration.
- Promoting restorative justice through victim-offender encounters in Europe.
- Contributing to socially just communities in Europe.
- Contributing to victim participation in European victim-offender programmes.
- Contributing to working on changing value systems with offenders in the aftermath of crime.

#### *Medium term objectives*

- Transferring an effective methodology (STP) and further developing it to Building Bridges for victim support into different European countries and settings.
- Enabling victim-offender mediators and facilitators, counsellors, prison psychologists, social workers, and others to support victims in the restoration process.
- Training victim-offender mediators and facilitators, counsellors, prison psychologists, social workers, and others in the Building Bridges methodology.

#### *Short term objectives*

- Implementing Building Bridges in European prisons and community sites and testing it in 14 programmes.
- Undertaking a rigorous process evaluation of Building Bridges to determine feasibility in different settings inside and outside of prisons in Europe.
- Sharing and spreading knowledge about the Building Bridges methodology.
- Writing a book about victim-offender encounters with Building Bridges.

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<sup>11</sup> Gevangenenzorg Nederland; PF Hungary; PF Portugal, Confiar Associação; Seehaus e.v. (PF Germany); PF Italy; PF Czech Republic; Confraternidad Carcelaria de Espana; University of Hull, UK; Makam Research, Austria.

## **Chapter 3**

### **Facilitating Building Bridges**

Each Building Bridges programme is run by a facilitator, assisted by one or more co-facilitators. In this chapter we explain the roles and responsibilities of the facilitator and co-facilitators and the attributes, knowledge, skills, and experience they require.

#### **Facilitators: Roles and responsibilities**

The facilitator's basic functions are:

- to lead the group through a series of topics;
- to encourage and facilitate open communication and constructive dialogue amongst the participants, enabling them to express their thoughts and feelings, share their experiences, and discuss their problems;
- to ensure that the programme environment is safe, secure and supportive;
- to promote diversity and equal opportunities;
- to maintain and ensure confidentiality;
- to provide participants with appropriate further information about sources of support;
- to lead the team delivering the Building Bridges programme, allocate tasks within the team and provide co-facilitators with effective supervision and support;
- to gather and make effective use of feedback.

What follows is a more detailed breakdown of the facilitator's role:

#### *Leading the group through the topics*

The facilitator is responsible for organising each session of the Building Bridges programme, in accordance with the programme structure chosen for that programme. This includes ensuring that there is a clear 'delivery plan' for each session, that there are appropriate and sufficient programme materials, and that each session is effectively managed.

#### *Facilitating restorative dialogue*

Communication and dialogue are at the heart of Building Bridges. In order to facilitate this the programme leader must:

- explain the ground rules for participation and communication and ensure adherence to these rules;
- encourage and facilitate all members to participate in the sessions to an appropriate level;
- ensure that all communication is respectful – that people speak respectfully and, crucially, listen respectfully.

#### *A safe and supportive environment*

The Building Bridges programme must take place in a safe and supportive environment. The team should create a supportive environment regarding atmosphere, listening, and encouraging. It is the responsibility of the facilitator to ensure that appropriate arrangements are in place to safeguard the group and its members. This includes having in place a clear strategy and procedure for handling crisis situations in the sessions.

### *Diversity and equal opportunities*

It is the responsibility of the facilitator to ensure that the Building Bridges policy on diversity and equal opportunities is adhered to throughout the duration of the programme.

### *Confidentiality*

The facilitator's responsibilities include ensuring that the confidentiality policy of Building Bridges is explained to participants and adhered to during the Building Bridges sessions.<sup>12</sup> The facilitator should ensure that any electronic or printed information about the group sessions is stored safely taking into account the requirements of confidentiality. Some prisons may require behaviour reports about participants; if this is the case, this should be made clear at the beginning of the programme.

### *Information about further sources of support*

The facilitator should compile two brief guides to sources of further support that participants can access locally: one for victims and one for offenders. These should be made available to participants during the programme.

### *Feedback*

The facilitator should ensure that feedback is gathered after each session of the programme from the participants and that this is analysed and taken account of before the next session.

### *Supervision and support of co-facilitators*

Facilitators should provide co-facilitators with effective supervision and support, and encourage them to acquire the knowledge, skill, and experience they will need to become programme leaders. There needs to be a clear division of tasks during the programme for smooth collaboration. The facilitator has a leading role in this.

## **Co-facilitators**

It is recommended that the facilitator be assisted by at least one co-facilitator. The role of the co-facilitator is to support the facilitator, as appropriate, in all aspects of their role.

The co-facilitator should assume full responsibility for the group if, for any reason, the facilitator has to leave the session (if there is more than one co-facilitator, the one who will adopt this role should be clearly designated in advance). In many cases the co-facilitators are leaders of the conversations in small groups. To ensure that can do this effectively, they should be well equipped and trained in backgrounds, content of the subjects, as well as group leading skills.

## **Key attributes, knowledge and skills required by facilitators**

Facilitators and co-facilitators need to be committed to the basic principles and values underlying Building Bridges (see chapter 2). In addition, they require a range of skills and attributes, especially:

- the ability to communicate effectively, including good listening skills;
- excellent planning and organisational skills, including the ability to work as part of and to lead teams;
- the ability to analyse and evaluate performance (including their own performance) and progress;

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<sup>12</sup> See attachment 'Agreement of Participation' on the Building Bridges project website

- open-mindedness, including flexible thought processes and the ability to think and behave non-judgmentally;
- a commitment to learning;
- a high degree of awareness of safety issues;
- a strong sense of personal responsibility.

People with the above attributes and skills can be found in many settings. Crucially, facilitators need not have any particular qualifications or professional status, nor a background of work in criminal justice, nor any specialised knowledge (of criminology, victimology, restorative justice, etc.). What is important is that they can provide evidence that they possess the above attributes and skills and are willing and able to acquire any more specialised knowledge they will need.

Building Bridges – being informed by the principles of restorative justice - is different in nature from professional support for victims and offenders. Part of the idea behind Building Bridges is to draw upon under-utilised ‘resources’ that exist in communities to provide support for victims of crime and support and accountability for perpetrators of crime. Another crucial idea is to ‘build bridges’ between the community and the prison (and other settings in which offenders are found). Hence, the role of facilitator is in principle open to anyone, regardless of their professional status. The key factors in determining the suitability of someone to facilitate a Building Bridges programme is their motivation, commitment, possession of the skills and attributes outlined above, and willingness to take part in a course of effective training for the role.

### **Recruiting and training of facilitators and co-facilitators**

Recruiting can take place *via* various routes. These include:

- finding people who are volunteering in your organisation at the moment;
- placing advertisements in newspapers, magazines, and other forms of communication used by your organisation;
- personal recruitment, when you know suitable persons;
- a ‘volunteer bank’;
- approaching members of specific professions likely to have good facilitation skills (such as teachers, social workers, psychologists or lawyers).

Recruitment should involve application forms, personal interview, and a written contract.

Once recruited, facilitators and co-facilitators should be provided with training<sup>13</sup>, covering topics such as:

- restorative justice;
- Building Bridges;
- ‘Who am I as a programme leader?’;
- practical issues (ICT, programme material, what to know about entering a prison, evaluation forms, preparation with the team);
- writing reflections and evaluations;
- working with groups, especially victims and offenders (types of participants, group dynamics, and roles of leadership). Make use of role play and video clips;

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<sup>13</sup> See attachment ‘Suggested Training Outline’ on the Building Bridges project website

- presenting subjects/ teaching.

## **Chapter 4**

### **Recruiting and Preparing the Participants**

In order to run the Building Bridges programme you need a group of suitable victims and offenders. The programme organiser should designate a person, or small group of persons, whose responsibility it is to recruit these participants. Although various aspects of the recruitment process should be commenced as early as possible, individual participants should not be contacted and registered until the programme organiser is sure that the programme can be run. This is because, once a victim or offender has made the commitment to take part in a Building Bridges programme, to cancel or delay the programme can itself be damaging for them.

Once participants have been recruited, they then need to be carefully prepared for the process. One of the key themes to emerge from the literature evaluating all restorative justice processes is that the more thoroughly the participants are prepared, the better the chance is that the process will have beneficial outcomes.<sup>14</sup> Hence, again, programme organisers should designate a person or group of persons responsible for this preparation and a clear preparation plan should be in place before enlisting participants.

In this chapter, we first describe the process of recruiting and preparing victims, and then the process of recruiting and preparing offenders. However, since one of the main challenges which the Building Bridges project is addressing is that of how to extend the benefits of programmes such as STP to more victims, we will discuss this in more detail.

#### **Victims**

##### *Initial contact and assessment*

The Building Bridges programme is designed for persons whose lives have been detrimentally affected by a crime committed against them, who have recovered from the initial experience (sometimes called the ‘recoil’ phase), and who now need support to move on to the next stages of recovery from the experience of victimisation.<sup>15</sup> It is important to assess carefully whether victims are ready, in terms of their emotional state, to take part in Building Bridges. Such an assessment will inform thinking about the amount and nature of preparation a victim will need in order to safely take part in, and benefit from, the programme. An assessment checklist, designed to assist facilitators/programme organisers in conducting the first contacts with victims, in order to get information that will help determine their readiness for the programme and what is required to prepare them, has been devised by the project team and is available on the Building Bridges website<sup>16</sup>. In what follows, we focus on some key issues.

The attitude of victims towards offenders is likely to vary. Some victims may appear to be in a vengeful state of mind, and express aggressive or hostile attitudes towards offenders. This is not a bar to participation provided victims agree to, and are likely to comply with, the following two basic ground rules of the Building Bridges Programme:

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<sup>14</sup> See, for instance, United Nations, Office on Drugs and Crime, *Handbook of Restorative Justice Programmes* (Vienna, 2006), especially chapter 5, available at [http://www.unodc.org/pdf/criminal\\_justice/06-56290\\_Ebook.pdf](http://www.unodc.org/pdf/criminal_justice/06-56290_Ebook.pdf).

<sup>15</sup> For a brief and excellent account of the experience of crime victims, and of the phases involved in recovery from this experience, see chapter 2 of Howard Zehr’s important book *Changing Lenses: A New Focus for Crime and Justice*, 3<sup>rd</sup> edition (Scottsdale, PA: Herald Press, 2005). This chapter, indeed the entire book, should be read by everyone involved in organising and delivering the Building Bridges programme.

<sup>16</sup> See attachment ‘Assessment checklist’ on the Building Bridges project website



1. Anything said during a Building Bridges programme should be kept confidential.
2. Participants should behave *respectfully* towards all other participants at all times.

So victims who are in a ‘vengeful’ state of mind may well be suitable for a Building Bridges programme, but will need a lot of careful preparation. Similar considerations apply to victims who wants to meet with offenders in order to impress upon them how bad their behaviour was. In general, it is important to bear in mind that Building Bridges is not necessarily looking for people with a forgiving attitude, or who want to take part in the programme for purely altruistic reasons. After all, a central purpose of the programme is to help transform those who take part in it.

A rather different issue that may arise in first contact with victims is that they tend to downplay the effects of the crime upon them, or even regard themselves as deserving whatever bad effects they suffered. Here again, it is crucial to understand that crime often affects its victims in complex ways.<sup>17</sup> Victims may still be confused about how they feel about what happened, or find it difficult to express their true thoughts and feelings. The general point is this: it is worthwhile spending a significant amount of time with victims in order to determine how prepared they are for a Building Bridges programme and what further preparation they may need.

One issue which may become evident in initial contact with some victims is that they are prone to express prejudicial attitudes towards others (e.g. express racist or sexist attitudes, or be condescending towards people with disabilities). Here, the crucial question to ask is whether such victims are likely, with careful preparation, to be able to abide by the basic ground rules stated above. The purpose of assessing the emotional state of victims is *not* to screen victims so that only those with ‘correct’ attitudes take part. Only those who do not agree to, or are very likely to be unable to comply with, the basic ground rules, even with extensive preparation, should be considered unsuitable.

A further issue to be considered carefully is a recognisable risk of *re-traumatisation*. This may occur when emotions which seem ‘still too fresh’ come up in the preparatory interview. Also, if the crime experience has not yet been processed, and victims have too many questions, they may need other forms of support before they can safely take part in a Building Bridges programme.

If victims of sexual crimes wish to participate in a Building Bridges programme, very careful consideration needs to be given to how this might affect the way the victim’s story impacts upon offenders, and also to the additional forms of victim support that will need to be provided. There are several reasons for this: (1) offenders tend to look down on sexual offenders, and by hearing a story of a victim of sexual crime it is hard for them to relate that to their own offences;(2) with regard to perpetrators of sexual crimes, hearing a victim of a similar crime could help, but often for those offenders it is hard to see what they did wrong, so there can be negative dynamics in the group; (3) victims of sexual offences need specific forms of victim support, which the general Building Bridges programme is unable to provide. So, additional forms of appropriate support will need to be found and provided, alongside the programme.

### *Recruiting Victims*

Recruiting suitable victims is one of the biggest challenges facing anyone seeking to organise a Building Bridges programme. It is important to be imaginative and creative in recruitment approaches, whilst at the same time staying firmly within the bounds of what is ethical. It is

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<sup>17</sup> Zehr, *Changing Lenses*, chapter 2 (see footnote 16 for full citation)

important to respect the rights of victims who do not want to be contacted, or who make it clear that they are not interested in taking part in the programme. Crucially, Building Bridges works on the principle of *voluntary* participation. Victims must make a free and informed decision on whether to participate. What follows are some typical methods of recruiting victims used by programme organisers (P.O.s):

**a Self-referral**

A victim refers herself/himself to the programme. For example, a victim might contact the programme organiser, having heard about the programme through the media, an article, or other marketing activities. To maximise the potential of recruiting victims through this route, it is crucial to have multiple and effective methods by which victims can contact the programme organisers (email, telephone, letter, etc.).

**b Personal contacting**

In this option, programme organisers contact single victims who might be known to staff members, telling them that for the current programme victims are still being sought.

**c Selection from a well-known pool of victims**

Some programme organisers have pools of victims with whom they frequently work. Advantages of this method include the fact that the victims are well known to programme organisers and that preparatory work can be reduced to a minimum. However, over-reliance on this method has a significant shortcoming: one of the core goals of Building Bridges is to bring healing and justice to as many victims of crime as possible. This goal will clearly not be achieved if one only includes a small pool of victims who have already experienced the healing effects of the programme.

**d Professional referral bodies**

A professional body, such as the police or members of the judiciary, refer a victim to an intermediary, such as a victim association or a professional network for facilitators, and the intermediaries then contact programme organisers with a view to arranging for them to meet with the victim. It may be useful to try to form cooperation agreements with such bodies.

**e Word-of-mouth referral**

A direct form of referral takes place if a former victim who takes part tells other victims about the programme.

**f Victim conferences/events**

Some programme organisers visit events or conferences or victim's associations and recruit victims there.

**g Set up a victim counselling**

As an organisation setting up building Bridges programmes, it might be worthwhile considering to set up an own victim counselling centre<sup>18</sup>

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<sup>18</sup> In the attachment 'victim counselling' information is provided on how Prison Fellowship Germany has set up a victim counselling centre where victims are supported and if applicable referred to and prepared for a Building Bridges programme. See Building Bridges project website.

Facilitators may however face difficulties, including a lack of contact with or support from victim associations. Some may over-rely upon informal relationships with individual professionals in therapeutic or victim-support fields. As such it is critical that programme organisers and facilitators seek to develop stable contacts with victim associations, setting up written agreements with them, trying to work on mutual benefits and closer cooperation structures.

### *Preparing Victims*

As emphasised earlier, victim preparation is an essential element of the Building Bridges programme. A preparation checklist, designed to assist facilitators/programme organisers to prepare victims of the programme, has been devised by the project team and is available on the Building Bridges website. In what follows, we focus on some key issues.

There are three levels of preparation:

- The preparation process is handled with a single appointment with the victim (selective preparation).
- The preparation process is handled with multiple appointments with the victim (intense preparation)
- The preparation process is handled with a ‘Building Bridges programme session 0’, for the victim participants apart from the offender participants

The methods of preparation may include interviews, telephone calls, or single/multiple appointments. If appointments are multiple, it is unusual for more than three appointments take place.

The main aims of preparatory work with victims are:

- to ensure that victims understand the nature of the programme, what it can achieve, what it cannot achieve, and what their role will be;
- to assess the expectations of victims from the programme;
- to answer any questions the victim may have concerning the programme.

## **Offenders**

### *Contact and assessment*

With a few exceptions (see below) the Building Bridges programme is suitable for almost any offender. The key consideration in recruiting offenders is that participation must be voluntary and informed. The purpose of Building Bridges must be explained carefully to offenders. In particular, it should be recognised that many offenders may be apprehensive about taking part in the programme, and especially about being confronted with victims of crime. Hence, it is important to get across to them what the purpose of programme is, and also what it is not. Offenders need to understand that victims are not taking part in the programme in order to punish them or to seek revenge. It should be explained that the purpose of the programme is to help them to reflect upon their past offending behaviour, to get a better understanding of its impact upon victims, and to discuss what they might do to make amends and put things right. Offenders need to understand that the programme will be challenging, but also supportive. It is crucial, in the recruitment process, that offenders have the opportunity to ask questions about the process and to have them answered.

As with all participants, offenders must agree to, and show that they are likely to comply with, the following two basic ground rules of the Building Bridges programme:

1. Anything said during a Building Bridges programme should be kept confidential.
2. Participants should behave *respectfully* towards all other participants at all times.

A key concern in Building Bridges is to prevent any re-traumatisation of victims, so offenders must be carefully assessed and prepared to ensure that this does not happen.

Very special care needs to be taken when offenders who wish to take part in the programme may be prevented, by reasons of mental or emotional disorder, from safely taking part in it. Here, the principle of diversity and equal opportunities needs to be considered alongside concerns about the safety of all participants and the risks of re-traumatisation of victims.

Sex offenders are not generally not suitable for the Building Bridges programme, unless the programme is specially designed for sex offenders and specially trained volunteers are available to facilitate it. A group that contains a minority of sex offenders can be problematic.

#### *Recruiting offenders*

Methods of recruiting offenders to participate in a Building Bridges programme will differ, depending on whether the programme is to be run within a prison (or other custodial institution) or as a peace circle (outside prison).

#### *Recruiting offenders inside prison*

In order to recruit prisoners within a prison it is necessary to work in cooperation with the prison authorities. A first step is usually to discuss this with the person(s) in charge of the prison, at the same time as permission is being sought to run the programme within a prison.

In seeking participants, seek advice and assistance from professional staff working in the prisons (especially psychologists, educators, and those responsible for faith provision and pastoral care).

Recruitment methods could include:

- giving a presentation of the programme for a group of prisoners;
- the use of flyers and posters;
- an entry in an education/training book (where prisoners can pick courses) if one exists;
- asking previous participants to spread word about the programme and its value.

#### *Recruiting offenders outside prison*

For programmes run outside of prison it can be both more difficult to make contact with offenders, and it may be harder to persuade offenders to participate. Hence, it is important to establish strong links with agencies which have more regular contact with ex-prisoners. These include:

- associations with responsibility for the care and resettlement of ex-offenders;
- probation services;
- social assistance organisations;
- those running prisoner aftercare programmes.

Once the challenge of contacting ex-prisoners has been overcome, a range of methods, similar to those used for recruiting offenders within prison, should be used.

### *Preparing offenders*

A great deal has already been learned, by those running STPs, about best practice for preparing offenders for programmes such as Building Bridges. The following guidance draws upon that experience.<sup>19</sup>

- Offenders should have the opportunity to meet with the facilitator and ask, and have answered, any questions that have about Building Bridges and their role in it.
- One crucial goal of this process is to establish a relationship of trust between the facilitators and the offender-participants.
- It is useful to have a preparatory meeting with all offender-participants, to explore why they decided to take part and their hopes and expectations for the programme.
- The timetable for the sessions should be explained and discussed, and offender-participants should confirm that, unless there are unforeseen and exceptional circumstances, they can and will attend every session.
- It is crucial to get offenders to understand that many of the victim-participants will also be very apprehensive and nervous about taking part in the programme. Also, for courses run within prisons, try to get across the point that the victim-participants are likely to be less familiar with the prison environment.
- Explain clearly all of the ground rules for participation in the programme.

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<sup>19</sup> Hence, what follows is based heavily in *Sycamore Tree Project: Programme Guide* (Washington DC, PFI: 2010), p. 3.

## **Chapter 5**

### **The Building Bridges Programme: Suggested Structure**

The Building Bridges programme can be run in a variety of ways – there is no set programme. However, in this chapter, we will provide some very basic example of a programme structure. The purpose of doing this is to enable those who wish to run the Building Bridges Programme to envision what it might look like in practice and to have a basic structure as a starting point. Organisers of specific programmes will, of course, want to or need to adapt and develop this structure in order to create a programme appropriate for particular settings or circumstances. This is fine and indeed expected; the only constraint is that the programme should embody the key features of Building Bridges and be organised around its core values. Before setting out this structure, we will first set out a number of general guidelines for those organising a Building Bridges programme. We wish to emphasise strongly, however, that – other than the essentials - these are merely guidelines. In practice, programmes are likely to vary considerably due to local circumstances, various constraints, and so on. Crucially, it is more important that a programme is designed to achieve the goals of Building Bridges, and to adhere to its core values, than it is to adhere to a definite structure.

#### **General guidelines**

##### *Essentials*

Before the actual course starts, the leader of BB course must be sure that the following acts have been completed:

1. Recruitment of participants and volunteers.
2. Preparation of participants.
3. Send information about the programme to the prison authority (where the programme is run within a prison).
4. Obtain the necessary permissions for the course. Such permits shall specify the dates of the sessions, the list of the participants, the room for the course and the tools you may need to use within the project. Communicate with prison or other facility about participants, importation of course material, and planning.
5. Inform organisations and stakeholders of which the potential participants become familiar with the programme.

##### *Facilitation and programme preparation*

- There is usually one facilitator, supported by a small number of co-facilitators (see chapter 3).
- The facilitator, in advance, should divide tasks among team members, and prepare them for leading (small) groups.
- Appropriate arrangements should be made for PowerPoint presentations, video clips, reading - and homework material, drinks and snacks, breaks, etc.

##### *Duration and spacing*

- A Building Bridges programme usually consists of 5-8 sessions.
- The most common 'spacing' of the sessions is one per week.
- The usual duration of each session is two hours.

### *Participants*

- The usual number of offenders (or ex-offenders) who take part in each programme is 6. However, this can vary considerably.
- Ideally, the number of victims taking part in the programme will match the number of offenders.
- Offenders and victims should undertake to attend every session.

### *The 'active', involved and participatory nature of Building Bridges*

- Whilst there will usually be some formal presentations and 'teaching', the sessions should consist mainly of discussion (in small sub-groups or the whole group) and story-telling.
- As well as discussion, it is useful to have some group activities.

### *The setting*

- A room large enough to accommodate all participants and facilitators is required.
- There should be flexible furnishing to enable small-group and whole-group discussions to take place, as well as presentations.
- Where the programme is run in a prison, clear and carefully thought through arrangements will need to be made to ensure that victims and facilitators can come into the prison safely and that there is a clear procedure for this.
- Where the programme is run in a prison, clear and carefully thought through arrangements will need to be made to ensure that offenders are able to participate fully in the programme. This should be discussed in detail beforehand with a relevant member of the prison staff.

### *Certificates*

- Each participant who completes the programme should receive an appropriate certificate of participation after the final session.

### **The 'trajectory' of Building Bridges**

As in other restorative justice processes, Building Bridges is structured to bring participants along a particular trajectory. Early on, the emphasis is upon the understanding, acknowledging and accepting responsibility for the harm and trauma caused by criminal wrongdoing. As the programme progresses the emphasis shifts more and more towards positive steps that can be taken to repair that harm and to heal people and relationships harmed by crime. Although the dynamics of each programme may vary, it is important to conclude on a hopeful, positive, and celebratory note. By the conclusion of the programme, participants should ideally sense that positive change in people and relationships is possible.

### **Basic (adaptable) programme structure**

The actual duration of the course will depend upon a number of factors. In the following diagram, to give some examples of the nature of the programme, we set out a number of different possible programme outlines<sup>20</sup>.

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<sup>20</sup> See for a more detailed suggested Building Bridges programme the attachment 'BB example of Programme Outline' on the Building Bridges project website

<i>5 weeks</i>	<i>6 weeks</i>	<i>7 weeks</i>	<i>8 weeks</i>
1. RJ – victims and offenders	1. RJ – victims and offenders	1. RJ – victims and offenders	1. RJ – victims and offenders
2. What is crime?	2. What is crime?	2. What is crime?	2. What is crime?
3. Responsibility and confession	3. Responsibility and confession	3. Responsibility and confession	3. Responsibility
4. Forgiveness and reconciliation	4. Forgiveness	4. Forgiveness	4. Confession
5. Step forward, celebration with guests	5. Reconciliation, take the next step	5. Reconciliation	5. Forgiveness
	6. Celebration with guests	6. Take the next step	6. Reconciliation
		7. Celebration with guests	7. Take the next step
			8. Celebration with guests

### **Objectives of the stages**

RJ – victims and offenders	To explore the experiences and needs of victims and perpetrators of crime, and to introduce restorative justice as a way of viewing and responding to crime and all those involved.
What is crime?	To explore different ways of understanding crime, including what it means to understand crime through the lens of restorative justice.
Responsibility	To explore what it means to take responsibility for committing an offence, and the challenges involved.
Confession	To explore the meaning, power and importance of confession and repentance.
Forgiveness	To explore the meaning, power, and importance of forgiveness.
Reconciliation	To understand the impact of reconciliation and explore ways of restoration of crime for all parties.
Next steps	To move toward healing and restoration and to explore the steps that are needed in the lives of the participants.
Celebration	To reflect upon and to celebrate the new awareness that group members have about crime and healing.



## **Chapter 6**

### **Follow-up Work with Victims and Offenders**

Following a Building Bridges programme, a number of follow-up activities should be undertaken. It is important to recognise the importance of the period shortly following a programme for all participants. In this chapter guidelines are given for considerate aftercare.

Offenders might want to meet with their actual victims and explore ways in which they might repair the harm caused by their offence. If they express such a wish, they should be informed very clearly about whether this is possible and, unless the organisers of the Building Bridges programme also do this, referred to an agency with experience of organising direct victim-offender encounters for restorative justice dialogue.

Victims may want to become involved in victim support work. Again, they should receive guidance on how to become involved.

Besides referring, organisations running Building Bridges may consider which follow-up support they can provide or set up themselves, e.g. establish a form of official victim support, offer buddy projects by volunteers, or even develop a follow-up course that can be given on an individual basis by volunteers to participants. In this follow-up course the participant can review what is learned, discuss, and reflect upon any changes gone through, and to discuss plans for the future.

#### **Follow-up work with victims**

Providing follow-up to victims is a key aspect of Building Bridges, and a critical success factor for the increased focus on victims in restorative justice processes. How victims are supported after a Building Bridges programme will naturally differ from country to country. In some countries there will be no structural support for victims and facilitators may not know if and how victims can be further guided, whilst in others, support systems such as referral systems and introductions to victim associations exist.

The range in support provisions by the organisation that facilitates Building Bridges, runs from *low-intensity*, where victims may be integrated into newsletter mailing lists and contacted by telephone to ask how they are doing after the Building Bridges programme, to *high-intensity*, where victims are offered ongoing cooperation, personal counselling, and/or referrals to victim support centres if needed. Further activities may be initiated such as visiting schools together and talking in front of students about their experiences of victimisation and restoration.

The tool ‘Follow-up questions’<sup>21</sup> can be used to find out how the victim has experienced participating in a Building Bridges programme, and what kind of support or follow-up is required. Some of these follow-up questions can also be used as a mean of evaluation in between the sessions while participating in a Building Bridges programme.

#### **Follow-up work with offenders**

Facilitators should seek to ensure that the impacts of a Building Bridges programme on the (ex)-offender are maintained after the programme has ended. This requires the provision of follow-up work; the importance of this cannot be emphasised enough. The long-term healing and reintegration of offenders may well depend on how (ex)-offenders’ practical and emotional needs are addressed in the follow-up phase.

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<sup>21</sup> See attachment ‘Follow-up interviews’ on the Building Bridges website

Offenders should have the opportunity to review what has been learned from the sessions of the programme, and should have the opportunity to explore their feelings and emotions regarding the changes they may have gone through during and after their participation in the programme.

Follow-up might also present the opportunity to discuss future plans, to provide a longer-term vision for the (ex)-offender for truly integrating positive changes into their lives. Facilitators and programme managers should be aware of this and put in place processes allowing this longer-term vision to be addressed.

Offenders may wish to undertake other follow-up activities. For example they may wish to keep in touch with the victims they have worked with, or even to meet the victim of their crime. They may wish to get involved in a restitution project or victim offender mediation.

Offenders may continue to need guidance or someone to talk with. Facilitators should be prepared, where appropriate, to refer (ex)-offenders to a professional counsellor, social worker, pastoral worker or other relevant professional groups.

### **Offer the opportunity for participants to request meetings**

Set up a system where victims and (ex)-offenders can make ‘formal’ requests to meet with facilitators or team members during the time after the Building Bridges programme.<sup>22</sup> This should follow an established process.

- The participant, whether victim or (ex)-offenders should be aware of their entitlement to request a meeting, and this should be stated in the victims’ literature, information for (ex)-offenders, programme posters or through personal advice.
- The participant should know how they can arrange this, either by telephone, email, or personal request. Victims should be aware that they can also bring supporters (friends or family members) to any meeting, and this should be emphasised as normal practice. The (ex)-offender should be made aware of their possibilities for arranging such a meeting, subject to the individual restraints of their situation.
- When a request is made, the programme organiser is obliged to record the request. In order to do so, the organiser needs to develop a system for recording requests and updating relevant information, such as: the responsible person; when the meeting takes place; who was present; what the outcome of the meeting was; if there were any further referrals; if so, to whom; and if any additional follow-up is required on the part of the programme organiser. Not only does this make follow-up with participants more easy to monitor – for example it may be that (ex)-offenders move to different parts of the prison, or to other prisons entirely, in which case it would be easy to lose track of any requests and actions, and for victims it can be just as easy for requests to get lost – but it also demonstrates to the participant that their needs are being taken seriously by facilitators and programme managers, and ensuring that they do not lose the ‘voice’ that the programme has worked so hard at trying to establish.

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<sup>22</sup> By ‘formal’ we mean that the process should be formally established. However, for those seeking such a meeting the process should have an informal feel to it. There should not be such formality that it acts as a barrier to those seeking such a meeting.



Figure 2 – A systematic process of follow-up support

Facilitators should have systematic approaches to dealing with victim-support and (ex)-offender support after a Building bridges programme within the context of their own national setting. This may be achieved by adhering to the following guidelines<sup>23</sup>.

### **Follow up on agreements, notification, and feedback to participants**

Both victims and (ex)-offenders need to feel that they are being taken seriously, and that the services being provided to them are reliable and outcome-oriented.

- Agreements on action should be sufficiently logged (see figure 2) and there should be systems in place to ensure that these actions are followed up by a defined and agreed-upon deadline. Failure to follow-up on agreements will marginalise the victim, and make them feel unsupported.
- When action has been undertaken, a defined process should be followed to ensure that the victim is informed about the action, along with any other relevant information. This process may be defined on a national level, but may be integrated into meetings with participants, it may involve phone calls, or written correspondence.
- Facilitators and team members should always ensure to probe for victim feedback for each action, to determine if the participant is satisfied with the action, if they require further action, and if so, to discuss what.
- This should be logged in the participants' records for reference and potential follow-up.

### **Referrals**

It is important to provide referrals or other forms of assistance, should they be required by the victim or (ex)-offender, or deemed appropriate by the programme organiser. Referring a victim to a suitable after-support service requires a full understanding of:

- the victim's needs at this stage of their recovery;
- exactly what is on offer in the national setting;
- how best to align victims needs with a potential victim service.

Referring an (ex)-offender to a suitable after-support service requires a full understanding of:

<sup>23</sup> These guidelines have been adapted from the U.S. Department of Justice Office of Justice Programs (2000) *Guidelines for Victim-Sensitive Victim-Offender Mediation: Restorative Justice Through Dialogue*. Available online at [https://www.ncjrs.gov/ovc\\_archives/reports/96517-gdlines\\_victims-sens/ncj176346.pdf](https://www.ncjrs.gov/ovc_archives/reports/96517-gdlines_victims-sens/ncj176346.pdf) (last accessed 23.10.14)

- the (ex)-offender's needs at this stage of their recovery;
- exactly what is on offer in the national setting;
- how best to align (ex)-offenders needs with a potential support service;
- any legal and custodial restrictions in place that could affect referral;
- any existing referrals (such as drug and alcohol services) which they may be subject to outside of the Building Bridges programme.

Programme organisers, facilitators and other team members should be sensitised to the emotional, psychological, and humanistic needs of individuals so as to be able to decide where they can best be referred to, if indeed further referral is deemed appropriate. This can be done by asking open questions, and listening carefully to responses, respecting the views and feelings of the victim or (ex)-offenders. It is important to put the participant and their feelings at the centre of the discussion, to ensure their empowerment and self-determination. Questions may include:

- How do you feel about the situation now?
- How do you foresee the next steps?
- What are your fears or worries now?
- What do you think you need to improve your own situation now?

Whilst these examples indicate the kind of questions that could be asked, facilitators and other team-members should be skilled and experienced enough, and exercise a high degree of emotional intelligence, adapting their approach to the emerging needs and emotional state of the victim, and ensuring that the victim feels empowered to make their own decisions.

#### *Understanding available service provision for victims and (ex)-offenders*

Programme organisers, facilitators and other team members should be sufficiently informed about all possible support services for victims and for (ex)-offenders in their national setting, including:

- what the service offers;
- what benefits it may provide;
- what criteria a service user may need to fulfil;
- what the referral procedure is.

This may be compiled in a *referral handbook* in each country, and then used as the basis for training relevant people.

One important set of services that participants should be made aware of are those offering victim-offender mediation or conferencing, in which a victim might have the opportunity to meet with his or her own offender, and vice-versa, should the participant desire this.

#### *Aligning needs with referral options*

Victims and (ex)-offenders should be made aware of all of the options available, and the facilitator's role is to enable them to take a step in the direction they feel is best for them. They should be fully advised on the options, according to what is available in the national setting. Facilitators can make suggestions, based on experience, of what might benefit the participant given their current needs, although the final decision should remain with the individual (although

there may be more obligations on the (ex)-offenders part, depending on the situation of their custody or other legal requirements).

### **Ensure sufficient training and development of facilitators and team-members on victim sensitisation**

Regular training and development on topics of victim sensitisation will help to promote better practices amongst Building Bridges facilitators and team members, and help to strengthen a positive reputation of Building Bridges as a victim-friendly service.

- Programme organisers can develop their own development programmes based on experience.
- Programme organisers can seek collaboration with third-party victim support services within their country (or where possible on a European level) to develop and provide training seminars, workshops and other programmes. The added benefit of this is the enhanced cooperation between the Building Bridges programme and other critical stakeholders in victim-support.
- Regular contact with victims, perhaps through scheduled telephone reviews or ‘catch-ups’ will help to develop enhanced victim-sensitisation through exposure and enhanced experience, although programme organisers should determine good-practice protocols and risk-assessment tools to prevent these phone calls having any negative impact on victims.

### **Follow-up for the programme**

In addition to follow-up with the participants, facilitators and programme coordinators should seek to undertake planning and review meetings to internally evaluate the programme, exploring strengths and weaknesses of the programme, identifying what worked well and what could be improved upon. This refers not only to the ‘human dimension’ of the programme, i.e. evaluating how the programme impacted on participants, but also to the ‘organisational dimension’, whereby facilitators and programme coordinators can explore the opportunities for further collaboration and cooperation with critical stakeholders<sup>24</sup>. This will help facilitators and programme coordinators to better plan for future programmes and interventions, and for long-term growth of the programme in various contextual settings.

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<sup>24</sup> See attachment ‘Stakeholder analysis’ on the Building Bridges project website

## **Appendix 1 Peace Circles**

Peace circles in criminal cases are available in many countries within Europe. Practice and many research showed evidence that the participants of peace circles can largely benefit from restorative dialogues. In most of the cases this can be a healing and useful approach when people can sit together in a circle and the facilitator talk about their conflicts, about their losses and pain they have gone through in the past and they find way to move into the future. The demand for peace circles born in Canada where legal stakeholders recognized that traditional methods cannot adequately deal with the crimes in which definite or tribal communities are affected. The solution turned out to be true as an alternative internal tribal conflict management method in which they were trying to harmonize and paste it into the legal environment. The success of peace circles is now open to non-tribal communities in this approach.

When a crime is committed or if there is an ongoing conflict between people it has an impact on the whole community as well. So the involvement of the community is necessary. Or in other words: if a conflict affects the entire community (as it does most of the time), how can we involve members or leaders of the community/village/church/congregation/prison institute into the restorative dialogue process. What are the beneficial parts of involving the broader environment/community? Peace circle can be a unique way to address the conflict. It is an inclusive, non-hierarchical way to conflict resolution. In our context we can say that peace circles are able to offer a way to include those who harmed by crime, those who commit crime and the community to find out and later on determinate the most effective response to a crime that would promote and lead towards healing and safety for everyone. So, one of the differences between Building Bridges and the peace circles is that as an addition the community, the wider members of the community are present. The circle as a format of the dialogue creates a special dynamic of the restorative dialogue. Other positive effect to include the wider community is that we can “use” the potential of the circle participants to create values for the process. It is beneficial to give every participant equal right to speak and to create a safety environment and atmosphere to have an opportunity to bring the emotional and even spiritual aspects of the crime/conflict into focus. Everyone gets an equal voice: the framework as a circle equalizes the individual contributions to the process. The more people are involved in the solution of the conflict, the more likely they will find the most adequate solution, action plan and answers to the crime. The various perspectives of the participants also help towards the best possible restorative outcomes as well: responsibility-taking, better understanding of each other, etc. Our attitude is that every participant has a positive effect on the group and has gifts to offer in finding good solution to the crime. Any case suitable for Building Bridges is also suitable for peace circles. The main purpose of the peace circle dialogue is to provide time and space for all concerned people to share with each other what they think and how they could move on.

### **The participants:**

The victim and offender -> friends and family members as supporters -> case related participants -> issue related participants (former victims or offenders) -> local community members -> professionals. It is clear that the participants of peace circles can be positioning in a personal to professional scale. Personal -> professional.

The peace circle meeting should take place in four stages: meeting and introduction -> building trust -> identifying issues -> developing an action plan. It is also important for the facilitator to

keep impartial in the entire process, and that the facilitator should support each side as much as he / she can. But balance between the two sides is even more important in this regard.

### **Framework for peace circles:**

- 1) *Introduction*
  - a) Greet everyone and thank everyone for attending in the meeting. Acknowledge everyone's effort and that they all have decided to come and work together. Explain the confidential and voluntary character of the peace circle. Mention the time frame. Mention the written agreement.
  - b) Encourage participants to be open, truthful and authentically and respect each other and confidentiality.
- 2) *Trust building*
  - a) The facilitator can ensure the members of the circle that their opinion is very important. The facilitator can ask: "Please share what you need from the others in order to feel safe, comfortable and being able to openly and honestly talk in the peace circle."
- 3) *Addressing issues*
  - a) What happened? Or: What would you like to share with us about what happened?
  - b) How do you remember?
  - c) How did it affect you, your life and the others around you?
  - d) What was the hardest thing or part for you?
- 4) *Developing plans for the future*
  - a) They have seen the main issues, and how the answers impacted all of them, so it is the time to move on the future. It can be asked: What do you think you would need to in order to be able to move on?
  - b) Collect ideas, collect needs. The facilitator must be sure that all raised needs are addressed.
  - c) Draft an agreement. If it is complete and acceptable for everyone participants can sign it.
  - d) Closure: acknowledge the work participants did.



## **Appendix 2**

### **Agreement of Participation in the Building Bridges Programme**

The following conditions should be agreed to by facilitators, victims and offenders taking part in the Building Bridges programme. These conditions should help all participants to have confidence in the programme and in their co-participants, and are an important means of establishing a framework of mutual trust and cooperation through the whole Building Bridges process.

Facilitators agree to:

- Ensure the confidentiality of all participants
- Support all participants without being judgemental
- Be respectful and professional in communication with participants and in dealing with disagreements
- Commit to facilitating the full programme
- Be prepared to offer individual support to any participant that requires it, within the framework of the Building Bridges programme

Victims agree to:

- Respect the confidential and personal information of other participants
- Commit to the full programme wherever possible, ensuring continuity and maximising the benefit for themselves and other participants
- Participate actively in all activities wherever possible, including preparation and reflection between sessions
- Be respectful in communication with other participants and in dealing with disagreements
- Speak to the facilitator if any issues arise that makes their participation difficult, if they are struggling, or have any other personal concerns – the facilitators are there to support you.

Offenders agree to:

- Respect the confidential and personal information of other participants
- Commit to the full programme wherever possible, ensuring continuity and maximising the benefit for themselves and other participants
- Participate actively in all activities wherever possible, including preparation and reflection between sessions
- Be respectful in communication with other participants and in dealing with disagreements
- Speak to the facilitator if any issues arise that makes their participation difficult, if they are struggling, or have any other personal concerns – the facilitators are there to support you.

Signed by:

.....  
Facilitator

.....  
Victim

.....  
Offender





**Appendix 3**  
**Training SOS Building Bridges facilitators**

Date: .....

Trainer: .....

Participants: .....

<b>Time</b>	<b>Subject</b>	<b>Content</b>	<b>Requisites</b>
10.00 – 10.10	Welcome		Ice breaker
10.10 – 10.30	Building Bridges	Explanation about the project, aims, methods	Powerpoint, hand-outs, pencils
10.30 – 11.00	Training: focus on victims	Victims and their needs, risk assessment, support before – during – after the course	Powerpoint, book suggestions, hand-outs
11.00 – 11.15	Break		
11.15 – 12.00	Training: leading a course with victims and offenders (for facilitators)  Training: leading a small group with victims and offenders (for co-facilitators)	When victims and offenders meet; attention points, course activities, questions	Powerpoint, hand-outs, material for activities (video clip, cards, ...), flip chart, pens

## **Appendix 4**

### **Victim assessment checklist**

#### **Procedure for selecting victim participants**

This document should be used to guide the decision to offer a place on a Building Bridges programme to a victim participant and to provide more information about the programme so that the victim can make an informed decision about their participation. The victim participant and a Building Bridges facilitator/coordinator should work through the document together in a private meeting in advance of the programme and before the victim's participation in the programme is confirmed. The selection process can be undertaken by a programme coordinator or a programme facilitator and the terms are used interchangeably throughout this document.

Crime affects people in many different ways and revisiting painful experiences can potentially cause unnecessary harm to individuals. Therefore, coordinators of Building Bridges programmes have a duty to ensure that victim participants are well-prepared for the programme and that their motivation for participation fits well with the restorative goals of Building Bridges.

This document makes use of the 'Impact of Events Scale-Revised' (Weiss and Marmar, 1996) to inform decision-making. The scale is not a diagnostic tool for any clinical or sub-clinical psychiatric disorders, nor should it be used as such. There is no 'cut-off' score for suitable participants. The questions are designed to guide the decision about the suitability of a participant rather than make the decision for the facilitator.

The meeting consists of two stages: an introduction to Building Bridges and the victim screening.

#### **Guidance**

The checklist should be completed with every victim before their first participation in a Building Bridges programme.

The checklist should be completed by a Building Bridges facilitator or coordinator in the presence of the victim participant.

The checklist should be completed in a comfortable, private setting.

Only the checklist should be used to record the meeting.

Once the document has been completed it should be stored securely in a lockable cabinet.

The coordinator should be aware that the checklist refers to topics that may be upsetting to the participant. Care should be taken to ensure that any upset that is experienced by the participant is managed sensitively and that all efforts should be taken to minimise any harm from the meeting.

## **Participant details**

**Name**

---

**Age (years)**

---

**Gender**

---

Please note, the Building Bridges programme is designed for adults only. If the participant indicates that they are less than 18 years of age, stop the meeting immediately.

**Introduction to Building Bridges**

All of the following topics should be discussed and opportunities for the participants to raise questions should be offered.

Once a topic has been discussed, it should be ticked (✓)

Facilitator explained what is the **purpose** of Building Bridges and ensures that the explanation was well understood by the interviewee

Facilitator explained what is the **expected role** of a ‘victim’ participant?

Facilitator explained what **can and cannot be achieved by the programme**

Facilitator explained how the programme sessions are **structured** and where they will take place

Facilitator explained the **time and resource commitment** required from victim participants

Facilitator explained the **emotional commitment** required from victim participants

**Victim screening**

This screening consists of two parts: (1) an open discussion with the victim about their experience of victimisation and (2) the Impact of Events Scale.

**1. Victim’s experience of victimization**

The first part should be a free conversation with the participant about the crime they experienced. The aim of this discussion is not to assess any state of emotional distress but to gain an understanding of the motivations of the individual for taking part in Building Bridges. The value of the programme for victims can be enhanced by a facilitator who understands the background to a victim’s story.

The facilitator should begin by asking the participant to describe their experience of crime or crimes. There is no fixed direction that the discussion should take, but the following issues should be addressed:

Any physical impact of the crime	
Any emotional impact of the crime	
Any changes in behavior as a result of the crime	
Any changes about their view of the world as a result of the crime	
The participant’s motivation to take part in the programme	
What the participant hopes to achieve from the programme	
What does the participant think are the motivations of the offenders who take part in Building Bridges?	
If the participant could meet the person who offended against them, are there questions they would ask them?	
Does the participant have any fears or worries about meeting an offender?	

## 2. Impact of Events Scale- Revised

The participant should read the following paragraphs and complete the scale in private. The scores should be totalled by the facilitator.

**Below is a list of difficulties people sometimes have after stressful life events.**

**Please read each item, and then indicate how distressing each difficulty has been for you DURING THE PAST SEVEN DAYS with respect to (your problem), how much were you distressed or bothered by these difficulties? This assessment is not intended to be a diagnosis. If you are concerned about your results in any way, please speak with a health professional.**

**Each item should be scored from 0 to 4 with the scores corresponding to the extent of distress**

0 = Not at all      1 = A little bit      2 = Moderately      3 = Quite a bit      4 = Extremely

	Score (0-4)
Any reminder brought back feelings about it	
I had trouble staying asleep	
Other things kept making me think about it	
I felt irritable and angry	
I avoided letting myself get upset when I thought about it or was reminded of it	
I thought about it when I didn't mean to	
I felt as if it hadn't happened or wasn't real	
I stayed away from reminders about it	
Pictures about it popped into my mind	
I was jumpy and easily startled	
I tried not to think about it	

I was aware that I still had a lot of feelings about it, but I didn't deal with them	
My feelings about it were kind of numb	
I found myself acting or feeling like I was back at that time	
I had trouble falling asleep	
I had waves of strong feelings about it	
I tried to remove it from my memory	
I had trouble concentrating	
Reminders of it caused me to have physical reactions, such as sweating, trouble breathing, nausea, or a pounding heart	
I had dreams about it	
I felt watchful and on guard	
I tried not to talk about it	
<b>Total score</b>	

## **Interpretation of scores**

A score of 20 or more may make a participant to harm by taking part in the programme. This is an arbitrary cut-off point informed by the fact that a score of score of 24 or more suggests Post-traumatic stress disorder is a clinical concern. If a participant scores 24 or more, you should advise them of this and suggest that they inform their doctor. This should be done with the utmost care and caution, recognising that this is not a diagnostic tool but a screening instrument. If possible, you should be able to provide access to information regarding post-traumatic stress disorder and the contact details for a local victim support agency.



## **Appendix 5**

### **Victim counseling center PF Germany**

#### **Introduction**

For many members of the Building Bridges programme, it was a challenge to find enough victims of criminal activity who would willingly engage with offenders. In Germany, we established a “victim-counseling” center to solve this problem. According to the criminal code, victims are people. As such, people of every gender, age, religion, socioeconomic status or nationality can use this counseling center. Through this center, victims had the chance to meet qualified counselors, including staff involved in “Building Bridges,” and they were counseled through their personal trauma. The center has become the first step in bringing victims and offenders together, as it provides initial support to the victim, a necessary task if victims and offenders are going to come together for reconciliation. We have found victims are more likely to engage in the “Building Bridges” programme after being counseled by the staff. Many good examples and outcomes have resulted from this engagement. The following text provides a short explanation of the center.

#### **Starting situation**

In contrast to offenders, victims of criminal activity are often neglected by larger societal services and governments. Victims suffer emotionally from the consequences of an offenders actions, and that trauma can last many years after an offender is sentenced. Victim’s emotions often range from anger, to powerlessness, fear, compulsion and other anxiety-ridden feelings, frequently resulting in nightmares or sleeplessness. Center staff support the victims and their families to deal with the situation, and show how they can react in an appropriate way. In a second step, strategies are evolved as to how the victims can find their way back into a normal life. For it to be most effective, the victim counseling center should be a free, un-bureaucratic and fast, where the clients do not have to wait longer than a week to receive support.

#### **Target group**

The term „victim“ refers to people, who are defined as injured, damaged or as being a witness by criminal law. Most often victims of a violent crime seek for counselling, followed by victims of crimes against personal freedom, robbery, crimes against bodily autonomy, murder and manslaughter.

#### **Reach**

According to the criminal code, victims are people. As such, people of every gender, age, religion, socioeconomic status or nationality can use this counseling center. Requirements to engage with the center are quite simple. Attendees can either be a victim of a criminal act, a family member of the victim of a criminal act or belong to the social environment of the victim. The kind of the crime, point of time and if the victim has filed a formal suit against the offender is not a pre-requisite for being able to receive services.

Public relations activities are important to implement to reach the public. Information brochures can be displayed in surrounding city halls, medical offices, social institutions and at the police office. Furthermore, cooperation with victim counselling centers and other counselling centers serves as multiplier to spread information. Citizens gain knowledge through prevention work in schools and information events in various institutions. Interviews or reports should be published in newspapers, magazines and TV, where possible. Finally, a web presence and buzz marketing are important factors.

## **Center Objectives**

The main objective is to provide a holistic support of persons having been a victim of a criminal act. This objective is composed in different sub-goals:

- Support the clients in their difficult situations and assist them in processing experiences. The services directly address affected persons, as well as their relatives and their social environment. The victim counselling's aim is to demonstrate possible ways for affected persons to deal with their experience. At the same time strategies concerning further actions are developed along with the clients. Thereby the persons shall be guided back to normal life.
- It's important that clients' requirements and wishes have the priority. The services include the treatment of their fears, concerns and trauma. Additionally, there is advice and support concerning their legal rights, as well as financial and practical issues.
- Confidentiality, voluntariness and orientation along the clients' requirements are a top priority. Assistance can be provided anonymously by request. Affected persons do not have to file an application; there are no financial costs and no long wait to facilitate access to the service.
- Special attention is drawn to the handling of extreme trauma. Persons having been a victim of a criminal act and making use of victim counselling are often affected by some of the most heinous crimes. It is for this reason that it is very important to deal with the effects and manifestations in a systematic and holistic way.
- The emphasis here is on the promotion of resilience. This means the promotion of being able to deal with their trauma successfully and "bouncing back". The aim is that clients accept the traumatic experience as in the past, but they have brought it under control. They will be given tools and ways to transform their experiences to lead a normal life. Different exercises help to strengthen the individual's mental resistance to cope with anxiety, depression and other common symptoms.

## **Human resources**

The employees of the center are suitable educational specialists (qualified pedagogues, social workers, social pedagogues and educators with additional qualification). Professional qualification includes a basic education, knowledge in victim protection and legal procedures in criminal proceedings, as well as knowledge in dealing with traumatized persons. Furthermore, the employees will be supported by volunteers and interns in certain sections, e.g. accompanied visits to authorities or administrative tasks.

## **Material and space resources**

The victim counselling will be located close to public transport and can easily be reached by car at the same time. The premises feature bright and friendly rooms where counselling can take place undisturbed in a trusting atmosphere.

## **Timeframe**

Victim counselling's duration can range from a short conversation to a regular support for months or years. As soon as a victim asks for counselling there will be a first meeting, taking approximately one hour, within the same or following week. Afterwards it is up to the clients' needs and wishes if there will be further regular meetings.

## **Methods**

Victim counselling offers individual interviews or group discussions. There is counselling and support suitable for children and teenagers, as well. The focus is on the clients and their strengths and resources, as well as their environment, especially the family environment. Victim

counselling makes use of systematic methods, such as the clients' genograms, family constellation, etc. Moreover there are interaction exercises or methods as biography work. All information is confidential. It is desired that clients register in order to participate in the counselling.

### **Description of the measure**

The center offers affected persons and their relatives psychosocial accompaniment to prevent and alleviate psychosocial and posttraumatic stress. Victim counselling includes the following services:

- We listen to them.
- We support them in coming to emotional rest after the crime.
- We accompany them after the crime, before and during the proceedings, as well as in dealing with the crime's consequences, which can have happened a long time ago.
- We offer them counselling and pastoral care.
- We inform, advise and support them regarding legal affairs and different offers of assistance.
- We advise them concerning financial and practical questions related to the crime.
- We inform them about criminal and legal proceedings.
- We facilitate contacts with other experts, as doctors, psychologists, therapists or lawyers.

All in all, the victim counselling remains focused on its slogan and underlying mission: "Assistance. Counselling. Accompaniment".

## Appendix 1

### BB Example of Programme Outline

#### Preparation

As it is written in Chapter 5 of this Guidebook, before the actual course starts the leader of BB course must be sure that the following acts have been done:

6. Recruitment of participants and volunteers
7. Personal interviews with victims, the importance of interviewing, assessing motivation (see chapter 5)
8. Selection of participants
9. Send information about the program to the prison authority
10. Obtain the necessary permissions for the course. Such permits shall specify the dates of the sessions, the list of the participants, the room for the course and the tools you may need to use within the project. Communicate with prison or other facility about participants, importation of course material, planning
11. Inform organizations and stakeholders of which the potential participants become familiar with the program

#### In general:

- Divide tasks among team members, train and prepare for leading (small) groups
- Prepare PowerPoint presentations, video clips, reading - and homework material, drinks and snacks, breaks

#### Overall planning

In this guidebook a minimum course of five sessions will be described, which is adjustable to a longer course according to the possibilities in your country and organization. See next page for possible programme outline.

<i>5 weeks</i>	<i>6 weeks</i>	<i>7 weeks</i>	<i>8 weeks</i>
1. RJ – victims and offenders	1. RJ – victims and offenders	1. RJ – victims and offenders	1. RJ – victims and offenders
2. What is crime?	2. What is crime?	2. What is crime?	2. What is crime?
3. Responsibility and confession	3. Responsibility and confession	3. Responsibility and confession	3. Responsibility
4. Forgiveness and reconciliation	4. Forgiveness	4. Forgiveness	4. Confession
5. Step forward, celebration with guests	5. Reconciliation, take the next step	5. Reconciliation	5. Forgiveness
	6. Celebration with guests	6. Take the next step	6. Reconciliation
		7. Celebration with guests	7. Take the next step
			8. Celebration with guests

## Session 1: Restorative Justice – victims and offenders

### 1.1 Aims

After finishing this unit, all participants should be able to answer the following questions:

- Who's participating in the group?
- What's the program all about and how does it all fit together?
- Which expectations exist in the group?
- Which principal rules can be followed to provide a harmonious atmosphere in the group?
- Who are the victims? Who are the offenders?
- Offender: Understanding of the consequences for their crime
- Victims: Getting rid of anger and emotions, asking questions, impulses for the healing process, forgiveness

### 1.2 Address of welcome and overview

#### **N.B.**

Talk about your role as the host in which you intend to effectively work with the group. Show your enthusiasm for the program. Clarify that you do not participate as an expert, but that you rely on the groups' openness and willingness for cooperation etc.

Give every person (participants and volunteers) the chance to introduce him/herself or do an introductory game.

*When you use a pre- and after-measurement, in this programme, you should have the participants fill in the pre-measurement scales now.*

#### **Overview**

With the help of a slide, give an overview over the 8 sessions. Talk about the contents and how they're built up on each other. Point out that there are different types of learners (visual, acoustic, action-orientated) and that the program tries to use a variety of methods, e.g.:

- Visual: pictures, films, overhead projector, etc.
- Acoustic: spoken word, activities that require precise listening
- Action-orientated: Acting, group activities

Give background information to the program:

- Restorative Justice (e.g. by Howard Zehr)
- Description of restorative justice and thinking; restorative aspects
- Aims and overview of BB
- Description of the course: agreements, frames, rules, expected behavior
- Description of the wide range of participants: fears and expectations
- (optional: pre-measure scale (e.g. crime pics), in the last session the after-measure scale)

#### **N.B.**

You may see the importance of using video clip or a story about victims for illustration, presenting offenders what happened with the victims after the crime happened, what impacts of crime has.

Who are involved? Who is hurt? How did it affect the life of everybody involved?

How I hurt others? What injuries occurred? Whose responsibility is the amends and restoration?

The word "restoration" has to be clarified.

The aspects of restoration focus on the needs of victims and the restoration of damaged human relations and the creation of social peace.  
It must be highlighted to raise the awareness of the spill-over effects of the crime.  
For the victims, who are the crime affects more than just the direct victim. Clarify the scopes of victims affected by the crime.

### ***1.3 Big group – Expectations within the group***

Distribute folders – within are envelopes and questionnaires with the title “Expectations”. Invite the participants to answer the questions and hand in the questionnaires in an envelope with their name on it.

At the very end of the program, all expectations will be review to see if the needs have been satisfied.

- With which expectations have you started the program?
- What are your fears?
- What’s your understanding of “restorative justice”?
- Do you have an idea of how to fix things between you and your victim(s) or between you and your offender(s)?
- Which developments do you wish for the following days?

### ***1.4 Group rules***

#### **N.B.**

The assignment for both groups is to find additional rules to the existing ones which are necessary for a safe and unreserved cooperation.

Divide all participants into two groups and give each a big piece of paper and felt tip pens.

Examples for these rules (slide):

- Discretion (Everything said is confidential ) – necessary to build up trust
- One speaker at a time
- Self-honesty and honesty towards the others
- No one should be run down – instead, everyone should encourage and support the others
- Laugh with the others, not at them
- Respect for the others’ opinions and cultural backgrounds
- Do not unnecessarily exert pressure on others – everyone should feel comfortable and not be forced to anything
- Everyone should be willing to take risks and to go beyond their comfort zone.
- It’s fine to show emotions – anger, fear, sadness, joy – everything is permitted
- Punctuality – starting and finishing on time, and worthy participation
- Always say the truth
- Take part on celebration
- Concerns and suggestions are supposed to be given to the facilitator

#### **N.B.**

The group leader may as well voice his/her wishes, e.g.: active participation, punctuality, openness, honesty, everyone should have fun as well as learning new things...).

### ***1.5 Victims and offenders***

Tell, show or read a story about the impact of crime on all participants, reconciliation or mediation.

Divide the group in small groups and give them questions to talk about (e.g. who were involved, how were they hurt, what does this story tell us about offenders? What about victims? What does this story teach you about your own situation?)

### ***1.6 Feedback***

Finish the session by inviting every participant to give 1-2 sentences feedback. Explain that this will happen at the end of each session.

### ***1.7 Closing***

Find a way for finishing this session, summarize, encourage, express thanks for participating, invite them for next session again.

### ***1.8 Work material***

Hand out some homework sheets (or a homework book with all the sheets).

The homework could contain assignments, questions for deepening of what is learned in the first session, space for drawing or writing,....

### **Requisites**

- Welcome sheet
- Pre-measurement scales
- PowerPoint overview sessions
- Envelops with questionnaire „Expectations”
- PowerPoint group rules
- Story or videoclip about impact of crime, reconciliation or mediation
- Homework material
- ....

## Session 2: What is crime?

### 2.1. Aims

After finishing this unit, all participants should have a better understanding of the following:

- All crimes have a victim
- Crimes have consequences for the victims as well as for the criminal offender
- What is offender – victim compensation and reconciliation?

Information on dialogues between the offender and the victim in practice:

Offender and the support group:

- What happened? - Your own story telling.
- What did you think when you caused the injury?
- In other think what happened now?

Victim support groups:

- How was faced with what happened?
- How did it happen? What was the most difficult? Who had more impact?
- How has your life? What changed? What was the most difficult?
- Do you need to restore things?

### N.B.

Offenders often have rigid opinions about themselves, the world and others. For example, they have a strong opinion about people of other ethnic groups and have stereotypical views about gender roles. People with such a think pattern are rarely capable of adapting to new ideas and often fall back on old behavioral patterns. This attitude is strongly connected with crimes. Also in this chapter we need to deal with excuses from the offender side; sometimes their answers have an easy part: referring their conditions, referring their children, referring to their family they had no chance other than do the crime. We must disagree with these statements because without this will not be any change in their thinking pattern and in their future.

It is important that participants get to know each other, so that they can understand that essentially we are all the same and prejudices can be dismantled.

*“Being different is not wrong, it’s just different”*

### 2.2. Icebreaker

Choose an icebreaker, for example:

Interview in couples (Where were you born? What is your favorite sport or hobby? If you had a million Euros, what would you do with it? Etc.). Introduce your partner to the big group and share what you learned about him/her.

### 2.3. Review

What do we remember from the first session, what did we learn?

- What is a victim and what is an offender?
- What are the main aspects of restorative justice? How can it help us?

### 2.4. What is crime?

Divide up into three groups. Each group gets a quote. Discuss what these quotes tell us about crime.



Examples:

- “In rage human is losing his intelligence.” (Dalai Lama)
- “A crime brings them harm and hurt others”
- “A crime is disregard of a just law”

Notate the most important key points in a poster and present your conclusions to the big group.

After the small groups’ presentations, restate the following key points:

- A crime is disregard of a just law.
- In rage human is losing his intelligence. (Dalai Lama)
- A crime brings them harm and hurt others

Group discussion: What are we going to do with this knowledge? What dimensions crime has? Is crime as a definition against the society? Is crime something like disobedience? If crime is only understood as making a harm for the victim, what can the offender do?

It is our responsibility to straighten out our actions and to give compensation to those we have damaged. We live in a country with a legal system; a part of it is the criminal law. It is supposed to regulate human cohabitation and to give structure to the social fabric. On the other side it is important to highlight the victim’s side again.

## **2.5 Restorative Justice**

Present to the big group:

Restorative Justice is a further punishment theory which, however, is rather unknown or not widely known in Europe. The theory deals with topics that we are also going to elaborate:

- Taking responsibility
- Confessing guilt
- Reconciliation
- Compensation

### **Small groups**

Divide up into four groups, each group is assigned with the description of a crime.

After reading, the groups shall answer the associated questions and present their results in the big group.

Explain:

Criminal Law	Restorative Justice
Which laws were broken?	Who was harmed?
Who broke the law?	What are the victims’ needs?
What is an appropriate punishment?	What is to do and who should do it?

**N.B.**

Explain that Restorative Justice is not supposed to be a replacement rather than a supplement. Not everyone is prepared for this topic, therefore, it should be handled carefully.

The main points of Restorative Justice:

It includes victims, offenders and society (family, friends, relatives):

- provides victims with the space to tell their story, have their questions answered and to describe the resulting damage.
- provides offenders with the opportunity to take responsibility for their actions. Their story will be heard as well.
- aims to achieve reconciliation between victims and offenders.
- may lead to the recovery of everyone involved, so that sympathy and forgiveness are made possible.

**2.6. Life reports – introduction**

Explain the aims of a life report:

- Share personal story with others
- Learn from each other
- Participate in others' experiences
- Confess guilt

Find closure with one's old life and experience healing by openly talking about the past with all crimes and experiences. Everything needs to be unveiled to find true closure. People need to admit that it is hard to talk about things they would rather forget or keep as a secret.

**N.B.**

Think about when the life reports will be read out in the group during the programme. Make a clear planning and let participants know when it is their turn!

When victims and offenders tell their stories:

- Describe what happened (your crime)
- Share your thoughts and feelings at that particular time
- The audience should describe what they heard and how the speaker expressed himself with words, thoughts and feelings.

**N.B.**

Discuss what steps the offender and the victim must/can/should do next to overcome his past and create a new future. We don't just talk about what we've currently screwed up but also about other incidents that happened to us without us having any control. To tell our story means to be confronted with our emotions. We must try and connect painful or negative experiences with feelings rather than suppressing the memories. We can deny the past, but that won't make it disappear. Our heart will always remember. To be able to let go of the past, we must first remember it properly.

**2.7. Feedback, information on the next session**

Are there any additional thoughts? How was the session? What did I learn for and from myself?

Inform about the items in the coming sessions: Life report, graduation party (friends and family are invited)

## **2.8 Closing**

Find a way for finishing this session, summarize, encourage, express thanks for participating, invite them for next session again.

## **2.9. Work material**

Hand out home work sheets or point out the homework in the homework book.

Possible homework idea's:

Describe what you think, what you need to restore things

Write a letter, life report

### **Requisites**

- Welcome sheet
- Material for icebreaker
- Quotes for small group discussion on PowerPoint sheet or paper
- Homework material
- Case studies with questions. Examples:

#### **1. "Theft"**

352,76€ were stolen from the store's cash desk where Markus works. The money had been saved for Christmas presents for the owner's kids. It was discovered that Markus had stolen the money and he was sentenced with 3 months on probation. He lost his job and lives on social welfare.

His probation period has expired and Markus accepts that he had acted wrongly. He would now like to meet up with the store owner to straighten out things.

Victim

- Describe how the victim must have felt when finding out about the theft.
- What might the store owner want to tell Markus?
- What could the store owner's expectations towards a meeting with Markus be?
- How can the victims make sure a similar crime won't happen again?
- How can the victims offer Markus reconciliation and forgiveness?

Offender

- What might Markus want to tell the store owner?
- What might Markus feel when being confronted with his victims and looking into their faces?
- How could Markus show his concern for a good outcome of the theft?
- How is Markus going to react to his victims' reconciliation offer?

#### **2. "Burglary with assault"**

When the house owner was awakened, the burglar was already in the house. She went towards the noise and startled the burglar. David (the burglar) panicked and hit her right into the face. He was arrested and not until he appeared before the Court he found out that the woman had been blinded on one eye. During custody, he participated in an offender-victim-conciliation program and desired to meet his victim. The woman agreed but she was filled with anger and frustration when she came to the meeting.

Offender

- What could David say to the woman?
- What significance should the woman's injury be given?
- What could reconciliation look like in this situation?
- Is there anything that can be offered to restore a good relationship to the victim? Is this possible at all?

#### Victim

- Describe how the victim must have felt during the burglary.
- What might the victim want to tell David? (considering her great anger)
- How can the victim offer David reconciliation and forgiveness without taking away from the graveness of the situation?

### 3. “Drunk driving causes fatalities”

Tobias is 17 years old. After a party, he heads home in his car, totally drunk. On his way, he drives over a cyclist. The young man dies instantly. After three years in prison, Tobias decides to arrange a meeting with the parents of the victim in order to apologize. Tim and Merle, however, are still fighting with the unnecessary death of their son. Three years after their son’s death, they’re still asking themselves why he had to die through drunk driving. When they first heard about the meeting, they declined Tobias’ offer. After considering for a time, they agree to meet him as they were hoping to be able to finish off with the pain and forgive.

#### Victim

- Describe how the victim (the parents) must have felt at the time.
- Describe how the victims had to fight with grief and pain.
- What might the victims want to know about the offender? (drinking problems under control? Etc.)
- How can the victims be sure that a similar incident will never happen again?
- How can the victims offer Tobias reconciliation and forgiveness without taking away from the graveness of the situation?

#### Offender

- What could Tobias say to the parents?
- How will Tobias feel when being confronted with the parents and looking into their faces?
- How will Tobias react on the parents’ reconciliation offer?

## Session 3: Responsibility and confession

### 3.1. Aims

After finishing this unit, all participants should have a better understanding of the following:

- What does it mean to confess?
- Why is it important to take responsibility and why is it an essential part in the healing process?
- Advantages of confession?
- What is repentance?

### 3.2. Icebreaker

Do an icebreaker with the group in order to have attention for each participant and get to know each other better in a relaxed way.

### 3.3. Review

Ask the participants for feedback to the last two sessions.

### 3.4. Confession

#### **N.B.**

This session is all about what it means to confess to something. There are many different things you can confess to: feelings, outlook, believes in God or things, and guilt. That's why our first topic is confession. Further than that, we will talk about the effects about our confession on our future, e.g. how we will behave and what we will do.

Brainstorming on a flipchart: What does confession mean to you?

Divide in small groups. Each group receives a piece of paper with a wise quote. It is best to first consider which verse will suit which group. Have a small group discussion on what this quote says about confession.

- a) The Magnanimous, who forgives the enemy, and replies evil with good is exalted and receives the highest praise; because he recognized his own self being even there, where it is decided denied. (Arthur Schopenhauer)
- b) The love also our enemies is the key, which allows to solve the world's problems. (Martin Luther King)
- c) Only the one, who repents, is forgiven in life. (Dante Alighieri)

Discussion in big group:

- What prevents us from admitting our guilt? (Pride, fear of rejection, shame)
- What are the advantages of confession? (healing, forgiveness, clear conscience, no need to conceal things anymore)
- What would a victim confess/admit? (hateful feelings, revenge, own sense of guilt) (accept that has happened, admit it and find closure)
- What would an offender confess/admit? (weakness, wrong action)

Confession is...

... declaration of my own mistakes towards others.

... telling my story to others.

... telling about the incident(s).

“To tell my story means being confronted with my own emotions.”

We must try and connect painful or negative experiences with feelings rather than suppressing the memories. We can deny the past, but that won't make it disappear.

### **3.5. Repentance**

Present this subject to the group:

It is very important to look through how can one take responsibility for what he/she did? How can it be shown? Say sorry means act sorry. Also need to talk about difference between regret and remorse. What does it mean for victims when offenders take their responsibility? How do you show that you are taking responsibility for what you did? Do you need help in this?

From the victims side: How do I feel when we have to deal with those who offend you? What are your fears and how do you deal with mistrust? (Grievances, harms, losses, consequences, confession) How I feel when we have to deal with those who harmed me, when I am sitting next to the offender?

Continue:

- Remember back to the thoughts and feelings that are felt in relation to the crime committed against you. How would you describe the situation as a victim? How to respond to the crime committed against you?

Discussion: connection between confession and repentance

- Repentance includes confession, but is not the same
- Confession deals with the past and the present, repentance also includes the future
- No matter how much we regret what happened, if we do not change our behavior and try to straighten things out, we have not truly repented.
- Repentance is a confession with action, which means it is more than just saying sorry. It means to put the things said into action.

**With a flipchart, work out together: Repentance is a process:**

1. Admit to yourself what happened
2. Turn away from this behavior
3. Take responsibility for your behavior in the future

#### **N.B.**

Repentance is often seen as a weakness. **HOWEVER**, it needs a lot of courage to confront oneself with false actions. It needs a lot of courage to admit one's feelings and to deal with it in real life. It needs a lot of courage to understand that we are not capable of dealing with everything on our own. Without the help of other, we wouldn't be able to deal with everything. We are in need of community with friends that support and help us. We ourselves support others, as well. Everyone needs someone, where you can be as you are.

### **3.6 What prevents change**

Four points that prevent change and us taking responsibility for our behavior:

1. Denial ("No one was harmed", "That's life", "It wasn't my fault")
2. Accusation ("She wanted me to do it", "My friends put me under pressure", "If the police officer wouldn't have stressed me so much and left me alone...")
3. Belittlement ("It was just a tap", "I just had a few beer", "They have enough – they won't miss anything", "I don't steal from people, only from shops")
4. Defense ("I did it for my children/my family", "Everyone else does it, as well", "Someone had to give her a lecture")

Explain how a lack of victim-consciousness is connected to recidivism. Explain how the attitudes from above justify crimes. Many offenders would say it just happened, I did not think about it, but in reality it was their thoughts, their attitudes, their beliefs and values that made them commit the crime. E.g. not everyone would steal a car on their way home from a party.

Ask the offenders what values their parents conveyed to them. Whose parents would lie for them?

**Discussion:** Is it helpful or unnecessary to think about victim-consciousness? Also, discuss it from the victims' point of view. How can the victim take responsibility? (*say what he thinks, not be ashamed*)

Remember that a victim is someone who was harmed without having any influence. Whatever happened, it is not his/her fault. So how can you answer the question the victim can take responsibility?

- If I say, it was not my fault, I cannot be made responsible for it, either.
- Victims must know and understand that they are not responsible for the action of others. The other person always has a choice.
- Some victims have a wrong sense of guilt. They make themselves, at least partially, responsible for what has happened.

Examples:

Victim of a robbery – I shouldn't have been out at night. I should have yelled louder.

Victim of a burglary – I should have built in better locks.

Victim of abuse – I should have said no.

Everyone should find a silent place and ponder. The questions from the work sheet can be an orientation and may be answered in writing. Afterwards, whoever wants to can share his/her results with the group. Was it easy to answer the questions? What was easier and what was more complicated for you?

### ***3.7. Life reports***

Have the appointed victim(s) and offender(s) read their life report. See 2.6.

### ***3.8. Feedback***

Are there any additional thoughts? How was the session? What did I learn for and from myself?

Inform about the items in the coming sessions

### ***3.9. Closing***

Find a way for finishing this session, summarize, encourage, express thanks for participating, invite them for next session again.

### ***3.10. Work material***

Hand out homework sheets or point out the homework in the homework book.

### **Requisites**

- Welcome sheet
- Material for icebreaker
- Flipchart and pencils
- Piece of paper with quotes
- Story or videoclip about impact of crime, reconciliation or mediation
- Homework material
- .....

## Session 4: Forgiveness and reconciliation

### 4.1. Aims

What do you need for forgiveness? What is the way to reconciliation?

What are the positive effects of forgiveness, of reconciliation?

After finishing this unit, all participants should have a better understanding of the following:

- What is forgiveness?
- Why should we think about it?
- Whom does it benefit? What is the purpose of it?

### 4.2. Icebreaker

Suggestion based on the book “Doing Life”. Spread the pictures on the floor and ask the participants to pick one. Now they should think about the following:

- What does the person do in his/her life?
- Is he/she married?
- Does he/she have children?
- What is his/her passion?
- What is his/her hobby? Do they do any sports?
- Do they have a job? What kind of job?

Once everyone has given their feedback to their picture, tell them that every single person on the pictures has been sentenced for life for murder. Invite the participants to have a look at the book “doing life” during the break and to read the peoples’ comments about their imprisonment.

### 4.3. Review

Review the last 3 sessions.

### 4.4. Forgiveness is...

Make in the big group a mindmap “Forgiveness is...” on a flipchart. Discuss: Why do you think should we think about it? Isn’t it much easier to hate and to want revenge? Or to be filled with bitterness? Why not? Invite the participants to an open discussion and tell them that we will find out more about forgiveness with the help of some quotes.

Use quotes, videoclip, story or other means to illustrate forgiveness.

Discuss in small groups:

- What does the story/ quote tell you?
- Why can it be useful to forgive?
- What are the consequences of forgiveness?
- What is necessary to be able to forgive?

Ideas for discussion:

- If you cannot forget something, does it mean that you do not truly forgive? (*No. We can’t just delete the past from our memories when forgiving somebody. We solely give ourselves a new perspective of thinking.*)
- What shall we do when our brother is not willing to repent? Or when we just don’t know if he truly repents or not? (*we shall forgive him anyway*)
- How is this an advantage for the victim of a crime? (*Our answer/reaction does not depend on the offender, we can forgive even without reconciliation. Reconciliation*)



*requires both – the forgiveness of the victim and the repentance of the offender. The victim does not depend on the offender.)*

- Encourage the group that whoever forgives, can let go, can continue with his life, can be healed.
- Whenever we forgive someone, we do not give this person anything – he/she does not have to know that we have forgiven him/her.
- Are these good or bad news for you, when you think about what it would mean to forgive people who have caused you suffering?

#### **4.5. Forgiveness is not...**

Make a mindmap “Forgiveness is not...” on a flipchart

Forgiveness is not:

- Ignoring the offender
- Ignoring the offender’s inhuman behavior
- Ignoring the severe pain the offender has caused
- Giving up the demand that the offender must take responsibility for his actions and straighten things out
- Feeling forgiveness, e.g. being freed from pain and hurtful memories
- Being dependent from the offender
- Forgetting

*“Forgiveness is a gift from God that we must value and honor.”* Rabbi Professor J. Sacks

#### **4.6. Life reports**

Have the appointed victim(s) and offender(s) read their life report. See 2.6.

#### **4.7 Reconciliation**

Have a group discussion on compensation (options for various crimes) and reconciliation (mindmap). Explain how participants can work on an action plan and the possibilities of Victim Offender Mediation (VOM).

#### **4.8. Feedback**

Inform the participants that on the next session special guests will visit the course. Make sure the prison authority gave you the permission for entry.

#### **4.9. Closing**

Find a way for finishing this session, summarize, encourage, express thanks for participating, invite them for next session again.

#### **4.10 Work material**

Hand out homework sheets or point out the homework in the homework book (for example sheets with questions for deepening of what is learned in the fourth session). Explain that all participants make a (symbolic) act of restitution (for example a letter, a painting, a poem or a card) to present in the last session.

#### **Requisites**

- Welcome sheet
- Material for icebreaker
- Flipchart and pencils
- Quotes, videoclip, story about forgiveness

- Information material on VOM

- .....

## **Session 5: Step forward, celebration with guests**

### ***5.1. Aims***

After finishing this unit, all participants should have a better understanding of the following:

- All crimes have victims
- Crimes have consequences for offenders as well as for victims
- How do I take responsibility for my thoughts and emotions?

The aim of this session is a better reflection of our experiences. We can either be honest or lie and belittle things.

“It’s not so important what happens to us. It’s more important how we deal with it.”

### ***5.2. Icebreaker***

Have an icebreaker that helps creating a relaxed atmosphere with attention for everyone.

Introduce the guests. All the participants have a chance to greet the guests.

### ***5.3. Review***

Do a revision in the big group of all the items that have been mentioned in the previous sessions.

Use a PowerPoint presentation and let the participants tell the group about what has been learned.

### ***5.4 Presentation of the acts of restitution***

The participants should present what they had learned through the course, what inner changes they discovered. Symbolic reparations – in front of the social witnesses, prison authority representative, and chief of the village and church leaders all together - in the presence of guests. The participants can report the journey, which was made during the sessions. Individually because of reparation they can have their action plan and presentation of letters of apology. The social witnesses represent the community's forgiveness. Articulate the community's needs.

### ***5.5 Handing over certificates***

The facilitator gives a certificate of participation to all participants and holds a personal speech about his/her experiences with the group during the programme.

### ***5.6 Feedback***

Read the content of the envelopes about ‘expectations’ that were written in the first session. Ask participants for honest feedback on the programme.

### ***5.7 Closing and celebration***

Find a way for closing the course and celebrating the new insights on restorative justice.

### ***5.8. Evaluation form for all participants / after-measurement scale***

#### **Requisites**

- Welcome sheet
- Material for icebreaker
- PowerPoint overview sessions
- Envelops with questionnaire „Expectations”
- Certificates
- Evaluation forms
- After-measurement scales

## Appendix 7

### Follow up questions for a Building Bridges Programme

A follow-up to a Building Bridges Programme might include a spoken conversation or a written questionnaire to find out how the participant feels about their situation, and whether or not this has changed. It might also be useful to use a follow-up conversation to find out if there are other services to whom you might be able to direct the participant. This requires a good understanding of the participant's situation, needs and wishes. It is equally important to understand the perspective of the facilitators and their role within the process.

***SECTION 1 – Programme follow-up questions: how the participant feels after the programme (some of these questions might also be useful to present after individual sessions, if you feel it is appropriate).***

- How do you feel now?
- How did you feel in the several sessions?
- Which sessions benefited you the most? Why?
- Did you have expectations / specific objectives / ideas before the participation in the programme?
- Have your expectations / specific objectives / ideas changed after participating in the programme? How?
- What do you think you learned from programme?
- What aspect do you consider the most valuable?
- How do you feel you will remember what you have learned?
- What do you do with what you have learned?
- How do you think you might deal with negative feelings coming up in the future?
- Are there any areas of the programme that you would like to go into more deeply?

**IMPORTANT: As a facilitator, do you think there are any other support services that you could refer the participant to? Is there anything else that you can offer the participant?**

***SECTION 2 - Reflective questions for the facilitators to discuss amongst themselves and with their team***

- What do you think of the organization of the programme?
- Were the facilities sufficient for you to achieve the objectives of the programme?
- How could the organization of the programme have been improved?
- What did you think of the construction of the Building Bridges Programme content?
- How did you feel about the timing and duration of the sessions?
- How did you feel about the content?
- What did you think of the materials that were provided?

- Which methods worked well? Which methods did not work so well?
- How would you describe the attitude of the participants?
- How well did participants actively participate in the programme?
- Could you have done anything better, or differently, to improve participant involvement?
- What did you think of yourself in the role of the programme facilitator?
- Did you encounter any specifically memorable things on the programme?
- What did you learn from this programme?
- Are there things for which you need further support or advice?

## **Appendix 8**

### **Stakeholder Analysis for a Building Bridges Programme**

Conducting a needs-driven stakeholder analysis will support the goals of Building Bridges in helping to establish sustainable programmes with stronger links between offender- and victim-support services.

#### **Identifying stakeholders**

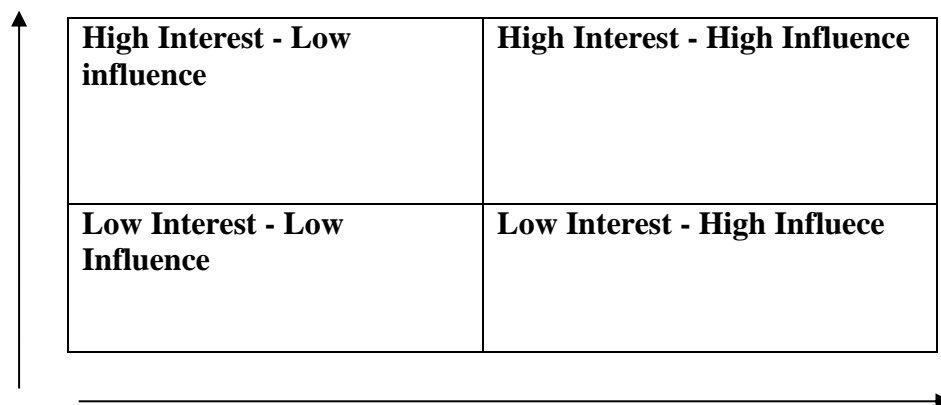
A good way to start to identify who the stakeholders are is to create a list of all individuals and organisations who could have an interest in the Building Bridges programme (i.e. could be affected or impacted by a Building Bridges programme, either positively or negatively). This can be done in a brainstorming exercise.

To expand on this, you could invite some of the stakeholders identified in this first brainstorming exercise to attend a second brainstorming exercise, to see if any organisations are missing. This will give you input from outside of your team and experience, and help you to benefit from contacts and networks that already exist.

#### **Who are the important stakeholders?**

Some stakeholders will be more important than others when setting up a Building Bridges Programme. That is, some are more influential, or need more attention than others, to ensure the programme is a success.

A good way to do this is to write each stakeholder name on a post-it note. On a flipchart, you can make 4 equally sized boxes, with arrows on the X and Y axes. like in the diagram below



The Y axis represents the INTEREST of the stakeholder, that is, how interested are they in the programme and how much does the programme affect or impact them? The X axis represents the INFLUENCE of the stakeholder, that is, how much power do they have, and how much can they impact the success of the programme.

With each stakeholder name written on a post-it note, your team can place them on the flip chart, relative to their INTEREST and INFLUENCE. It is important that all team members agree with the eventual placement of each stakeholder.

You will see that those stakeholders that are in the upper-right square  $\beta$  with high interest and high influence – are probably quite important to your plans, whereas those in the bottom-left square - with low interest and low influence – are less important to your plans. This will help you to select the stakeholders whose support you need. The next step is to identify strategies for encouraging the support of these important stakeholders.

**Planning engagement with the stakeholder.**

Now you have identified those stakeholders who are important to the establishment of your programme, you can start to look at what they might want – and how you can act to encourage their support. A good way to do this is to create a piece of paper for each stakeholder, with a similar layout to the diagram, below.

NAME		
HOW DO THEY INFLUENCE THE BUILDING BRIDGES PROGRAMME?		
WHAT DO WE NEED FROM THIS STAKEHOLDER?		
WHAT DO THEY EXPECT FROM A BUILDING BRIDGES PROGRAMME?	HOW DOES OUR BUILDING BRIDGES PROGRAMME MEET THESE EXPECTATIONS?	HOW CAN WE CHANGE? HOW CAN WE IMPROVE?

On this sheet of paper, you can identify the ways in which this stakeholder can influence your programme, and gather some ideas about what you need from this particular stakeholder. For example, an important stakeholder might be a victim support group. They influence the programme by being able to provide victims to the programme (or prevent victims from participating). More than just the support of this stakeholder, you need for them to believe in the value of your programme, and their commitment to the goals of the programme.

Once you have thought about these and made notes on the sheet of paper, you can identify a list of things that this stakeholder might expect from a Building Bridges Programme. Perhaps you are able to sit down and talk with this stakeholder, or perhaps you need to imagine what they might expect, from your own experience or professional understanding. You can list this in the first bottom column on the left.

In the middle column, you can try to identify how well your programme meets these expectations. A good way to do this is with coloured marker pens. Making small coloured marks against each of the expectations in the right-hand column. A green mark indicates that you are successful in meeting a certain expectation. An orange mark means you are on the right track, but perhaps have some work still to do. A red mark means that you do not fulfil this particular expectation at all – perhaps you need to address this issue.

In the right-hand column, you can think of strategic ideas for helping to better meet the expectations of the stakeholder. This might help encourage their support, and help you to establish a sustainable programme with positive impacts across as many victims and offenders as possible.