

Work Stream 1

Deliverable Report 1.1

Research Guidelines. Conducting interviews with facilitators and a literature review on STP.

Internal Document.



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WS 1 – Research guide

For Building Bridges partners in Germany, Italy, Hungary and the Netherlands only

WS 1 / TASK 1.1: Exploring existing STPs

Target group for these questions are current and former STP facilitators

Rationale

As you all might know, the Sycamore Tree Programme (STP) originated from North and South America with its core of bringing together unrelated victims and offenders for the purpose of restorative justice. With this research we would like to find out how STP has been spread and used across Europe already and what opinions current and former STP facilitators have about the programme.

Dear Tobias, Ingrid, Gabor, Marton, Marcella, Daniela and Esther,

Please ask 5 different current or former facilitators of STP the following questions and answer each question per person. We recommend that you call 5 facilitators and arrange a meeting with each one of them and then ask them all questions just like doing an interview.

You as the interviewer ask the questions and take notes on the answers of the person. Print this guide 5 times (once for each interview). If STP facilitators allow it, ask them to tape the interview (with a phone or digital voice recorder). After the interview, make a transcript of the interview (word by word without smoothening the text or leaving anything out), then translate the transcripts to English. Normally interviewees are ok with taping. The tapes will not be given away to third parties or used for other purposes than Building Bridges.

TASKS:

- Do 5 interviews with STP facilitators and tape them*
- Transcribe the interview word by word without leaving things out*
- Translate the transcripts into English*

When all 5 interviews are done, send the translated transcripts back to Katharina until May 15th. (k.resch@makam.at)

Katharina, Gerry and Iain



How to conduct interviews in a scientific way

Think about who could be a useful candidate for an interview before contacting STP facilitators.

Inform them about the app. length of the interview, place and general topic. You do not have to send this guide to them beforehand. Set a date for an interview and ask them permission to tape the interview and to use this information to contribute to spreading STP into more European countries. All information will be handled confidentially.

Start with a compliment, thanking them that they are willing to share their experience and time with you.

Ask only one question at a time and go through the interview guide question by question. Take notes and stay as neutral as possible, holding back your own opinions. Remember that there are no right or wrong answers to these questions. We want to get to know *their* opinions in the best possible way in a short interview, so do not comment yourself on any issues. You can do this after the interview. All questions are voluntary. If some questions remain unanswered express that this is no problem. If someone does not want or cannot answer a question, just move on to the next question. Pose all questions exactly the way we have worded them. Do not leave away or add anything to the questions. All questions are open-answer questions and you should encourage interviewees to talk about the answer and not just to say yes/no. If the interviewee drifts away to another topic, bring him or her back to STP by asking the next question.

Check to see if the tape recorder is working when you have time. The last question is an invitation for the facilitator to tell us anything else he or she might think is important about STP.

After the interview is finished (when all questions were asked), close the interview by saying thank you and clarify how you can contact each other after the interview. Then when the interview is finished, you can enter into a personal conversation, in which you can of course also express your own opinions.

Write down where the interview took place (e.g. Amsterdam), the date (e.g. April 30) and how many minutes it took (e.g. 63 minutes). Take notes on the age and gender of the facilitator you just interviewed (male, 43 years old).

Then transcribe the interview word by word without making any corrections to the sentences and without leaving anything out in your language. In the end, translate the finished transcripts into English.



PART 1. Before STP starts

1. How are victims selected for STP?

2. Where do you usually find victims? How do victims find out about STP? (e.g. newsletters, snowball system, personal connections?)

3. What crimes have they typically experienced? What groups of crimes are common for your victims?

4. How would you describe their fears, apprehensions and expectations towards STP? How do you deal with these fears, apprehensions and expectations before STP starts?

5. When you speak to a victim before STP starts, which words do you use to describe STP? Which language do you use? What are you especially sensitive to and why?

6. When or in which case might a victim not qualify for STP? When would you reject someone? (e.g. too high risk for re-traumatisation) Has this ever happened? How did you inform them/handle it?

7. From your experience in STP, how would you describe the range of victims you have worked with in the last years? How would you describe their diversity in terms of age, gender, religion, and educational background? Why do you think some sign up more often than others?



8. How would you describe a “typical” victim for STP? How long have they usually lived with their crime experience until they take part in STP? Which steps have they usually taken for personal healing/restoration?

9. What is the importance of victims for the STP programme?

10. Which advantages does it have for the victim to take part in STP?

11. Are they financially remunerated for taking part (small fee, travel costs etc.)?

12. Imagine a STP programme is planned for next month and no victim can be found for STP, what happens?

13. Which kind of preparatory work do you do with victims? What happens between the first contact with the victim and the actual participation in the session? (steps in between) How do victims react to these steps?

14. Is there any form of (formal or informal) risk assessment? (e.g. risk of re-traumatisation) How and by whom is it done? Explain.

15. Let’s talk about the offenders now. How are offenders selected in your programme?



16. Where do you usually find offenders? How do offenders find out about STP? (e.g. newsletters, snowball system, personal connections, prison management?)

17. Which crimes have they typically committed? What groups of crimes are common for your offenders?

18. How would you describe their fears, apprehensions and expectations towards STP? How do you deal with these fears, apprehensions and expectations before STP starts?

19. When you speak to an offender before STP starts, which words do you use to describe STP? Which language do you use? What are you especially sensitive to and why?

20. When or in which case might an offender not qualify for STP? When would you reject someone? (e.g. specific crimes) Has this ever happened? How did you inform them/handle it?

21. From your experience in STP, how would you describe the range of offenders you have worked with in the last years? How would you describe their diversity in terms of age, gender, religion, and educational background? Why do you think some sign up more often than others?

22. How would you describe a “typical” offender willing to take part in STP? How long have they usually been imprisoned until they take part in STP? Which steps have they usually taken for personal healing/restoration?



23. How would you describe the personality of a “typical” offender willing to take part in STP? (e.g. openness etc.)

24. Imagine a STP programme is planned for next month and no offenders can be found for STP, what happens?

25. Which kind of preparatory work do you do with offenders? What happens between the first contact with the offender and the actual participation in the session? (steps in between) How do offenders react to these steps?

26. Is there any form of (formal or informal) risk assessment with offenders? (e.g. risk of violence etc.) How and by whom is it done? Explain.



PART 2. Programme phase in STP

27. What do you think STP is trying to achieve?

28. Which sessions from the original STP programme do you do in exactly the same way as the original US-version (8 sessions) and which parts have you modified and why? (see annex with list of sessions)

29. How do offenders typically react to victims in the sessions? Which emotions, change of atmosphere etc. can you observe when they meet?

30. How do victims typically react to offenders in the sessions? Which emotions, change of atmosphere etc. can you observe when they meet?

31. How is the victim introduced to the group?

32. What kind of restitution / restoration have you seen in the last years? Give examples. What institutional or societal barriers exist that prevent or limit this restitution / restoration?

33. What do you as a facilitator do in difficult situations between victims and offenders? Why do difficult situations occur?



34. How would you determine if an STP session is “successful”?

35. How would you be able to tell if one STP is more successful than another STP?
Which differences would you see?

36. How would you describe practical issues, like time foreseen for different activities?
How appropriate is the time frame in STP? Which activities take longer, which shorter
and what would need to be changed in your opinion?



PART 3. Finishing phase of STP

37. What happens at the celebration/last session?

38. Why are others (family, community members) invited to the last session? Which kind of restitution takes place there? How is the benefit of the programme communicated in this last session?

39. How do victims and offenders keep in touch after STP? In which cases is this desired? Why or why not?

40. How are victims supported after the actual STP programme? Which support measures do you implement and how do they work (intensity of support, kind of support, etc.)?

41. How do you think victims are helped with this programme? How could this be communicated best to other victims?



PART 4. About you as a facilitator in STP

42. What are the main challenges for facilitators in your opinion?

43. What do you do to access prisons? Which steps do you take to involve them?

44. Which connection do you have to victim support centers? (local, regional, public, private, self-help groups etc.)

45. What is your professional background? Does it help you in STP? If yes, how does it help you?

46. Do you do STP alone or with another facilitator / person? How do you meet?

47. How would you describe the relationship between STP facilitators? What are the advantages and disadvantages of doing STP alone or together?

48. Describe your experience with an easy STP group. Why was it easy?

49. Describe your experience with a difficult STP group. Why was it difficult?



50. Which teaching methods do you use? Which ones would you never use for STP and why?

51. There are some best practice standards for restorative justice in Europe and some EU Member States like for example the “Best Practice Guidance for Restorative Practice”¹. Are you aware of these standards in restorative justice? To what degree do you use these standards in STP?

52. Is there anything else you would like to tell us about your STP experience?

Thank you very much for your time and participation!

¹ http://www.restorativejustice.org.uk/resource/best_practice_guidance_for_restorative_practice_2013
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ANNEX: List of sessions (for question 28)

Session 1: Introduction to STP

Session 2: What is crime?

Session 3: Responsibility

Session 4: Confession and repentance

Session 5: Forgiveness

Session 6: Making amends

Session 7: Towards reconciliation

Session 8: Celebration



WS 1 – Guide for Literature Review

For Building Bridges partners in Spain, Portugal and the Czech Republic only

WS 1 / TASK 1.1: Exploring existing STPs and victim integration

Rationale

As you all might know, the Sycamore Tree Programme (STP) originated from North and South America with its core of bringing together unrelated victims and offenders for the purpose of restorative justice. With this research we would like to find out how the original STP was documented and what we can learn about victim integration and support from these documents. Additional to STP documents, we will also look at other documents about integrating victims into restorative justice processes and learn from them.

Please look through this list of documents and your tasks:

Document Name:	To be reviewed by:	Until:
Source 1, 2, 3	Portugal	May 30 th
Source 5, 6, 7	Spain	May 30 th
Source 4, 8, 9, 10	Czech Republic	May 30 th

To Do:

We want to find out, how the original STP methodology was documented, what works and why it is seen as successful. We would like to answer the main research question: **What can we learn from STP documents in different countries about victim and offender work and about integrating victims into STP?**

Print and save this template for each single document you are reviewing (fill in one Word File for each PDF you read).

Read each document your name is allocated to and **write a summary** for each document answering the following questions:



DOCUMENT NAME: _____

AUTHOR(S): _____

YEAR OF PUBLICATION: _____

REVIEWER: (country and name of the person) _____

1. What are the main contents of the document? Summarize in 2-3 paragraphs.

2. Who was the document written for? Who is the main readership or audience for the document?

3. What does the document say about the selection criteria of victims for STP? How are victims characterized, found and selected?

4. What does the document say about doing STP inside or outside the prison? What are the advantages and disadvantages of doing it inside or outside the prison setting?



5. How does the document describe the advantages and benefits for victims taking part in STP?

6. How does the document talk about “success” of STP? Which hints are given to when STP is “successful” and when it is not? Explain.

7. Open comment: What else could be important for Building Bridges from this document?



WS 1 Resource List

Resources about Sycamore Tree Project (STP) in English

- Feasey, Simon / Williams, Patrick (2009): An Evaluation of the Sycamore Tree Project Based on an Analysis of Crime Pics II Data, Sheffield: Sheffield Hallam University.
- Gevangenzorg Nederland (2013): Restorative Justice Programs Prison Fellowship the Netherlands. Zoetermeer.
- Klaassen, Esther / de Jong, Thea (2009): Hand Book. Sycamore Tree Youth Programme, Zoetermeer: Gevangenzorg Nederland.
- Parker, Lynette / Van Ness, Dan (2010): SYCAMORE TREE PROJECT® Participant Workbook, Washington DC, Prison Fellowship International www.pfi.org/cjr/stp
- Parker, Lynette / Van Ness, Dan (2010): SYCAMORE TREE PROJECT® Session Guide, Washington DC, Prison Fellowship International www.pfi.org/cjr/stp
- Parker, Lynette / Van Ness, Dan (2010): SYCAMORE TREE PROJECT® Programme Guide, Washington DC, Prison Fellowship International www.pfi.org/cjr/stp
- Reni, Marcella / Paris, Carlo et al. (2013): Within the walls of the soul. Sycamore Tree Project in Italy. Sabbiarossa ED.

Resources on Restorative Justice and victim-offender mediation in general

- Fellegi, Borbála / Szegő, Dóra (2013): Handbook for Facilitating Peacemaking Circles, ISBN 978-963-89468-3-6
- Fellegi, Borbála (2003): The Restorative Approach in Practice: Models in Europe and in Hungary, http://www.foresee.hu/uploads/tx_abdownloads/files/RJarticle_EUCPNpubl_Fellegi_EN_03.pdf
- Gyökös, Melinda / Layni, Krisztina (2010): European Best Practices of Restorative Justice in the Criminal Procedure. Ministry of Justice and Law Enforcement of the Republic of Hungary.
- McNeill, Fergus / Farrall, Stephen et al. (2012): how and why people stop offending: discovering desistance. In: Insights 15. Evidence summaries to support social services in Scotland. April 2012, www.iriss.org.uk
- McNeill Fergus (): Four forms of 'offender' rehabilitation: Towards an interdisciplinary perspective, University of Glasgow, In: Legal and Criminological Psychology
- Restorative Justice Council (2011): Best Practice Guidance for Restorative Practice. London, www.restorativejustice.org.uk
- Strang, Heather / Sherman, Lawrence / Mayo-Wilson, Evan / Woods, Daniel / Ariel, Barak (2013): Restorative Justice Conferencing (RJC) Using Face-to-Face Meetings of Offenders and Victims: Effects on Offender Recidivism and Victim Satisfaction. A Systematic Review. In: Campbell Systematic Reviews 2013:12, DOI: 10.4073/csr.2013.12
- Tünde, Barabás / Fellegi, Borbála / Windt, Szandra (2012, eds.): Responsibility-taking, Relationship-building and Restoration in Prisons. MEDIATION AND RESTORATIVE JUSTICE IN PRISON SETTINGS, National Institute of Criminology, ISBN 978-963-89468-1-2
- Wachtel, Ted (2013): Defining Restorative. In: International Institute for Restorative Practices, www.iirp.edu



Resources on Christian Faith and Restorative Justice

Kruschwitz, Robert (ed.) (2012): Prison. Christian Reflection. A series in Faith and Ethics.
Waco: Baylor University. ISSN 1535-8585

Non-scientific resources about STP

Sycamore Tree Project on the PFI website: www.pfi.org/cjr/stp

Brochure: www.pfi.org/cjr/stp/introduction/sycamore-tree-brochure

Evaluation of STP: www.pfi.org/cjr/stp/report/evaluations-of-the-sycamore-tree-projectae

Where does it run: www.pfi.org/cjr/stp/where2

Videos

