

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:

1. Recruitment of participants and volunteers
2. Personal interviews with victims, the importance of interviewing, assessing motivation (see chapter 5)
3. Selection of participants
4. Send information about the program to the prison authority
5. 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
6. 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 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