Restorative Introductions

Prepared for International Restorative Justice Week
November 15-22, 2015

Edited by Ian D. Marder
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With special thanks to all those who have contributed to *Restorative Introductions*. Without you, this document is just a cover page and a blank table of contents.

Thanks also to the International Advisory Board of the Community, and to everyone else who has provided advice and support throughout both the creation of this document and the development of the network.

Join the debate by using the search terms *Community of Restorative Researchers* on Facebook or LinkedIn. We have active discussion groups on both sites, as well as a Facebook page, on which we share the latest news, media representations, research, events, jobs and any other information we come across relating to restorative practices.

You can also listen to or download our new podcast series *Restorative Conversations* by using those search terms on Soundcloud, iTunes or TuneIn.
A note from the editor

Brought to you by the Community of Restorative Researchers (CoRR) for International Restorative Justice Week 2015, Restorative Introductions is a collection of short biographies, commentaries and posters which summarise the research, practice, policymaking, activism and other pursuits of some of the many individuals and organisations working in the field of restorative practice. Since its establishment in June 2014, CoRR has sought to enhance communication and collaboration between individuals and organisations involved in different capacities in restorative practice. Thankfully, we are just one of a number of organisations (you know who you are) engaged in the design and administration of infrastructure conducive to an open and critical dialogue in this field.

This task, however, is far from complete. We must all work harder to ensure that the dialogue is inclusive of researchers, practitioners, policymakers, students, participants, advocates, opponents, and all other persons with a stake in restorative practice, if we are to maximise the benefits and minimise the risks of its growth in a variety of settings.

Naturally, it is essential that we collaborate to these ends. Yet, as our connections and passion increase, so do our individual workloads. We find ourselves overexerted more often than we would like to admit. As a consequence, practitioners, policymakers and others do not always have time to read the latest research, though many would like to absorb the contemporary evidence and integrate it into their activities. Similarly, researchers often feel unable to dedicate time towards increasing the accessibility of their research outputs, even though they aspire to communicate the practical applications of their work.

I am convinced that innovations in the creation of content can help to overcome these barriers, and I hope you will agree that this document is just one example of a possible format for this to take.

In his 2001 work Firing Back, the sociologist and philosopher Pierre Bourdieu wrote the following: “We must work to design new forms of organisation capable of bringing together researchers and activists in a collective work of critique and proposition, leading to novel forms of mobilisation and action. [...] Researchers engaged in activist work and activists engaged in research must learn to work together, overcoming all the prejudices they may harbour about one another. They must endeavour to establish modes of communication and discussion of a new type. This is one of the preconditions for collective invention.”

Add the many, many other stakeholders into this equation, Pierre, and we have a deal.

Ian D. Marder
Founder, Community of Restorative Researchers
November 2015
1) Prof. Craig Adamson, Director of Graduate Studies, International Institute for Restorative Practices (USA)

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Restorative Reporting Centers (RRC)

The RRC was created as a community-based alternative to out-of-home placement for delinquent youth in Bucks County, Pennsylvania. Youth offenders who violate their probation and were traditionally placed in residential facilities are now being offered the opportunity to participate in the RRC. The RRC focuses on the reduction of residential placements, creating skills and competencies through restorative practices, building moral reasoning and reconnecting family relationships.

A program review has shown that, based on the Standardized Program Evaluation Protocol (Lipsey et. al, 2010) created from a meta-analysis research project, the RRC score represents a higher probability to reduce recidivism. Furthermore, preliminary results are showing a trend in the reduction of residential placements, increased academic achievement, higher levels of social connectedness, and a reduction in anti-social behaviour.

The RRC achieves these outcomes through the inclusion of informal to formal restorative practices that include restorative questions, Family Group Decision Making Conferences, proactive and responsive circles and community building. The RRC works with both male and female youth daily after school between the hours of 16:00 and 21:00, and one day on the weekend. The total duration of the program is 20 weeks, with the intensity of treatment dosage decreased over time.


2) Monique Anderson, Ph.D. Student, Leuven Institute of Criminology, KU Leuven (UK/Belgium)

What are the justice needs of young people who are sexually harmed by peers in family settings?

Is there a role for restorative justice?

Context
When a young person is sexually harmed by a similarly aged peer within a family context, the consequences can be complex and enduring. A just response is an important prerequisite to the victim taking steps away from the harm experience and moving forward. Yet we know little about what these victims see as a ‘just response’. That is, we know little about their ‘justice needs’.

When used in a considered and sensitive way, restorative justice (RJ) shows potential as a response in intrafamilial sexual harm cases where both the victim and perpetrator are young. However, there is a need for a greater understanding of the mechanisms of RJ in such cases.

Research Questions
1. How are we to understand the concept of justice needs as it relates to young people who have been sexually harmed, and what are the justice needs expressed by such young people?
2. To what extent can a deeper understanding of a young person’s sexual victimisation and the associated justice needs be translated into a model of RJ that is better able to accommodate the needs of such victims, and is better able to manage the dynamics between the victim and young perpetrators in such intrafamilial cases?

Key terms
Interpretative Phenomenological Analysis “is concerned with the detailed examination of personal lived experience, the meaning of experience to participants and how participants make sense of that experience” (Smith, 2011)
Intrafamilial child sex abuse “is perpetrated by a family member or that takes place within a family context or environment, whether or not by a family member” (Horvath et al., 2014)
Justice needs is a concept that encompasses measures of the integrity of both a justice procedure and a justice outcome. Understanding justice needs and the extent to which they are met measures experiences of justice and also evaluates justice processes efficacy (Daly, 2014)
Restorative justice “is any process in which the victim and the offender and, where appropriate, any other individuals or community members affected by a crime participate together actively in the resolution of matters arising from the crime, generally with the help of a facilitator” (United Nations, 2006)

Study aims
1. To understand the justice needs of young people who have been sexually harmed by a peer within a family context
2. To consider ways in which such knowledge could allow RJ to be made more victim sensitive in such cases

Design and method
1. Semi-structured interviews with 5-8 young people (aged 11 – 20). The interpretative phenomenological analysis method will be used
2. Semi-structured interviews with a minimum of 10 restorative justice practitioners
3) Diana Batchelor, Ph.D. Student, University of Oxford (UK)

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I am conducting research on restorative justice from a social psychological perspective. I draw on the rich intergroup contact literature to guide my investigation of the precursors, mechanisms and outcomes of restorative meetings.

My research has two main purposes: firstly, to test and develop contact theory in a high-intensity, real-world setting; secondly, to enhance current understanding of restorative justice at a critical time in the development of UK policy and practice.

4) Sandra Beeton, Executive Director, Association of Panel Members (UK)

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http://www.aopm.co.uk/

AOPM is the national umbrella body for 5000 volunteers supporting the youth justice system in Youth Offending Teams (YOTs) in England and Wales. We aim to unite and provide a voice for restorative justice volunteers across England and Wales. We advocate for community-led restorative justice to rehabilitate offenders, to prevent them from creating further victims of crime and to reintegrate them back into families, education and employment. The charity operates without central or local government funding. The purpose of the Association is to advance the performance of Community Justice Panel members in performing their civic duties with young people involved in the criminal justice system. We promote good practice in delivering restorative justice to communities afflicted by youth crime and advocate for the rights of children in the criminal justice system - particularly in respect of access to education for those with restricted engagement in mainstream schools.

AOPM wish to research case studies into the practice of restorative justice in young people's residential units, and more widely in group care settings. This would build on a 2009 study by Hertfordshire University, followed by a second study in 2010 funded by the NSPCC.
5) Emanuela Biffi, Project Officer, European Forum for Restorative Justice (Italy/Belgium)

Accessibility and Initiation of Restorative Justice

2013-2014

International research shows that restorative justice is a positive instrument for dealing with crime and harms: victims’ needs are more frequently satisfied, recidivism is reduced and overall satisfaction rates are often far higher than in the criminal justice system. Despite this, restorative justice remains under utilised. How can restorative justice processes be successfully initiated and made more accessible to citizens?

Activities
- Literature review on justice theories relevant for accessibility of RJ
- Empirical research to support theories and focus on initiation phase
  - Questionnaires
  - Interviews with ‘initiators’
  - Interviews with victims and offenders
  - Letters
  - Small-scale experiment with Criminology students
- Trainings as case studies

Research questions
- When, and under what conditions, are restorative justice processes accessible to citizens?
- How are restorative justice processes initiated under different jurisdictions and in different models?

Outputs
- Scientific report with literature review and empirical research
- Practical guide with practical recommendations
- Trainings for legal and RJ practitioners in five EU countries

Leuven Team
Supervisor: Ivo Aertsen
Researchers: Malini Laxminarayan, Emanuela Biffi

More info?
Contact: emanuela@euforumrj.org

Project partners
Belgium - KU Leuven Institute of Criminology
Croatia - Ars Publica
  - Center for Peace Studies
Ireland - Restorative Justice Services
Poland - Polish Center for Mediation
Romania - Association of Schools of Social Work
Netherlands - Verwey-Jonker Institute

Project coordinator
6) Kate Brooksbank, Restorative Justice Hub Coordinator, Bradford RJ Hub (UK)

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Bradford has been actively involved in RJ since 2008, and in 2012, the RJ Hub developed. In 2015, the Hub achieved the Restorative Service Quality Mark, which demonstrates that the Hub is delivering restorative approaches in accordance with Best Practice Guidance. The Hub is a multi-agency project which works with key agencies such as the Probation Service, West Yorkshire Police, Bradford Council, Youth Offending Teams, the National Probation Service, local housing associations, HMP Leeds and Victim Support and other third-sector organisations.

The Hub acts as a single point of contact for all things restorative in the District. This includes taking direct referrals from victims, offenders and professionals. The Hub regularly attends problem solving meetings or Strategic Management Groups to look at how restorative approaches might be used to deal with ongoing conflict or emerging issues. Raising awareness and delivering training to equip organisations to deliver restorative approaches and principles in-house is an imperative part of the work of the Hub. The Hub has both paid staff and 60 trained and highly skilled volunteer RJ facilitators.

The Hub is innovative in its approach and this led to the Hub receiving the National Award from the Howard League for Penal Reform in 2014 for its work in restorative justice.

7) Sarah Chandler, Restorative Practice Facilitator, Trainer and Consultant, Lilooet Restorative Justice Program, (Canada)

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http://www.rjlilooet.ca/resourcesandlinks.html

As a graduate of the Institute of Commonwealth Studies (University of London) MA in Understanding and Securing Human Rights, I work to link restorative justice and human rights in practice. Bearing in mind the centrality of human dignity to all of the work that we do, I volunteer as a facilitator of community justice forums, family group conferences and victim-offender dialogue. I also serve as a trainer of community justice forum facilitators, accredited by the Royal Canadian Mounted Police. With financial support from Justice Canada, I designed and delivered “What if I get into Trouble?”, a participatory training in Canada’s Youth Criminal Justice Act from a rights-based perspective, to regional secondary school students age 13-17. With financial support from the Province of British Columbia, I have also designed a rights-based mentorship toolkit, “Bringing out the Best”. Several participatory trainings have been facilitated for mentors of youth who may need support to complete agreements made in
community justice forums or family group conferences. I recently served as an advisor to the
RCMP Restorative Justice Program Review within E Division (British Columbia, Canada).

8) Tim Chapman, Lecturer, School of Applied and Social Sciences, University of Ulster (UK)

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Ulster University Restorative Practice Programme

Ulster University in Belfast, Northern Ireland, provides a Certificate in Restorative Practices
which is recognised by the Restorative Justice Council as accrediting students for practice.
Those who have completed the Certificate or a similar RJC accreditation can enrol in the
Masters in Restorative Practices. These courses are normally delivered in Belfast, though if
there are sufficient participants in an area, we can bring the course to you. We can also support
organisations in the development of a practice model e.g. the youth conference practice
guidelines for the Youth Justice Agency in Northern Ireland and a model for facilitating harmful
conflict between groups in local communities. The other main activity is research. This has
included ‘ALTERNATIVE: Developing alternative understandings of security and justice through
restorative justice approaches in intercultural settings within democratic societies’, the
Training of Judges and Prosecutors in Restorative Justice, the Active Communities Programme,
Whole System Change in Schools and Cultural Change in Children’s Homes. We actively
promote the development of restorative justice in criminal justice, schools and communities.

9) Dr. Bart Claes, Postdoctoral Research Fellow, University of Sheffield (Belgium/UK)

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Desistance from crime and restorative justice in prison (research funded by the European
Commission)

The capacity of restorative justice interventions to impact positively on offenders’ likelihood of
stopping committing criminal offences (desistance from crime) opens new perspectives for
these practices for prisons and resettlement regimes. Restorative justice practices in prison are
a new and vital tool in the rehabilitation of the offender and the prevention of further
offending. However, prisons differ significantly from other social institutions. Prison
environments induce deprivations or ‘pains’ (negative psychological effects), and have specific
cultures and structures that influence practices and the behaviour of all those present. This
research concerns the relation between restorative justice practices and these cultural and
structural elements that form the prison’s essential dynamic between the institution and its inhabitants. We are looking to identify and theoretically explain those cultural and structural elements that have an influence on restorative justice practice, and vice versa. We will gather new knowledge about how the prisoner stands in relation to these practices, what they seek to gain, and how the prisoner acts, reacts and is influenced by cultural and structural elements of the institution.

10) Mary Clarke Boyd, Lecturer in Criminology, International Development and Restorative Social Care, Institute of Technology Sligo (Ireland)

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I studied sociology and social policy from the National University of Ireland Galway, and I lecture on degrees in Social Care practice, Early Childhood Education and Custodial Care in the Department of Social Sciences at the Institute of Technology Sligo. Sligo is situated on the Atlantic Ocean on the west coast of Ireland, known as Yeats’ Country, after one of its famous poets William Butler Yeats. Key modules I deliver are Criminology, International Development and Comparative Social Care, and more recently Victimology, which examines restorative processes. Students go on to work in various social care settings, including childcare, youth work and education, early year’s education settings, community work, social work, alternative care, prisons and schools, etc., and therefore this presents many opportunities for them to use restorative practices in building community and resolving conflict. Narrative research that I completed at the University of Ulster, Northern Ireland, examined the impact of restorative processes on social connectedness and on building and maintaining working relationships in youth and community work, youth justice and in second level education in Ireland.

11) Jon Collins, C.E.O., Restorative Justice Council (UK)

www.restorativejustice.org.uk

The Restorative Justice Council (RJC) is the independent third sector membership body for the field of restorative practice. It provides quality assurance and a national voice advocating the widespread use of all forms of restorative practice, including restorative justice. The RJC’s vision is of a restorative society where everyone has access to safe, high quality restorative practice wherever and whenever it is needed.

The RJC’s role is to set and champion clear standards for restorative practice. It ensures quality and supports those in the field to build on their capacity and accessibility. At the same time, the RJC raises public awareness and confidence in restorative processes. The ultimate aim of
the RJC is to drive take-up and to enable safe, high quality restorative practice to develop and thrive.

Joining the RJC gives you access to unique practitioner, service and trainer resources, professional career development events, guidance materials and dedicated support for your practice. It also provides opportunities to network with colleagues from across the restorative practice field and to gain insight into current best practice and new and emerging areas of work.

12) Les Davey, Director, SynRJ; C.E.O., International Institute for Restorative Practices Europe (UK)

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With two decades experience as a restorative practitioner, trainer and consultant, Les has expansive knowledge and involvement in the development and delivery of restorative practices and conferencing training, consultancy and service delivery in criminal justice, communities, schools, workplaces and the looked-after children’s sector.

A founder member of Thames Valley Police, Restorative Justice Consultancy, he was responsible for the development and roll out of their RJ training from 1996 until 2000. Since then, Les has led IIRP’s work in the UK & Ireland as Director of Real Justice UK and CEO of the UK registered charity – International Institute for Restorative Practices (IIRP) Europe.

Les has a long involvement in the development and revision of UK National Occupational Standards for Restorative Practice and the Best Practice Guidance upon which they are based. Les was founding Chair of the Restorative Justice Council (RJC) Standards and Accreditation Board, when he led the work on the RJC Trainers Code, its subsequent revision and the early work on the RJC Practitioners Register. He has also previously held the post of RJC Vice-Chair. He and his colleague John Boulton are now Directors of SynRJ.
The Law 4/2015 of 27 April 2015 on the Standing of victims of crime came into force the 28th of October. This is the first time that a law in Spain speaks about restorative justice and recognizes the right of victims to be informed about Restorative Justice Services. There are also some mistakes in the text that show that the legislature don’t know exactly that RJ is not only mediation (although the association Scientific Society of restorative justice, of which I am the president, has cooperated with the Minister of Justice in this law and with the references of RJ). For example, Article 15.2 refers to “the process of mediation”, although the law speaks about RJ in general. However, in the preamble of this law, it is said that “this law exceeds traditional references to mediation between victim and offender and stresses the moral inequality between them”. Therefore, the performance of these restorative justice services are oriented not only to material reparation, but also moral reparation to the victim.

I am the president of the Scientific Society of Restorative Justice, the first association in Spain with the aim to promote restorative justice, its different practices and the best way to put this theory of justice into practice. We also offer workshops on RJ, and have delivered these in different places, such as México, Nicaragua and Bolivia. As experts in RJ, we have advised the Minister of Justice on the better implementation of the directive 2012 on victims’ rights and the result is the law on the standing of victims of crime, and the future standard development of this law. We also organise every two years an International Congress on RJ; next year, we will be celebrating the IV Congress, in Burgos, Spain, on the 17th and 18th of March. For Spanish speaking people, we will do something pioneering in Spain, with a practice workshop on conferencing and circles.

14) Kathy Evans, Assistant Professor, Eastern Mennonite University (USA)

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This year, Eastern Mennonite University in Harrisonburg, Virginia launched a new graduate program in Restorative Justice in Education (RJE), embedding restorative justice into the Masters of Arts in Education program so that our graduates are deeply knowledgeable and well equipped to infuse restorative justice practices in their schools and classrooms.
Rather than simply an approach to school discipline, RJE focuses on three critical ideas: building and maintaining healthy relationships, creating just and equitable learning environments, and repairing harm and transforming conflict. We believe that these three ideas help to prevent disruptive behaviour, strengthen students’ social and emotional intelligence, and promote learning in ways that honour students, teachers, administrators, and parents.

With its mission and vision aligned with justice and peacebuilding, EMU was uniquely positioned for this type of program. Graduate students combine Education courses with courses from the Center for Justice and Peacebuilding to earn a 36-hour master’s degree in Education with a concentration in RJE. Alternatively, there is a 15-hour Graduate Certificate in RJE for those who already have a master’s degree or for those not pursuing a graduate degree. Courses are offered in a variety of formats and times to suit educators’ schedules.

15) Haley Farrar, Fulbright Fellow, Victoria University of Wellington (USA/New Zealand)

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Haley Farrar, J.D. is a Visiting Scholar with the Diana Unwin Chair in Restorative Justice. She is currently working with the Chair on two projects. As a 2015 Fulbright Fellow, she is undertaking independent research regarding restorative justice facilitator standards, motivations, and competencies. She is also a part of the research team working to develop an evaluative framework for the city of Whanganui’s efforts towards becoming a "Restorative City."

Haley is originally from Richmond, Virginia, USA. She holds a Bachelor’s Degree in Psychology, a certificate in Peace and Conflict Studies from the University of Colorado at Boulder and a Juris Doctorate from Lewis & Clark Law School in Portland, Oregon, where she focused on public interest, international human rights, and immigration law. Haley is a licensed attorney in Colorado. She previously worked with the Longmont Community Justice Partnership in Longmont, Colorado as a restorative justice facilitator and case coordinator, where her curiosity of restorative justice grew into a passion. Haley hopes to contribute through this research to the expansion of high quality restorative programming in both New Zealand and the United States.
16) Dr. Borbala Felligi, C.E.O., Foresee Research Group (Hungary)

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Foresee Research Group, a small group of RJ practitioners (mediators, social workers, community developers) and RJ researchers (sociologists and criminologists), have been undertaking action research projects in the last 7 years in Hungary. With our national and international projects, our aim has been to see in what ways the restorative approach can be applied in small communities, in schools, in prisons and in society more broadly.

Besides our research and project activities, we do a lot of trainings for educational, social and criminal justice professionals in order to disseminate the potential of restorative practices.

Hungary, as a young democracy, and as a country where the authoritarian way of leadership seems to becoming more and more popular within the nation, is a challenging context for restorative work. However, as we see the increase of exclusion, poverty, ethnic discrimination, the migration issue and the limits of an over-centralised social system, the more we see the need for bottom-up dialogue, healing, community involvement and restoration.

Our recent projects experimented with peacemaking circles in criminal cases, as well as with dialogue processes in intercultural contexts (within the ALTERNATIVE project, led by the Catholic University of Leuven).

We do our best efforts to document with publications and films everything that might be better understood through this work. By this, we intend to strengthen our and others’ beliefs that it is worthwhile to keep up this work on reconnecting and ‘rehumanising’ people through dialogue processes – even if the macro-context seems to move towards other directions.

17) Dr. Esther Friedman, Assistant Professor of Social Work, Linnaeus University (Israel/Sweden)

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Victim-offender-mediation received its place in Swedish legislation in 2002. The Swedish legislation allows a broad range of restorative interventions. In the last few years, evidence indicates a decline in the referral rate and application of restorative methods. This tendency corroborates with reports from other places regarding public opinion and referral rates. However, local reactions towards harms and injustices may shed more light on these tendencies.
Swedish cultural expectations, such as “the Law of Jante”, resulting in “quiet conformity”, evasiveness in sharing private emotions, avoidance of confrontations and fearfulness of standing out from the crowd, might construct community reactions to harms. The value Swedes attach to pragmatic results create additional cultural barriers to emotional processes. This paper relates to an intercultural theoretical framework of differences in conflict management.

The aim of this paper is to reflect on various local cultural features that can explain a possible institutional refrain from the implementations of restorative responds to offences. I will specify several cultural features of the Swedish society by using a literature review regarding Swedish traditions, as well as materials from direct communications with intercultural scholars and historians specialising in Swedish traditions. By presenting some of the findings, I will reflect upon local values, meanings and practices that might support or inhibit the acculturation of restorative values. Such a discussion might shed some light on practical aspects of outreach and advocacy of restorative values.

18) Agnes Furey, Director, Achieve Higher Ground (USA)

Not long after my daughter’s and grandson’s murder, I was introduced to restorative justice and attended meetings of “Balanced and Restorative Justice” by practitioners around the country. I began to heal.

I completed Victim Advocate designation in Florida and attended every training opportunity available. I began facilitating a support group for victims of violent crime.

After 6 or 7 years, I began to feel I was ready to meet with the man in prison. Numerous inquiries and requests through the DOC were denied. Exasperated I wrote to him in prison. We continued to correspond and we each had our own healing journey I began talking about RJ at every opportunity, initially meeting resistance. He began groups in prison, focusing on accountability and victimization.

He and I felt that if we shared our stories it might promote healing in others. We began to compile some of our writing and letters and published a book, “Wildflowers in the Median”, which was awarded first place in a Writer’s Digest 2012 contest. A friend wrote a script and it was performed several times locally and at the National Black Theatre Festival. More performances are planned.

We were each interviewed by Yann Arthus Bertrand Company for the documentary “Human”, and his interview is featured in Volume 1. Both interviews are featured in the accompanying book.
I’ve spoken with DOC officials, State legislatures and the governor’s office. The local victim Advocates started an annual “Agnes Furey” award for a crime victim who goes on to make a difference.

In 2014 I received the “Trailblazer” award for my advocacy by the Oasis Center for Women and Girls. In 2015 I was named one of the “25 women you need to know” by the local paper. All provided a platform to talk about RJ.

Ian and I continue to correspond and have yet to meet. Conversations on RJ are now more common and meet less resistance. I am hopeful.

19) Deuan German, Director, Communities Empowerment Network (UK)

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Since 2000, Communities Empowerment Network (CEN) has provided advice, support and representation for parents whose children are facing challenges with their education, particularly permanent exclusion from school. We have represented thousands of parents across London at appeals, hearings, judicial review and many other informal meetings where we challenge exclusions and promote alternatives.

In all that time I cannot recall an instance of conflict/harm where a restorative approach was taken, even though prior to 2012 the DfE Guidance on School Exclusion recommended that exclusion should be a last resort and the use of restorative approaches considered as an alternative to excluding a pupil. Any reference to restorative approaches has been taken out of the latest DfE guidance (2012), while at the same time, the government has trumpeted zero tolerance towards poor behaviour by using exclusion.

Prior to exclusion as a weapon in the armoury of behaviour control, most British schools used corporal punishment. With the banning of spanking, caning and beating children, exclusion was eventually systematised and essentially was a straight substitute. There is now an intricate range of processes used for excluding a pupil from the head’s initial decision, to approval or rejection by the Governor’s Disciplinary Committee meeting to the Independent Review Panel and in some cases judicial review. The fact is that, as long as the system exists, many head teachers will default to using it. It's a system that is not seen in any other European country and is a colossal waste of human intelligence.

We promote and suggest restorative approaches to heads when we can, but it's nearly always ignored or treated as something totally irrelevant to the everyday running of a modern school,
even though the benefits of restoring good relations through RA far outweigh the damage, resentment and disadvantage done to individuals, families, schools and communities.

How can we powerfully promote the use of RA in schools instead of school exclusion?

20) Ali Gohar, Founder, Justice Peace Initiatives; Restorative Practitioner, Bradford RJ Hub (Pakistan/UK)

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Ali Gohar is a scholar, restorative justice expert and the founder and executive director of Just Peace Initiatives, a non-profit aimed at working for peace and justice through conflict transformation practices. He worked as Additional Commissioner Social Welfare Cell for Afghan Refugees for thirteen years. Ali received his MSc in International Relations from Quaid-i-Azam University Islamabad. He completed his second Masters in Conflict Transformation as a Fulbright Scholar from Eastern Mennonite University, Virginia, USA. He co-wrote “The Little Book of Restorative Justice” in Pakistan- Afghan context in collaboration with Howard Zehr. He is also the author of Jirga, a Pukhtoon indigenous peace building mechanism, the code of pukhtoonwali, and Hujra books. Ali wrote four TV plays on honour killing, Restorative justice, domestic violence, and HIV/Drug awareness. These are used in capacity building and awareness raising by the UN, INGOs and civil society organisations in Pakistan and Afghanistan. They are also available on Youtube with English subtitles.

Ali worked as a campaign officer with Oxfam Great Britain to end honour killings and address violence against women. He worked as Technical Advisor to the Ministry of Social Affairs in Afghanistan, before returning to Just Peace Initiatives as executive director. Ali recently received the first alumni award for outstanding services in peace and restorative justice from Eastern Mennonite University.

21) Margit Guenther, BA Crime and Policing and Student Opportunities Assistant, Canterbury Christ Church University (Germany/UK)

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I am Mags, a third year student of Crime & Policing at Canterbury Christ Church University. My bachelor’s dissertation is going to investigate whether or not there is a need for a stronger focus on restorative justice (RJ) education within policing. I would like to extend this research in a Masters or Ph.D. Degree by developing an interdisciplinary exploration of the concept and
practice of RJ through the lenses of criminology, sustainability and elements of anarchism. There are clear parallels between these fields, and RJ, in its practice, adapts elements and insights coming from these different areas. My practical aim is to investigate the implementation of RJ as well as its shortcomings through analysis of case studies. By exploring the space between theory and practice of RJ, I wish to bridge the gap between aspirational positions with practical implementation by relying on the instruments of sustainability and peaceful change of culture. Having experienced working in the medical, educational and criminal justice sector, I have identified a clear need to develop sustainable, cost effective, community based initiatives that actually work.

PS: If anyone wants to supervise a Ph.D. in this area, please contact me. 😊

22) Beverley Higgs, Ph.D. Student, University of Portsmouth (UK)
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I am currently engaged in doctoral research with the Institute of Criminal Justice Studies at the University of Portsmouth. My thesis is provisionally titled “Where’s the Community in Community Justice?” The research focuses on the role of volunteers from the community working in the criminal justice system. This qualitative work is engaging with Restorative Justice Facilitators, Special Constables and Magistrates to compare their experiences in the Voluntary, Public and Judicial sectors respectively. It will particularly explore their experiences of contact with restorative justice.

This work is driven by my interest in managing volunteers and being a volunteer. I am an accredited RJ Practitioner, holding the Professional Award. Professionally, I have managed volunteers in the voluntary sector at the Citizen’s Advice Bureau and within the RJ field. I am a JP on the Somerset Magistrates Bench, and have sat for 10 years in this voluntary role. I am also a mediator in neighbour disputes. These roles have given me a unique perspective concerning the introduction of RJ into each area of the criminal justice system. I am currently organising a Community Justice Housing Conference to take place in January and hope to become an RJ Facilitator trainer in the New Year.

23) Humira Imtiaz, Marketing Officer, Unite Mediation Ltd. (UK)
http://www.unite-mediation.org/

Unite are a high quality service provider of restorative practice interventions, including restorative group conferencing. Unite were awarded the Restorative Service Quality Mark in
2014 by HRH Princess Anne in London. In addition, an experienced staff member has gained Accredited Practitioner status from the Restorative Justice Council (RJC); other staff and volunteers are currently working towards this prestigious status. The service provides restorative practice interventions in the following settings: prisons, schools, supermarkets and local neighbourhoods.

Unite provide restorative interventions across the North East, as an active partner of Cleveland Police initiatives, including Restorative Cleveland and the Community Remedy. The restorative interventions provided as part of these initiatives give victims the opportunity to have their say following an offence, explain the impact of the offender’s behaviour or their lives or the lives of others and also enables victims to get answers to any questions they may have. The restorative service also gives offenders to opportunity to repair the harm they have caused and actively contribute to reducing their offending behaviour in the future.

24) Martina Jordan, Co-Director, Consensus Northern Ireland (UK)

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Until 6 weeks ago, I had worked in the field of youth justice for 20 years: 8 years as a Probation Officer and 12 years as a Youth Conference Co-ordinator with the Youth Justice Agency, Northern Ireland.

I have facilitated over 600 youth conferences, with a high level of face-to-face victim participation. I have dealt with the whole spectrum, from minor offences to serious violent offences, where significant harm was caused. The beauty of restorative conferences is that no two are the same. Despite my extensive experience, I still had butterflies in my tummy before each conference and still welled up when the relationship between perpetrator and victim transformed from a position of hurt, suspicion and anger to one of mutual understanding and respect.

A fellow restorative practitioner/trainer and I have just set up a consultancy, Consensus NI. Having been involved in training throughout our time at the YJA, we are now using our knowledge, skills and passion to train others in the use RP as an alternative to the traditional way of addressing hurt, harm and conflict in any context. Exciting times ahead!
25) Prof. David Karp, Professor of Sociology, Skidmore College (USA)

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David Karp is Professor of Sociology and Director of the Project on Restorative Justice at Skidmore College in Saratoga Springs, New York. The Project conducts research, teaching, training, and technical assistance for restorative justice projects in schools, universities, communities, and the criminal justice system. Recent initiatives include Campus PRISM (Promoting Restorative Initiatives for Sexual Misconduct) and Rx for RJ (Prescribing Restorative Justice for Education in the Health Professions). David has published more than 100 academic papers and six books, including *The Little Book of Restorative Justice for Colleges and Universities* (2013), *Wounds That Do Not Bind: Victim-Based Perspectives on the Death Penalty* (2006), and *The Community Justice Ideal* (1999). David received a B.A. in Peace and Conflict Studies from the University of California at Berkeley, and a Ph.D. in Sociology from the University of Washington.

26) Prof. Rick Kelly, George Brown College (Canada)

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The Child and Youth Care Practitioner program at George Brown College, which is anchored to a Restorative Practices Pillar, has taken 14 years of teaching, practice and research in restorative and peacemaking practices to a new level. Consolidating existing efforts, it has created a hub named "Just Us" to facilitate ongoing growth and development relevant to students, agency partners and the College community. Initiatives are primarily student led and occur both within and outside of the College. This hub is located in the Social Innovation Hub, where it is being incubated.

Training of students, graduate students and partners will be expanded and enhanced over the upcoming years to expand into the larger College community and new student residence. The hope is to effectively transform the culture of the College to one that is markedly distinguished by a caring and relationally engaged approach.

Other initiatives in development include:

- Implementation and modelling of a Grade 6 Peacemakers leadership program
- A Social Justice Conference for 300 Grade 11 and 12 students using a restorative justice play, "Tough Case" as the centre piece
- A two year peacemaking leadership program for Grade 11/12 young women students
- Offering a 4 session workshop series on "Restorative Parenting: Welcome to the Revolution" for a second time to a local school
- Developing a "grief, adversity, trauma" student led support group using peacemaking circles and compassionate witnessing principles and practices.

Using a project-based model of pedagogy, the final outcome for students is to be able to produce, manualise and offer templates for sustainable efforts related to restorative practices.

27) Norma Kennedy, Ph.D. Student, Dublin Institute of Technology (Republic of Ireland)

Reducing crime and repairing harm: The role of Family Conferencing in responding to youth crime

My PhD study focuses on the court ordered family conferencing which was introduced under the Children Act 2001 as an alternative discretionary disposal available to the Children Court in Ireland to deal with young, first-time offenders aged 12-18. Family conferences are the primary statutory responsibility of the Young Person’s Probation (YPP), a specialist division of the Irish Probation Service.

This research study aims to identify the dynamics and practices underpinning the court-referred family conference. It further aims to explore through the perspective of the young person, their parent/guardian and their probation officer, if, and how, these dynamics and practices play a role in facilitating family empowerment, facilitating the young person to make amends to the injured parties and promote changes in the overall behaviour and attitude of the young person.

15 case studies will be used and qualitative research methods will be employed. These methods will consist of observations of the conferences, initial and follow up interviews with the young offender, their parent/guardian and their probation officer, and an analysis of criminal record data.

28) Grace Loseby, Restorative Practices Development Manager, Brighton & Hove City Council (UK)

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Brighton & Hove is currently developing its use of restorative practice across city-wide council services and key partner agencies. This initiative is carried out by the Safe in the City team, and is part of the Safe in the City Partnership, comprising of the council's casework and projects.
teams and Brighton & Hove's neighbourhood policing teams. The Safe in the City Team works together with partner agencies to tackle hate incidents and anti-social behaviour, and reduce crime. Brighton & Hove aims to extend and develop restorative practice in the following areas; Housing, Children’s Services, Environmental Health, Schools, Community Safety and the criminal justice system, and is therefore looking for research and evidence of restorative practice in these areas, with an understanding that restorative practice is the reactive communication between harmed and harmer, but also can be used proactively to prevent conflict, build relationships and repair harm by enabling people to communicate effectively and positively. Finally, in relation to the Directorate, research that connects restorative practice with public health is also welcomed. In addition to this role, Grace has worked on the investigation of restorative practice in cases of domestic violence and working with psychoanalysts and organizational consultants to encourage cross-discipline learning.

29) Elmer Malibiran, Ph.D. Student in Anthropology, The New School for Social Research (Philippines/USA)

Elmer Vergara Malibiran holds a Master of Arts in Conflict Transformation (Restorative Justice and Peacebuilding) from the Center for Justice and Peacebuilding at Eastern Mennonite University, in Harrisonburg, Virginia. In his master’s studies, Elmer focused on restorative juvenile justice and war-to-peace transitions. Since 2008, he has been involved in various research projects that focus on young people’s involvement in violent organisations and organised violence, armed conflict and post-conflict juvenile justice, and community organising and development. Elmer is a research fellow with the Asian Regional Exchange for New Alternatives (ARENA) and an incoming project coordinator with Youth Justice Collective (YJC). He is currently based in New York City.

30) Ian Marder, Founder, Community Restorative Researchers; Ph.D. Student, School of Law, University of Leeds (Canada/UK)

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Investment in England and Wales by the Ministry of Justice in recent years has resulted in the development of a variety of distinct, local approaches to the coordination and delivery of restorative practices (RP) in the criminal justice process. I am now in the third year of my Ph.D., researching two areas in England with different approaches to RP coordination and delivery. My focus is on the use of RP as a diversion from arrest or from court.

Across the two sites, I have conducted over 70 interviews with police officers and volunteers who facilitate diversionary RP, and with managers and senior managers from their
organisations. I am particularly interested in facilitator and policymaker discretion, in ensuring that due process and human rights are respected in RP delivery, in practitioner and policymaker understandings of the meaning and purpose of RP, and in the nature and causes of the gap between theory and practice – as well as how to narrow this gap, with a view to maximising the safety and effectiveness of RP.

I am on the Ministry of Justice’s Virtual Experts Group on Restorative Justice, and I lecture and deliver seminars on restorative justice at my and other universities. I’m trained as a restorative practitioner, and am beginning to move into the arena of Circle facilitation. I am also the founder of the Community of Restorative Researchers. I manage the social media groups, for which I share and create content, including a podcast series called Restorative Conversations. If anybody would like to contribute to the Community’s activities, or has any other ideas or advice on the future direction of the network, please get in touch!

31) Ania Matczack, Ph.D. Student, London School of Economics (Poland/UK)

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I am a PhD student at the LSE. For my doctoral research, I chose to explore qualitatively how lay people, from a post-socialist, post-transformation society, view punishment and justice. Therefore, I first examine people’s views of the Polish criminal justice system and police, and then I analyse their narratives on one punishment in particular – unpaid work. In light of these understandings I then discuss how lay responses of people, with and without the experiences of the Polish criminal justice system, shed light on the preconditions for restorative justice in Poland. A number of lessons can be drawn from the Polish case in order to understand the viability of restorative practices, and I argue that the preconditions of such viability can be rooted in people’s accounts on punishment and justice. Socialist past, the change of political regime, joining the international community and many other factors make Poland an interesting context where one can not only draw insights about the Polish case but also apply this theoretical framework in relation to other societies.

32) Linda McFarlane, Co-Director, Consensus Northern Ireland (UK)

I began my career as a criminal justice social worker in Scotland over 15 years ago, before moving home to Northern Ireland. I have been facilitating restorative conferences within the province for the last 10 years.
My interest in Restorative Justice began through my criminology undergraduate degree where my thesis focused on shame and reintegration. I have never looked back since being convinced of the power of devolving the resolution of to those most closely involved in it.

I have delivered training on Restorative Justice in Universities, Children’s Homes and to professionals at National conferences. I have also had articles published in my specialist interest (making restorative justice accessible for children with communication difficulties).

I am a joint Director of Consensus NI. The business delivers consultancy and training in conflict resolution to a range of organisations in both the public and private sectors.

33) Erika Mercz, Europe Liaison, International Institute for Restorative Practices Europe (Hungary)

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My name is Erika Mercz. I have a Master of Science Degree in Management and Leadership with the specialization of Organizational Mediation and Bachelor of Science degree in Economics.

I met with restorative approaches during my studies and was impressed by its power immediately because of my personnel desire to improve human collaboration, and because of my own experiences of the effects of a supportive and safe medium on personality development. Meeting with restorative practices made me believe that these can be effective tools in building trust and relationships, improving cooperation and, consequently, quality of life. I am fully engaged and fascinated with the possibilities for RP implementation in workplaces and at schools.

After finishing my studies, I volunteered with Foresee Research Group in Hungary. In 2014, I was awarded the Julius Rezler Scholarship, which allowed me to pursue my studies as a mediator in Albuquerque, New Mexico, as well as gain experience by co-mediating as a volunteer at the Metropolitan Court, where I experienced the transformative power of mediation.

Recently I started working with the International Institute for Restorative Practices (IIRP Europe), allowing me combine my passion and dedication for restorative practices and ADR to my desire of building relationships.
34) Kris Miner, Director, Circle Space Services (USA)
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From Playground to Prison – a Practitioner Perspective

My first training was in Real Justice Conferencing in 1998. Training in Restorative Justice Circles followed in 2002. Since that time, I have had the good fortune to be a restorative justice non-profit board member, executive director, consultant, trainer and contractor. In nearly two decades, I have watched the movement grow and face challenges. I’ve helped conduct restorative justice in Kindergarten classrooms, elementary schools, half-way houses, prisons, community centres, universities, churches, city parks and libraries. The harm we addressed was as simple as how it felt when someone takes your turn, to a deep dialogue asking about a loved one’s last words. From pizza smeared on a windshield to life lost in an unintended traffic crash, I’ve walked beside both victims, offenders and community members seeking to heal, repair harm and restore humanity.

Core to my work is delivering restorative justice around specific principles and practices. These include: relationship, respect, responsibility, harms, needs, obligations and engagement. The seven Peacemaking Circle Assumptions and using the structure of Restorative Justice Peacemaking Circle process with fidelity. From teaching teachers classroom Circles to supporting a former rapist in meeting his victim, this work is about transformation of the heart.

35) Laura Mirsky, Assistant Director for Communications, International Institute for Restorative Practices (USA)
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This school year, Pittsburgh, PA, USA, Public Schools (PPS) are launching the largest restorative practices Whole-School Change program ever undertaken, with 22 elementary, middle and high schools participating.

The U.S. Department of Justice has provided $3 million of funding for the district’s Pursuing Equitable Restorative Communities (PERC) project. The grant will pay to implement the International Institute for Restorative Practices (IIRP) SaferSanerSchools Whole-School Change program, a comprehensive two-year school implementation model. It will also provide for the RAND Corporation to measure the effectiveness of restorative practices in the 22-school “treatment group” against a “control group” of 22 other schools in PPS that will not participate in the program.
The school district’s grant application calls for “Changing the dynamic between students and adult educators as well as the way students relate to one another, particularly in times of conflict” in order to “significantly lower suspension rates and involvement in the juvenile justice system.”

RAND will track the impact of restorative practices implementation using these measures: suspension and behaviour incident rates by race, gender and category; attendance; student withdrawals and transfer; involvement in the juvenile justice system and services for youth, mental health, homelessness; drug and alcohol abuse; test performance.

RAND will also analyse data from annual student and staff self-assessment surveys providing insight into perceptions of the quality of the teaching and learning environment, peer relationships and students’ feelings about being in school, according to a document provided by Dr. Catherine H. Augustine, Senior Policy Researcher for RAND.

Each metric that RAND employs will be compared with the 22 Whole-School Change schools’ own data to reveal year-over-year trends as well as against data from the 22 “control group” schools. While those schools will not implement the IIRP’s SaferSanerSchools program at this time, PPS will develop a stable of licensed trainers who will help implement the program in the remaining schools once the study is complete.

36) Shannon Moroney, Author and Restorative Justice Activist (Canada)

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It was one month after her wedding in 2005 that Shannon Moroney's life changed forever. She was out-of-town at a conference when she learned from police that her husband, Jason Staples had sexually assaulted and then kidnapped two women. Suddenly, the life she knew was shattered — her husband in custody, her house a crime scene, and herself a target of blame, judgment and scrutiny. In 2008, Jason Staples plead guilty and was declared a Dangerous Offender — Canada’s highest penalty. After that, Shannon Moroney began writing and speaking about her experience and soon became a well-known advocate of restorative justice.

In 2011 she published her memoir, Through the Glass (read an excerpt) which became an instant bestseller, sparking discussion and debate about the ripple-effect of crime. Her story had struck a chord with thousands of family members of people accused or convicted of crimes, and they began to write to her by the dozen, most of them asking for help. But there was nowhere for Shannon to direct them until she discovered one small, very special support group in Windsor, Ontario. After visiting the group, Shannon was moved to share the power of peer
support and the voices of more families of offenders — the unseen and unheard victims of crime. Listen here to her documentary, “In Harm’s Way”, which aired on CBC Radio’s popular program, The Current, in September 2015.

What supports exist in your region for families of offenders? Share during RJ Week by tweeting with #InHarmsWay or posting on Shannon Moroney’s facebook page.

37) Alan Murdock, Victim Advocate and Independent Researcher (USA)

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As a survivor of a child sex abuse crime perpetrated by an offender that received a suspended sentence through the intervention of an early RJ group in Iowa, USA, I am naturally sceptical of the high rates of success claimed by much RJ research, as well as the almost spiritual claims of salvation of offenders. In my case, the initial harm was exacerbated because, although the offender was remanded by the court to the RJ nonprofit for therapeutic intervention, and court documents indicate they were responsible for overseeing his conduct while under their supervision (including housing in my family’s home), they failed to pass on my parent’s report to the presiding judge. The offender remained in my home until I found a television he stole, and his suspension was revoked and he was incarcerated on the original property offense charge. My research focuses on case assessment highlighting double binds utilized within restorative conferences or circles to coerce participants into new master narratives of salvation and forgiveness. I counter the position that RJ is natural and a native tradition that should be practiced unregulated, and I recommend public access to restorative conference records for the purpose of review and evaluation.

38) Tania Nascimento, MA Student, University of Strathclyde (Portugal/UK)

Restorative Justice and Sexual Violence: A way forward?

The use of Restorative Justice (RJ) for sexual violence (SV) has been debated in the literature for quite some time. Critics typically emphasize as obvious pitfalls victim safety, power imbalances, and the likelihood of re-victimization in an informal process. The evidence, however, is that some small scale programmes across the world have managed to find effective strategies to address these potential limitations and risks. Concurrently, there is a demand from victims-survivors for interventions of this nature. My dissertation explores the potential and the risks of using and implementing RJ in cases of SV. In reviewing the international literature, it argues that RJ is the way forward to battle the widespread dissatisfaction of victims of SV with the conventional justice system. When undertaken properly – within the parameters of best practice – RJ has the potential to break the destructive pattern of behaviour of sex
offenders, and provide victims with a holistic sense of justice. Within this framework, extensive preparatory work is the key to address potential power imbalances and manage other risks. This research uses data collected from interviews with four professionals, from diverse backgrounds and experiences, who have been involved in the management of sex offenders and/or victim-survivors in a variety of settings. It concludes that RJ is not a panacea for all the failings of the conventional justice system, nor is it a solution to all the requirements of victims of sex crimes, but it has the potential to transform the way we respond to SV and, ultimately, the way we do justice in the world.

39) Vidia Negra, Representative, International Institute for Restorative Practices Europe (Hungary)

My involvement with restorative practices started 15 years ago, when I was invited to Bethlehem (PA) as an intern to one of the programs of IIRP. I got invited because at that time I worked as a psychologist in a reformatory for juvenile delinquents, where I tried to develop an efficient strategy to support the reintegration of the offenders and their desistance from crime. My previous research on recidivism was showing that the punishment is not enough and there are many other key factors that we have to take into account when we design our responses.

Coming back to Hungary, I started to implement restorative practices (both proactive and reactive) through demonstrational programs, experiments and trainings, proving the efficiency and the wide range of its application from schools, families and communities to the justice system (especially prisons), and more recently in responses related to the immigration crisis.

A problem, a crisis, a shared need for better relationships and a safe life are opportunities where, as a restorative practitioner, I can see the positive impact of a restorative process on peoples’ attitude or life. But the hard work is how we get there.

40) Heather Norris, Teaching Fellow in Criminology and Ph.D. Student, Aberystwyth University (UK)

My research involves the study of different implementation styles of restorative approaches in education. I have studied three different implementation styles (whole school, targeted only, and the transition from targeted to whole school) to measure the impact of each style on student happiness, school engagement and self-esteem. There were approximately 1,000 participants, each of which responded at time one and time two. Additionally, 19 students were followed, starting before any formal restorative process began, and then after the RA process was completed (this could be between one week and several months). Of further interest is the
reason(s) behind any changes in happiness, school engagement and self-esteem. What is it about restorative approaches that can influence these three variables (if at all)? This study not only collects data quantitatively, but also includes significant qualitative elements to give the students a voice regarding any issues they experience surrounding the implementation of RA in their school.

41) Rachel O’Brien, Projects Coordinator (Justice), IARS International Institute (UK)

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The IARS International Institute has worked in the restorative justice field for the last 10 years, focusing on user-led, evidence-based research, policy and best practice. Currently, we are undertaking two restorative justice related projects:

- The UK Ministry of Justice funded ‘Victims’ Voices in Restorative Justice’ project, which focuses on increasing knowledge and understanding of victims’ rights in restorative justice and promoting best practice that conforms with the rights and standards contained within the Victims’ Directive 2012/29/EU, due to be implemented by 16th November 2015. The project aims to deliver free online training to victims of crime and their families, both online and face-to-face CPD accredited training to professionals working with victims for crime, and a public awareness raising campaign; and

- the EU funded, multi-national ‘Restorative Justice in Cases of Domestic Violence: Best practice examples between increasing mutual understanding and awareness of specific protection needs’ project, which focuses on exploring and evaluating existing examples of the use of restorative justice in cases of domestic violence across the EU project partner countries and developing best practice that conforms with the Victims’ Directive 2012/29/EU. This two-year project will culminate with the presentation of a best practice guide for practitioners in Brussels in January 2016.
Potential benefits of restorative justice practices to stakeholders

In a study of victims of crime and criminal justice practitioners I conducted in Nigeria, an overwhelming 81.1% of victims, and 81.8% of criminal justice practitioners indicated support for restorative justice practices in Nigeria (see Omale, 2009, 2012). Respondents demonstrate the potential benefits of restorative justice practices to governments and victims who may want to implement and participate. These include the "community criminovigilance", "value for money" (vfm) and "criminoeconometrics" potentials of restorative justice policy for governments. For some victims of crime, the possibility of getting an answer to the "why me?" question which victims often ask provides a "victimautological" or self-policing strategy to preventing revictimisation, and a vehicle to intrapersonal harmony, reduction in fear of crime, and interpersonal reconciliation. Perhaps to some victims of crime, restorative justice is not only seen as a model of justice that gives them "voice" but also as a "Harmony Restoration Therapy".

In spite of these potential benefits, some practitioners and policymakers sadly think restorative justice is not for all victims. How do we condemn what we have not practiced? I think what we should do (as researchers, practitioners and policymakers) is to stop "thinking" for victims but work with them instead.

Naziya O’Reilly is a researcher in the philosophy of education based at Leeds Trinity University. Her Ph.D. project provides a critique of the recent introduction of restorative practice in schools - a development of restorative justice from the criminal justice system. This emphasises repairing harm to relationships above assigning blame and punishment.

Recent proponents of restorative practice argue that shifting thinking in this field from discourses of behaviour to ones of pedagogy will result in deeper, relational classroom cultures. Naziya reasons that, as philosophy tends to problematise existing notions of pedagogy, seen as
primarily being about teaching, restorative practice risks being seen as yet another tool for teachers to carry out their prescribed ‘pedagogies’.

In her thesis, Naziya draws on the ordinary language philosophy of Stanley Cavell and his writing on restoring voice, on Ralph Waldo Emerson and Henry Thoreau on notions of becoming, and on Gabriel Marcel and Martin Buber on being in relation with others.

Her work re-envision restorative practice as not merely another behaviour policy or iteration of pedagogy but as a richly educative practice in itself.

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Yutaka Osakabe, Ph.D. Student, Department of Divinity and Religious Studies, University of Aberdeen (Japan/UK)

Negotiating the Non-Negotiables: Sociology of Christian Restorative Justice Initiatives

My Ph.D. project explores the possible contributions of religious RJ advocacy and practices. The RJ and wider justice literature demonstrates a tension when dealing with certain principles such as forgiveness and reconciliation. Some seem to emphasise the significance of these normative elements of RJ, while others contest this direction and focus more on therapeutic and criminological outcomes. Among the latter, normative approaches are often disputed because of possible damage to stakeholders, and religious RJ discourses are one of their frequent targets.

I seek a way of reconciling this tension by interacting with Christian groups in the UK: the Church of England, Jubilee Centre and Prison Fellowship Scotland. Through documentary and interview analysis, I examine particularly how Christian RJ advocates and practitioners translate Christian teaching in order to communicate effectively with wider audiences.

The ongoing analysis begins to illuminate the strength of Christian RJ practices. While these Christians continue to place these normative elements at the centre of their approach, they are also prepared to negotiate them. This negotiation process allows them to maintain constant reconsideration of their understanding of justice and social system as a whole. I argue that one of the important contributions of religious groups is to encourage us to be self-reflexive towards our own beliefs and actions. Emphasising this contribution helps us to avoid forcing sentimentalised, normative expectations on stakeholders, while generating with religious groups a way to maintain their identity and mission.
Dr. Linnéa Osterman, Senior Research Officer, Restorative Justice Council (Sweden/UK), with Dr. Isla Masson, Lecturer in Criminology, Coventry University (UK)

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Making Restorative Justice Work for Female Offenders

This new 7-month research project is exploring women’s access to and experiences of restorative justice in England and Wales. In recent years, there has been a growing recognition of the value of gender-specific approaches in working with women who offend (Corston, 2007; House of Commons Justice Committee, 2015). While research in broader criminal justice is increasingly reflecting this, a dearth of research and understanding remains in the area of women’s experiences of restorative justice practices (Miles, 2013). The study aims to address this gap in research. The data collection process involves two strands; in the first, which is currently underway, the team is conducting interviews with practitioners who have experience of working with women in restorative justice contexts. The next stage of the research will involve interviewing women who have gone through the process themselves. The hope is that by combining these two data gathering strands, a practitioner perspective can be married with a first-hand female account, with the ultimate aim of developing an evidence-based set of recommendations for effective and ethical working with women in restorative justice frameworks. The project is funded by the Barrow Cadbury trust and is led by Dr. Linnéa Osterman and Dr. Isla Masson, with the support of the Restorative Justice Council and Coventry University.

If you have questions or queries about the project, please feel free to get in touch via email.

Daniel Palmer, London Practice Manager and Community Engagement Lead, Restorative Solutions (London) CIC (UK)

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Restorative Solutions CIC has established a London base that aims to be a beacon of excellence in the provision of restorative approaches that are accessible to victims and offenders across all stages of the criminal justice system and within the community.

Our partnership with British Transport Police will be supportive in building relationships with the police, accessing data regarding victims/offenders and, most importantly, to provide victims with an effective and efficient service that meets their needs.
We have also established partnerships with a variety of sports associations to assist with their work within local communities. We provide restorative practice and awareness training to mentors, and to young people on the peripheries of a criminal lifestyle.

Restorative Solutions London also work within the education and housing sectors in order to achieve our mission to champion and deliver quality, innovative and effective restorative practice as a practical and cost effective way of reducing harm or conflict in our communities. We provide support and accredited training to a network of practitioners.

We are passionate in the beliefs that restorative practice can help reduce and resolve harm and conflict, and that, through working together, we can make London a better and safer place for us all.

47) Branka Peuraca, Adjunct Lecturer and Ph.D. Student, Faculty of Law, University of Zagreb (Croatia)

branka_peuraca@yahoo.com

I have been a mediator for twenty years, and half of that time I have been an evaluator and mediation trainer. I am working on a Ph.D. thesis that focuses on the community side of restorative justice and explores different local potentials for the use of restorative practices. Here, I am sharing the idea I would like to develop and implement with other researchers.

Restorative practices in Croatia were developed in early 1990s by local peace activists as an attempt to deal with the consequences of armed conflict. Ten years later, restorative justice was introduced by professors from the Department for Behavioural Disorders and developed on the basis of the Austrian model of Victim-Offender Mediation (VOM). There are numerous skills and factors shared by both fields. However, restorative practices in community peace-building and VOM in Croatia have so far had no point of contact or exchange of resources or experience.

Research on their developments will require lot of fieldwork, since there are very few publicly available documents that could be used, especially as it regards policymaking and policy evaluation. Previous research and evaluation focused on smaller projects and were done by practitioners and advocates who were personally involved in the development of the fields. Let’s change that.

Anyone?
48) Victoria Picón, Mediator, ESALCU (Uruguay)

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Changing lenses in the Americas: Restorative justice communitarian approaches to youth conflicts

During the last two decades, increasing crime, poverty, and drug abuse during youth years have become a real concern in many Latin American countries. Different policies and resources are being allocated to deal with the situation, now that traditional, punishment-related responses only seem to produce collapsed penitentiary systems.

Within the private sector, the NGO ESALCU is working in a number of pro bono, restorative justice based programs in various countries (Argentina, Brazil, Chile, Haiti and Uruguay). Different interventions are being developed, the main one consisting of a system of support communities where young people with drug problems and in conflict with the law are diverted with the aim of reintegrating into society.

Currently, 1300 individuals are part of the program, with encouraging results. The communities become a home for the participant, generally for a year. Each individual receives personalised mentorship, career tutoring and guidance towards introspection about the factors that brought him/her to crisis. Family conferencing is organized whenever possible (family or relevant relative exists). Each participant is enrolled in daily jobs, and the whole process is overviewed by an interdisciplinary team.

49) Nicola Preston, Lecturer, International Institute for Restorative Practices; Senior Restorative Practitioner, Thames Valley Restorative Justice Service (UK)

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Restorative practice and theory or theory and practice?

I have been involved in restorative approaches for nearly 20 years as a practitioner, trainer and researcher. I have been a practitioner in criminal justice as a serving police officer with Thames Valley Police, where these ideas were introduced into the UK in 1996, and more recently as a primary school teacher and Special Educational Needs Co-ordinator in schools in areas of high disadvantage.
Throughout this time, I have also been involved in research and in the development of theory. I led on research and evaluation within the Restorative Justice Consultancy in Thames Valley Police in 1998 and worked with the Oxford Centre for Criminological Research on one of the first independent research projects, funded by the Joseph Rowntree Foundation, to evaluate restorative justice. The dissertations in both my Masters degrees involved restorative practices, and I am now adjunct faculty for the International Institute for Restorative Practices, working with international practitioners wishing to develop their practice through a better understanding of the theory that underpins restorative approaches. I am excited about the developments in psychology and neuroscience that are helping us to gain a greater understanding of when, how and why restorative approaches work. I am still also a full time teacher and SENCo.

As we enter an era when restorative practices are becoming recognised as a social science in their own right, it is maybe a good time to be thinking of the purpose of research and theory. In this developing field, we must not lose sight of how theory and research helps to improve our practice, but that it is the practice that is making a difference to people’s lives.

50) Lisa Rea, President, Restorative Justice International (USA)

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www.restorativejusticeinternational.com

Restorative Justice International (RJI) is a global association and network of over 4900 members (to date) founded by international justice expert Lisa Rea to support restorative justice efforts worldwide. RJI’s focus is to promote and advocate for systemic justice reform based on restorative justice. RJI believes restorative justice must be incorporated into our public policies since justice systems are impacted by legislation written and supported by public officials.

RJI is a strong advocate for evidence-based research supporting the use of restorative justice. The association is committed to victims-driven restorative justice which seeks to restore crime victims, as much as possible, as well as communities also injured by crime while urging offender accountability.

RJI partners with Affiliate Members and others who are supportive of our mission and desiring to work for criminal justice reform in a robust manner. In the fall of 2015 RJI has begun working globally through the establishing of working groups around topics of concern and interest including 1) victims and victims’ outreach, 2) restorative policing, 3) legislation/lobbying and 4) in-custody restorative justice programs. Other working groups will be added in the future.
RJI is supported by its esteemed Global Steering Committee which includes justice experts, human rights scholars, criminologists and crime victims in support of restorative justice from around the world. Find us also at LinkedIn.com.

51) Davinia Robinson, Restorative Approaches Coordinator, Babington Community College (UK)

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http://www.restorativeapproaches.eu/

At Babington Community College, we wanted a corporate way to resolve conflict and challenge low level disruption in the classroom. We embarked upon a Comenius project through local links (SDSA, Police, County schools, Leicestershire County Council). This involved writing and delivering an international project focussing upon restorative approaches with the equivalent agencies in Denmark.

At Babington, we had a clear idea of the direction we wanted restorative approaches to take. It was written into our behaviour policy, defined and then implemented in the form of a corridor conference, circle and a reflective detention.

Corridor conferences are used to deescalate situations, deal with low level disruption and students take responsibility for their behaviour through reflection and adapt it accordingly. Corridor conferences have reduced the number of red cards being given.

College detention is for receiving a red card and enables reflection regarding ‘what happened’ and ‘what [they] can do to improve [their] behaviour and stop it happening again’.

Restorative Circles repair relationships, deal with incidents such as bullying, conflicts and low level classroom disruption. They can be formal or informal, small or large. A website and DVD was developed, which became part of an in-service training model for adults.
Elke Roevens, Research Assistant, Leuven Institute of Criminology, KU Leuven (Belgium)

**GOAL**
Offering a foundation to the Flemish Government to draw up and implement a policy and best practices on the recognition of victims of historical (1930-1990) violence and abuse in youth- and educational institutions.

**METHOD**
In-depth interviews with 12 victims of historical abuse about their experiences and needs, as well as the impact of these experiences on the evolution of their life.

“The experience was too intense to ever be erased from my memory”

**RESEARCH THEMES**

**Experience**
*Character and complexity*
- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

**Impact**
- Psychological
- Physical
- Professional
- Pedagogic
- Relational
- Social
- Practical
- Insight into society

**Current needs**
- Recognition
- Answers
- Share the story
- Apologies
- Contact other victims
- Professional help
- Financial allowance
- Consequences for the offenders

“Hearing, feeling, reading recognition feels like a soothing ointment on an unresolved piece of my childhood grief”
Lisa Rowles, Design and Development Lead, Khulisa (UK)

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Khulisa are a charity encompassing restorative practice into experiential interventions focused on violence reduction and community restoration.

Our programmes (in schools, prisons and communities) combine creative therapeutic techniques (art, drama, narrative) with restorative language/enquiry, circle dialogue and needs-based activities. We promote mindful non-violent dialogue and conflict resolution as core coping strategies. Individuals are encouraged to foster empathic consideration, personal responsibility and a strengths-led approach to both problem solving and goal setting.

Current innovative projects include a restorative prison concept, incorporating cultural change to enable a restorative ethos for both staff and offenders. This concept can apply to any community seeking to use restorative practice to reduce violence and increase personal/communal agency and responsibility.

This whole prison concept recognises the importance of working with all elements of the system to repair harm - enabling staff to model restorative approaches for and with offenders. A systemic approach considers all parties needs and how each can work together both to serve the wider system and meet their own needs. We offer a systemic model to support this approach, whilst working with the organisation to define what sustains a restorative ethos going forward.

Khulisa advocate integrating restorative enquiry, circle dialogue and relationship policies into organisations (including our own). We are always interested in research opportunities, particularly to compare restorative tools/techniques and measure their impact.

Vicenç Rullan, Coordinator, Associació de Justícia i Pràctica Restaurativa; Researcher, University of the Balearic Islands (Spain)

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Being a school psychologist, I have worked my whole career in education, both as a psychologist and as a teacher. In 2007, the Department of Education of our Local Authority asked me to design and implement a peer mediation programme for our schools. The implementation started in 2008.
In 2010, I met Dominic Barter, and we started to open the field, from mediation to restorative circles, and then to the IIRP model of restorative practices.

We had an EU programme with the City of Hull (2011-2013), which was instrumental to the implementation of a community-based programme in a deprived area of the city of Palma (see video: https://vimeo.com/66637863).

In 2013, we founded a restorative practices association in the Balearic Islands, intended to complement the action of the Department of Education.

We have been doing numerous trainings in schools, parent groups and, lately, to a mid-sized company who serves people with disabilities and wants to use a restorative practices framework, along with PBIS.

Our challenge now is to build a system that allows us to follow up the implementation of restorative practices, both in terms of supporting the practitioners and researching the improvements in the organization’s climate.

55) Prof. Frida Rundell, International Institute for Restorative Practices (USA)

The Restorative Reporting Center (RRC) is where I have provided a service for the past year, which has been invaluable in recognizing the restorative issues adult-wary youth need to address.

RRC, an IIRP model restorative program, creates spaces and opportunities for youth on house arrest to think, reflect and address developmental issues within a firm structure. All these youth have different levels of knowledge, skills and experiences that may be normal, distorted or absent, dependent on their environment and parental nurturance received. The RRC program aims to bridge gaps in life skills, communication and social expectations between adult-wary youth, their peers, and their family, with the help of counsellors, probation officers and the court. This combination adds a dimension that shows care and concern.

The RRC program provides a model that regulates and sensitises participants in a new awareness of themselves and others. Harnessing collaborative, reflective ways of being is the essence of the RRC program, and evidence-based data will be able to show us the success rate of this program.

Every event in each youth’s life is a teachable moment and an opportunity to learn something about being socially competent in the world. We are all human and need opportunities to learn from our mistakes. Empowerment and awareness are the keys to this program.
Becci Seaborne, Assistant Director for RJ, with Tania Wickham, RJ Development Manager, Thames Valley Restorative Justice Service (UK)

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Thames Valley Restorative Justice Service (TVRJS) is an established provider of quality restorative justice (RJ) facilitation, and RJ training and consultancy. Awarded the Howard League for Penal Reform’s prestigious Adult Community Sentence Award in 2010, we were also one of the first RJ providers to be accredited with the Restorative Services Quality Mark by the Restorative Justice Council in 2013.

TVRJS is at the forefront of research, development and delivery of RJ in offender-initiated cases in the adult criminal justice system. From 2001-2005, our Probation-led RJ work was one of three research sites evaluated for the Government by Professor Shapland. Follow-up research compared the impact on reconviction rates for RJ conferences with apology letters and victim-empathy work, with results indicating that all RJ interventions are associated with lower rates of reconviction.

In 2015 TVRJS completed a ground-breaking pilot project for victim-initiated cases, funded by the European Union. The Police and Crime Commissioner has subsequently awarded us a contract to deliver a victim-initiated and pre-sentence RJ service, enabling us to build on the learning and good practice of the European project and to offer RJ to victims and offenders at all stages of the criminal Justice system.

Madeline Stephenson-Pope, Ph.D. Student, Royal Holloway University (UK)

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The Role of Values in Willingness to Engage in Restorative Justice

Of those who are offered restorative justice, many do not decide to follow through with the process; engagement rates are frequently reported to be around 50% (Shapland, 2006). Proposed reasons for why this occurs are varied and inconclusive, but one potentially enlightening concept with regards to this is values. Values are broad life goals, such as social justice or security, which are linked to attitudes and beliefs (Schwartz, 1992). As such, they may motivate a decision to participate in a restorative justice initiative. Initial studies have been conducted on how values relate to forgiveness, and there is an evidenced relationship between values and the style of justice that individuals favour (Strelan, Feather, & McKee, 2011).
However, no research has been conducted regarding the specific relationship between values and willingness to take part in restorative justice initiatives. In an ongoing research project, I aim to examine this relationship in depth, in addition to determining whether a process of value change occurs for individuals throughout restorative justice. In this way, it is hoped that a better understanding of what informs the decision to take part, for both victims and offenders, will be reached. It may also benefit practitioners in their approach to contacting individuals they believe restorative justice would be suitable for.

58) Masahiro Suzuki, Ph.D. Student, Griffith University (Japan/Australia)
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People or process? Examining the effects of readiness and interactional dynamics in restorative justice conferencing

To date, there is far less research on the question of why restorative justice conferencing may work, or not work, in terms of outcomes. My research seeks to address a primary unanswered question within restorative justice, namely the question of the determinants of conference outcomes. Some research has suggested that such determinants are more related to the degree of ‘readiness’ of participants – not only how well they may have been prepared, but their emotional and affective dispositions towards the conference and the other parties, their attitudes toward and experiences with the justice system, and so on. Other research suggests that these factors may be less important than the ‘interactional dynamics’ that occur within the conference itself – the quality of engagement, the transformation of perceptions, etc. There has been no study that seeks to address directly these competing explanations towards a more comprehensive understanding of the determinants of conference outcomes.

Which is more influential in shaping the conference outcomes? If readiness is more influential than interactional dynamics, it is the people (i.e. participants) that are relevant to the outcomes. On the other hand, if interactional dynamics are more influential than readiness, it is the process that is relevant to the outcomes.
59) Dom Tuck, Restorative Practitioner, Darlington Youth Offending Team (UK)

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A restorative approach to a new way of life

I'd been in the British Army for 22 years and was looking at how I could best prepare myself for employment on "Civvy Street". I searched the net for voluntary roles locally. This was quite simply to look good on my CV and get the chance to meet people from "outside the wire" for some networking, not because I had a particular urge to learn about restorative justice - I also joined the Wildlife Trust at the same time (Sounds a bit mercenary, doesn't it?)!

The newly forming Neighbourhood Resolution Team I trained with in Darlington were inspirational. Within months, I was a certified facilitator, drawing on transferable skills and experiences from military life, coupled with a confidence that can only come from being part of a well-led set up that's seen as a transformational force for good by all who come into contact with it.

Volunteer facilitating is a time consuming business. You need to make yourself very available to your clients when on a case. In my new day job, I simply don't have the time available, but there is another way! I get to use a restorative approach in bite-size chunks at community panel meetings with young people who have been sentenced to Referral Orders at Youth Court. This is just a couple of hours a month maximum, but it gives me the opportunity to contribute something.

60) Dr. Dorothy Vaandering, Associate Professor in Education, Memorial University (Canada)

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Relationships First: Implementing Restorative Justice in Education from the Ground Up

This encapsulates the research I began 3 years ago that is beginning to have a significant impact on the province of Newfoundland and Labrador. Coming out of my doctoral research that examined the implementation and sustainability of restorative justice in two Ontario schools, this current work addresses the findings that educators and schools can inadvertently co-opt the philosophical framework of restorative justice resulting in its principles and practices being
used to further control and manipulate students to be compliant. The current project introduces RJ to educators by inviting them to examine their personal perspectives on what it means to be human through a variety of hands-on individual and group activities. They are then introduced to two key beliefs embedded in RJ, namely that all human beings are worthy and interconnected. From here, the nuances involved in RJ practices, such as talking circles, are experienced, practiced and applied to their current contexts. The work that began on the ground with 17 educators 3 years ago has grown to the point where next week we will officially launch the Relationships First: Restorative justice in education Consortium of NL.
Leuven Institute of Criminology (LINC) at the KU Leuven, Belgium coordinates in the 7th Framework Programme of the European Commission (2012 – 2016) ALTERNATIVE, a project about developing alternative understandings of security and justice through restorative justice approaches in intercultural settings within democratic societies.

**Project in a nutshell:**

- Three theoretical work packages aim at developing a **coherent theoretical framework** for an alternative understanding of security and justice.
- Four action research settings **develop empirically applicable knowledge** on conflict and conflict transformation in intercultural settings at the micro- meso- macro levels in Austria, Hungary, Serbia and Northern-Ireland.
- **Comparative research analyses** of the findings from the four settings and integrates the empirical results into theoretical insights.

**Project website:**
alternativeproject.eu

**Project partners:**

- Norwegian Social Research Institute
- European Forum for Restorative Justice
- Institute for the Sociology of Law and Criminology
- Foresee Research Group
- Victimology Society of Serbia
- University of Ulster
62) Margot Van Sluytman, Founder, Sawbonna Project for Living Justice (Canada)

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sawbonna.wordpress.com

Margot Van Sluytman is the founder of The Sawbonna Project for Living Justice. Her father was murdered in Toronto, Canada, in 1978. In 2007, the man who murdered him emailed her because of reading about an award she received for her work with Therapeutic Writing; work she initially did to heal herself after her father’s brutal murder. Shortly after their meeting, at almost the age of fifty, Margot began a Master’s Degree, culminating in her Master’s Thesis entitled ‘Sawbonna: Justice as Lived-Experience’. Her thesis addresses her strong belief in restorative justice and how it can empower victims, offenders, communities, and societies. Her books include: ‘Sawbonna: I See You a Real Life Restorative Justice Story’ and ‘The Other Inmate: Mediating Justice-Mediating Hope’, which is available in both English and French (Correctional Services Canada funded the French translation). She is invited around the globe to give talks and therapeutic writing workshops. Margot’s work is contextualised in Sawbonna. She teaches how the personal, the public, and the political are symbiotic siblings.

63) Dr. Antia K. Wadhwa, Restorative Justice Coordinator, Spring Branch Academy of Choice (USA)

www.restorativehouston.wix.com/rjch

The Restorative Justice Collaborative of Houston (RJCH) promotes an RJ model that has been piloted by teachers at the Academy of Choice (AOC), where students arrive from schools all over the Spring Branch Independent School District (SBISD) in Houston, Texas. They come for the nontraditional education we provide through smaller classes, night school, and credit recovery opportunities. Many are returning after having dropped out or been expelled, and desire ways of teaching and learning that diverge from the typical modes of schooling that alienate so many students.

Though we at AOC occasionally use in-school and out-of-school suspension to address certain infractions, since 2013 we have begun offering students the opportunity to engage in the circle process. In a leadership class, students are apprenticed in and co-facilitate the following circles: circles of support, community building circles, re-entry circles for those returning from jail or disciplinary schools, and healing circles to resolve conflict. They have travelled to Harvard and schools all over Houston to train peers and adults in the circle process. In addition, they learn about how RJ is used not only to minimize conflict, but to end the very phenomenon that impacts students of colour in their communities – the school to prison pipeline.
The Community Justice Network of Vermont (CJNVT) promotes restorative responses to crime and conflict in partnership with our state-wide members of community justice centres (CJCs).

CJNVT member organisations accept direct referrals from police and State’s Attorneys, and work with probation and parole to involve communities through programs like reparative probation and others designed to support successful offender re-entry into communities across Vermont. Through intensive support services related to employment, housing, mentoring, and pro-social leisure activities, CJNVT members promote individual accountability and work to obtain reparation to victims for the harm they have suffered.

We are committed to supporting our members through education, outreach, legislative advocacy, data collection, program development, training, and technical assistance. Our work focuses on sharing and implementing best practices for restorative justice by providing opportunities for members to consult with and learn from one another.

An examination of restorative justice in a primary school using conversation analysis.

Full text available at: http://orca.cf.ac.uk/76545/

This study examines four restorative justice (RJ) conferences which took place during one term in an urban primary school. Although there is much research on the effectiveness of RJ, there is apparently no research to date which looks at the workings of RJ in terms of how it is co-constructed in situ by the participants. This study uses conversation analysis (CA) to document and inspect how the conferences work. Findings demonstrate the potential of CA to generate rich information about the mechanics of RJ conferences in schools and are used to suggest that this type of analysis on a larger scale could contribute to greater understanding of why such a highly verbalised intervention works, despite the likelihood that pupil-participants may be at an elevated risk of speech, language and communication needs (SLCN). It is also suggested that teacher talk has great potential to support children’s communication skills during RJ conferences, by using and shaping talk to encourage pupil reflection on psychological states. As such it may be one of the few interventions to address SLCN and behaviour simultaneously.
Dr. Martin Wright, Independent Restorative Justice Consultant; Volunteer Mediator, Lambeth Mediation Service (UK)

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It seems to me that RJ is increasingly becoming known, and when suitably presented, it is well received by much of the public. This applies especially when the benefits for many victims are pointed out, but many people also appreciate the opportunity for offenders to make amends.

The main thing that is holding it back is the lack of infrastructure. The mixed nature of Community Rehabilitation Companies and Police and Crime Commissioners in England and Wales does not look conducive to a unified movement with enthusiasm, esprit de corps, and high standards. In the 1990s, Mediation UK functioned as an ‘umbrella’ for a movement embracing both mediation and victim-offender mediation (as RJ was then called). There are still some local services, for example in London and the Midlands. It would be helpful if someone (presumably the Restorative Justice Council would be best placed) would publish an updated version of the Mediation UK ‘Guide to starting a community mediation service’ and ‘Victim-offender mediation: guidelines for starting a service’ – the two could probably be combined. An independent local organisation is well placed to involve volunteers and to campaign for extending restorative practices to schools and other fields.

Restorative justice between theory and practice: Understanding the case of China

**Main aim**
Gaining understanding of RJ practices in China and contributing to the theory and practice of RJ worldwide

**Methodology**
Literature Review & Naturalistic qualitative inquiry (32 mediation cases)

**Initial findings**

Data collected from four-month fieldwork in China has posed serious questions for the Western notion of restoration itself. Global appeal of restorative justice should give due attention to the unique societal, cultural and political contexts where the practice is situated.
Peace of the Circle is an independent, international organization founded by Dr. Evelyn Zellerer. We offer training, facilitation, and presentations on peacemaking circles and restorative justice. We work with a wide range of organisations and groups, including government agencies, non-profits, businesses, schools, police, corrections and communities. We incorporate many teachings and techniques, with our core methodology being Circles. The purposes of Circles vary greatly, such as learning, decision-making, strategic planning, healing and conflict resolution. We specialise in creating spaces where groups are empowered to have productive dialogue, create change, transform conflict, and build relationships. We do not use a generic model; rather, we tailor our services to meet each group’s needs and circumstances. We are committed to being responsive and to continual innovation. In terms of research, we are interested in a focus on peacemaking circles as a structured yet flexible approach.
Project information
- Supervisor: Ivo Aertsen
- Coordinator: Estelle Zinsstag
- Researchers: Estelle Zinsstag, Daniela Bolivar, Virgine Busck-Nielsen Caeys, Marie Keenan (University College Dublin), and Caroline O’Nolan (University College Dublin).
- Period: 1 March 2013 – 28 February 2015

Main research questions
1. To which degree can RJ contribute to a more integrated and balanced response to offenses of sexual violence?
2. Are RJ interventions and programmes compatible with the specific characteristics of different types of sexual violence?
3. Could they help address more appropriately, in an integrated and balanced way, the needs and responsibilities of those immediately involved, i.e. victims, perpetrators, their communities of care, and concerned institutions such as the criminal justice system?

Selected outcomes
I’ve got something to say

The statements below are from actual victims who communicated with their offenders. The victims explained to their offenders the effect the crime had on them in a process called Restorative Justice. Here is what they said...

Meeting my offender gave me the opportunity to tell him how I felt.

Restorative Justice meant that my voice was heard.

I met with my offender because I wanted to know why I was targeted.

Restorative Justice helped me move forward with my life.

When we spoke, I told the offender how his crimes impacted my whole life.

For all enquiries please call the Restorative Justice Council on 020 7831 5700 or email enquiries@restorativejustice.co.uk

To find out more search ‘Community of Restorative Researchers’ on Facebook

Poster created by the Ministry of Justice, UK, for International Restorative Justice Week 2015