



REPORT OF THE SUMMER SCHOOL 2007

“ON MOVING FORWARD”

RIGA, LATVIA,
27 JUNE - 1 JULY 2007

ORGANISED BY THE EUROPEAN FORUM FOR RESTORATIVE JUSTICE
IN COOPERATION WITH



WAAGE-INSTITUT
für Konfliktberatung und Mediation,
Training und Forschung



WAAGE Hannover e.V.
Verein für Konfliktsschlichtung
und Wiedergutmachung



SACRO
SAFEGUARDING COMMUNITIES – REDUCING OFFENDING



CRIMINAL JUSTICE SOCIAL WORK
DEVELOPMENT CENTRE *for* SCOTLAND

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Introduction

This report outlines briefly the work of the Second International Summer School of the European Forum for Restorative Justice held in the Graduate School of Law in Riga, Latvia from Wednesday 27 June 2007 to Sunday 1st July 2007. The event was organised for the European Forum in conjunction with the Latvian Probation Service, Sacro (a Scottish NGO), the Criminal Justice Social Work Development Centre based at University of Edinburgh, the Waage Institute in Hannover.

Niall Kearney (Sacro & the University of Edinburgh) facilitated the first day on support and supervision; Ivo Aertsen (KUL) facilitated the second day on programme development, evaluation and training; Frauke Petzold and Dr Lutz Netzig (Waage Institute) facilitated the third day on mediation in domestic violence – chances and borders.

A special word of thanks goes to Diana Ziedina and her colleagues in the Latvian Probation Service whose untiring efforts and generous hospitality contributed enormously to the success of the Summer School.

Thanks too to the Graduate School of Law in Riga for their kind support in hosting the event.

A final thanks to the 18 participants who worked so well and so hard as a group to create a safe space for learning and enjoyment. This report was compiled by Niall Kearney.

Wednesday 27th June

Arrival Day, Welcome and Introductions by Niall Kearney

Welcome

Niall welcomed the 16 participants to the second Summer School of the European Forum for Restorative Justice. He thanked Diana Ziedina of the State Probation Service of Latvia for her untiring work in arranging for the School to be held in Riga.

Introduction to the Summer School

Niall drew attention to the general purpose of the Summer School outlined in the school's brochure:

- To provide a supportive environment for trainers and mediators to share their experiences, training modules and methodological skills
- To explore and adapt the European Forum's Recommendations on Training (see weblink: <http://www.euforumrj.org/Training/Recommendations.pdf>)
- To motivate trainers and mediators to have more international exchange.

Niall then summarised the learning objectives, that at the end of the Summer School the hope is that participants will be able to:

- Develop a framework for more effective supervision for practice and training within a restorative justice context
- Gain more insight into the role of research and evaluation in relation to programme development
- Identify opportunities for service development

Background

Niall explained the background to the theme for this year's Summer School – *On Moving Forward*. He said that it was inspired by Lode Walgrave's plenary speech at the European Forum's Conference in Barcelona (2006) (see weblink: http://www.euforumrj.org/readingroom/Barcelona/Plenary_5.pdf).

Some key questions arose from Lode's conclusions: what does the Restorative Justice community need to be credible? What are the building blocks for good practice? In order to move restorative justice forward with credibility and security, it was considered, in consultation with the Board of the European Forum among others, that it would be valuable to use the Summer School to explore some key elements that enable practitioners and trainers to be more effective. The following elements emerged from the consultation as being of value to practitioners and trainers:

- Reflective space in order to review practice and training. This space is available in supervision.
- Research and evaluation to the effectiveness of practice and training.
- Capacity to develop and apply the concept of restorative justice to other difficult areas of our human existence.

This Summer School, therefore, was organised around the three elements of supervision, research and evaluation, development.

Personal Introductions

Frauke Petzold and Lutz Netzig then facilitated the group in getting to know each other. They used a very effective and humorous way of doing this. Everyone was to make up their own profile by answering the following questions:

- Are you a hammer or a pliers or a file – and why did you choose this?
- What is your favourite place to be?
- If you got a lot of money, what would you spend it on?

Frauke and Lutz then invited us to mingle until everyone had introduced themselves to each one in the group.

Ground Rules

Niall then summarised the Summer School as a place and a time for us to;

- Reflect
- Take stock and evaluate
- Wonder about the future.

He then facilitated a discussion on what atmosphere is most conducive to the creation of a safe learning space. This led to the establishing of the following ground rules for the group:

- Sharing experiences
- Listening
- Space & room
- Individual Responsibility for each person's learning
- Respect
- It's ok to "fail"!
- It's ok to have fun
- Ask questions
- Keep clothes on!
- Ok to disagree
- Be on 'Riga' time!

Orientation

Diana Ziedina then gave the group an introduction to beautiful Riga and Latvia. She taught us some basic words to use, for example: sveiki = hi; labrit = good morning; labyana = good evening; visu labri = good luck; kayus saus = what's your name; es teni milu = I love you; paldies = thank you.

She also gave out some tourist information about Riga. She then demonstrated how beautiful Latvia is by allowing us to watch a short video of various locations throughout the seasons.

We then agreed to meet later that evening for a group dinner. Diana led us to a wonderful, colourful restaurant/bar which, for most of us, was our first introduction to the locality and its cuisine. Everyone enjoyed it and our first day was marked down as very successful.



Thursday 28th June

European Forum for Restorative Justice

Summer school 2007

On the first full day, we will critique an article by Smith, M. K. (1996) entitled: 'The functions of supervision', *the encyclopedia of informal education*, Last update: January 28, 2005. This article is available at: http://www.infed.org/biblio/functions_of_supervision.htm

Before attending the summer school, participants are encouraged to read Smith's article above and the European Forum's Recommendations on the Training of Mediators in Criminal Matters available at: <http://www.euforumrj.org/Training/Recommendations.pdf>

Niall Kearney (Sacro and University of Edinburgh) will facilitate this day.

Aim:

Participants can expect, at the end of this day, to have a framework for effective supervision in practice and training within a restorative justice context.

Objectives:

- Summarise key concepts in supervision
- Define elements of supervision required for a restorative justice context
- Identify a range of helpful tools for more effective supervision
- Devise a basic plan in preparation for a supervision meeting

Method:

- Short inputs by facilitator
- Group Discussion
- Reflection on experience
- Group work

Session 1

Niall used a power point presentation (see attached) to outline the key points in article by M K Smith. He then facilitated discussion on the question: is there more to restorative justice supervision? The group discussion yielded general consensus that there were similarities in the function of supervision but that penal mediators generally had no statutory powers unlike social workers. The group opinion was that, among other things, there was a continuum of responsibilities from care to control – social work had a responsibility that put it more on the control side at times and that penal mediation was leaning more to the care side.

Session 2

The day then focussed on what was particular to supervision within restorative justice / penal mediation. Niall presented 10 primary foci of supervision outlined by Smith. He then facilitated discussion on the question: is the primary foci of supervision in practice and training different from social work? The group saw similarities in the primary foci but added that issues to do with how one interacts with a service user is vital, that is, the quality of the human interaction; the group also thought that the supervisor and mediator need to have an explicit focus on not causing harm to the service user.

In the course of discussion, it emerged that the whole idea of supervision was quite new to some and that others used different words to express the same concept. In order to summarise this new knowledge and different terminology Niall made use of a separate sheet of flip chart. The following new words arose from the group regarding supervision and that general process of oversight and support: “hand guiding”, “intervision”, “road guiding”, “work guiding”, “mentoring”, “analysis of practice”, “ more experienced coupled with beginners”. A number of different words were used for those who participate in penal mediation: “clients”, “parties”, “participants”, “service users”, “people harmed and people responsible for harm”.

Session 3

Niall continued to use the power point presentation to focus on key concepts and concerns of supervision. The group agreed that a fundamental concern in supervision, no matter how it is organised locally, is that the supervisor has a responsibility for the protection and welfare of the client in relation to the supervisee. It emerged from discussion that the following issues need to be addressed as appropriate in restorative justice / penal mediation supervision: “process”, “theoretical frame”, “mutuality”, “change” – for the service user and the worker, “reintegration”, “courage”, “reflection time”, “assertion roles”, “attitudes and beliefs”, “issues to do with the background of the supervisor”, “empowerment”, “modelling”, “magic” – that is, trusting the process, “talking little and letting the service user speak more”, “congruence”, “vocation / commitment” , “spirituality” , “shared language for concepts”, “curiosity”, “time and safety”.

Session 4

Niall then presented some “tools” that have been found useful in other settings to promote best practice within restorative justice / penal mediation such as process recording, internal supervisor, working frame. The day ended with some discussion on case scenarios based on the question: what would the supervisor do or say if...? These scenarios are in the power point slides. The purpose of this was to prompt the group to begin devising a basic agenda or plan for supervision.



Friday 29th June
European Forum for Restorative Justice
Summer school 2007

"If you want to know how things really are, just try to change them."
K. Lewin (1958)

The second day will be on 'Programme Development, Evaluation and Training'. We will look at this endeavor through the lens of (setting up) sustainable partnerships between service providers and restorative justice practitioners on the one hand, and researchers and academics on the other hand.

Our starting point will be the experiences and ideas by participants with respect to evaluation, research and training. This will be put in a developmental framework, i.e. on how to conceive, start, implement and develop a programme. Experiences in Flanders will serve as illustration, where in the field of restorative justice partnerships have been developed in the form of both temporary action-research projects and more permanent co-operation structures.

Recommended reading (in annex) is a text which depicts the way attempts were made at a certain moment in Flanders to start and to develop mediation for more serious crime: AERTSEN, I. 'Victim-offender mediation with serious offences' in X., *Crime policy in Europe. Good practices and promising examples*, Strasbourg, Council of Europe Publishing, 2004, 75-86. Moreover, a text on 'action-research', applied to restorative justice programmes, is available, but unfortunately only in French or Spanish (please contact leni@euforumrj.org if you are interested).

Facilitator of this day will be Ivo Aertsen (Institute of Criminology, Catholic University of Leuven).

Aim:

Participants should, at the end of this second day, have gained more insight in the role of evaluation and research in the light of programme development, and in concrete possibilities of co-operation with research institutes.

Objectives:

- Explore and systematise own ideas and experiences on today's topic
- Develop a clear understanding of different types of evaluation and research, which are relevant for restorative justice practice and implementation
- Become acquainted with possibilities and forms of co-operation between practitioners and researchers
- Explore and define possible goals for his own practice, both in terms of own research and research by others

Method:

- Reflection on experience
- Short inputs by facilitator
- Group Discussion
- Group work

Introduction: Ivo introduced himself as having roots in practice as a psychologist working in prison. After years of practice there he went into research and also studied law. He has been involved in a number of 'active' research projects on victims.

Today in the summer school, the focus is on research and practice developments under the following headings: 1 – training; 2 evaluation and research; 3 Co-operation.

1 Training

Opening up the perspective on training we see not just micro level but also the more general level, how do we develop training on RJ programmes?

Why training? On the one hand it is self evident but on the other there are lots of opinions on training – who does it and what does it contain?

What types of training? There is a time for initial training and then later a time for more advanced training as experience is gained. There are different standards and requirements for each training level. That's not enough though – we need more.

Take the Police for example. The Police are well disposed to training but follow up research with victims suggest that the effects of the training are not always evident. In Police work and the culture there you see other things that can dominate in such a structure that make it difficult to sustain change in behaviour and attitudes to victims. So we must develop ongoing training – in-service in order to offset the more negative aspects of cultural and structural influences

The third type of training is previous training – social work or other educational training for example. It is important to explore to what degree conflict resolution training was covered, is there room for non-judicial training for example.

Attention needs to be paid too to where the training is offered – using external agencies or within institutes. Training on the job tends to be more integrated and can promote supervision and intervision.

Knowledge →
Skills-----→ Classic division of these things
Attitudes --→

Knowledge: each group has its knowledge for example, prosecutors etc have legal knowledge. This knowledge helps provide understanding and insight – communication, experience of victims. It is different from factual or technical knowledge.

Skills: there are diverse skills among mediators to work with victims and offenders but perhaps there is a need to develop co-operation skills in order for them to collaborate with other agencies such as for example with prosecutors and victim support.

Attitudes or qualities: many assumptions operate in RJ. Often they are not made explicit. This is a problem with developing RJ. You can keep progress, for example, with a project but when you've to co-operate with others, then you have to talk with other actors and then go through underlying assumptions and case work. It can take many years to develop all this, to answer what we really want with our mediation now.

Often, criteria for referrals to RJ are defined within a legal context using terms unfamiliar to RJ. Then slippage from the original aims and objectives appears and the process has to started again slowly but surely. Then you discover you are talking about different things and concerns, about justice and what mediation can achieve?

Ivo then facilitated discussion on a number of questions: should training focus on attitudes and assumptions etc? It's not just about training of mediators. Other questions will arise:

designing training requires you to make options – which target groups are to be trained?
Which other groups need trained when setting up an RJ service?

1 – who are the target groups?

2 – if we agree / identify other target groups, then on what do we organise training? What is the objective?

3- How, by which means, methods can the training be set up?

From the perspective of programme development – (from flipchart)

Target groups – Police, parents, teachers, pupils, social workers, women's groups, public interest groups, insurance companies, students/ young children, governmental agencies, victim agencies, legal practitioners, health workers, media journalists, youth workers, university students, prison workers / inmates, probation / justice, immigrant organisations, neighbourhood groups.

Why train these people? For example, we can train the Police so as to get referrals.

It is important to make sure the objectives are clear. It's about giving people one more tool – not halleluiah but hal! The scope for training is enormous – use pictures and exhibitions; what impact does this broad approach do to your work?

2 Evaluation and Research.

2.1 Evaluation

Once again, evaluation is self evident but there are lots of opinions on this – who is it for: the justice ministry, public opinion? The pressure of answering who it is for can often change our methods and practices.

What is evaluation? It is about looking at how things are – the effects before and after the actors. You can look at ongoing developments and co-operation in how you are doing; these are valid objects of evaluation.

You can do it at national and international agency level, regarding for example: policies what functions does RJ have for governments? So, it can be at case level, operational level and national and international level.

Evaluation is more than just descriptions – it has a normative element and can throw up challenging issues, for example: if goals/objectives are not always clear – they need to be clear; objectives need to be formulated in a way that can be evaluated – that they lend themselves to evaluation. Evaluation has to do with programme development.

Ivo then facilitated discussion on the questions: what do you understand by evaluation, where should the focus be?

- evaluation is about finding out something + how it has worked + what does not work + effects on participants + answering questions about practice – facts and effectiveness.
- Gaining knowledge: internal and external knowledge
- A tool for moving practice forward
- Understanding the present to improve the future
- Ongoing / adaptive process

Evaluation should be focused on

- answering the right question taking account of subjective versus objective knowledge; valuable and worthwhile. There is a lack of knowledge about evaluation and yet we must be able to show it works. There is a morality about what we do also – what are our assumptions? What is justice about?

This led to a further discussion about what instruments are used to conduct evaluation.

- A – collect data from files; uniform way of collecting data; evaluation forms, inputting data.
- B – asking victims and offenders to fill in forms
- C – Narrative approach using victim and offender's own words not workers criteria.

2.2 Research

There are activities with clear research methods and questions: i) empirical research and ii) theoretical research.

- i) Empirical research is operating currently in a number of countries. Under this category there are a number of headings:
 - a) Descriptive inventory research – this takes account of funders, referral agencies, types of cases, outcomes and victim and offender participation rates.
 - b) Action research – this addresses the roles of workers and researchers
 - c & d) Evaluative and qualitative research – this addresses the satisfaction of the parties, how do they perceive mediation, what feelings are there etc., what is the impact of the criminal justice system, recidivism rates, are control groups to be used, what is the job perception and satisfaction of the mediator, what are the legal safeguards, is it cost effective? Ivo illustrated these aspects in reference to soon-to-be-published evaluative research he has been working on.
- ii) Theoretical Research
There is a lot of theoretical research on restorative justice. It shows itself in the vast amount of books on this topic. It tends to focus on the relationship between the institution and restorative justice.

3 Co-operation

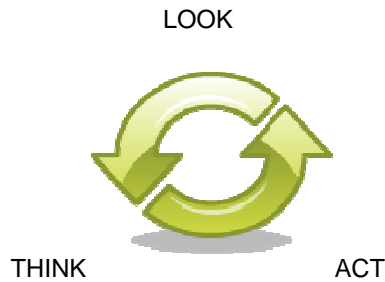
Ivo facilitated discussion on the question: what is your experience of research?

This led to some interesting conclusions, the main one being the importance of dialogue between researchers and practitioners. It was also concluded that research questions come from practice. We therefore need to build structures for co-operation between researchers and practitioners.

There are basically two types of co-operation: i) ad hoc and ii) more permanent.

- i) Ad hoc: an example of this is where a university wants to conduct research on re-offending. This is sometimes difficult to manage for practitioners because it is coming from outside, so to speak.
- ii) More permanent: an example of this is a partnership arrangement between service providers and researchers.

Action research is used in different ways. It questions the objective character of research. It starts from a different philosophy that real knowledge is gained from ongoing action with subjects – you go into the field and you leave behind the classic distinction between research and practice. A definition of Action Research is: to realise a process of planned change in practice and gain knowledge of the process and its effects in order to be able to generalise the process. So, it is about gaining knowledge through doing.



There are a number of steps to go through:

- i) You make a plan
- ii) You realise the plan and observe the process and its effects
- iii) You reflect on the process and its effects
- iv) You revise your original plan in the light of new information

Ivo then went on to illustrate this with examples of the development of victim offender mediation with prosecutors and within a prison context.

A discussion then followed about how to implement action research within each of the countries present. The group discussed the idea of making a picture of the various regions and cultures in order to see who the players are and what the field is like. This ought then to yield a number of parties who could form a steering group in order to take things further.

The group's list included:

- Muslim communities,
- Minority groups
- Politicians
- Police
- Women's groups
- Companies
- Parents
- Public interest groups
- Teachers
- Insurance companies
- Students and young people
- Social workers
- NGOs
- Victim agencies
- Legal practitioners
- Media / journalists
- Youth workers
- University students
- Prison workers / inmates
- Probation / justice workers
- Immigrant organisations
- Neighbour groups

The purpose in contacting these groups could be to increase referrals, or seek their assistance, or inform attitudes. There are also opportunities to provide training, share information, conscientisation, partnership building.



Saturday 30th June

European Forum for Restorative Justice

Summer school 2007

On the third day of the summer school, we will focus on discovering new areas for restorative practices.

1. Mediation in domestic violence – chances and borders

Once in her life, every fourth woman is hit or becomes a victim of personal injury by her Ex-Partner or husband! This has been proven by current criminological studies. Domestic violence or violence in marriages / families happens frequently, but in the official observation a problem, which is tabu.

For a long time the police and the criminal justice people did not see or did not want to see this problem. Since a few years, Hannover goes a different way: policemen get a special training, social workers intervene at an early stage, the prosecutors have an official interest in those cases.

“The Waage” has a key function in this network, because of her impartial/neutral work. “The Waage” could create a communicating situation between the conflict parties. The employees offer to talk first of all separately to the women and the men. After that, a face to face or an indirect mediation is possible.

2. New perspectives and areas of mediation

What kind of innovative methods, settings and areas of application are relevant for mediation? Participants of this workshop should exchange their experiences, develop utopias and collect concrete ideas to enhance the practice of mediation.

Facilitators of this day will be Frauke Petzold and Lutz Netzig (Waage Hannover e.V., Germany).

Course:

- “Pictures” – exercise: selectivity of perceptions and faultiness of communication
- “helix of violence” – background information on characteristics in “couple-conflicts” and domestic violence
- “ambivalences” – exercise: difficulties of conflict parties in expressing their interests and needs clearly
- “mixed double” – presentation of a method in co-mediation in “couple-conflicts”
- “Mustermanns” – roleplay with co-mediation
- “utopia mediator” – exchange of experiences and an interactive market of ideas on the future of mediation

Methods:

- practical exercises
- role-play sequences
- theoretical input
- discussion
- working in small groups

Mediation in domestic violence- chances and borders

Domestic violence or violence in marriages / families is a frequent but in the official observation a problem, which is tabu. This kind of violence does not exist only in "a – social" families or in "macho- cultures", it is a phenomenon of the german society (and in other countries probably the situation is similar).

For a long time the police and the criminal justice people did not care about this problem. There was no official interest to prosecute those cases. The victimised women were left alone with these problems and were referenced to take the way of private accusation (which they avoided in the most cases). In cases of domestic violence policemen and legal practitioners often reacted with the saying: "vermin hit eachother, vermin get along with eachother"

Since a few years, Hannover has changed proceedings: Policemen get a special training, social workers intervene at an early state, the prosecutors have an official interest in those cases. There is a network of different institutions which offers consultation and support for the victims (like Police, Justice, women support offices, institutions for violent men who are looking for help, mediation service Waage Hannover e.V. etc.) and there are people who are looking for the right possibilities to intervene in the individual cases.

The Waage Hannover has a key function in this network, because of her impartial / neutral work. The Waage could create a communicating situation between the conflict parties. The employees of the Waage offer to talk first of all seperately to the women and the men. After that a face to face or a indirect mediation is possible.

In cases of domestic violence the team is working in Co-mediation with one woman and one man. The first contact is with the woman, only if she wants to there will be a contact to the man and an invitation to the Waage e.V. Often the parties are consulted by other institutions in the network, before the Waage comes in appearance. Methodical standards to work on those cases has been developed by the Waage and the other institutions in the network.

The Waage is working on 200 cases of domestic violence a year. There are different case constellations:

- violent escalations between partners of marriage passing their seperation
- "stalking" continuing annoyance, persecution, threatening (i.e. by the Ex-Partner)
- violent relationships, in which there are ill-treatments for certain years

Aims and outcomes of the mediation sessions are very different. For example: often the women only want to have rest and peace from their ex-husbands, they want to be secure in their every day life and they want to finish their relationship to the men. They want their ex-partners, not to sent emails, sms or gifts anymore, they should not call anymore and avoid to be at certain places where the women are. Sometimes the regulation of some questions is to be done, like "who is owing what?"; " What will happen to the children?" etc. Sometimes there are questions to regulate like reconciliation and compensation. Sometimes the women are demanding that the men attending to an alkohol therapy or take over responsibility for their behaviour and want to work on a change in their behaviour. The outcomes of the mediation are controlled by Waage e.V.

Often there is another meeting after three to six month to have a resumee on their agreement.

It must be very clear, that mediation in cases of domestic violence is not everytime the right method. There are a lot of problems and risks: clients are refusing mediation because of different reasons. And for sure: not every mediation has a successful result.. A lot of men do not feel responsible for their mistakes, they are promising to change their behaviour and then they are not following the agreement. Some women are afraid, to be threatened again by their husbands, when he is getting aware of the possibility to go into a mediation. Some are telling, their conflicts are already solved. Mediation always can be an offer. Mediation does not solve every problem, but it could be an alternative to the regulations in the justice system, especially in cooperation with the other supporting institutions in the network.

There is still a lack of observation in the public and the media concerning the issue of domestic violence. The Waage Hannover is an non profit organisation and their existence depends on the fundings of the government, justice and privat sponsoring. In times of lack of money in every particular place it is very difficult to preserve mediation as a free offer.

The Waage has decided to start a campaign to get more public awareness and to give a hint to this special problem of the lack of fundings. Therefor students of the university for photographie and visual design have developed some posters. These posters are exhibited in different areas!

instruction utopia:

In this session we would like to ask you to work in small groups and share your ideas on "utopia mediation".

It should be an interactive market of ideas on the future of mediation.

We have prepared 4 tables with flipchart papers on it.

Every table has a different topic. We want to invite you to create an utopia for the future of mediation in the framework of these 4 topics.

Please chose one of the tables and start to share your ideas and write them down on the paper. After 15 minutes we will invite you to change to another topic. At every table there should be no more than 5 people.

The purpose is, to have in the end a collection of possible directions and pathbreaking aspects for the future.

Here are the 4 topics:

- Violence in social relationships as areas of application: which ideas do you have on methods, chances and risks?
- Risky borders in the mediation practice: which damages / disadvantages can arise? What kind of protection is needed to enter virgin soil without abusing the clients for experiments?

- Where to be in 2020 with mediation? Ideas for utopian methods, utopian frameworks / general conditions (i.e. “multiple-generations-houses”)...
- What is the function and the challenge for supervision and research concerning mediation in the future?

Results of the exercise: “UTOPIA mediation” – exchange of experiences and an interactive market of ideas on the future of mediation

Utopia 1: Violence in social relationships as areas of application: which ideas do you have on methods, chances and risks?

- RJ attitude in every stage in every organisation
- As normal to choose mediation as drinking tea
- Risk: many mediation methods makes people confused and competition between agencies
- Methods has to be learned at school (to inform about history of peace not just wars)
- Risk: can we mediate all cases and parties?
- Risk: get a routine and values can vanish
- To inform by media (newspaper, radio, TV, documentary)
- To inform and make other similar organisations aware of RJ (values + process)
- Conflict is normal / emotions are normal, society should be aware of this – parents informed for example by health visitors / mental health agencies
- Risk: not genuine / authentic
- Risk: we forget the simplicity of mediation process
- Risk: protection is not guaranteed
- Chance is flexibility of mediation!
- Risk is that we forget this flexibility
- Education – widespread about risk+mediation
- Conscientisation – acao
- Reflect not react

Utopia 2: Risky borders in the mediation practice: which damages / disadvantages can arise? What kind of protection is needed to enter virgin soil without abusing the clients for experiments?

- serious crime
- further harm
- procedures
- information
- supervision
- training
- code of ethics
- voluntariness
- no legal expectations
- institutionalisation
- sexual offences
- child abuse
- racial crime → interdisciplinary co-operation
- no exit strategy

- non compatible values
- withholding information
- unsuitable
- “shit” happens
- protection
- networking
- follow up of agreements as part of the system
- mediation “knows” own limits
- not giving “enough” into the parties
- not protecting staff from emotional damage and exlotation
- risk of burn-out
- bad practice can change our objectives, supervision can prevent that
- deontological principles / ethics
- we would become so effective that we forget why we are doing this – we feel we do not need to think or ask anymore

Utopia 3: Where to be in 2020 with mediation? Ideas for utopian methods, utopian frameworks / general conditions (i.e. “multiple-generations-houses”)...

- o part of the culture (school, home, workplace...)
- o more good lay-people
- o professional reputation
- o professional qualification
- o as an alternative to the criminal justice system
- o issues sorted about alternatives / complimentarity / supplementarity
- o mediation: reding and writing and conflict resolution
- o “professional” meaning / high quality, consistent
- o mediation culture inbedded throughout society
- o keep the magic! The enthusiasm, energy and creativity
- o supervision a relity
- o still changing, developing and growing
- o better paid! Prperly rrsourced
- o status and credibility
- o mediators are not needed, because people know how to talk to eachother
- o mediation and communication much more emphasiced by authorities
- o SOS mediation – European (World) telephone number
- o Research → politicians / media
- o Platforms for sharing peacework
- o Economical power

Utopia 4: What is the function and the challenge for supervision and research concerning mediation in the future?

- supervision: training talk about cases
 humility
 “grow up”
 risk: too specialised
 better service (med) improve skills
 process development
- research: more trust inmediation
 “grow up”
 realistic true (not pinky, airy, fairy)
 sharing experiences internationally
 humility
 process development
- supervision as a normal procedure after a mediation
- supervision to improve the ideality of mediation
- research to identify: methods, principles, practice, underlined philosophy

- risk of research: institutionalisation and instrumentalisation
- research to prove the importance and the value of mediation in the daily life
- function: better understanding between service, practitioners and research
- financial support and commitment
- TRUST
- Supervision for training and standards
- Research to clarify the philosophy behind the concepts (eg “mediation”, “restoration”, limits etc..) – for practitioners, researchers and society!
- Function – maintain quality of mediation process and the growth of supervision – mediators as persons
- Risk: forgetting these basics
- Function of: challenge / develop our understanding of mediation

Spiral of violence

SHE is seeking for excuses and explanations, she is blaming herself for his behaviour

HE exerts **control** and **dominance** on her. In his inner perspective, he wards failing.

SHE is suffering from violence (role of the victim)

Violence out of any occasion; attempt of the man to stabilize himself according to his idea of being a man

The pressure is detached for a short time

SHE believes in his promises

HE is frightened about his own behaviour, feels guilty and promises to change

The act is hushed up

HE starts shifting the blame on his Partner. He feels his own promises as unmanly failing

Traditional role of women:
i.e. taking-over the responsibility for the climate of the relationship

Traditional role of the men:
i.e. asserting his claims to the pre-eminence of men

= The causative problematic has not been recognised and not been dealt with !

Again behaviour of **control** and **dominance**

SHE anticipates his moods and tries to adapt her own behaviour according to his wishes and needs

The strain is raising / increasing

The inhibition drops / sinks, his violence becomes **more brutal** over the time

The pressure is detached for a short time

etc

etc

Frauke Petzold + Dr. Lutz Netzig - Waage Hannover e.V. / Waage-Institut, Germany

Sunday 1st July

This morning was facilitated by Niall. The morning was divided into two sections: in the first section, we spent time consolidating our learning and generally summarising what we would move on with from this summer school. The second section was about the next summer school.

1. He placed drawings of suitcases on tables. The idea was that the group would spend a brief time in silence reflecting on the experience of the summer school and then write in the suitcase a memory of something they had learned or found interesting or some action they would take as a result of their together.

SUPERVISION



New words

Roles and responsibilities of managers

Interesting definitions

A challenge

Specificity of supervision in RJ instead of social work supervision

Idea of introducing supervision at home

Supervision- intervision – training

Growing up process

The importance of having quality supportive structure

Supervision in peer mediation

Very useful activity for better skills

Essential for improvement

The importance of the daily use of supervision after mediation

– put it into a system

I liked the format of this day.

To report to family mediation working group about the input and ideas here

We are asking a lot of workers emotionally and professionally so we must also give them a lot

RESEARCH & EVALUATION



Improve the future

Different target groups

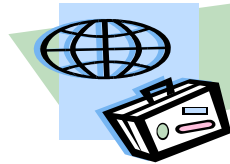
Humility to make changes

Action research – OK!

Importance of exchange between researchers and practitioners

Importance of research for external use
To increase the understanding of mediation
Importance of simplicity
Conscientisation!
Trusting relationship between researchers and practitioners
Need of training /information in wider fields
 Think: ↔
Vision to future: very useful
Networking
Looking forward and co-operating
More active in telling researchers
what practitioners think is necessary to research

DOMESTIC VIOLENCE & THE FUTURE



To always remember to be forward thinking and respond to needs
The Musterman family workshop and how it was organised
The Structure of the training
How the day evolved through exercises to a deeper understanding
I got many ideas form VOM training and using role plays
The value and necessity of working with a supportive network
Comprehensive approach and institutional co-ordination
Indirect mediation
Networking
Great pedagogical inputs
Necessary area of work
Excellent Posters

2. a) In this section we explored as a large group some ideas about the next summer school. We used three headings: i) themes; ii) venue; iii) structure.

- i) Themes: specificity of training programmes – their content and structure; the value base of RJ and how it might operate in specific settings such as parent groups and among children; what's happening beyond Europe; the practicalities – training manuals etc; instrumentalisation and institutionalisation; Development issues such as mixed cultures, diverse communities, north v south – sharing values;
- ii) Venue: choose a venue where local practitioners could do with some support and publicity; country side is good; self-catering. Venues suggested include: Albania, Ukraine, Scotland, Ireland.
- iii) Structure: have it every year; keep it to small numbers; choose dates that don't clash with other training events; language is an issue; promote the balance between doing and reflecting – do not have too many different things.

The next
European Forum for Restorative Justice
Conference
is on
17th to 19th April 2008
in Rome (This has been changed to Verona)

2. b) In this part Niall produced a stone that was taken from the 1st Summer School in Pilzen (2005). He invited everyone to sit in a circle and to hold the stone briefly. People could use the opportunity of holding the stone to either reflect silently or say something to the group about their experience of being together. People used this important time as they felt able.

Niall then formally closed the summer school and thanked everyone for their participation and contributions.

Special thanks went to Diana and her colleagues in the Latvian Probation Service for their help and support in hosting the 2nd Summer School of the European Forum in Riga.

Appendices

- I Summer school booklet
- II Summary of Evaluations



Evaluation

European Forum for Restorative Justice

Summer school 2007

The following is a compilation of all the feedback from the evaluation form.

1. Overall, did you find the Summer School helpful? Yes / No

16 participants said "yes".

2. What did you like most about the Summer School?

- Meeting practitioners from other European countries and being able to take strength from this. All the separate events were also very stimulating.
- Supportive group and the humour.
- Learning, sharing, laughter and good people
- The facilitators' capacity and the possibility for participation each session
- The energy we created.
- The people.
- The attitudes through the five days; the shift between theories and practice; all the group discussions
- The organisation (hotel + room + lunch + visits); the confluence of the formal and the informal.
- Friendly group; interesting topics; work in small groups; role plays; activities outside
- Sharing experiences; mixed groups from different backgrounds; very well prepared
- Supportive atmosphere; sharing value and practice; late starting time in the morning
- The themes of supervision and evaluation; the methods used on the session on domestic violence; the time we had to share our experiences
- The exchange; safe context
- Easy atmosphere led to open and honest exchange of learning and sharing.

3. What did you like least about the Summer School?

- The cost of flights to Riga!
- The weather!
- Not enough joint activity in the evening
- All the facilitators were not present from the start
- Could have spent less time on some topics
- The different legal structures made it hard to follow at times
- Not enough time to go deeper into discussions

4. Were your expectations met? Yes / No

14 people replied 'yes'; 2 people replied: 'partly'.

If yes, in what way were they met?

- I got what I came for
- Sharing experiences in a respectful way; building a group feeling
- I have more to learn
- Open sharing of ideas
- I am just very satisfied

- Networking and learning from each other – seeing how others work and taking a lot examples home to improve my practice
- Common interests of participants; through discussion I got new experiences and ideas
- Good group with interesting experiences; well mixed and good mixture of summer and school
- New ideas! New friends! – Helpful and reflective.
- I had expected more doing / participation and more use of the group process
- Connections to go on developing and co-operating with the people I met here.
- Exploring possible ways to supervise
- I expected to get inspiration and to get new knowledge and to get to know more people, and so I did! I learned more than I had the ability to expect.
- I have learned tons that I can bring back to my organisation

If no, in what way were they not met?

- I hoped to hear more about a severe crime project
- Could have spent more time getting to know each other at the beginning as it took time to get used to using 'English'.
- Would like to have learned more about action research
- Would like to have learned more practical knowledge about supervision – the knowledge I got will help me indirectly.

5 Have you any comments to make to any of the Summer School facilitators?

- Well done
- Keep going!
- Thanks
- You know what you are doing and you are all good at it.
- 3 themes were perhaps too much in 3 separate days; the sequence of the themes might have been better reversed.
- I have got ideas on how to facilitate groups!
- More small group working rooms would have been useful
- The right atmosphere was really there!
- Good place to work; the food was organised and tasted good.
- Be always cool and innovative like this one
- The combination of learning, sharing and having fun is very good.
- Great job!



WAAGE-INSTITUT
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WAAGE Hannover e.V.
Verein für Konfliktklärung
und Wiedergutmachung



SAFEGUARDING COMMUNITIES – REDUCING OFFENDING



CRIMINAL JUSTICE SOCIAL WORK
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