
This is the **published version** of the bachelor thesis:

Pagonabarraga Altisèn, Irene; Nagdev Nagdev, Nidhi , dir. Restorative dialogues between unrelated victims and offenders sentenced for violent crimes : program proposal. 2022. 43 pag. (1411 Grau en Criminologia i Grau en Dret)

This version is available at <https://ddd.uab.cat/record/264067>

under the terms of the  license



**Universitat Autònoma
de Barcelona**

**Restorative dialogues between
unrelated victims and offenders
sentenced for violent crimes**

Program proposal

Student: IRENE PAGONABARRAGA ALTISEN

Tutor: NIDHI NAGDEV

Final Degree Project

Double Degree in Law and Criminology

Date: 19/05/2022

Course: 2021-22

Word count: 8497

Special thanks...

*...to Nidhi, for being a great support in this project,
and for being an amazing tutor. Thanks for all your help.*

*...to all the teachers in the criminology degree,
for everything I have learned thanks to you.*

*...to my parents, Cristina and Natxo,
for supporting me during all these years.*

*...to Martí, for being by my side and ready to help me.
This project would not be the same without your help.*

*...to Alba, Anna, Berta, Jordi, Lúdia and Susana, for all the moments,
laughter and tears shared during the last 6 years.*

...to Lausanne and all the amazing people I met there.

Resum: Els programes de justícia restaurativa estan previstos en l'ordenament jurídic català i espanyol, no obstant, quan parlem de programes aplicats dins de la presó involucrant víctimes, la seva aplicació es centra sobretot en mediació víctima-victimari. Els diàlegs restauratius sorgeixen en el panorama internacional com una altra possibilitat d'aplicació de programes de justícia restaurativa involucrant víctimes i victimaris de la mateixa tipologia delictiva, però no relacionats entre ells.

Aquest treball té com a objectiu la proposta d'un programa d'intervenció terciària a les presons de Catalunya basat en aquestes tècniques de diàlegs restauratius i prenent com a exemple programes realitzats en altres països europeus sota el nom de Building Bridges i Sycamore Tree Project, per víctimes i victimaris de delictes violents. És una proposta de programa que va dirigit a millorar la vida i la convivència dins de les presons i acompanyar tant a víctimes com a victimaris en el seu procés de rehabilitació.

Paraules clau: Prevenció terciària, Justícia restaurativa, Diàlegs restauratius, Violència, Centre penitenciari

Abstract: Restorative justice programs are currently contemplated in the Catalan and Spanish criminal justice System. However, when talking about programs applied inside penitentiary centers involving victims, its application is mainly focused in victim-offender mediation. Restorative dialogues appear in the international scenario as another possibility for restorative justice programs, with the main characteristic of the Involvement of unrelated victims and offenders, but from the same criminal type.

This project aims to design a proposal for a tertiary prevention program to be applied in Catalan penitentiary centers. This program will be based on these restorative dialogue techniques, and taking as an example programs carried out in other European countries with the name of Building Bridges and Sycamore Tree Project, for victims and offenders from violent crimes. It is a proposal of program oriented to improve life inside penitentiary centers, and help both victims and offenders in their rehabilitation process.

Key words: Tertiary prevention, Restorative justice, Restorative dialogues, Violence, Penitentiary Center

Table of contents

1. Introduction.....	5
2. Theoretical framework	6
2.1 State of the art	6
2.1.1: Restorative justice programs.....	6
2.1.2: Application in Spain.....	7
2.1.3: Application in Catalonia.....	8
2.2. Legal references.....	10
3. Proposal of the program.....	12
3.1: Justification and benefits of the program.....	12
3.2: Description and objectives of the program	15
3.3: Selection of participants.....	16
3.3.1: Victim selection	17
3.3.2: Offender selection	19
3.4: Description of the sessions	21
3.4.1: Individual meetings.....	21
3.4.2: Joint sessions.....	22
4. Resources.....	27
4.1. Material Resources	27
4.2. Selection of professionals in charge.....	27
5. Evaluation.....	28
6. Budget.....	31
7. Conclusions	32
Bibliographical references.....	34
ANNEX I.....	39
ANNEX II.....	40
ANNEX III.....	42

1. Introduction

The aim of this project is to design a tertiary prevention program inside the penitentiary context in Catalonia, based on restorative dialogues between unrelated victims and offenders that have been sentenced for violent crimes.

Generally, once the offender has been sentenced, it is where the possible participation of the victim ends. Although victims have the possibility to take part in restorative justice (RJ) processes, most of them take place instead or while the formal justice process occurs. However, their participation in RJ processes after the offender has been convicted can have multiple benefits, for both parties and the community.

Intervention involving non-direct offenders and victims has been carried out in other countries (United States or South Africa), for diverse type of crimes with very positive results. Considering the difficulties we can face when looking for the direct victim and offender, it becomes useful to give the opportunity for non-direct victims to take part in restorative dialogues.

In Catalonia, intervention involving victims inside the penitentiary context is mainly focused only in victim-offender mediation. This is why this paper suggests a program involving non-direct victims and offenders.

This paper is structured with a theoretical framework, followed by the proposal of the program. Furthermore, a list of the resources needed is exposed, including its budget forecast. Finally, the program also counts with an evaluation tool.

2. Theoretical framework

2.1 State of the art

2.1.1: Restorative justice programs

Restorative justice (RJ) is another way of seeing criminal justice, which emerges as a response to crime that seeks healing and understanding of the three parties of crime: victim, offender and community (Domingo, 2012). Instead of focusing on the punishment or seeking guilt, RJ focuses on the harm done and how to repair it, so the victim gets a more active part.

In order to take part in RJ processes, all parties must do it voluntarily, since reparation is otherwise impossible. The author must recognize the harm done, which be problematic in processes taking place before or during the criminal process, as nobody can be forced to confess (Miguel, 2020).

There are different RJ programs, the most extended being victim-offender mediation, in which both parties meet to talk about the offence with the help of a mediator (Johnstone, 2014). The aim is to reach an agreement on how to repair the harm caused, and for both to feel listened.

Observing other RJ programs, we find conferencing, where victim and offender meet, each of them accompanied by their families, people of their surroundings or members of the community. More people are allowed to take part in the dialogue and the finding of solutions (Johnstone, 2014). This is a common thing with circles, where more people of the community are allowed to take participate and express their feelings, which can help finding solutions and explain how crime has harmed them.

All these practices have in common that the victims and offenders are direct. Prison Fellowship International developed a RJ program with another perspective, originally named Sycamore Tree Project (STP). This program's aim is to put together a group of unrelated victims and offenders from a similar crime (Resch, 2014). An adaptation of STP was implemented in Europe, named Building Bridges, which had some innovations: the addition of more empirical

research and the adaptation of the methodology to the particular needs of the victims and the offenders (Johnstone, 2014). Both programs consist of 5-8 group sessions, however, Building Bridges introduced the rule that the number of victims and offenders had to be equal. This perspective is also named restorative dialogues.

STP-based programs become easier to implement, since all parties have to participate voluntarily and they do not depend on their own counterpart to also decide to participate. The main aim is to express their feelings and get answers instead of reaching an agreement.

2.1.2: Application in Spain

In Spain restorative dialogues with unrelated victims have been carried out between former members of the terrorist group ETA and terrorism victims, with very positive results.

Victims expressed their satisfaction, and their feelings of relief and inner peace. The possibility of showing their regret and some kind of restitution to the victim was also a key factor for the success of the program for the offenders. Both parties seemed to agree that these meetings contributed significantly to their rehabilitation (Vega, 2018).

These experiences prove that it is possible to achieve some kind of reconciliation through RJ even with serious offences. Additionally, restorative dialogues are an optimal way to fix damage done to the community as a whole after a serious offence. In these cases, restorative justice becomes reconstructive justice. Participants in these programs do not seek any penitentiary benefit, aside from contributing to their process of reparation, and to release the emotional bond that keeps victims and offenders together after the commission of a crime (Barona, 2015).

The only specific statistics of RJ processes in Spain available are those from the years 2014-2015. However, these data take all processes of criminal

mediation, not only processes started once the offender had been processed; and they don't mention other RJ processes. Regardless, they show that most (79%) mediation processes finalize with an agreement (Poder Judicial, 2015).

It is important to take into account the State law 1/2004, which establishes measures to protect women against gender violence, whose article 44 establishes a specific prohibition for restorative processes involving offenders and victims of gender violence in the instruction phase. Mediation processes in cases of gender violence are generally excluded, for it is a highly complex topic and could involve more risk for the victims (Etxeberria, 2019).

2.1.3: Application in Catalonia

The main RJ process applied in Catalonia is mediation, especially focusing on RJ practices inside the prisons. Such processes are implemented in three jails in Catalonia. The first one started on 2005 in a youth penitentiary center (Centre Penitenciari Joves de Barcelona), for young offenders between 18 and 23 years old. Seeing its positive results, in 2007, the program was implemented for adult inmates in Ponent penitentiary center and, in 2013, in Lledoners.

However, as it has been pointed out, this program revolves around victim-offender mediation, leaving aside other practices that, even if they are contemplated as a possibility, they don't seem to have much practical implementation.

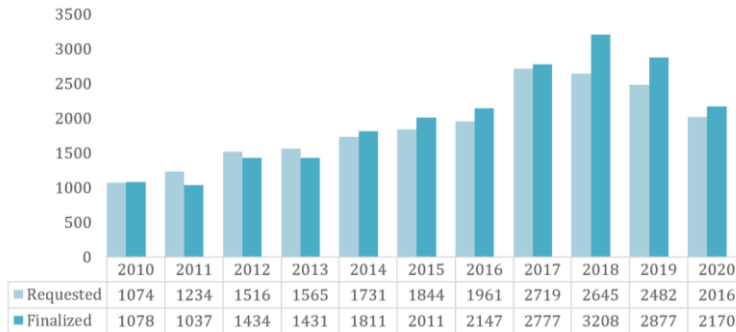
Regarding all RJ processes carried out in Catalonia, 99,5% of these are done before the criminal justice process has finalized, leaving a very small percentage for those that happened after the conviction or inside the prison.

The latest data available¹ (Generalitat de Catalunya, Departament de justícia, 2020) on the restorative justice program from 2020, shows an increasing

¹ All data has been extracted from the Memoir from 2020 of the Restorative Justice program from the Catalan Government

interest in RJ programs (Graphic 1). However, these data are regarding all restorative processes done, not focusing only in penitentiary centers.

Graphic 1: Restorative justice programs in Catalonia 2010-2020



Extracted from: Generalitat de Catalunya, Departament de justícia (2020)

In this graphic we can see in clearer blue, the number of processes requested, and in darker blue, the number of processes finalized².

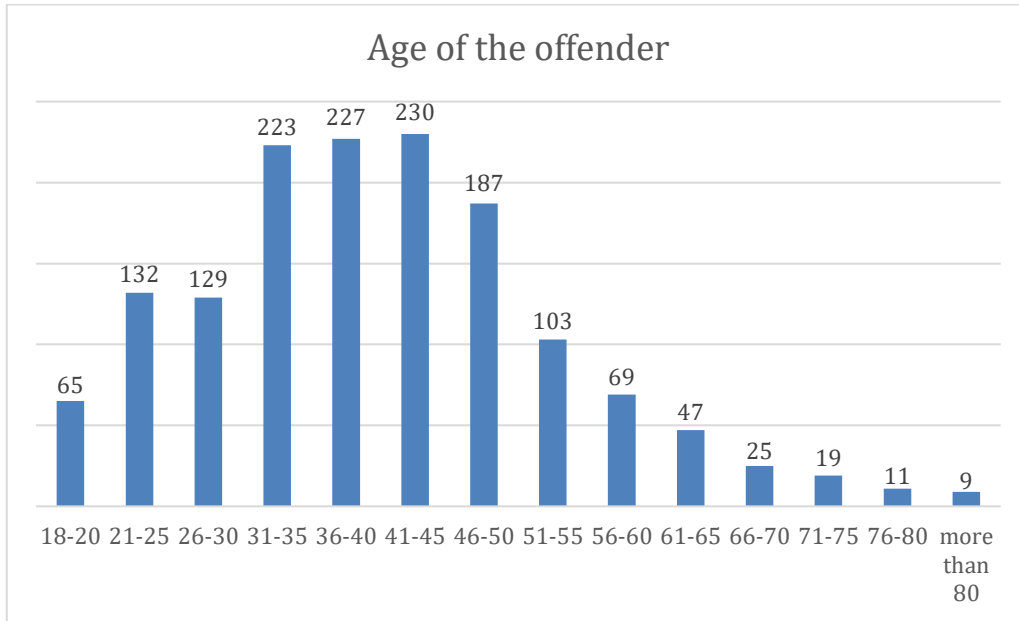
Regarding the criminal type, the most common crimes directed to restorative processes are crimes against freedom (39,7%), body injuries (26,35%) and crimes against property (23,4%). Therefore, the seriousness of the offence is not the main factor when considering the possibility of implementing a restorative process.

In Catalonia is also applicable the State law 1/2004, which forbids restorative processes involving offenders and victims of gender violence in the instruction phase.

Finally, about the age of the offender, even though restorative processes may seem more implemented in juvenile delinquency, in Graphic 2 we can see that it has not been like that:

² The reduction in numbers on 2020 should be analyzed by considering the problems that society faced that year, with a global pandemic; and not as a significant loss of interest in restorative processes.

Graphic 2: Age of the offenders taking part in restorative justice processes



Extracted from: Generalitat de Catalunya, Departament de justícia (2020)

As it has been pointed out, it should not be the age or the seriousness of the offence which determines the viability of a restorative process, but the individual capacity and willingness to take part in such practices.

2.2. Legal references

Multiple are the international legal documents which contemplate RJ as an option. The first was the UN declaration from 1985, which contemplated the mechanisms of conflict considering for the first time, moral restitution to the victim.

In several recommendations from the Council of Europe we can find references to victim restitution and RJ processes, the most relevant being R(99)19 about mediation, which states that it should be a possibility in all states of the process and a generally available service.

The legal references in Catalonia and in Spain are essentially the same, as the laws have an estate origin. The first rule that should be applied is article 25.2 of the Spanish constitution, which estates that “punishments entailing

imprisonment and security measures shall be aimed at rehabilitation and social reintegration.” However, the current penitentiary system based mainly on punishment seems to fail at these aims; recidivism indexes are higher for those offenders who have been inside of the prisons in comparison to others who have been given a punishment alternative to prison (Cid, 2007).

According to this article 25.2 of the Spanish Constitution, it would not seem disproportionate to include more restorative programs inside the jails, to make them more rehabilitating and reintegrating for inmates.

We also find the Spanish State law 4/2015 of the Statute of the Crime Victim, which includes all rights that victims have inside and outside the criminal process. On its article 15 it assesses directly RJ services, by stating explicitly that victims have the rights to access RJ systems in order to get a material and emotional reparation from the harms that the crime has caused. However, this right is linked to a series of conditions, one of which is that the offender has to recognize the facts and has to be willing to participate voluntarily.

If an offender does not want to participate or has not been found or convicted, the victim should still have the right to access these systems, and here is one of the reasons why restorative processes with unrelated victims could be useful. In addition, given that this proposal of program is meant for offenders after they have been convicted, the fact that they are required to recognize the facts is no longer considered contrary to the presumption of innocence.

Finally, as it has been mentioned, the state law 1/2004 which excludes gender violence cases in the instruction phase from taking part in mediation processes. This exclusion is applied as a general prohibition towards restorative processes involving offenders and victims of gender violence (Etxeberria, 2019).

3. Proposal of the program

3.1: Justification and benefits of the program

Punitive justice is necessary, but insufficient (Ríos, 2012). Punition is only one of the aims of the penitentiary system, along with rehabilitation and resocialization. So, despite its massive usage, prison seems to fail in the achievement of its main aims, often becoming even worse than the crime it seeks to punish (Leal, 2011).

Inside the jail, one of the problems is that once offenders have been sentenced, they are locked in there, almost like they are forgotten from the community. The lack of consideration of their needs could become more harmful than the imprisonment itself (Haney, 2006, cited in Fourie, 2017).

This is the reason why more intervention programs based on RJ practices can be beneficial, even if the offender does not even look for a better treatment in jail; and the victim does not look for a direct reparation. The aim is not to reach an agreement, but to listen to each other stories (Barona, 2015).

For prisoners, according to the International Institute of Restorative Practices, the participation in restorative processes involving victims helps reducing crime, violence and bullying; which could improve convivence inside the jail (Forés, 2015).

Inside the prison, offenders may feel the need to give explanations, or to resolve what has happened with the victim, which could be a way of solving what has been broken in their relation with society (Forés, 2015). Offenders also have more time to think about what happened during this process inside the prison (Resch 2014) and be more prepared once the sentence is completed and they get back to society. This type of programs can contribute to the protection of society and victims.

Restorative experiences involving non-direct victims carried out in high security prisons in the US have proven to reduce the violent incidents and stress, thus improving the life quality for inmates and prison workers

(O'Connell 2014). This is linked to the empathy that arises for the person they are facing, which helps prisoners see the victim as somebody real, who has suffered for their acts, listen to their story and also feel themselves listened; allowing them to see themselves as human beings who made a mistake (Umbreit, 1995, cited in Umbreit, 2001).

Facing the victim, even if not their own, has proven to increase offenders' self-awareness and change their outlook on life and on their acts. They get a chance to open their eyes to the outside world. Knowing they helped someone is another factor that contributes to this healing and success of the program (Roberts, 1995, cited in Umbreit, 2001).

For victims taking part in this kind of programs we can observe numerous benefits too, since crime can produce a shock that can persist during years after the criminal process has finalized (Vega, 2018).

Generally, criminal justice system does very little for victims and their recovery; making things worse for them sometimes³. Recently, there has been an effort to make things better for them, not only for victims to receive better service, but also for them to have the right to participate in the decision-making processes (Johnstone, 2014).

Victims have needs that cannot be satisfied the way that criminal justice is conceived (with the main purpose of finding the truth and guilt), like the needs to get answers to their questions, to express their story, feelings and to be listened, and the need for empowerment and reassurance of their feeling of safety (which is often lost after suffering a crime). They tend to report that just by being listened and allowed to express themselves they feel more empowered and, in a way, rehabilitated (Johnstone, 2014). This can be achieved even if the people they are talking to are not the ones who harmed them, the need for answers goes beyond the aim of revenge.

³ This is what is called secondary victimisation, the fact that victims are forced to tell their story many times throughout the criminal justice process, and are stigmatized with the label "victim", which can make them re-live the feeling of being victims.

Finally, these meetings also help them understand the particular circumstances of each offender, seeing them as more human; thus developing their empathy towards them. As a result, their fear and anger are reduced, and can allow themselves to trust other people again (Roberts, 1995, cited in Umbreit, 2001).

As for the gravity of the crimes committed by those who participate in restorative programs, in Catalonia criminal mediation is mainly focused on less serious offences. However, the probability of success of the programs, is more linked to the capacity and availability of the participants, rather than to the seriousness of the crime (Ríos, 2012). Moreover, experiences carried out in other countries show that seriousness should not be the main reason to implement or not certain programs. Only by analyzing each case separately we can determine when it is useful or not to implement restorative practices (Barona, 2015).

Moreover, the implementation of restorative programs for more serious crimes will require more preparation time for each of the parties, to make sure that they are in an adequate psychological moment. This preparation of each participant before the meeting has been proven to be one of the most relevant factors to determine the programs' success (O'Connell, 2014).

Restorative processes are also beneficial for the community. The sense of community can be broken, or divided between victims and offenders; and these offenders can also feel excluded from their communities, especially once they are imprisoned, which can hinder posterior resocialization. So, by participating in restorative processes or by feeling listened or forgiven by the victims, this sense of exclusion can be reduced. After the commission of a crime, societies need reconstruction, more than punishment. By giving instruments that allow the reaffirmation of their values, this reconstruction can be achieved (Barona, 2015).

Considering all the benefits presented, this paper aims to suggest a tertiary prevention program for violent crimes based on the practices of restorative dialogues in the prisons of Catalonia.

3.2: Description and objectives of the program

Restorative justice practices are made to better meet the needs of the people involved (offenders, victims and community), and repair what was harmed. These processes focus on giving to those involved in a crime a central role in the decision-making process and helping them reach an agreement on how to repair the harm (O'Connell, 2014).

This proposal program, based on restorative dialogues such as Building bridges and STP, consists in meetings between unrelated victims and offenders, who have in common the type of crime, specifically, violent crimes. None of the participants can be meeting their own counterpart.

The objectives of the program are, based on the guide for Building bridges (Restorative Justice EU, 2018):

- General objectives:
 - Contribute to the promotion of restorative processes in Catalan prisons.
 - Promote the culture of peace and explore other ways to solve conflicts.
 - Promote other ways to take victims, offenders and communities' needs into account.
- Specific objectives for the offenders:
 - Understanding crime and its consequences
 - Learn to take responsibility about their actions and confess
 - Become more aware of the impact their acts can have on others.
 - Learn about RJ processes and acts of restitution.
 - Contribute to their process of rehabilitation inside the prison.
 - Develop their empathy and reduce violence inside prisons.

- Specific objectives for the victims:
 - o Find ways to solve the consequences and heal the wounds that crime caused on them.
 - o Be able to tell their story and be listened.
 - o Learn means to express and acknowledge their feelings in a constructive way, instead of projecting⁴ them.
 - o Lead them towards a healing process of forgiveness and peace.
 - o Obtain more information about crime, the current criminal justice system, and RJ processes.

3.3: Selection of participants

The number of participants who take part in this program is 6 offenders and 6 victims. Once selected, they will be asked to commit to participate in all sessions.

The active participation of each participant is essential; without them the program cannot be effective. The number of offenders and victims should be equal; however, we should always keep in mind that voluntariness is a key element for the success of the program (Umbreit, 2001). Their commitment once they pass the individual training will still be asked, nevertheless, if once the sessions have been started, they want to leave the program, they cannot be forced to continue.

Given the case that some participants decide to leave the program, this does not necessary mean that the program can no longer be viable. If one of each leave, the program can be still possible, since the number of offenders and victims will still be equal. If only one of them leaves, even if the conditions are not optimal, the program will still be possible and does not need to be interrupted.

⁴ By projecting we understand the mental process by which people attribute to others what is in their own minds (McWilliams, 2017)

Before stating the criteria and ways of selection for both victims and offenders, it is important to highlight that in both sides, gender violence cases will be excluded. Many are the legal references in which gender violence is excluded from mediation processes (Etxeberria, 2019) and considering the high complexity of this kind of cases, they will not be considered suitable for this program.

3.3.1: Victim selection

The main requirement for victims to participate is that they do it voluntarily, and their willingness to listen respectfully the offenders (Resch, 2014). Other criteria to select the victims are similarity of crimes, in this case, the same kind of violent crime (Marshall, 2005, cited in Resch, 2014).

Considering the seriousness of crimes in this proposal of program, victims may need more time to heal and more preparation time before the joint sessions (Umbreit, 2001).

Finding victims has been reported to be quite difficult by other experiences of STP programs. However, on Resch's (2014) report on 16 qualitative interviews with facilitators who have successfully carried out these programs in other countries, we can find different ways to access the victims. The first way is by self-referral, the victim can hear about the program and it is them who contact facilitators expressing the willingness to participate, or to obtain more information. Another way is by personal contacting; where it is the facilitator who gets to know victims through other professionals.

A third way, maybe the most practical one, is by selecting the victim from an association to help the victims. The advantage is that the victim may be in another healing stage, and therefore, the previous preparation with them may be reduced (although it cannot be eliminated) (Resch, 2014). Another advantage is that we could benefit from the point of view of professionals who work in the association. In Spain, some of these associations are the

Association for the Support of Victims of Violent Crimes⁵, or Crime Victim Assistance Offices, which offer attention and assistance to the needs of the victims.

The last means of recruiting victims is through victim referral (through the recommendation of another victim) or through an intermediary person who recommends the program to the victim.

Once the victims have been recruited and they show their willingness to participate, their suitability for the program needs to be examined. It will be determined by the feelings of the victim towards the aggression, and the psychological stage they find themselves in. If a victim doesn't match these requirements, not only would the program not be successful, but could also be damaging for the victim.

Johnstone (2016), provides a screening technique to determine the victim's suitability for the program. This technique has two parts, the first (A) being a conversation with the victim about the crime and their motivations for taking part in the program. This discussion does not need to take a specific direction, however, in Annex I, a list of aspects that should be treated is provided.

The second part (B) is the Impacts of Events Scale, which is a questionnaire to be completed by the victim. It consists of 22 items (Annex II), and the participant has to value their impact on their life in the past seven days, assigning them a value between 0-4. The facilitator has to count the total score, and as long as it is below twenty points, we can consider that there is no or low risk of re-traumatisation or harm to be caused during the program, and therefore the victim can take part in the program (Johnstone, 2016).

A score of 20 or more may suggest a risk for the participant to be harmed with the program, so it would be an exclusion criteria. It means that the person is not in the mental stage required to participate and for the program to be successful. A score of 24 or more may mean that there is a concern of post

⁵Asociación de Apoyo a Víctimas de Delitos Violentos

traumatic stress disorder, and even though it is not an exact diagnosis, the victim could be advised to inform their doctor (Johnstone, 2016).

To conclude with the selection process, Resch (2014) provides some criteria to exclude participants. The main (1) is the risk of the program to be harmful for the participant. Even though this can be evaluated through the Impacts of Events Scale, it can also be done based on their emotional status during the first interview. An aggressive attitude, desire of revenge, etc. may be sufficient to determine the non-suitability of the participant.

The risk of retraumatization (2) is also a key issue. This risk can be noticed when the emotions are still too *fresh*, and the person has not processed them. The third exclusion criteria is the presence of personality traits (3) that may prevent the principles of RJ to be fulfilled (stigmatization of offenders, having too high expectations or lack of storytelling) (Resch, 2014).

These criteria can be seen by the facilitator during the initial interview or through the results of the Impacts of Events Scale, and collaboration with psychologists can be useful in order to do a better screening and selection.

Once selected, it is essential that the victims are informed about all the aspects of the process and about the fact that they are free to leave it at any time; and then sign an agreement of participation.

In Annex III a table of inclusion and exclusion criteria is provided.

3.3.2: Offender selection

Being this program a tertiary prevention program, the offenders are selected from inside the penitentiary center. However, for the program to be successful, there are also some requirements that they have to meet to participate.

In Resch's (2014) study, four main ways are used to select participants inside the jail. The first ways are general; the distribution of flyers with information, a presentation or an introductory afternoon in the prison. Another way is by talking to possible candidates, to inform them and ask if they would be willing

to participate. In some cases, offenders are asked to write an application. The technical team inside the jail can help finding candidates that may be suitable for the program, based on their files and behavior.

In the case of offenders there are also exclusion criteria, characteristics that would make it difficult for the program to succeed. One criterion is the behavior (1), since rebellion, violence or anger may involve the exclusion of the program (Resch, 2014). Although one of the objectives of the program is to reduce violence inside prisons and this program is designed for violent offences, an excessive violent character can be counter-productive. Violence can be an exclusion criterion if it passes a certain limit, that the facilitator (with the help of other experts) has to evaluate.

In order to evaluate violent or aggressive behavior there are different ways, which can be through observation or verbal interviews. In addition, there are also questionnaires that can give a quantitative score on the level of aggressivity of the offender. One of these is The Aggression Questionnaire, which measures different types of aggression: verbal, physical, anger, hostility and indirect. Each participant is required to evaluate their own behavior in 34 items from 1 to 5, regarding how characteristic those traits are of them (Buss, 1992). Considering that the average total value is between 45-55, (Buss, 2000) a more than 70 score of total points can be considered an exclusion criterion for the offender to take place in the program, since it is a value which is far from the average, and considering which people this program is proposed for, it is reasonable to expect general scores higher than the average.

Other exclusion criteria are psychological and mental disorders (2). This includes the lack of empathy, a psychiatric diagnosis or having no insightfulness into their criminal act (Resch, 2014). To determine the presence of a disorder, it would be useful the help of a psychologist or a psychiatrist.

All this criteria can be evaluated in previous interviews, before the offender is selected. The ideal way would be to collaborate with prison workers and psychologists, and also examine their files. Once suitable participants are

selected, previous interviews with the help of psychologists are developed in order to better select the participants.

The offenders selected are also required to sign an agreement of participation.

In Annex III a table with inclusion and exclusion criteria is also provided for offenders.

3.4: Description of the sessions

3.4.1: Individual meetings

Individual meetings with each participant are essential and cannot be underestimated for any RJ process that implies victims and offenders. In this proposal of program, the facilitator has to prepare them for the joint sessions, and help them to better express themselves and their feelings, since often they need training on communication manners (Umbreit, 2001).

In these sessions it is important to talk about what to expect regarding the process and other parties, start helping victims see the offenders as human beings rather than *monsters*. The facilitator has to check what expectations each participant has regarding the other parties and what they can achieve by taking part in the process. However, the results are always unclear, so expectations must never be oversold.

During these sessions, specific implications have been shown to be important, such as emphasizing at each step the choice to participate and their possibility to refuse at any point. The facilitator has to prepare participants for meeting the others, and setting the stage for the initial and future encounters. In some cases, visiting the prison in advance has been proven to be helpful to reduce the initial shock (Umbreit, 2001).

Once the participants have been selected, there is no evidence on an optimal number of individual sessions. Being this program for violent crimes, it is possible that participants (specially victims) need more than one meeting to

get ready for the group sessions. So, in case some participants need it, more than one session could take place.

Nevertheless, if one victim needs more than two sessions, could be an indicator that they are not suitable for the program, and the risk of re-traumatisation is high. If after two sessions the victim does not feel prepared to take part in the joint sessions, they will be no longer determined as suitable for the program.

3.4.2: Joint sessions

The recommended extension for this kind of programs is 5-8 weeks (Johnstone, 2016). This specific proposal of program will last eight weeks, since the seriousness of the crime justifies more sessions. One session of two hours will be developed each week. As it has been stated, the participants will be asked beforehand to commit to undertake all sessions, however, at any point they will be allowed to leave the program, since voluntariness is essential.

The structure of this program is based on Johnstone's (2016) guide to establishing a Building Bridges program, which states that an eight-week long program should have the following structure:

1. Restorative justice: Victims and offenders: The first session is an introduction on the participants, on the program and on RJ; and also, about general rules of behavior. With visual aids, the facilitator should give the participants a general overview about the sessions, and explain the program and its objectives. Discussing expectations and which steps could be followed through the following weeks is also recommended for this first session. They can be asked to write it down and keep the papers so it can be contrasted with what they achieve. A good way to finish this session is by asking participants to give small feedback about the session, to give some closure and something to think about until the following week.

2. What is crime? The aim of this session is for participants to understand the concept of crime, its consequences and the fact that all crimes have a victim. A means to accomplish this aim is to present small cases and ask them what is the crime and who is the victim.

In this session another important objective is for the participants to start getting to know each other, and letting them tell their story. It is useful to split them into small groups and get them talking to meet the person behind the role of victim or offender. If they feel comfortable, they can share their story with the rest of the group.

To give closure, participants will be asked to define what crime is, what have they learned about it during the session. The feedback after this session is also very important, and take some time to do a summary of what happened in the session to let them think about what has been said and prepare for the next session.

3. Responsibility: In this session the participants have to explore the meaning of taking responsibility for their acts, and why it is so important in the healing process. Another challenge is to explore why is it so difficult sometimes and the consequences involved. By splitting the big group into small ones, they can feel more comfortable with each other and be more willing to confess and share their experiences (Johnstone, 2016).

For the closing part, participants will be asked to write down in one or a few words what taking responsibility means to them, and the facilitator will read them out loud without saying who the author is.

4. Confession: To start, Johnstone (2016) recommends doing a brainstorm about what does confessing something mean to them, followed by a group discussion. In this discussion the topics could be the advantages of confession, why is it so difficult, what factors prevent us to confess or admit our guilt, and what would each role (victims and offenders) confess. Related to confession comes the expression of remorse and which is the difference from regret. From the victims' side, expressing how does it feel to be seated with offenders and other

challenges they have to face related to their condition of victims (like fear or mistrust). On the other hand, from the offenders' side, how do they feel facing the victims, whether they feel judged, labelled for their acts or if they do not feel anything special.

When doing the feedback and closing statements, it gains importance thanking all the participants for sharing their stories and their feelings, keeping in mind how emotionally challenging it is.

5. Forgiveness: This session is strongly linked to the following one. In this first session, the aims are to find out the meaning of forgiveness, what is it and what is it not, and why is it important. The facilitator could encourage them to elaborate a mind map, by including the ideas they express relating to the concept (Johnstone, 2016). It would be useful to split them into two groups and make each group do a mind map. Then, all together, they can try to make both mind maps into one and as a closing part, to find what forgiveness means to them.
6. Reconciliation: In this session, the facilitator starts by encouraging them to review what was stated in the previous session about forgiveness, and then, do the same thing with reconciliation. The aim is to find the differences between forgiveness and reconciliation, and finding ways to achieve reconciliation or compensation for the criminal act done or suffered (Johnstone, 2016).
During this session, they can also be encouraged to make a list of differences, for, at the end of the session, decide together what reconciliation means and why is it different than forgiveness; and why is it important.
7. Taking the next step: In this session the participants will be asked to think about acts of restitution. To begin, the facilitator would make a definition of restitution and give examples. This explanation could be followed by asking the participants the following question: once we have explored forgiveness and reconciliation, what can we do to achieve them? Which acts of restitution or compensation could be done to complete the healing process? They can discuss those questions in

small groups and then share it with the others. To finish this session, it would be important to make a reminder that in the following session guests are allowed to come, but that they need an authorization to enter the penitentiary center.

8. Celebration with guests: In this final session the participants will make a review on what they have learned and give their personal feedback on the program. These feedbacks can be contrasted on what they said in the first session regarding their expectations, and see the difference between what they thought they would achieve and what they did indeed achieve.

To close the session certificates of participation have to be given to all participants and a small celebration with guests (who can be people close to the participants, families or friends of both victims and offenders) will take place. With guests, participants can be asked to give an overview on what they learned and why the program has been useful to them, and with that, the joint sessions will reach an end.

In addition, Resch (2014) also suggests for offenders to read what is called a “testimony of change” which is a symbolic act of restitution explaining what they will try to change, or what will they do to take the next steps. This can be seen as a way for them to make their way back into their communities, stating their willingness for change.

All the participants can decide when they feel ready to share their stories, there is no established time.

Once the program has finalized, it is important to maintain a follow-up work with victims and offenders who have participated. For victims, Johnstone (2016) suggests recommending them some victim support group or offer them follow-up support in order to help them correctly process what they have experienced during the sessions of the program.

The way in which victims are accompanied after the program can be diverse, since every individual has their own way to process their feelings. The facilitator takes a crucial role in the way they act with victims after the last

session of the program, and they should explain them the options they have and let the victims find their best way to heal; but always show them that they will not be left alone (Johnstone, 2016).

This follow-up work can last between one and two months, and while some participants will prefer to end the frequent contact, others may still need some time to complete their healing process. For the first kind, they can be provided with a way to contact the facilitator in case they need more accompaniment, and the second ones can be recommended to join a victim support group.

On the other hand, offenders also need follow-up work after the program has reached an end. Guidance on how to continue their healing process must also be provided to them, to ensure their long-term rehabilitation. Therefore, therapy sessions to help them process what they have experienced during the program must be ensured (Johnstone, 2016), and it would be even useful to have a group session with the offenders who have participated in the program a month after this has finalized.

The follow-up work with offenders takes a crucial role, since their healing and reintegration depends on the way their needs are addressed after the program is finalized (Johnstone, 2016). Their accompaniment may last also around two months, and the facilitator should find ways to advise them on how to continue with their process. Some options are to recommend them to have a therapist who helps them assess their future expectations and further healing, or, in case they wish to meet their victim, recommend them other RJ programs, like victim-offender mediation. Finally, they can also be recommended to join other workshops inside the prison, courses, or support groups.

4. Resources

4.1. Material Resources

The resources needed for this proposal of program are not numerous. The main thing needed is a space, a room big enough for the participants to feel comfortable and to have the possibility to separate them in smaller groups, with enough chairs for all participants plus the three facilitators (Johnstone, 2016).

The ideal scenario would be to have a space habilitated inside the prison to do at least the joint sessions and the previous interviews, to avoid having to move the offenders outside of the prison. In some of the main Catalan prisons, such as CP⁶ Lledoners or CP Brians 1 there are training classrooms, which could be used.

Given the case there is no availability of these spaces, a room nearby the prison could also be used. Another option is to look for coworking spaces, which could also be useful for the previous and individual interviews with the victims. The preferred option for the joint sessions will still be to do it inside the jail, in order not to exclude inmates who are in closed regimes.

A computer and a projector are also needed for this program.

Something else that should be considered when talking about materials are papers or flashcards and pens. These materials are also necessary for the facilitators and helpers, in order to take notes on the running of the session and the evolution of the participants.

4.2. Selection of professionals in charge

The profile of professionals in charge of this program has to be well-defined. For each program, one facilitator should be in charge, and count with the help of two auxiliary facilitators, who can be present during the group sessions and

⁶ CP stands for Centre Penitenciari, which means Penitentiary Center in catalan

in the selection of participants, and a maximum of one in the individual meetings. In the group meetings, the auxiliary facilitators should be there taking notes and observing the behavior of participants.

All these professionals need to have special knowledge and skills to work with offenders and victims of violent crimes (Umbreit, 2001). The ideal profile would be criminologists, with an in-depth knowledge about mediation techniques, RJ processes, and psychological processes both victims and offenders go through.

Such professionals need an advanced training, directed to better understand what victimization is and how each victim should be treated knowing the mental state they find themselves in. To deal with offenders, facilitators must be required to understand the functioning of the criminal justice system and penitentiary rules, and also familiarity with life inside the prison and how offenders experience it. According to Umbreit (2001), facilitators must also be required to be able to relate to offenders convicted of serious crimes in a non-judgmental manner.

These facilitators need to have the ability to collaborate with other professionals, as psychologists or prison workers.

5. Evaluation

The program should not only be evaluated once it has been finished. Evaluation during the program is very important, which is why auxiliary facilitators should assist the sessions.

Success signs are qualitative and the facilitators' criteria takes an important role in their appreciation. Changes in behavior of the offenders throughout all the sessions can give important information on the success of the program, which can be seen by their willingness to change, if they are ready to take the next steps in reparation and rehabilitation or they are seriously thinking about what happened and what they did. On the other hand, if they feel like the

offenders are not willing to change and are there just to “waste time” it could be an indicator that the program is not successful (Resch, 2014). These changes in behavior can also be appreciated on the side of the victims, by observing their willingness to change or to make the next steps and by seeing how it affects their healing process.

In addition to changes in behavior, changes in one’s identity can also be used as a way of measuring the success of the program. These changes mean to evaluate in which extent their participation in the program has influenced their way of seeing themselves (Resch, 2014).

In other countries, facilitators who have carried out restorative dialogues consider them as successful if restoration and/or reconciliation has taken place. Nobody can be forced to forgive, however the existence of restoration acts or the willingness to find them can be indicators of the success of the program (Resch, 2014). As for reconciliation, it can be a sign of success, but the lack of reconciliation cannot be considered a sign of failure.

Finally, during the sessions, active participation, having thought about what happened in between the sessions and active listening are also signs for both parties that the program is succeeding (Resch, 2014). This can be evaluated through observation and by completing an evaluation sheet during each session, which can be completed by the auxiliary facilitators.

Once the program has finalized, both victims and offenders need to have a way to give their feedback on the program, since their opinions are crucial to evaluate the impact of the program and to improve for future sessions.

To evaluate STPs in countries like New Zealand or England, a questionnaire called Crime Pics II (Michael&Associates, 2013) was used. This questionnaire is meant to evaluate an individual’s attitude towards offending, and participants must complete it before and after the process (Feasey, 2009). This questionnaire is also recommended for Building Bridges programs (Resch, 2014). The problem is that this questionnaire is meant only for offenders, but it gives a quantitative point of view on the success of the program.

The questionnaire that has five scales, and the comparison on the answers given before and after the program shows whether the program has had an impact on the offender or not. The scales evaluated in this questionnaire are general attitude towards offending, anticipation of future offending, victim empathy, evaluation of crime as worthwhile, and Problem inventory. The higher the difference between each score before and after completing the program, the more successful the program has been for the offenders, and this can be measured by a paired-sample T-test, which enables to see changes in two stages of time (Resch, 2014).

The score of the questionnaire previous to the participation can also provide exclusion criteria, especially if the victim empathy scale is very low.

As for the victims, a quantitative scale to measure change is unfortunately not used, however, by a qualitative approach, the impact of the program can be evaluated. The key issue is their feelings towards crime and their risk of re-victimisation. Through the follow-up work with the victims this impact can be measured, by asking questions about their feelings at the moment or their past feelings, and compare them to the answers given in the individual sessions; along with the way they felt during the sessions and whether their expectations were met or not. An overall satisfaction by the victim after the program is a good sign of success (Resch, 2014). Victims participating in other experiences of restorative dialogues in England show greater satisfaction in this type of programs than with the traditional justice system (Rea, 2011, cited in Resch, 2014).

To conclude, the overall satisfaction of both parties after completing the program, changes in behavior during the sessions, along with a positive result by the offenders in the crime PICS II scale can be used as a means to evaluate success in the program.

6. Budget

For this program proposal many things need to be taken into account to calculate its cost.

Concept		Amount (per month)	Total amount (4 months)	
Office material	Projector	250€		
	Laptop	400€		
	Office material	20€		
	TOTAL			670€
Spaces	Coworking (rent for one month)	350€		
	Space in the prison	0€		
	TOTAL			350€
Facilitators' salaries	Main facilitator 19 hours per week ⁷			
	Gross salary	737,12€		
	Coordination bonus	46,46€		
	Employer's cost	414,92€		
	TOTAL	1.198,5€		4.794€
	Auxiliary facilitator 1 9,5 hours per week			
	Gross salary	368,56€		
	Employer's cost	195,15€		
	TOTAL	563,71€		2.254,84€
	Auxiliary facilitator 2 9,5 hours per week			
	Gross salary	368,56€		
	Employer's cost	195,15€		
TOTAL	563,71€	2.254,84€		
Evaluation	Crime Pics II questionnaire (license for 25 copies)	60€		
	TOTAL			60€
TOTAL			10.383,68€	

⁷ The full-time gross salary would be 1.474,23€ a month, with a coordination bonus of 92,92€, and an employer's cost of 828,28€, being the total amount per month 2.395,20€. In the case of the auxiliary facilitators, the full-time gross salary would be the same amount, without the coordination bonus and the employer's cost 780,25€, being the total amount per month 2.254,48€.

The coworking is calculated considering the average price for one month rent of a flex office in Barcelona⁸. One month is the time that this office should be needed, to carry out the individual interviews with victims. For the individual interviews with offenders and the joint sessions the space inside the prison is taken into account.

The facilitators' salary is calculated on the basis of the Social Action Collective Agreement (Conveni Col·lectiu de Catalunya d'Acció Social, 2017). The professionals required for this program are type C, professionals with a bachelor level education, and the amount established in the budget is the cost for the enterprise, calculated in proportion to the amount of hours needed (see footer 7). The salary is calculated for four months, which is the estimated length of the program (one month for the previous interviews, two months for the joint sessions and another month for the follow-up work and evaluation of the program). The salary of the main facilitator counts with the plus of coordination, established on the collective agreement.

The main facilitator is calculated for part-time (in this case 19,5 hours/week), and the auxiliary facilitator is calculated for 25% time (9,5 hours/week).

7. Conclusions

This program can be very useful to make RJ programs more visible inside the penitentiary systems. Plus, it can also be useful to include victims in the system, and contribute to their healing process, as it has been pointed out from other experiences carried out in other countries (Resch, 2014; Johnstone, 2016). Even though it is a proposal of program based on already existent programs, they are not implemented in Catalonia or in Spain, and therefore it could involve an innovation on the current RJ system.

⁸ This is only an estimation; this price can vary depending on where the flex office is located.

Nevertheless, this program has also limitations that should be kept in mind. First, the availability of a space inside the prison is not sure, or can be difficult to book for eight weeks. But looking for a place outside the prison is also a limitation because depending on the penitentiary degree the offenders find themselves in, some would be excluded for the program, since they could not be allowed to leave the penitentiary center. This is the reason why the program is meant to be carried out inside the prison, but this availability can be a limitation for the good development of the program.

Moreover, the number of offenders and victims that will take part is another main limitation. As every RJ program, participation can never be mandatory for any part, however, if too many leave the program will not be able to keep going.

The question to be asked here is how many people could leave the program for it to still have chances of success. If two victims or two offenders decide to give it up and none of their counterparts do, the probabilities of chance are reduced, and unfortunately the best thing to do would be to temporarily stop the program until more suitable victims or offenders are willing to take part in it. The maximum amount of inequality between both parts, then, would be by one participant.

Having seen data on restorative processes in Spain and Catalonia, there seems to exist a skepticism towards RJ processes. This could become a limitation for this program, since its public reception could be initially negative, which would hinder its application.

Aside from these limitations, the program could be applied in Catalan prisons, improving the landscape for restorative processes; since there is room for improvement.

Bibliographical references

- Barona, S. (2015). Del escepticismo al entusiasmo en mediación penal, de la "restorative justice" a la "reconstructive justice" (referencia especial al estatuto jurídico de la víctima ya los encuentros restaurativos víctimas-condenados por terrorismo). *El proceso penal en la encrucijada: homenaje al Dr. César Crisóstomo Barrientos Pellecer – Tomo II* (pp. 201-239). Ed. Universidad Jaume I Castellón.
- Buss, A. & Perry, M. (1992). The aggression questionnaire. *Journal of Personality and Social Psychology*, 63 (3), 452-459.
- Buss, A. & Warren, W. (2000). *Aggression questionnaire:(AQ) – Manual*. Torrence, CA: Western Psychological Services.
- Cid, J. (2007) ¿Es la prisión criminógena?: un análisis comparativo de reincidencia entre la pena de prisión y la suspensión de la pena. *Revista de derecho penal y criminología* (19); 427-456. http://e-spacio.uned.es/fez/eserv/bibliuned:DerechoPenalyCriminologia2007-13/prision_criminogena.pdf
- Constitución española (1978). *Boletín Oficial del Estado*, 311 de 29/12/1978. <https://www.boe.es/buscar/act.php?id=BOE-A-1978-31229>
- Domingo, V. (2012). ¿Qué es la Justicia Restaurativa?. *Criminología y Justicia*, (4), 6-11.
- Etxeberría, J. (2019). Presente y futuro de la mediación penal en el ordenamiento español: ¿Cabe más incertidumbre? *Revista Brasileira de Direito Processual Penal*, 5 (1), 33-72.
- Expósito, F. & Ruiz, S. (2010). Reeducción de Maltratadores: Una Experiencia de Intervención desde la Perspectiva de Género. *Intervención Psicosocial* 19 (2). <https://www.inmujeres.gob.es/publicacioneselectronicas/documentacion/Revistas/ANALITICAS/DEA0088.pdf>

- Feasey, S., & Williams, P. (2009). *An evaluation of the Sycamore Tree Programme: based on an analysis of Crime Pics II Data*. Hallam Center for Community Justice – Sheffield Hallam University.
- Forés, N. (2015). Prácticas restaurativas: círculos y conferencias. *Sociedad vasca de victimología*
- Fourie, M. (2017). *South African female prisoners' experiences of the Sycamore Tree Project with strength-based activities* (Doctoral dissertation, North-West University (South Africa), Potchefstroom Campus). [https://repository.nwu.ac.za/bitstream/handle/10394/25363/Fourie ME 2017.pdf?sequence=1&isAllowed=y](https://repository.nwu.ac.za/bitstream/handle/10394/25363/Fourie%20ME%202017.pdf?sequence=1&isAllowed=y)
- Generalitat de Catalunya – Departament de Justícia (2020) Programa de justícia restaurativa – Memoria 2020 http://justicia.gencat.cat/web/.content/home/ambits/mesures_penals_alternativ/justicia-restaurativa-memoria-2020.pdf
- Gómez, D., et al. (2018). Evaluación formativa de dos intervenciones inspiradas en principios restaurativos en centros de reclusión. *Revista Criminalidad*, 60 (2): 41-58. http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1794-31082018000200041&lng=es&nrm=iso&tlng=es
- Johnstone, G., & Brennan, I. (2014). Victim-offender encounters for restorative justice dialogue: a review. *Restorative justice EU*
- Johnstone, G. & Klaassen, E. (2016). Building bridges: restorative dialogues between victims and offenders, a guide to establishing and running the Building Bridges programme. *Restorative justice EU*. <http://restorative-justice.eu/bb/wp-content/uploads/sites/3/2014/09/WS2-D2.4-Building-Bridges-Guidebook-Appendices-Revised-February-2016-1.pdf>
- Leal, C. (2011). Justicia restaurativa: su aplicación en prisiones y centros de internación de adolescentes infractores. *Revista do Intituto Brasileiro de Direitos Humanos*, (11).

- Ley 4/2015, de 27 de abril, del Estatuto de la víctima del delito. *Boletín Oficial del Estado*, 101, de 28/4/2015.
<https://www.boe.es/eli/es/l/2015/04/27/4/con>
- Ley Orgánica 1/2004, de 28 de diciembre, de Medidas de Protección Integral contra la Violencia de Género. *Boletín oficial del Estado*, 313, de 29/12/2004. <https://www.boe.es/eli/es/lo/2004/12/28/1/con>
- McWilliams, N (2017) Projection – Psychology *Britannica*, available at <https://www.britannica.com/science/projection-psychology>
- Michael & Associates Research (2013), *Crime Pics II – Manual* (digital edition), <http://www.crime-pics.co.uk/cpicsmanual.pdf>
- Miguel, R. (2020). La Justicia Restaurativa a tenor del artículo 15 del Estatuto de la Víctima y la necesidad de incluir otras prácticas: Los círculos restaurativos. *Revista de Victimología*, (10), 71-98
- O’Connell, C. (2014). Building Bridges: A Restorative Journey at Green Bay Prison Wisconsin. *Journal of Mediation & Applied Conflict Analysis*, 1(2), 75-83. <https://mural.maynoothuniversity.ie/5044/7/COC-Building-2014.pdf>
- Peterson, M., & Umbreit, M. (2006). Victim forgiveness in restorative justice dialogue. *Victims and offenders*, 1(2), 123-140.
- Poder Judicial (2015). Datos resultantes de la mediación intrajudicial (año 2015).
<https://www.poderjudicial.es/cgpi/es/Temas/Mediacion/Datos-mediacion-intrajudicial/Mediacion-intrajudicial-en-Espana--datos-2015>
- Recomendación N° R (99) 19, de 15 de septiembre de 1999, del Comité de Ministros del Consejo de Europa a los Estados miembros, relativa a la mediación en materia penal.

- Resch, K. (2014). Facilitating the Sycamore Tree Programme. A Programme by Prison Fellowship for restorative justice in prisons. Results of 16 qualitative interviews with STP-facilitators in Europe. (Research Report). *Restorative Justice EU* <http://restorative-justice.eu/bb/wp-content/uploads/sites/3/2014/12/WS-1.-D1.3a-Research-Report-Interviews-with-facilitators.pdf>
- Resch, K., et al. (2014) Exploring existing STPs for restorative justice in prisons in Europe A literature review. *Restorative justice EU*. <http://restorative-justice.eu/bb/wp-content/uploads/sites/3/2014/12/WS-1.-D1.2-Methodology-Paper.pdf>
- Resolució TSF/2786/2017, de 27 d'octubre, del Conveni col·lectiu de treball de Catalunya d'acció social amb infants, joves, famílies i d'altres en situació de risc per als anys 2013-2018. Diari Oficial de la Generalitat de Catalunya, 7512-7.12.2017.
<https://portaldogc.gencat.cat/utillsEADOP/PDF/7512/1647793.pdf>
- Resolución (ONU) 40/34 de 29 de noviembre de 198. Declaración sobre los principios fundamentales de justicia para las víctimas de delitos y del abuso de poder. <https://www.ohchr.org/es/instruments-mechanisms/instruments/declaration-basic-principles-justice-victims-crime-and-abuse>
- Restorative Justice EU (2018). *Building Bridges – Aims and objectives*. <http://restorative-justice.eu/bb/aims-objectives/>
- Ríos, J. & Etxebarria, X. (2012). El valor de la palabra. Encuentros restaurativos entre víctimas y condenados por delitos de terrorismo. *Razón y fe*, 265(1359), 71-80.
<https://revistas.comillas.edu/index.php/razonyfe/article/view/10068/9466>
- Umbreit, M. (2001). *The handbook of victim offender mediation an essential guide to practice and research* (1st ed.). Jossey-Bass. (chapter 13).

Vega, L. & Olalde, (2018). La justicia restaurativa como paradigma orientador de paz: los encuentros restaurativos. *Icade. Revista de la Facultad de Derecho*, (103).

ANNEX I

Victim's experience on victimization (Johnstone, 2016)

List of issues that should be assessed during the discussion with the victim about their victimization.

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

ANNEX II

Impact of Events Scale (Johnstone, 2016)

The participant has to fill the scale in private, and evaluate how each item has caused them distress in the past seven days.

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

	Score (0-4)
Any reminder brought back feelings about it	
I had trouble staying asleep	
Other things kept making me think about it	
I felt irritable and angry	
I avoided letting myself get upset when I thought about it or was reminded of it	
I thought about it when I didn't mean to	
I felt as if it hadn't happened or wasn't real	
I stayed away from reminders about it	
Pictures about it popped into my mind	
I was jumpy and easily startled	
I tried not to think about it	
I was aware that I still had a lot of feelings about it, but I didn't deal with them	
My feelings about it were kind of numb	
I found myself acting or feeling like I was back at time	

I had trouble falling asleep	
I had waves of strong feelings about it	
I tried to remove it from my memory	
I had trouble concentrating	
Reminders of it caused me to have physical reactions, such as sweating, trouble breathing, nausea or a pounding heart	
I had dreams about it	
I felt watchful and on guard	
I tried not to talk about it	
Total score	

ANNEX III

Summary of inclusion and exclusion criteria for offenders and victims

	Inclusion criteria	Exclusion criteria
Victims	Adequate emotional state regarding the offense	Risk for the participant to be harmed during the process
	Willingness to participate and to listen	Aggressive attitude or desire of revenge
	Good ability for storytelling	Risk of re-traumatization, state of shock or feelings to recent to the criminal act
	Good understanding on the implications of the program	Personality traits (discrimination or stigmatization for offenders or lack of storytelling)
	A score of less than 20 on the Impacts of Events Scale	A score of 20 or more in the Impacts of Events Scale
		Being a victim of gender violence
Offenders		Attitude inside the prison (high rebellion, anger or violence)
	Willingness to participate and listen to other participants	Mental disorders that involve a lack of empathy or no insightfulness into their acts.
	Ability to empathize with others	A score of more than 70 points in the aggression questionnaire
	Good storytelling skills	No feelings of regret or no intention to rehabilitate
		Being processed for gender violence