

2.10 Restorative Practices

LEARNING OUTCOMES	<p>By the end of this module, learners will be able to:</p> <ol style="list-style-type: none">1. Identify main principles, goals and characteristics of the restorative practices as new ways of social control of crime2. Apply legal knowledge to understand the role and benefits of restorative practice for perpetrator (emerging adult), victim and community3. Implement the standards of restorative justice in criminal cases4. Develop communication and other form of strategies to establish trust and provide victim and community to participate in programs of restorative practices5. Analyze types of restorative practice which are available in International and European law and recognize the strengths and weaknesses each of them6. Evaluate case studies and formulate adequate measures for participation victims and society in programs of restorative practice									
LEARNING ACTIVITIES	<table border="1"><tr><td data-bbox="462 1282 716 1394">Activity 1 Introduction</td><td data-bbox="716 1282 1144 1394">Preliminary test for learners</td><td data-bbox="1144 1282 1391 1394">30 minutes</td></tr><tr><td data-bbox="462 1394 716 1897">Activity 2 Defining restorative practice</td><td data-bbox="716 1394 1144 1897"><p>Presenting different forms of definitions:</p><p>Restorative justice as an alternative to the criminal justice system</p><p>Restorative justice as a process, outcome or set of principles</p><p>A critical review of definitions of restorative justice</p></td><td data-bbox="1144 1394 1391 1897">90 minutes</td></tr><tr><td data-bbox="462 1897 716 2028">Activity 3</td><td data-bbox="716 1897 1144 2028">The principle of personalism: crime as an injury to people</td><td data-bbox="1144 1897 1391 2028">90 minutes</td></tr></table>	Activity 1 Introduction	Preliminary test for learners	30 minutes	Activity 2 Defining restorative practice	<p>Presenting different forms of definitions:</p> <p>Restorative justice as an alternative to the criminal justice system</p> <p>Restorative justice as a process, outcome or set of principles</p> <p>A critical review of definitions of restorative justice</p>	90 minutes	Activity 3	The principle of personalism: crime as an injury to people	90 minutes
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Activity 3	The principle of personalism: crime as an injury to people	90 minutes								

<p>Basic principles of restorative practice</p>	<p><i>The principle of repairing damage caused by a criminal act</i></p> <p><i>Principle of participation</i></p> <p><i>The principle of reintegration</i></p>	
<p>Activity 4</p> <p>Goals and characteristics of restorative justice/practice</p>	<p><i>The main aim - to compensate for damage and repair relationships disrupted by the crime, not to punish the perpetrator (emerging adult) and take revenge.</i></p> <p><i>The other aims:</i></p> <ul style="list-style-type: none"> <i>- meeting the needs of (direct and indirect) victims (material, financial, emotional, social needs);</i> <i>- prevention of recidivism through the reintegration of the perpetrator (emerging adult) into the community after the release from prison;</i> <i>- giving the perpetrator (emerging adult) the opportunity to accept responsibility for his own procedures during the criminal procedure and after his release from prison;</i> <i>- activating the local community in terms of supporting rehabilitation perpetrator (emerging adult) and victim in during the criminal procedure, and crime prevention, and</i> 	<p><i>90 minutes</i></p>

- providing a way, a model to prevent the escalation of legal of justice, that is, of court proceedings that are connected with the great costs, long duration etc.

Characteristics:

- flexible response to the circumstances that arose from the execution criminal offense, which concern both the victim and the perpetrator (emerging adult), whereby each treats the case as its own and resolves it in a manner appropriate to itself;

- a response to criminality that respects the dignity and equality of the parties in conflict, develops trust and understanding and promotes building social peace and harmony through the "healing/recovery" of the victim, perpetrator (emerging adult) and communities;

- a possible alternative to the existing criminal justice system and the stigmatization that occurs in it;

- an approach that can be complementary to the existing criminal procedure and the sanctions imposed in it;

- an approach that is oriented towards solving problems, i.e. which focuses on the causes of criminal behavior and not only

	<p><i>on the consequences which resulted from it;</i></p> <ul style="list-style-type: none"> <i>- an approach that takes into account the injuries and needs of victims during the criminal procedure and after that;;</i> <i>- an approach that encourages the perpetrator (emerging adult) to consider the consequences of what did his criminal behavior caused, as well as to accept responsibility for repairing the damage that occurred;</i> <i>- a flexible and varied approach that can be modified and adapt to specific circumstances, that is, to different legal systems and principles on which the national criminal law systems base;</i> <i>- an approach that is suitable for responding in different cases perpetrators (emerging adults) of various crimes, even in the most serious cases forms of criminality;</i> <i>- a form of response that recognizes the importance of the community's role in crime prevention and control.</i> 	
<p>Activity 5</p> <p><i>Restorative justice and international legal regulation</i></p>	<p><i>International and European documents relevant to the application of restorative justice</i></p>	<p><i>4 hours</i></p> <p><i>International and European documents relevant to the</i></p>

		<p><i>International and European documents on the position, rights and protection of victims</i></p> <p><i>International and European documents on restorative justice</i></p>	<p><i>application of restorative justice – 2 hours</i></p> <p><i>International and European documents on the position, rights and protection of victims – 45 minutes</i></p> <p><i>International and European documents on restorative justice – 45 minutes</i></p> <p><i>Quiz – 30 minutes</i></p>
<p>Activity 6</p> <p>Standards for the application of restorative justice</p>		<p><i>Setting standards for the application of restorative justice</i></p> <p><i>General standards for implementation of the restorative justice program</i></p> <p><i>Standards for the implementation of restorative justice programs</i></p> <p><i>Standards for the further development of the restorative justice program</i></p>	<p><i>3 hours</i></p> <p><i>Setting standards for the application of restorative justice – 15 minutes</i></p> <p><i>General standards for implementation of the restorative justice program – 60 minutes</i></p> <p><i>Standards for the implementation</i></p>

		<p><i>of restorative justice programs</i> – 60 minutes</p> <p><i>Standards for the further development of the restorative justice program</i> – 15 minutes</p> <p><i>Quiz</i> – 30 minutes</p>
Activity 7 Victim-offender mediation	<p><i>Legal basis of mediation in European countries</i></p> <p><i>Mediation between the victim and the perpetrator in practice</i></p> <p><i>Referral to mediation</i></p> <p><i>Mediation services and intermediaries</i></p> <p><i>Mediation process: preparation and implementation</i></p> <p><i>A final look at victim-offender mediation</i></p>	<p><i>90 minutes</i></p> <p><i>Presentation of topic</i> – 60 minutes</p> <p><i>Case study</i> – 30 minutes</p>
Activity 8 Discussions (gatherings or conferences)	<p><i>Family discussions in New Zealand</i></p> <p><i>Referral to family discussion and preparation</i></p> <p><i>The course of the family discussion</i></p> <p><i>Family discussions in Australia</i></p> <p><i>Wagga Model Discussions</i></p> <p><i>Family discussions in South Australia</i></p>	<p><i>90 minutes</i></p> <p><i>Presentation of topic</i> – 60 minutes</p> <p><i>Case study</i> – 30 minutes</p>

	<p><i>Implementation of discussions in Europe</i></p> <p><i>Family discussions in Belgium</i></p> <p><i>Application of the hearings in Northern Ireland</i></p> <p><i>A final review of discussions as a restorative approach</i></p>	
<p>Activity 9</p> <p><i>Circles of peacemaking</i></p>	<p><i>Peacemaking Circles in Canada and the USA</i></p> <p><i>General characteristics of peacemaking circles</i></p> <p><i>The flow of peacemaking circles</i></p> <p><i>Experimental application of peacemaking circles in Europe</i></p> <p><i>A final look at peacemaking circles</i></p>	<p><i>90 minutes</i></p> <p><i>Presentation of topic – 60 minutes</i></p> <p><i>Case study – 30 minutes</i></p>
<p>Activity 10</p> <p><i>Comparative analysis of restorative approaches and their compliance with international standards</i></p>	<p><i>Communication, storytelling, developing restorative dialogue as common characteristics of restorative practices</i></p> <p><i>Participants in restorative practice, victim, perpetrator (emerging adult), family, community</i></p> <p><i>Third party participation – coordinator, intermediary, facilitator</i></p> <p><i>Restorative practice simulation</i></p>	<p><i>150 minutes</i></p> <p><i>Presentation of topic – 60 minutes</i></p> <p><i>Simulation – 60 minutes</i></p> <p><i>Quiz – 30 minutes</i></p>
<p>Activity 11</p> <p><i>Restorative justice and punishment</i></p>	<p><i>Defining and understanding the term "punishment"</i></p> <p><i>Restorative justice and punishment: restorative</i></p>	<p><i>90 minutes</i></p>

	<p><i>punishment and punitive restoration</i></p> <p><i>Incompatibility of punishment/coercion and restorative justice</i></p> <p><i>Compatibility of coercion and restorative justice, but not punishment and restorative justice</i></p> <p><i>Punishment and retribution as an integral part of restoration</i></p> <p><i>Assessment of the understanding of the relationship between punishment and restorative justice</i></p> <p><i>Alternative models of intervention</i></p>	
<p>Activity 12</p> <p>Restorative practices in prison</p>	<p><i>Mediation between the victim and the perpetrator (emerging adult) in prison</i></p> <p><i>Mediation and discussions as a form of conflict resolution within the prison</i></p> <p><i>Education as a step towards "restorative prison"</i></p> <p><i>Reparatory programs and the role of the community</i></p> <p><i>Restorative justice and preparation for release</i></p> <p><i>Challenges in implementing restorative justice programs in correctional systems</i></p> <p><i>Final review: restorative justice in prison or restorative prison</i></p>	<p><i>150 minutes</i></p> <p><i>Presentation of topic and discussion – 60 minutes</i></p> <p><i>Case study – 60 minutes</i></p> <p><i>Quiz – 30 minutes</i></p>

Activity 13 Restorative approaches within the prison - role playing scenario	<i>Simulation of hypothetical case and application of restorative programs</i> <i>Creating restorative action plan for solving hypothetical conflict in prison</i>	<i>60 minutes</i>
Activity 14 Closing reflections and final assessment	<i>Final test for learners.</i> <i>Participants will answer 20 (multiple-choice) questions about restorative practices.</i> <i>Participants will evaluate the quality of the course and evaluate their progress.</i>	<i>60 minutes</i>

Activity 1: Introduction

Preliminary test for learners

📌 **Description:** On the beginning of this course, learners will do the preliminary test to find out their knowledge about restorative practices before this course.

 **Instructor's Actions:**

- Give preliminary test

 **Learners' Actions:**

- Do the preliminary test

Activity 2 - Defining restorative practice

📌 **Description:** Introducing to the concept of restorative justice/practice.

Presenting different forms of definitions:

Restorative justice as an alternative to the criminal justice system;

Restorative justice as a process, outcome or set of principles;

A critical review of definitions of restorative justice.

Instructor's Actions:

- Present the concept of restorative justice/practice

- Present and explain different forms of definitions of restorative practice/justice

 **Learners' Actions:**

- Engage in discussions about different forms of definitions
- Participate in critical review of definitions
- Ask questions

 **Connections:**

- **Learning Outcomes:** LO1 (Identifying main concepts and principles of the restorative practices as new ways of social control of crime)
- **Educational Content:** PDFs & PPTs, Videos.

Activity 3: Basic principles of restorative practice

 **Description:**

The principle of personalism: crime as an injury to people

The principle of repairing damage caused by a criminal act

Principle of participation

The principle of reintegration

Instructor's Actions:

- Present main principles of restorative justice
- Explain main principles of restorative justice

 **Learners' Actions:**

- Engage in discussions about principles of restorative justice
- Receive and reflect on feedback
- Ask questions

 **Connections:**

- **Learning Outcomes:** LO1 (Identifying main concepts and principles of the restorative practices as new ways of social control of crime)
- **Educational Content:** PDFs & PPTs, Videos.

Activity 4 - Goals and characteristics of restorative justice/practice

The main aim - to compensate for damage and repair relationships disrupted by the crime, not to punish the perpetrator (emerging adult) and take revenge.

The other aims:

- meeting the needs of (direct and indirect) victims (material, financial, emotional, social needs);*
- prevention of recidivism through the reintegration of the perpetrator (emerging adult) into the community after his release from prison;*
- giving the perpetrator (emerging adult) the opportunity to accept responsibility for his own procedures during the criminal procedure and after his release from prison;*
- activating the local community in terms of supporting rehabilitation perpetrator (emerging adult) and victim, and crime prevention, and*
- providing a way, a model to prevent the escalation of legal of justice, that is, of court proceedings that are connected with the great costs, long duration etc.*

Characteristics:

- flexible response to the circumstances that arose from the execution criminal offense, which concern both the victim and the perpetrator (emerging adult), whereby each treats the case as its own and resolves it in a manner appropriate to itself;*
- a response to criminality that respects the dignity and equality of the parties in conflict, develops trust and understanding and promotes building social peace and harmony through the "healing/recovery" of the victim, perpetrator (emerging adult) and communities;*
- a possible alternative to the existing criminal justice system and the stigmatization that occurs in it;*
- an approach that can be complementary to the existing one by the criminal procedure and the sanctions imposed in it;*
- an approach that is oriented towards solving problems, i.e. which focuses on the causes of criminal behavior and not only on the consequences which resulted from it;*
- an approach that takes into account the injuries and needs of victims during the criminal procedure and after release perpetrator from prison;*

- an approach that encourages the perpetrator (emerging adult) to consider the consequences of what did his criminal behavior caused, as well as to accept responsibility for repairing the damage that occurred;

- a flexible and varied approach that can be modified and adapt to specific circumstances, that is, to different legal systems and principles on which the national criminal law systems base;

- an approach that is suitable for responding in different cases perpetrators (emerging adults) of various crimes, even in the most serious cases forms of criminality;

- a form of response that recognizes the importance of the community's role in crime prevention and control.

 **Instructor's Actions:**

- Present main and other goals of restorative justice
- Present characteristics of restorative justice
- Explain main and other goals of restorative justice
- Explain characteristics of restorative justice

 **Learners' Actions:**

- Engage in discussions about goals and characteristics of restorative justice
- Ask questions
- Receive and reflect on feedback

 **Connections:**

- **Learning Outcomes:** LO1 (Identifying main concepts and principles of the restorative practices as new ways of social control of crime)

Educational Content: PDFs & PPTs.

Activity 5 - Restorative justice and international legal regulation

 **Description:**

International and European documents relevant to the application of restorative justice

International and European documents on the position, rights and protection of victims

International and European documents on restorative justice

 **Instructor's Actions:**

- *Present the selected international legal acts.*
- *Provide the listeners with the relevant international legal acts.*
- *Ask the questions and facilitate discussion on the relevant international legal acts.*
- *Give a quiz*

 **Learners' Actions:**

- *Engage in discussion on the international legal acts.*
- *Participate in the analysis of the relevant international acts.*
- *Take a quiz*

 **Connections:**

- **Learning Outcomes:** LO1 **Identify** main principles, goals and characteristics of the restorative practices as new ways of social control of criminal; LO2 **Apply** legal knowledge to understand the role and benefits of restorative practice for perpetrator (emerging adult), victim and community
- **Educational Content:** Legal acts, PDFs, PPTs.
- **Assessment:** Discussion and answer to questions; Quiz

Activity 6:

Standards for the application of restorative justice

 **Description:** Setting standards for the application of restorative justice

General standards for implementation of the restorative justice program

- *refer to on the availability of restorative supplements, minimum conditions for their application,*
- *basic principles related to the involvement and participation of the parties in the restorative process*
- *access and basic guarantees of protection of rights and interests of participants.*

Standards for the implementation of restorative justice programs.

Two groups of standards:

- standards related to the procedure itself realization of restorative programs, above all those that imply restorative process;
- standards concerning persons who these programs should be implemented in practice.

Standards for the further development of the restorative justice program

 **Instructor's Actions:**

- *Present the basic standards of application of restorative justice*
- *Ask the questions and facilitate discussion about the strengths and weaknesses of those standards*
- *Give a quiz*
- *Prepare hypothetical case for simulation of standards of restorative practice*

 **Learners' Actions:**

- *Engage in discussion*
- *Participate in the analysis of each standard*
- *Take the quiz*
- *Participate in the simulation of standards of restorative practice in hypothetical case*

 **Connections:**

- **Learning Outcomes:** LO3 (Implement the standards of restorative justice in criminal cases).
- **Educational Content:** PPTs, PDF texts.
- **Assessment:** Discussion and answer to questions; Quiz, Simulation.

Activity 7:

Victim-offender mediation

 **Description:** Learners get knowledge about basic forms of restorative justice in legislation and practice in comparative law. Lecturer analyses victim-offender mediation as a model of restorative practice. Learners listen to the lectures on main characteristics of mediation, on the process of mediation, the role of trained facilitator and outcomes. Activity includes discussion and case study.

 **Instructor's Actions:**

- *Present the victim-offender mediation as a model of restorative practice in comparative law*
- *Discuss with learners on mediation in different legal systems and possibilities of application in domestic law*
- *Ask the questions and facilitate discussion about the strengths and weaknesses of presented model*
- *Analyze real-life case where mediation is applied*

 **Learners' Actions:**

- *Engage in discussion on mediation*
- *Participate in the analysis of presented restorative approach in comparative law*
- *Engage in case study*

 **Connections:**

Learning Outcomes: LO4 **Develop** communication and other form of strategies to establish trust and provide victim and community to participate in programs of restorative practices, LO5 **Analyze** types of restorative practice which are available in International and European law and recognize the strengths and weaknesses each of them, LO6 **Evaluate** case studies and formulate adequate measures for participation victims and society in programs of restorative practice

- **Educational Content:** PDF texts & PPTs
- **Assessment:** Discussion and answer to questions

Activity 8:**Discussions (gatherings or conferences)**

 **Description:** Lecturer presents main features of discussions as a model of restorative practice.

 **Instructor's Actions:**

- *Present the discussion (conferences) as a model of restorative practice in comparative law*
- *Discuss with learners on conferencing in different legal systems and possibilities of application in domestic law*

- Ask the questions and facilitate discussion about the strengths and weaknesses of presented model

- Analyze real-life case

 **Learners' Actions:**

- Engage in discussion
- Participate in the analysis of presented restorative approach in comparative law
- Engage in case study

 **Connections:**

Learning Outcomes: L04 **Develop** communication and other form of strategies to establish trust and provide victim and community to participate in programs of restorative practices, L05 **Analyze** types of restorative practice which are available in International and European law and recognize the strengths and weaknesses each of them, L06 **Evaluate** case studies and formulate adequate measures for participation victims and society in programs of restorative practice

- **Educational Content:** PDF texts & PPTs
- **Assessment:** Group discussion and answer to questions

Activity 9:

Circles of peacemaking

 **Description:** Lecturer analyzes circles of peacemaking as a model of restorative practice in comparative law.

 **Instructor's Actions:**

- Present the circles of peacemaking as a model of restorative practice in comparative law
- Discuss with learners on circles in different legal systems and possibilities of application in domestic law
- Ask the questions and facilitate discussion about the strengths and weaknesses of presented model
- Analyze real-life case

 **Learners' Actions:**

- Engage in discussion

- *Participate in the analysis of presented restorative approach in comparative law*
- *Engage in case study*

 **Connections:**

Learning Outcomes: L04 **Develop** communication and other form of strategies to establish trust and provide victim and community to participate in programs of restorative practices, L05 **Analyze** types of restorative practice which are available in International and European law and recognize the strengths and weaknesses each of them, L06 **Evaluate** case studies and formulate adequate measures for participation victims and society in programs of restorative practice

- **Educational Content:** PDF texts & PPTs
- **Assessment:** Group discussion and answer to questions

Activity 10:

Comparative analysis of restorative approaches and their compliance with international standards

 **Description:** The analysis includes the discussion with the learners on the advantages and disadvantages of presented models of restorative practice. The focus of this activity is on simulation of possible models of restorative practice. Based on theoretical knowledge of restorative justice models, learners create a restorative action plan for hypothetical case.

 **Instructor's Actions:**

- *Discuss with learners on different models of restorative practice*
- *Ask the questions and facilitate discussion on restorative practice models*
- *Prepare a hypothetical case for learners*
- *Give a quiz*

 **Learners' Actions:**

- *Engage in discussion*
- *Participate in the analysis of presented restorative approach in comparative law*

- *Participate in the simulation process*
- *Take a quiz*

 **Connections:**

Learning Outcomes: L05 **Analyze** types of restorative practice which are available in International and European law and recognize the strengths and weaknesses each of them, L06 **Evaluate** case studies and formulate adequate measures for participation victims and society in programs of restorative practice

- **Educational Content:** PDF texts & PPTs
- **Assessment:** Group discussion and quiz

Activity 11:

Restorative justice and punishment

 **Description:**

The lecturer presents the relationship between restorative justice and the criminal justice system. Discussion on nature of restorative justice as an alternative to punishment or alternative form of punishment.

 **Instructor's Actions:**

- *Present the relationship between restorative justice and the criminal justice system*
- *Encourage discussion on legal nature of restorative practices*

 **Learners' Actions:**

- *Engage in discussion on the nature of restorative justice*
- *Ask questions*

 **Connections:**

Learning Outcomes: L02 **Apply** legal knowledge to understand the role and benefits of restorative practice for perpetrator (emerging adult), victim and community, L03 **Implement** the standards of restorative justice in criminal cases

- **Educational Content:** PDF texts & PPTs
- **Assessment:** Discussion and answer to questions

Activity 12:

Restorative practices in prison

Description:

Learners get knowledge on application of restorative programs which are aimed to resolve potential conflicts in prison. The lecturer and learners discuss on mediation between the victim and perpetrator in prison, and mediation and discussions as forms of conflict resolution within the prison. Prerequisite for implementation of restorative programs in prisons is organizing trainings for prison staff and prisoners. Discussion-based learning on implementation restorative practice during the preparation for release and impact on reintegration and resocialization. Analysis of implementation of restorative justice programs in prison in comparative law.

Instructor's Actions:

- *Present the restorative practice programs that could be applied in prisons*
- *Discuss with learners on models of solving conflicts in correctional system*
- *Encourage discussion on solving conflicts in prisons*
- *Prepare material for case study*
- *Give a quiz*

Learners' Actions:

- *Engage in discussion on application of conflict resolving models based on restorative justice*
- *Analyze the case study*
- *Take a quiz*

Connections:

Learning Outcomes: L02 **Apply** legal knowledge to understand the role and benefits of restorative practice for perpetrator (emerging adult), victim and community, L03 **Implement** the standards of restorative justice in criminal cases, L04 **Develop** communication and other form of strategies to establish trust and provide victim and community to participate in programs of restorative practices, L06 **Evaluate** case studies and formulate adequate measures for participation victims and society in programs of restorative practice

- **Educational Content:** PDF texts & PPTs

- **Assessment:** Group discussion and quiz

Activity 13:

Restorative approaches within the prison – role playing scenario

Description:

The main focus of this activity is on simulation of hypothetical case. Learners are divided into different roles and participate in simulation of restorative practice program. They create restorative action plan for solving hypothetical conflict in prison.

Instructor's Actions:

- Prepare the scenario for simulation of hypothetical case
- Evaluate learner's participation in the simulation and provide feedback

Learners' Actions:

- Engage in hypothetical scenario
- Create restorative action plan for hypothetical conflict

Connections:

Learning Outcomes: L03 **Implement** the standards of restorative justice in criminal cases, L04 **Develop** communication and other form of strategies to establish trust and provide victim and community to participate in programs of restorative practices, L06 **Evaluate** case studies and formulate adequate measures for participation victims and society in programs of restorative practice

- **Educational Content:** PDF texts & PPTs, Scenario for simulation
- **Assessment:** Discussion, peer feedback

Activity 14:

Closing reflections and final assessment

Description: At the end of this course, learners answer 20 multiple-choice questions on Restorative practices. Learners answer on questions on the quality of the course. Learners fill out a self-rating checklist to evaluate their progress.

	<p> Instructor's Actions:</p> <ul style="list-style-type: none"> • Prepare and ask students in the form of a questionnaire 20 multiple-choice questions on Restorative practices • Prepare and ask students in the form of a questionnaire questions on the quality of the course • Prepare a self-rating checklists for students to evaluate their progress <p> Learners' Actions:</p> <ul style="list-style-type: none"> • Answer 20 multiple-choice questions on Restorative practices • Answer on questions on the quality of the course • Fill out a self-rating checklist to evaluate their progress <p> Connections:</p> <ul style="list-style-type: none"> • Learning Outcomes: LO1 (Identify main principles), LO2 (Apply legal knowledge), LO3 (Implement the standards of restorative justice), LO5 (Analyze types of restorative practice) and LO6 (Evaluate case studies) • Educational Content: Questionnaire with 20 (multiple choice) questions, Questionnaire with questions on the quality of the course, Self-rating checklists for students to evaluate their progress • Assessment: Answer to questions
EDUCATIONAL CONTENT/ RESOURCES	<ul style="list-style-type: none"> • Core material in pdf and ppts. <ul style="list-style-type: none"> ◦ Educational content in PDF, PPT, or RISE modules about restorative practices ◦ Relevant legal acts; ◦ Fictional or real criminal case. • Supplemental readings: • S. Ćopić, <i>Restorativna pravda i krivičnopravni sistem - teorija, zakonodavstvo i praksa</i>, Beograd 2015; • Daly, K. (2003). <i>Restorative Justice: the Real Story</i>, u: McLaughlin, E., Fergusson, R., Hughes, G., Westmarland, L. (ur.) <i>Restorative Justice Critical Issues</i>, London, Thousand Oaks, New Delhi: Sage Publications: 195-214.

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	<ul style="list-style-type: none"> • Meier, B. D., (1998). <i>Restorative Justice - A New Paradigm in Criminal Law?</i>. <i>European Journal of Crime, Criminal Law and Criminal Justice</i>, Vol. 6/2, 125-139. • Mousourakis, G., (2018). <i>Restorative Justice: Perspectives on Contemporary Theoretical and Empirical Issues</i>. <i>Hungarian Journal of Legal Studies</i> 59, No 3, 243-259. • Kim, M., (2022). <i>Redesigning Restorative Justice for Criminal Justice Reform</i>. <i>88 Tennessee Law Review</i> 947. • Johns, D., (2008). <i>The Role of Community in Restorative Justice Conferencing</i>. Available at https://ssrn.com/abstract=2441065. • Online Videos (in the language created)
UTILIZATION OF ICT	<ul style="list-style-type: none"> • <i>LMS Integration: All materials and activities will be hosted on the PICTURES Learning Management System.</i> • <i>Multimedia Digital Content (including videos, podcasts and graphics).</i> • <i>Platforms for online courses (e.g. Zoom, Microsoft Teams)</i>
INSTRUCTIONA L METHODS (find details in unit 1.2.3.1)	<ul style="list-style-type: none"> • <i>Lectures and presentations: Providing fundamental knowledge on the basic principles of restorative justice, goals and characteristics, standards for application, different forms of restorative practice in comparative law and possible application in criminal law system.</i> • <i>Interactive Discussions: Encourage group discussions on the concept of restorative justice as a new form of social control of crime.</i> • <i>Case Study Analysis: Examining application of restorative practice in real-life cases in order to analyze their advantages and disadvantages.</i> • <i>Legal acts analysis: Analysis of the international and European documents relevant to application of restorative justice.</i> • <i>Simulations: Division of roles and practicing forms of restorative practice, like mediation, discussions, conferences or other methods of solving hypothetical case.</i> • <i>Collaborative Learning: Group discussions and team-based projects.</i>

	<ul style="list-style-type: none"> • <i>Guest Speakers: Judges, attorneys, police officers, correctional officers, psychologists, social workers.</i> • <i>Reflective Exercises: Self-assessment activities and discussion on learning experiences.</i>
DELIVERY MODE	<ul style="list-style-type: none"> • <i>Face-to-face (In-person learning) and online learning: theoretical classes, group discussions, analysis, case studies and simulations.</i> • <i>One-on-One learning with the experienced professionals.</i> • <i>Work-based learning: inclusion of learners into the activities of the institutions if possible.</i> • <i>Online/Self-Directed: Asynchronous access to readings, videos, and quizzes</i>
ASSESSMENT METHODS (formative and/or other assessments for each unit/module, if applicable)	<p><i>Diagnostic Assessment: Preliminary test at the beginning of the module.</i></p> <p><i>Formative Assessments: Quizzes after completing some units and class discussions.</i></p> <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> • <i>Final: Questionnaire with 20 (multiple choice) questions, Questionnaire with questions on the quality of the course, Self-rating checklists for students to evaluate their progress</i> • <i>Simulation Performance: Playing a role in application of restorative practices.</i> • <i>Written Analysis: An essay on topic.</i> <p><i>Peer & Self-Assessment: Reflection exercises and peer feedback on restorative justice.</i></p>

