## [Tool F2]Level of participation for people who were harmed Chart

[downloadable word document]

If you are the person harmed, and taking accountability is part of your intervention, you can choose whether or not you want to be involved in that part (and you can change your mind too).

#### Taking accountability and the person doing harm

This part of an intervention usually involves working with the person doing harm. Real accountability won’t usually come from punishment or revenge, but from care, connection and support for the person doing harm (that doesn’t have to come from you). It helps if they aren’t just pushed into it, but pulled as well.

The Staircase of change describes accountability as a series of steps. It aims to show that change is good not only for you and the community, but for the person doing harm as well. They can have better and more meaningful relationships, live better lives, create respect and healthiness rather than abuse and harm.

#### How will you participate?

This sort of intervention works best with you involved—how you’re involved will depend on your situation and what you want (for help thinking about how you’ll be involved, see What support do I need [link to phase 1E], especially Participation in an intervention of the person who was harmed. Chart [link to Tool E3]).

If your intervention includes working with the person doing harm on accountability, think about how you want to be involved in that part. There might be danger, manipulation and the same sort of violence and abuse you’ve had before. You might want to be less involved for this part, or not involved at all.

Your involvement might be different at different times. For example, you might want to name the violence and its effects, and nothing else. Or you might want to guide setting the goals about repairs, but then have other people make those goals happen.

Think about each step in the Staircase of change, and how you want to participate:

|  |  |
| --- | --- |
| Step 6 | Create a healthier community |
| Step 5 | Change harmful attitudes and behaviours so that violence is not repeated |
| Step 4 | Make repairs for the harm |
| Step 3 | Recognise the consequences of violence without excuses, even if unintended |
| Step 2 | Recognise the violence |
| Step 1 | Stop immediate violence or stop it enough to go to next step |

Think about:

1. Physical presence. Do you want to be there in person at any stage of working with the person doing harm? Would you get anything out of being there in person? What is important for your safety (physical, emotional and other)?

2. Leadership. How much do you want to be leading things? How much do you want to work with your allies to set the terms for accountability? How much do you expect the person doing harm to be part of setting the terms?

3. Working with the person doing harm. We hope the person doing harm can work towards accountability. Your process should expect resistance, withstand their dodging and delaying and outlast them to reduce these tactics over time. Even if an intervention begins with pressure or force, there might still be room for care and connection with the person doing harm. This may lead to steps where they are a participant, not a target. Do you want to be part of this?

4. Sharing information. Sharing information is especially important if you are less involved. What kind of information and communication do you expect and need?

Level of participation by the person harmed in the process of taking accountability

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Level: can be high in one and low in another | Physical presence | Leadership | Working with the person doing harm | Sharing information |
| Highest | I want to be there in person and the main actor | I want to be leading, directing and setting the terms | I want my input and participation to be the most visible and prioritised; I want the person doing harm to listen and follow, but not make any decisions | I want to decide and know everything |
| High | I want to be there in person and given special consideration, but not necessarily the main actor | I want to have a main role and what I think to be the priority, but I don’t always need to lead | I want my input and participation to be the most visible and prioritised; the person doing harm can make suggestions and comments | I want to know everything but I won’t always be deciding |
| Middle | I want to be there in person at a level similar to other people | I want to be involved in a similar way to others | I want my input and participation to be high, and I expect high participation and input by the person doing harm; we can have some back and forth | I want the important information |
| Low | I want to be there but in a protected position | I want to have input and give feedback, but I don’t want to be part of doing anything | I want the person doing harm and their allies to come up with an accountability process and I will make comments and changes | I want information at key moments or a regular time, but don’t need to know everything that’s going on |
| Minimal | I want to be there but maybe in another room or by phone or skype | I want to have input and give feedback, and then step away | I am leaving it to my allies to work with the person doing harm to figure out how accountability will happen; I want to know what is going on and will give feedback | Let me know what happens at the end or if there are big changes |
| None, but you have my approval | I don’t want to be there | I trust the group, I don’t want to be involved | I am leaving this to my allies to work with the person doing harm to figure out how accountability will happen | I don’t need any more information |
| None, the person harmed disagrees | Not there, or there but disagreeing | Might not be involved, might be disagreeing or working against the intervention | Might not be involved, might be part of different way of responding to the harm, or working with the person doing harm against the intervention | May not be in touch, or communicating to have some control over a process I disagree with |