

# **Administration générale des Maisons de Justice**

Directorate-General for  
the Houses of Justice

## **Peer mentoring project**

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# Presentation Plan

## 1. Institutional Context

- A. Focus: Houses of Justice
- B. Working with victims, families and offenders: a same professional profile
- C. Challenges

## 2. The peer mentoring project

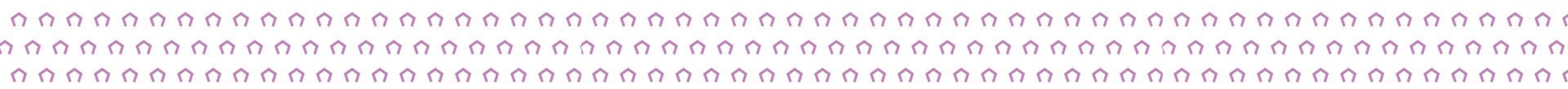
- A. Time line
- B. The stages
- C. Assessments

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- A. Clarifying roles
- B. Triangulation
- C. Knowing and to behaving

## 4. Conclusion

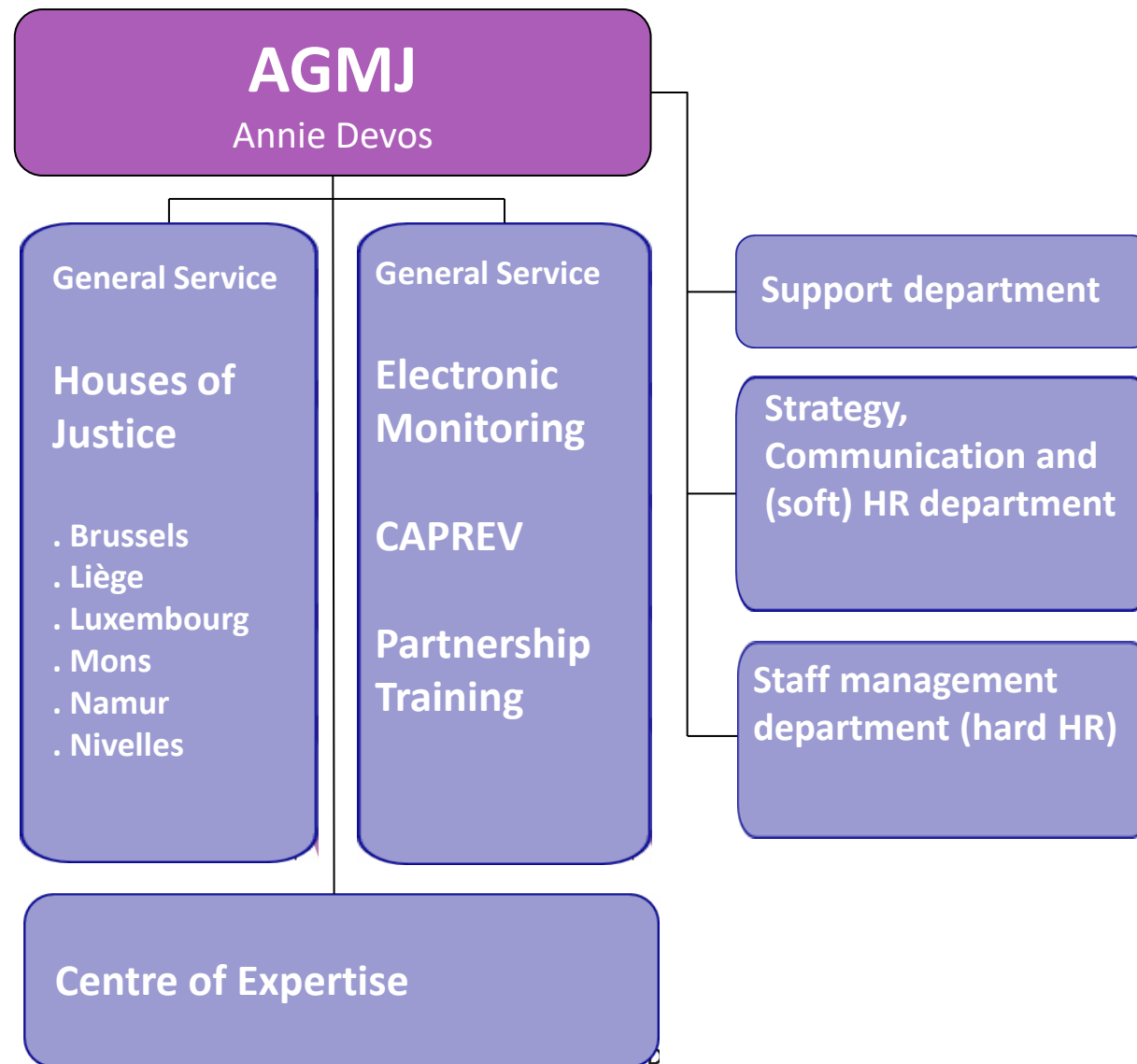
- A. Back to the hidden costs
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# 1. Institutional Context

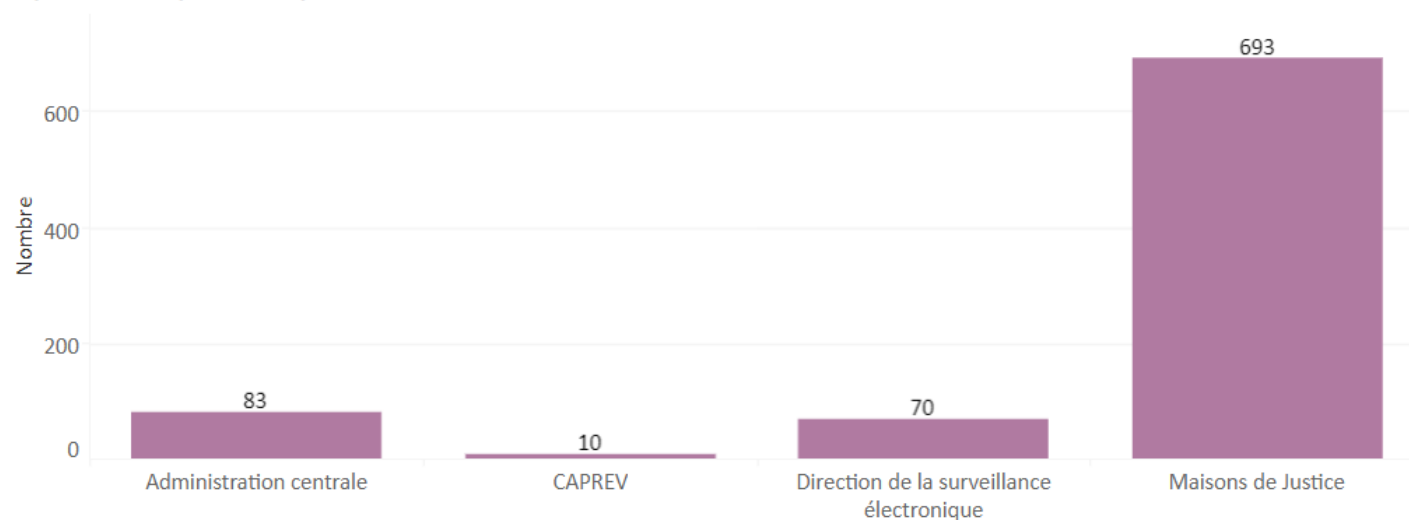


# A. Focus: Houses of Justice



# B. Working with victims, families and offenders: a same professional profile

Répartition du personnel par secteur



Total (2023) :  
856 agents



**2 531**

Enquêtes avant  
décisions judiciaires



**22 119**

Guidances, suivis  
et médiations & mesures



**1 171**

Guidances et suivis de la  
surveillance électronique  
(SETAP, SEDirP, SEDGD, MDTAP, SEINT,  
SEJAPD, SEJAP)



**797**

Études sociales civiles à  
destination du Tribunal  
de la famille

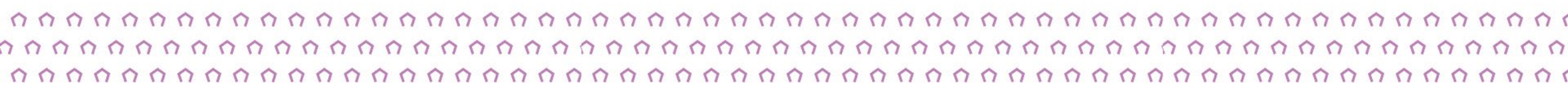


**10 300**

Accueil des victimes

## C. Challenges

- **Brussels and its turnover**
- **4 Managers / 130 staff members**
- **Penal inflation and waiting list**
- **10 different penal mandates**
- **Work instructions but no reference guide**
- **Support and control, a specific methodology**

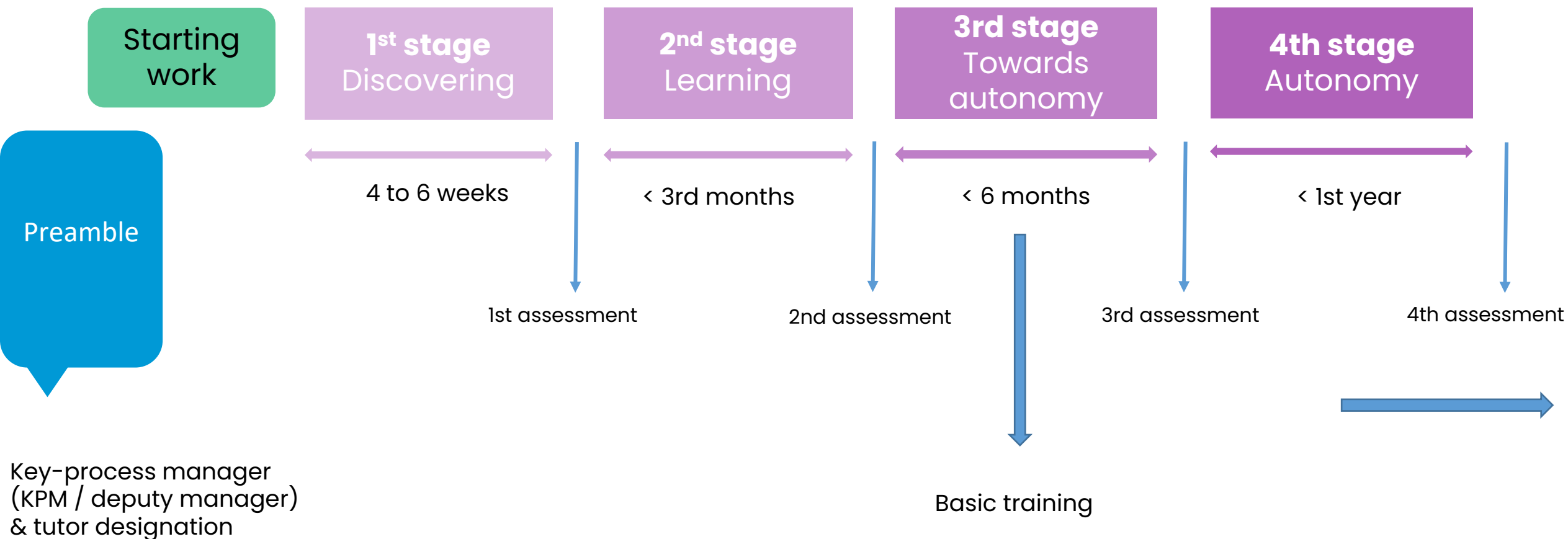


## 2. The peer mentoring project





## A. The time line





## B. The Stages

### 1<sup>st</sup> stage Discovering

**4 to 6 weeks**

- All missions observations
- Reading "path"
- Administrative missions
- Reception desk
- Weekly meeting
- ...

### 2<sup>nd</sup> stage Learning

**< 3rd months**

- The different types of meetings
- Onboard in a specific mission
- Tutor being accompanied
- Assignment
- IT tools

### 3rd stage Towards autonomy

**< 6 months**

- Basic Training
- Being accompanied by Tutor
- Writing reports
- Debriefing
- Mandating authorities

### 4th stage Autonomy

**< 1st year**

- Increasing assignments to a complete case load
- Tailor made and on demand coaching
- Supervision

## C. Assessments

### 1<sup>st</sup> assesment Discovering

**Tutor and KPM conclusions – Meeting grid – Log book – Table of Mission frames – Planning**

*Alone with KPM – 2<sup>nd</sup> part with mentor*

### 2<sup>nd</sup> assesment Learning

**Own mission grid – First meeting canevas – “Blank report” – Social mapping**

*With Mentor and KPM*

### 3<sup>rd</sup> assesment Towards autonomy

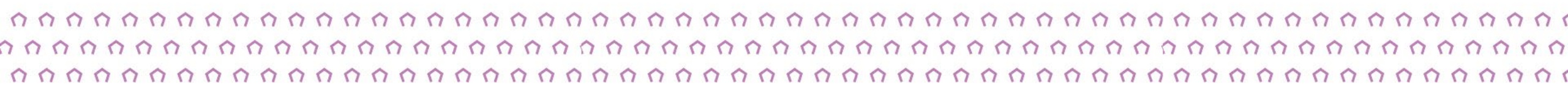
**Questionnaire (– 1 month) – Referent points – Real reports – Points of interest**

*With Mentor and KPM*

### 4<sup>th</sup> stage Autonomy

**Questionnaire (– 1 month) – Analysis Grip – signing individual objectives**

*Alone with KPM conclusion with Mentor*



### 3. The intervention model



# A. Clarifying roles

## The KPM

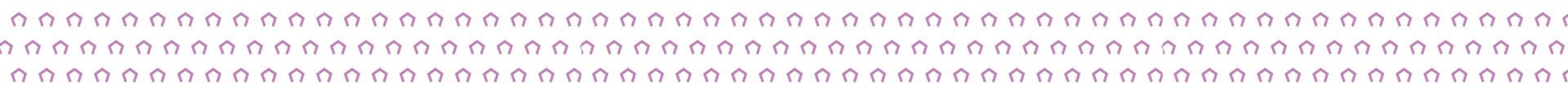
- Mandate
- Support
- Coach
- Provides positioning
- Evaluates

## The Mentor

- Is mandated for a fix period
- Support
- Formally informs the KPM
- Establishing a complementary relationship

## The Officer

- Responsible of his/her learning process
- The major actor
- Actively participate
- Mobilises different resources to achieve the skills thresholds

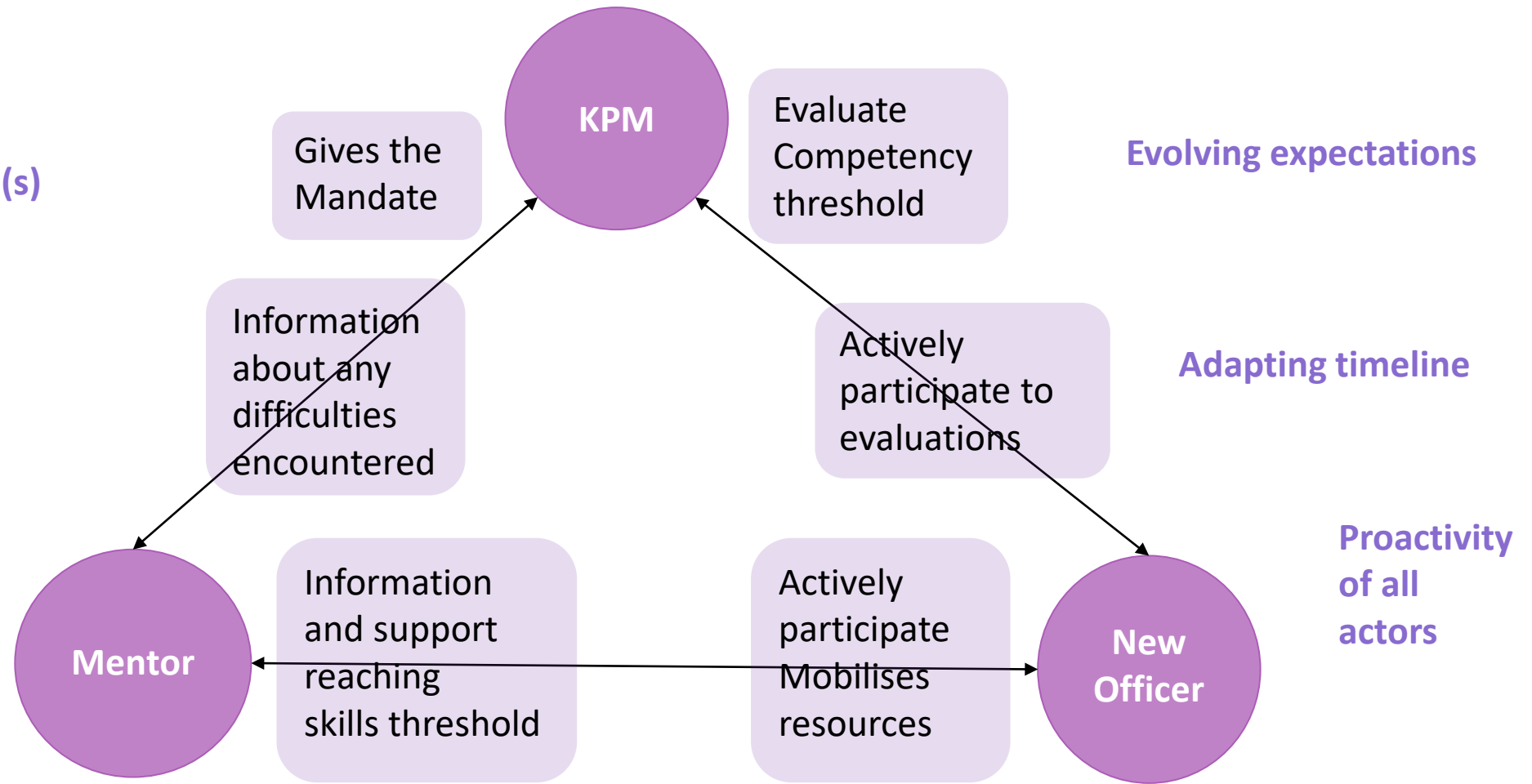


## B. Triangulation

Common training to gain coherence between KPM(s) and Mentors

A fluid and frank communication

Giving contextual explanations and corrections



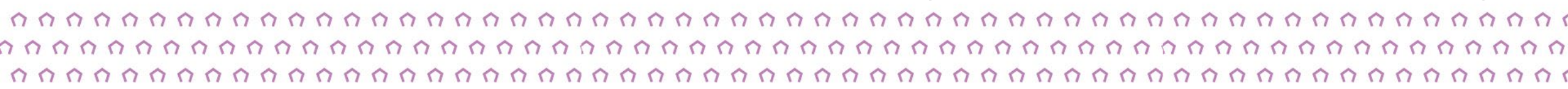
# C. Knowing and Behaving

## The basic principles

- Empowerment
- No substitution
- Non-normativity
- Emancipatory approach
- Damage limitation

## The Code and its general principals

- The individual at the centre
- The social and relational environment
- Capacity to evolve
- Victim's overall needs
- The child's best interest
- A cross-sector approach
- A restorative justice approach
- Applying a specific work methodology



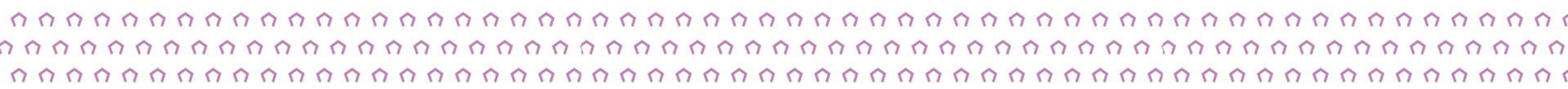
## 4. Conclusion





## A. Back to the hidden costs

- Brussels HJ and its turnover due to transfers, **makes standardising practises a global institutional challenge** in terms of credibility, reliability, security...
- The ratio of 4 Managers / 130 staff members, creates **a risk of breaking links** if no intermediaries.
- Penal inflation and waiting list exert pressure that can lead to a loss of transparency and create loneliness. The risk is that the **loss of rigour and quality will not be disclosed**.
- 10 different penal mandates but one agent for one probationer makes **the handle of all the theoretical frames a real challenge**
- Work instructions but no reference guide mean that your colleague becomes the reference, for better or for worse **depending on the chance** of the office in which you take up your workstation.
- Support and control, a specific methodology that requires the **acceptance of doubt**



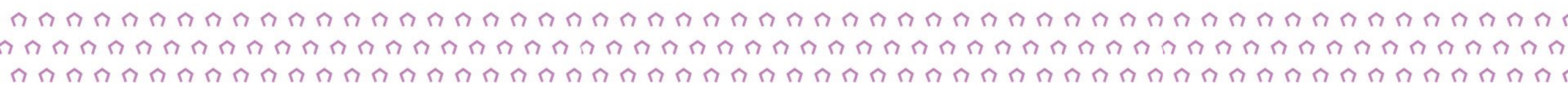
## B. Primary and secondary benefits

### Primary Benefits

- Standardisation
- Cellular organisation
- More transparency
- Progressive learning leads to greater ownership
- A culture of sharing

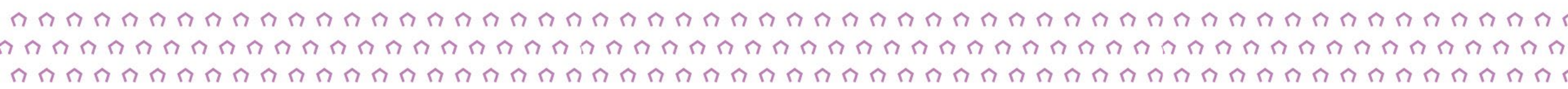
### Secondary benefits

- The reference guide is in preparation
- A training refresh for all
- Promoting empowerment and mutualisation
- Making the cost of onboarding visible
- Creating dynamic links of solidarity
- Enhancing our officers' experience



## C. Flexibility and humble posture

- The model should be adapted to the specific features of the institutional environment, the situations faced by the services and the people concerned.
- It should be a collaborative and evolving process : if any actor loses its understanding of the meaning, it won't work...
- The model should not be presented as a guarantee but as a helping hand.
- Some people will remain "out of the game" and procedures for terminating contracts must still be possible at any time however far is the process ongoing.





# Thank you for your attention!

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