

Building Service & Community Capacity: Learning from International Experience

FV

World Congress on Probation and Parole Ottawa 2022

Steve Pitts

Leo Tigges

Workshop Aims

1

Present, explore and refine a model for Probation Capacity Building

2

Identify promising practices (and steps to avoid)!

3

Identify recommendations for strengthening community-based practice nationally, regionally and globally

Content

- Who are we? Steve, Leo, Participants
- Why a project on Capacity Building?
- An outline model for Probation Capacity Building and to support sustainability
- Methodology - Testing and developing the model
 - Field studies
 - Literature
 - Workshops
- What have we learned?
 - Findings
 - Promising practices and (miss)steps to avoid
 - The Place of Community
- Further Refinements
- Recommendations for strengthening community-based practice

Background of Presenters

Long career in the justice field,
especially probation

Involved in many capacity building
projects

What works in capacity building?

- Personal reflection - have we been successful / what can we learn/do better?
- A growing awareness that...

Why a project on “What Works” in Capacity Building?

...Despite concerted effort (and investment) to expand community “alternatives”, they remain under-developed and underused in many parts of the world –

- whilst in many regions prison populations continue to expand

Every project/every country/every consultant (etc.) has its own approach

Not much literature on probation capacity building or evaluation studies on individual projects

Some initiatives appear more successful than others

Which approach(es) or method(s) seems to reduce failure and support success?

Background/experience(s)
of participants?

Countries/jurisdictions?

Experience of capacity
building, as ...

- Beneficiaries/Hosts...
- Donor countries/agencies
- Providers/"experts" etc.
- Multiple/other roles?



Some Definitions – what do we mean by..?



“Probation”

Policy and/or Practice Transfer

Capacity Building

Knowledge exchange

Others?

What is
probation?

Basic principle
1 European
Probation
Rules

- Probation agencies shall aim to **reduce offending**
- by **establishing positive relationships** with offenders in order
 - to supervise, guide and assist them and
 - to promote their successful social inclusion.
- Probation thus contributes to **community safety** and **fair justice process**.

Note: we use term “probation” to refer to the broad work of probation, parole or community corrections agencies



Some definitions

- Capacity Building (or Development?)
 - "the process by which **people, organizations and society** systematically stimulate and develop their capability over time to achieve social and economic goals, including through improvement of knowledge, skills, systems, and institutions – **within a wider social and cultural enabling environment.**"*
 - United Nations Office for Disaster Risk Reduction (UNDRR)
 - Capacity is **shaped by, adapting to and reacting to external factors and actors**, but it is not something external – **it is internal to people, organisations and groups or systems and organisations**"*
 - European Commission Toolkit



*Bold added

Some Definitions

Policy Transfer

- **Policy transfer, emulation and lesson drawing** all refer to a process in which knowledge about policies, administrative arrangements, institutions etc. in one time and/or place is used in the development of policies, administrative arrangements and institutions in another time and/or place”
 - Dolowitz and Marsh (1996)

Seems straightforward?

- “... different **forms of policy** transfer such as **band-wagoning, convergence, diffusion, emulation, policy learning, lesson-drawing, trans-nationalisation...**
 - Evans (2017)



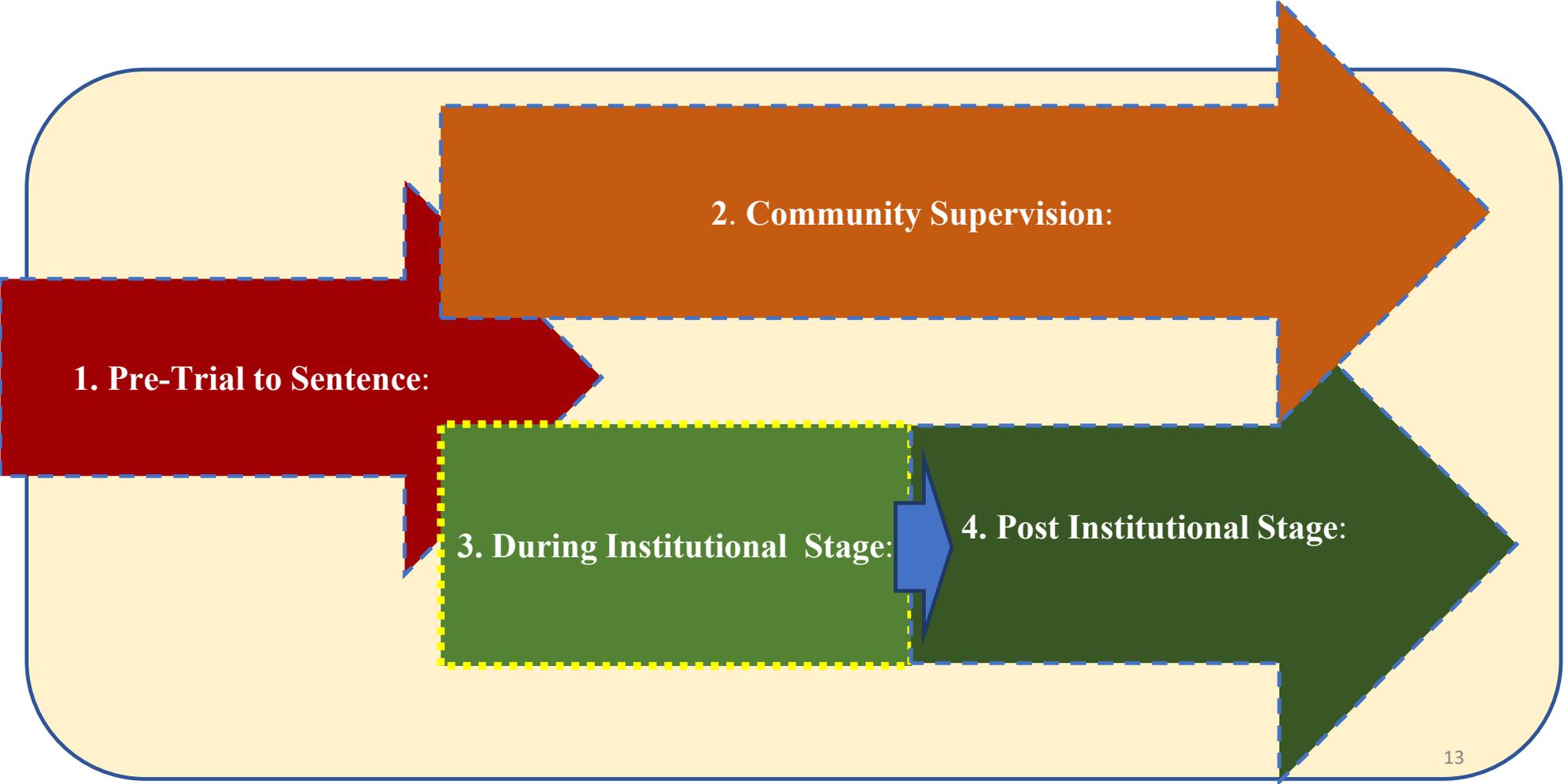
An Outline Model

First Steps – an Outline Model Domains and Enablers

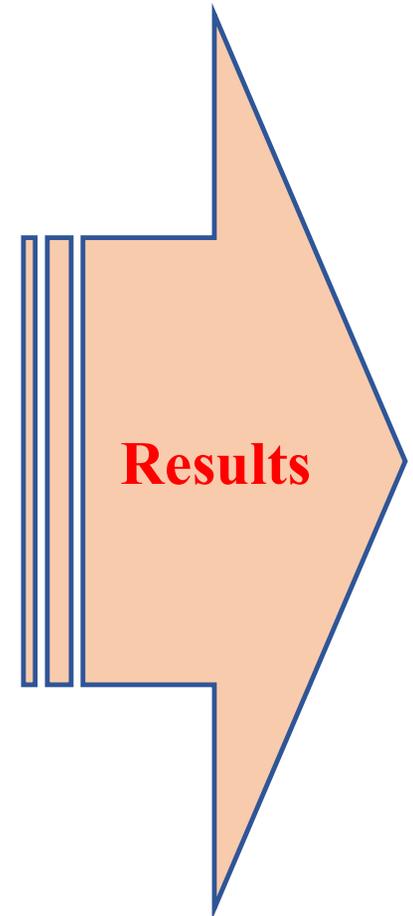
- In our probation capacity building projects we explained probation in a simple model (a graphic "translation" of the European Probation Rules*).
- The "Domains" (or 'Competencies' - tasks grouped under 4 headings, that represent the journey of an offenders through the system)
 - Pre-sentence/Custodial sentence pre/post release/Community sentences,
 - What are the necessary conditions to put the Domains in place? Many are found in the European Probation Rules; we grouped them with the help of the European Quality Model
- The result – an outline Probation "Model" for delivery & sustainability

*Which we subsequently cross-referenced with the "Tokyo" Rules

Four “Domains” or Areas of Responsibility of Probation Work



The “Enablers” of Probation Work





What

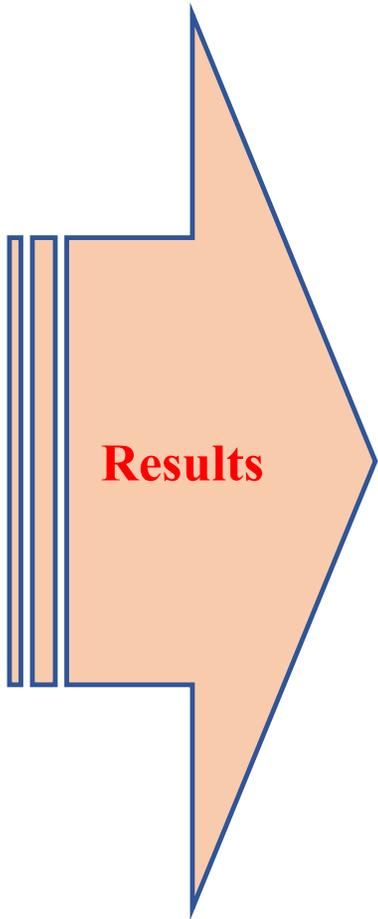
(a) are the Tasks or Competencies of Probation?
(b) is required, or has to be in place, in order to establish and maintain a successful probation (community corrections) service?

Four “Domains” or Areas of Responsibility of Probation Work



The “Enablers” of Probation Work

<p>Legislative Framework</p> <ul style="list-style-type: none"> • Clarity of Probation Role in Justice System including Sentencing Framework • Work in 4 Domains • Pre-trial/diversion from prosecution, from pre-trial detention/Pre-sentence • Community Sanctions and Measures • Work with/in prisons • Work post-release • Probation Organisation Legislation • Related legislation e.g. for social inclusion, housing 	<p>Leadership and The Organisation</p> <ul style="list-style-type: none"> • Leadership • Mission/values • Priorities/Principles • Resources • Staff including competencies, training, numbers, proportion to caseload • Enabling management and support • Adequate Infrastructure (physical, IT, transport?) • Data • Evaluation capacity • Communications
<p>Community/Partnerships (in 4 Domains)</p> <ul style="list-style-type: none"> • Types of Partnership (e.g. Justice Chain, Statutory bodies, NGOs)? • Structural partnerships (protocols)? • Partnership aims (e.g. solutions for life problems/integration, public safety?) • Practices regularly involving partnerships • Civil Society engagement • Public sensitisation/participation incl. Volunteers • Crime Prevention 	<p>Practices</p> <ul style="list-style-type: none"> • Implementation in the four domains • What? Which practices? Scale? • Diversity-centred and Responsive • Research-informed to meet objectives? • Implementation standards, guidance, protocols and supported by live/reflective practices



Methodology

Testing and Developing the model

Literature study

Studying and visiting 5 countries

Analysing development in some other countries (Croatia, Serbia)

The role of regional (European) and International context

Methodology

Note: The different parts of the methodology were not followed strictly chronologically

Literature:

- *General literature on policy transfer and capacity building*
- *Literature on the typology of justice systems in different countries*
- *Literature on policy transfer and capacity building in probation*

+

Meetings with international bodies –

- European Commission
- Council of Europe

And knowledge of relevant developments on the part of the United Nations

+

Five Countries visited and studied

- Albania
- Latvia
- Georgia
- Poland
- Romania

Additional insights from knowledge of:

- Croatia
- Serbia

And other countries in Europe, Central Asia, South-east Asia, Africa and South America with which we have some familiarity from a probation development perspective.



Findings: Introduction

We quickly learnt ...



- Different sources of information strongly support each other
 - Good congruence between literature and experience / study visits
- Capacity Building is about far more than technical processes
 - (as we can all imagine...)
- None-the-less – Capacity Building is (even) more complex than we anticipated!
 - Multiple factors interplay

Findings: Introduction

We also quickly learnt ...



- That the Model is a helpful tool in discussion with all parties to probation development
 - Countries/Jurisdictions/Beneficiaries
 - Donor and international organisations
 - Providers/consultancies etc.
- In particular the model:
 - Provides a common easily communicated language
 - The framework helps to assess the current stage of probation development and change
 - Supports scientific and professional exchange and knowledge building

Findings: Furthermore...

- Every country or jurisdiction is (of course) different!
 - e.g., Needs, aims & "drivers", history, politics, penal philosophy, culture, resources etc.,
- Every international partner (donor, capacity building "provider" ...) is different too!
- Scale and nature of transfer also varies
- No two projects are the same!
- Despite complexity, in several countries probation and capacity building have been a huge success (legislation, organisation, professionalism...)
- What lessons can we draw?

Findings – Four key Questions

- Our study visits revealed the critical importance of **CONTEXT** and suggested four questions central to the process of probation development –
- **WHY** (introduce/strengthen Probation, Transfer)?
- **WHO** (is involved – the Key stakeholders)?
- **WHAT** (Competencies are transferred/developed)?
- **HOW** (is probation work enabled – legislation, leadership and organization, community...)

These are underpinned by **Capacity Building process(es) and qualities** including planning, structure, timeline, management and review, flexibility, project and personnel continuity, and “softer” factors such as project relational “style”

Subsequent literature* review strongly supported these initial findings which we believe should be asked in every capacity building project.

*E.g.; Dolowitz and Marsh (1996, 2000)

Dolowitz and Marsh (1996, 2000)

- Analytical framework is organized around six questions

1. Why do actors engage in policy transfer?
2. Who are the key actors involved in the policy transfer process?
3. What is transferred?
4. From where are lessons drawn?
5. What are the different degrees of transfer?
6. What restricts or facilitates the policy transfer process?

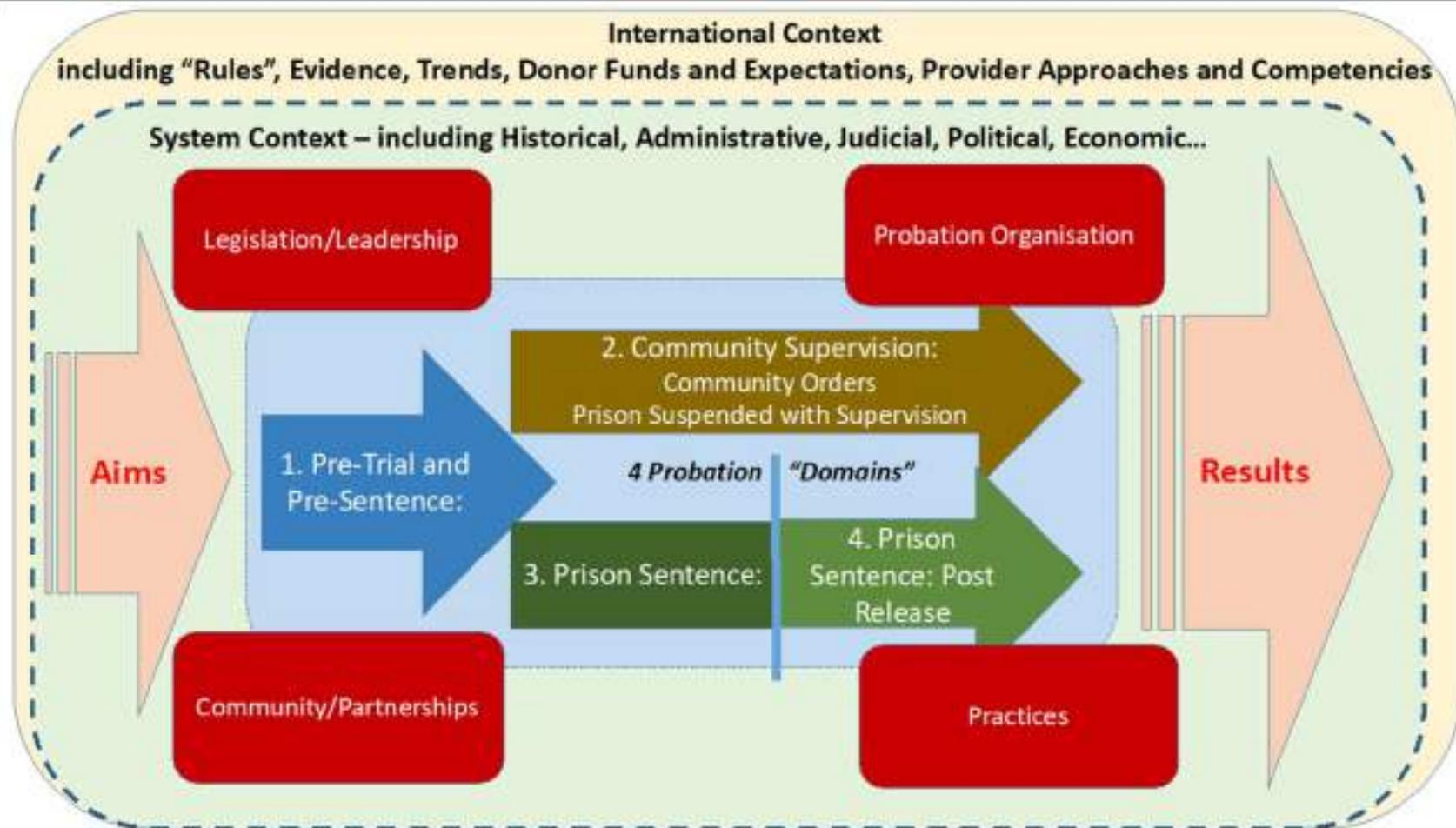


- In addressing the sixth question, Dolowitz and Marsh then add a new question: “How is the process of policy transfer related to policy “success” or policy “failure”?”

Findings: The influence of Context (1)

- Capacity Building takes place within contexts which have varying impacts on probation development. These include -
 - A Justice and Penal “System” context
 - A National Context
 - An International Context - Regional and Global
- We took these into account in an updated model

Probation Development Context



Findings: The influence of Context (2):

- The determining factors in success or failure are difficult to disentangle
- The context - **system, national and international** - can stimulate or hinder probation development
 - For example: Latvia, Croatia - - - Serbia and Poland
- **System:**
 - Overcrowding and poor prison conditions can stimulate “alternatives”
 - Pressing, higher prioritised issues can reduce focus on probation (for instance: substandard prison conditions, overcrowding; lack of an independent position of the judiciary)
 - Probation can be supported or resisted by other parts of the justice system (even be seen as a threat or competitor, including for resources)
 - System “culture” may impact on probation: attitudes to offender change, staff and manager training, and more

Findings: The influence of Context (3):

- **National:**
 - Penal severity and practice are connected to political economy and to culture and traditions
 - Also to welfare provision, wealth and (in)equality, political system, media...
- **Regional/International:**
 - The drive in a country to “break with the past”; probation can make use of the slipstream of an upbeat drive for change
 - Fear of crime – connected to uncertainty in times of change - can be used by politicians to deflect attention from other problems by promoting penal severity
 - Regional developments can encourage others (even promote healthy competition!)
 - So can regional and international networks (e.g. CEP), Guidance or “Rules” (UN, CoE), the pull of membership of international bodies (e.g. EU), the “Diaspora”, international experience, personal contacts, and more...

The influence of context...

Cavadino and Dignan (2006)

- Propose a strong relationship between political economy and penal policy.



Cavadino and Dignan studied and categorised 12 countries into four political economy “family” groups which they label:

- neo-liberal, conservative corporatist, social democratic, or oriental corporatist

They relate these categories to the punitiveness of penal culture and rates of imprisonment.

An important factor underpinning the association between political economy and punitiveness / rates of imprisonment (may be) the degree to which different societies are inclusive or exclusive towards members who are seen as deviant.

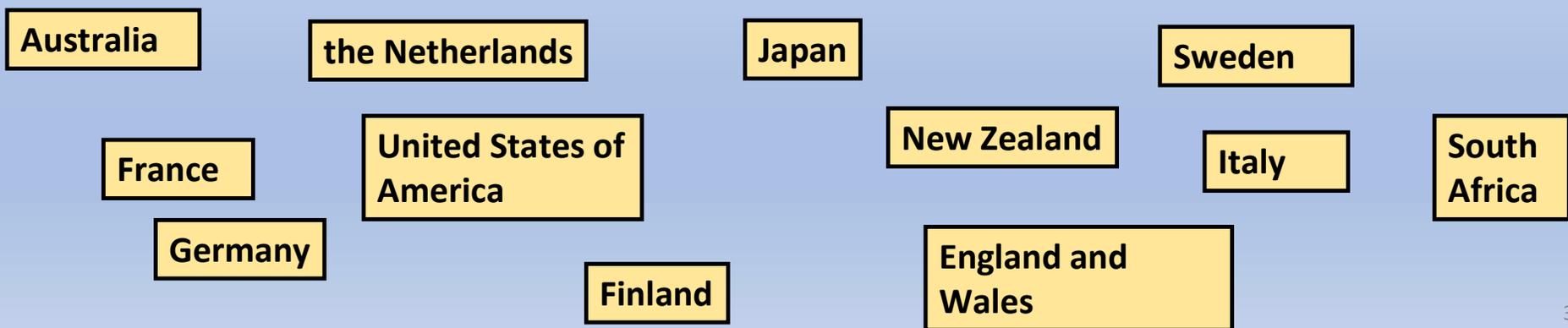
The influence of context...



The four “family” groups – and some features:

- neo-liberal (dependent on market for status and well-being)
- conservative corporatist (national interest groups – more generous benefits than neo-lib)
- social democratic (more egalitarian, universalism principle, generous welfare provision)
- oriental corporatist – (job security, wages / critical benefits related to employment / need)

Other factors which may relate to punitiveness (e.g.; Lappi Seppala, 2008) politicization of crime and punishment, media interest and influence, political or legal culture (adversarial?)





Context

- (a) Which countries are placed in each of the four categories?
- (b) Your own country/jurisdiction?
- (c) Central and Eastern Europe?
- (d) Other world regions?
- (e) The impact of colonialism – and decolonialisation?
- (f) Comparative (regional) Probation?
- (g) Punitiveness - v - Rehabilitation?
- (h) To what extent are the “forces of globalisation” “restrained” by national or regional factors?
- (i) Implications for probation capacity building / transfer?
- (j) Implications for communities and civil society organisations, and their role in ensuring no one is left behind?

Central and Eastern Europe

Krajewski (2007, 2016), based on a comparative analysis of sentencing patterns in Europe, points to a “penal divide” which still splits the continent into two “penal climates”, Western and Eastern.

-Contends that the leaders of the use of imprisonment are almost exclusively the post-communist countries. -
-Argues the countries of Central and Eastern Europe

“ ... were known for extremely high levels of punitiveness before 1989, which was understandable considering their authoritarian political systems imposed by Soviet dominance.”

As a part of this inheritance, he observes the high prevalence of suspended sentences in those countries...



Haney (2016) studies penal culture, focusing on Hungary, Poland, Slovakia, and the Czech Republic. She describes the phenomenon of a “*uniquely East European penal nationalism that equates punitiveness with national sovereignty and protection.*” This phenomenon is linked to the societal transformation in the region -

Evans (2017) aims to provide “an understanding of the relationship between systemic globalizing forces and the increasing scope and intensity of policy transfer activity”.



Evans (2017) comments on “political diffusion”, *“there are differences (which) he attributes to structural factors such as economic, ideological, cultural and institutional similarities. “Those states that share common features are more likely to engage in policy transfer with one another”.*



Why

(a) Introduce or strengthen
Probation?

(b) Transfer?

Findings - Dominance of the “why” of probation

There are many reasons for probation development

- Benefits:
- Reduce prison overcrowding
- Reduce reoffending
- Follow evidence
- Reduce costs
- Human rights, and humanise
- International probation guidance, membership criteria of international bodies, regional/international influence
- Political will to break with the past, a new generation who want to do things differently...

Perhaps surprisingly, reasons for probation are not always clear and may vary over time

- Among some practitioners, managers, justice partners, stakeholders...
- Changes in political or service leadership, cost, unexpected “realities” or resistances (which may include culture and staff)

And many reasons for transfer

- Tested solutions, avoid “reinventing the wheel”, reputation ...
- *Transfer can run along a continuum from lesson-drawing to direct imposition
- *Also “indirect coercive” transfer
- *Urge to keep up with the neighbours

**Dolowitz and Marsh (1996, 2000)*



Why Probation? Some examples

All 5
countries

- Reduce prison overcrowding
- Improve conditions
- Human rights
- Openness to alternative sanctions

In addition -
the example
of Latvia

- Break with the past, generational change, juvenile vulnerability in prison system, regional influence

Potential areas of Resistance include...



Evans (2017)

- Three broad areas of resistance – cognitive, environmental and public opinion.

Lappi-Seppala (2003)

Three issues to address. How to -
- get the laws accepted on the political level,
- implemented on a practical level
- confront the punitive-populist pressure from the politicians and the media.



Who is involved?

(a) Who?

(b) Roles?

Who is involved?

“Elected Officials/Politicians; Civil Servants/Bureaucrats; Institutions; Ideologies/Attitudes/Cultural Values; Consultants/ Think Tanks, and Supranational Institutions”.

Dolowitz and Marsh (1996, 2000)

Role of Consultants “is particularly important because they tend to offer advice based upon what they regard as the “best practice” elsewhere, often paying little attention to the particular context in the borrowing political system.”



Others?

Roles?

Donor

Beneficiary

Providing nation/organization

Stakeholders (who..?)

Who – when developing Probation?



Findings: Who – when developing probation?

We were frequently struck by the significance of -

- Political support (support, or at least openness)
- Strong, and where possible consistent, leadership
- Involving justice stakeholders (judiciary, prosecutors, prisons...)
- Involving a wide range of stakeholders in planning
- Including local communities, NGOs, municipalities
- Academic perspective and involvement
- Getting the media onside
- Personal contacts
- The part played by capable long-term knowledgeable “in tune” development partners and individuals
- The international community

Who? Some examples

Romania

- Working group with judiciary

Latvia

- Inter-agency working group to support and monitor probation development

Romania, Latvia,
Albania, Georgia

- Political support of development

Latvia and Georgia

- Long-term involvement of leaders



What

(a) Probation Domains and Competencies?

(b) Categories and Degrees of transfer?

Findings:

What: Probation Domains and Competencies?

- In developing Probation Domains or Competencies (Pre-trial/pre-sentence, Community Sanctions and Measures, In-Prison engagement, Early release/support for reintegration)
- The areas prioritised appear to vary considerably, although there seem to be some trends -
 - Limited focus on diversion/alternatives to pre-trial detention
 - Some focus (but often limited e.g. to specific groups) on sentence advice to courts
 - Custodial alternatives - especially suspended custody with supervision (but can result in high rates of custody), community service. Varied use of EM. Limited use of RJ
 - Some advice on early conditional release (otherwise limited engagement pre-release)
 - Some early conditional release (parole) supervision

What? Some examples

Latvia, Romania,
Georgia, Albania,

- Probation reports on vulnerable groups, specially juveniles

All countries

- Community alternatives (including significant community service in some cases, Latvia, Albania)

All countries

- Limited early release cases or contribution of advice

Poland, Czech
Republic

- Suspended prison sentences can have unintended consequence of further use of prison



How is probation enabled?

- (a) Legislation
- (b) Leadership and the Organisation
- (c) Practices
- (d) Partnerships and Community

The importance of Leadership, Communications, Engaging stakeholders (political, judicial, internal, media and the community and public)

Findings: How is probation work enabled (1)?

We found -

- Varied focus on legislation (can be detrimental to other areas)
- (As noted earlier) importance of political support (which also helps with resources), and especially strong leadership
- Adequate and sometimes good attention to infrastructure
 - Occasionally supported by donors (although most provide “knowledge”)
- Practices
 - Mixed focus and results (relational skills such as MI more durable than intensive/programmed tools and interventions?), sometimes limited attention to diversity, responsiveness
 - Complex practices implementation may be demanding

Findings: How is probation work enabled (2)?

We found -

- Training
 - Often a “highlight”, but sometimes not sustained or stretches capacity/capability at the time
 - Confidence and relations with (sometimes negative) stakeholders
- Varied attention to communications, but positive results when addressed: stakeholders, media (media communication more effective once probation functioning?)
- Limited attention to research or evaluation
- Varied picture regarding partnerships and communities
 - Community and partnerships are broad in definition
 - Limited information and apparent focus – but some examples
 - Generally little attention to volunteers

How is probation enabled? Some examples

All countries

- Politicians mainly supportive or (at least) did not stand in the way
- Attention to building relationship with judiciary

Latvia, Romania, Georgia

- Training and Practices: quickly adapted and used

Albania

- Training and Practices: not always in tune with capacity and can be over-complex for case-type e.g.; assessment systems, cognitive programmes (and demanding to implement)

Romania, Latvia

- Important probation pilots with NGOs and communities
- Initial NGO involvement reduced or change role?

Findings: Community is a very broad term!

- Politicians, Press & Media, General Public
- Citizens, Volunteers
- NGO's, Municipalities, Neighbourhoods
- The immediate living environment of the offenders: family members, neighbours, victims in that circle
- And of course Justice and Statutory stakeholders
- And service users!

Findings: Role of Community

- The community can be a useful driver in developing probation (Latvia and Romania) but with progressive professionalisation of the organisation the ties may become looser
- Attempts to reintroduce the community: COSA, MAPPA, volunteer probation workers (Poland), neighbourhood probation
- Communities are increasingly recognised as central to desistance; social inclusion, McNeil – Domains of Desistance: personal, judicial, social, moral and political – “integration as a positive social good”
- Inspiring examples: Japan (Volunteers), Singapore (Yellow Ribbon), Norway (Reintegration “Guarantee”), Netherlands (Neighbourhood involvement pilots)
- The probation organisation is an important tool in harnessing the positive contributions of the community!



How can probation organisations stimulate the role and contributions of communities in reintegration and reducing reoffending?

Findings: Capacity Building – Processes and Qualities

We found -

- The very real potential of capacity building projects to assist
- Especially when –
 - There is a clear and developing understanding of need between the parties
 - The most important transfer may be of inspiration and knowledge (also practical needs, and practices suitably adapted to need)
 - Resistances are identified and addressed
 - The relationship between donor/transferrer and beneficiary is based on partnership and mutual respect
 - International experts are well-informed and “get into the space of” the beneficiary country
 - Parties are long-term (including donors and providers), and bonds developed
 - There is a mechanism for coordination of international projects/assistance
 - Literature is taken account of (consciously or otherwise)
- Literature provides valuable further insight:

Categories of transfer



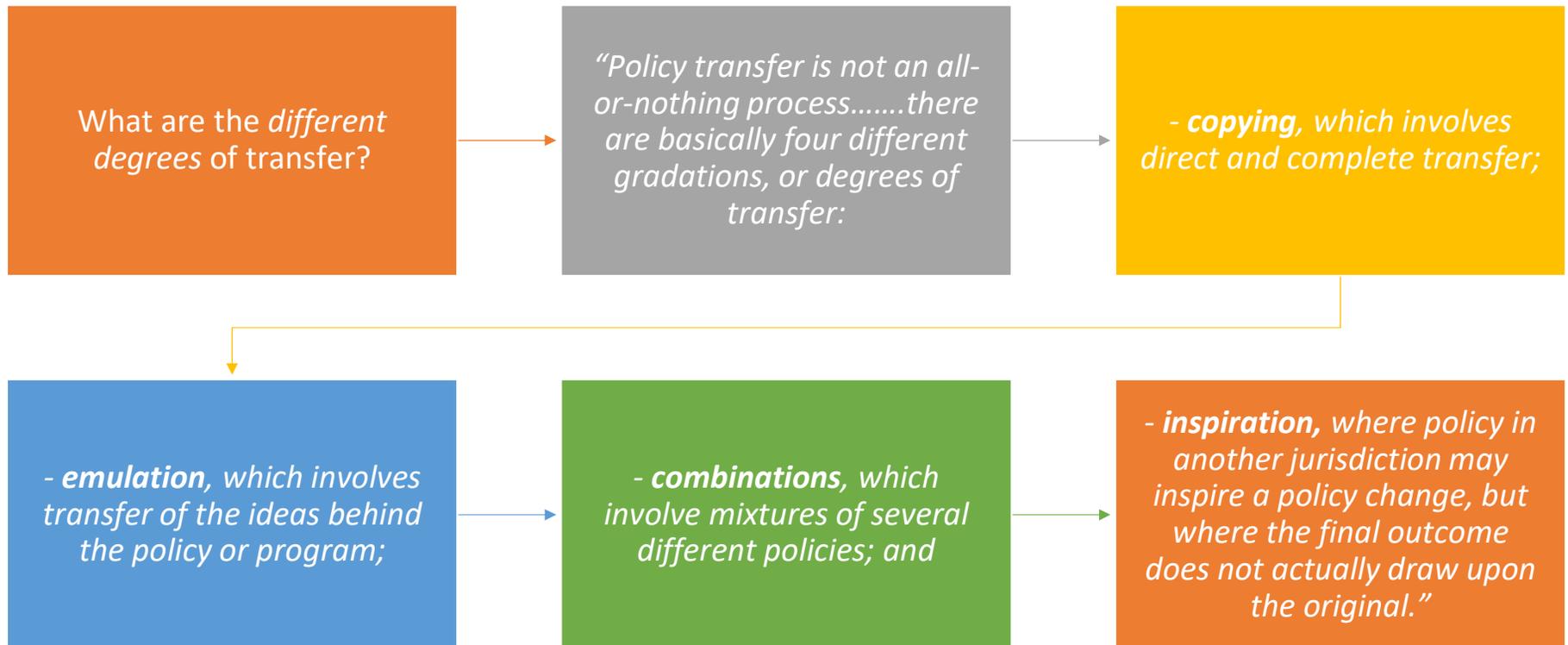
The authors identify eight different categories: policy goals, policy content, policy instruments, policy programs, institutions, ideologies, ideas and attitudes and negative lessons.

Dolowitz and Marsh (1996, 2000)

Degrees of transfer?



*Dolowitz and
Marsh
(1996, 2000)*



Capacity Building Learning from the Literature

Failure can result from –
-Uninformed transfer
-Incomplete transfer
-Inappropriate transfer

Dolowitz and Marsh (1996, 2000)



Leroux-Martin and O'Connor (2017)...

...note complexity, interconnectedness, and unpredictability of systems (“clouds” rather than “clocks”).

Propose realistic expectations, feedback and “self-correction” to “effectively manage reform processes as messy journeys requiring many readjustments.”

Andrews, Pritchett, and Woolcock (2012)

Avoid a “Capability trap” – Escape by “Problem Driven Iterative Adaptation (PDIA)”, a process which minimizes “solution” transfer in favour of identifying local problems and building on local solutions to resolve them (albeit informed by international experience)

Capacity Building

Learning from the Literature – copy with caution



Describes ten sequential steps (proposed by Rose) recommended to practitioners *“in order to evaluate whether or not a non-indigenous programme should be applied domestically”*:

1. *Learn the key concepts: what a programme is, and what a lesson is and is not.*
2. *Catch the attention of policymakers.*
3. ***Scan alternatives and decide where to look for lessons.***
4. ***Learn by going abroad.***
5. *Abstract from what you observe a generalized model of how a foreign programme works.*
6. ***Turn the model into a lesson fitting your own national context.***
7. *Decide whether the lesson should be adopted.*
8. *Decide whether the lesson can be applied.*
9. ***Simplify the means and ends of a lesson to increase its chances of success.***
10. *Evaluate a lesson’s outcome prospectively and, if it is adopted, as it evolves over time*

How is probation capacity built? Some examples

Romania, Latvia

- Inspiration and knowledge exchange can make the biggest difference (including by study visits)

Latvia, Georgia

- Experts “get into the space” of and respect the beneficiary country

Georgia

- “Never change a winning team”
- “Mindfully manage resources” (donor coordination)

Latvia, Romania,
Georgia

- Uninterrupted flow of projects (initiated by beneficiary)

Latvia, Georgia,
Romania, Croatia

- Benefits of working with a range of countries, countries in the region or with similar histories, and the diaspora,



**Good practice in Capacity
Building -
Processes?
Qualities?
Other points contributing to
success?**

Conclusions on Capacity Building: Miss-steps to avoid?

- Underestimating the “journey”
 - Economic and Penal Philosophy change? Resistances? Resources?
 - Insufficiently comprehensive strategy incorporating domains and enablers – over time
- Introducing alternatives with insufficient consideration of total numbers under control of justice system (mass incarceration and mass supervision)
- Beware of copying and emulation with insufficient attention to context
- Unrealistic expectations and the “Capability Trap” (whilst holding a strategic vision)
- Not engaging stakeholders sufficiently
- The risk of introducing EM before probation has reached some maturity
- Introducing complex practices in advance of ability to implement
- Believing that training is “the answer” or equated with capacity building
 - It is essential - but not usually a sufficient condition for success

Conclusions – a strategic approach

- Capacity building is complex - but has potential to be very successful
- Take account of context – the penal system is part of societal, cultural and economic system, with national, regional and international influences
- The “Why of Probation” needs to be discussed, understood, and rediscussed throughout the whole project and with different stakeholders (ministers, justice chain, municipalities, NGO’s, public);
 - Take account of benefits, also other problems deemed more pressing
 - Make use of regional and global probation developments, standards and learning
- Take time to prepare the project, identify power structures, people who may support or object, and areas of resistance
- Identify committed “forerunners” who spread the word and build networks
- Involve stakeholders in strategic planning, and identify key persons to support
- Take a longer view, implemented step by step, deciding what is opportune to prioritise in domains and enablers
- Utilise, learn (and if necessary adapt) from pilots

Conclusions – which Domains and Enablers?

- Domains of probation: an understanding of the advantages of working in all domains is important, but may be helpful for the beneficiary country to start with one or two domains that have a high chance of success (strike a chord, have stakeholder endorsement or acceptability)
- Often community service and probation supervision as part of suspended sentence are the starting point
 - although early release may seem to offer a “quick win”
- Reticence with pre-sentence reports: impacting the power balance with public prosecutors/judges?
- All enablers are important; prioritise those that support chosen domains and probation tasks: practices/processes/guidance, training, stakeholder involvement and communications

Conclusions - What works in capacity building?

- Probation building takes often a decade or more: follow-up projects without interruption necessary
- International partners should take time to understand the beneficiary, and all parties need mutual understanding of differences e.g. penal culture, resources
- Employ a model (such as Domains and Enablers) to support communication, planning, implementation and monitoring
- The national partners should sit "in the driver's seat"
- Scan and learn from a range of countries for alternatives and lessons - study visits help too
- Knowledge and inspiration are often the most effective means of transfer or exchange
- Technical + "Soft" skills of international advisors are both valuable

Conclusions - What works in capacity building?

- Make use of regional and international guidance
 - which may be translated into actions and capacity building projects (and reflected in progress reports)
- Make use of regional and international experience, countries with relevant similarities, and networks such as the CEP to share knowledge and experience - the “Family of Probation”!
- Support probation development / capacity building through specific attention on the part of the international community, drawing on a conceptual framework for communication and exchange.



Discussion and Recommendations

- **The Model**
 - **Omissions?**
 - **What will help to improve or refine the model?**



Discussion and Recommendations

- **What will help to further develop and strengthen community-based provision and capacity building activity – and achieve objectives such as less use of prison, improved reintegration and rehabilitation**
 - **Jurisdiction or National?**
 - **Regional?**
 - **Global?**



Thank you!