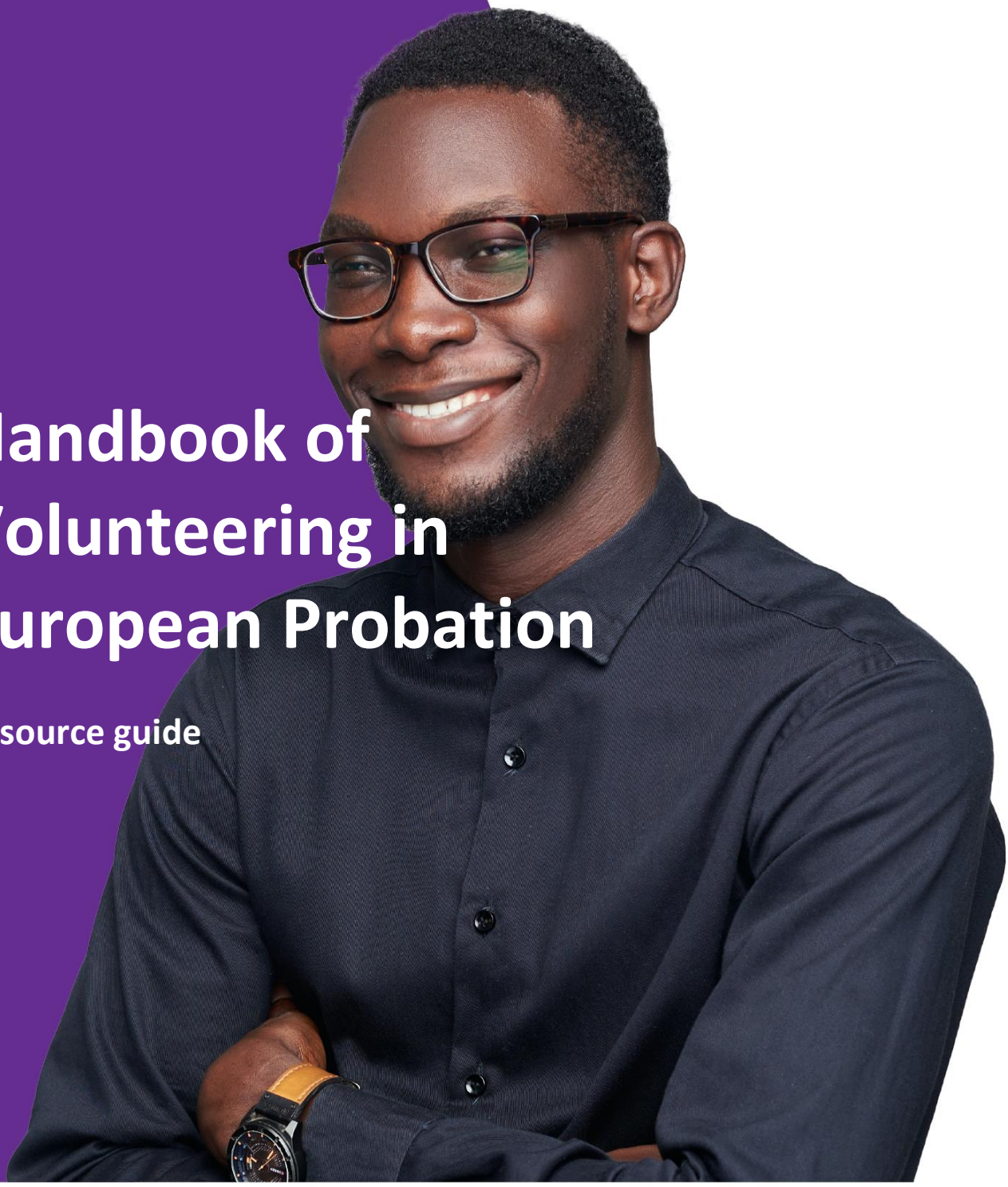
CoPPer
European Volunteering in Probation



Handbook of Volunteering in European Probation

Resource guide

Co-funded by the European Union

CEP Confederation of European Probation | aproximar | DGRSP Direção-Geral de Reinserção e Serviços Prisionais | Reclassering Nederland | An tSeirbhís Phromhaidh The Probation Service | UCC University College Cork, Ireland Coláiste na hOllscoile Corcaigh | European Strategies Consulting

Partners
Confederation of European Probation, NL
The Probation Service, Department of Justice, IE
University College Cork, National University of Ireland, IE
Aproximar- Cooperativa de Solidariedade Social, PT
Direção-geral de reinserção e serviços prisionais, PT
Stichting Reclassering Nederland, NL
European Strategies Consulting, RO

Authors
Andrada Istrate-Luca
European Strategies Consulting

Publication date
2025

Insert date: 2025

Agreement Number: 2022-1-NL01-KA220-ADU-000089938
Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Commission. Neither the European Union nor the European Commission can be held responsible for them.

Foreword

Across Europe, the role of community engagement in justice systems is evolving, and at its heart lies the contribution of volunteers. In the face of growing social challenges, including the lasting impact of the COVID-19 pandemic, volunteers serve as key partners in building more inclusive, resilient communities. The CoPPer project was launched in response to this need, aiming to create and strengthen social models that reflect European values of unity, solidarity, and active citizenship. By involving volunteers in probation services, the project supports the EU's Strategic Agenda 2019–2024 and the European Pillar of Social Rights, promoting social inclusion, civic engagement, and the reintegration of people in contact with the justice system. This Handbook is both a product of and a contribution to that mission – that is, offering tools to mobilize civil society, enhance community sanctions, and reinforce a shared European culture rooted in democracy, rule of law, and social justice.

The integration of volunteers into probation services has consistently demonstrated significant benefits for rehabilitation outcomes, community cohesion, and civic engagement across various European jurisdictions. Recognizing the valuable contributions of volunteers, this Handbook aims to provide a comprehensive and practical resource for probation practitioners, community-based organizations, policymakers, and volunteers themselves.

Developed through the collaborative efforts of the CoPPer project (Cooperation to Promote a European Volunteering Programme in Probation Services), funded by the European Union's Erasmus+ programme, this Handbook synthesizes evidence-based practices, international standards, and ground-level experiences. It is designed to facilitate the systematic implementation, monitoring, and continuous improvement of volunteer-based probation programmes across Europe.

This Handbook embodies the collective insights and learnings from experts and practitioners in the probation field. We have incorporated lessons from both successful approaches and instructive challenges encountered during the implementation of probation volunteer programmes. We hope this Handbook will contribute to enhancing probation practices, promoting volunteer engagement, and supporting the successful reintegration into society of people involved with the criminal justice system.

We sincerely thank all partners, contributors, and probation volunteers who have shared their invaluable experiences and expertise in shaping this Handbook.

Co-funded by the European Union

Table of Contents

Co-funded by the European Union

CHAPTER 1. Introduction to the CoPPer Project

Objective

The Handbook of Volunteering in European Probation supports probation practitioners and partner organisations in building, managing, and enhancing volunteering in probation across Europe. It offers practical steps, evidence-based guidance, and real-world examples to create effective, sustainable, and adaptable volunteering schemes.

Why this matters

Volunteering in probation can strengthen rehabilitation and reintegration by:

- Providing individualised support to justice-involved individuals
- Linking probation services to the community
- Enhancing the human and social capital of those under supervision
- Sharing the responsibility of reintegration with society

How to use the Handbook

The handbook is structured as a **modular guide**. You can read it cover-to-cover or use specific sections as a reference for particular needs (e.g., improving supervision, recruiting volunteers).

Chapter 1. Introduction to the CoPPer Project

The CoPPer project (Cooperation to Promote a European Volunteering Programme in Probation Services) is an innovative European initiative funded by the Erasmus+ programme of the European Union. The project brings together key probation service providers, academic institutions, and community-based organizations from various European countries to develop a unified, evidence-based model for volunteer engagement in probation systems. Through the exchange of best practices, rigorous research, and cross-sectoral dialogue, CoPPer aims to standardize approaches to volunteer recruitment, training, supervision, and evaluation, ultimately contributing to more sustainable and effective probation outcomes across the continent.

This Handbook responds directly to key gaps identified during the CoPPer project's consultations and field research. Currently, literature that compares volunteer programmes within probation services across Europe is scarce. Even more limited is documentation on inter-agency cooperation models that involve volunteers. As a result, many probation practitioners lack the practical guidance and strategic tools needed to fully harness the potential of volunteer contributions.

Volunteering in the criminal justice system takes many forms, from prison support to crime prevention to community reintegration, but such involvement cannot be effective without structured support from public agencies and civil society. Probation Services and Community-Based Organisations (CBOs) must provide the right conditions for volunteering to succeed, including proper induction, continuous training, emotional support, and meaningful recognition.

In many European countries, the engagement of volunteers in probation is still underdeveloped or informal, lacking credibility and systemic support. This is especially true in countries such as Portugal and Romania,[1] where interagency collaboration is at a formative stage and not yet institutionalised at the political level. In contrast, other jurisdictions offer more advanced models of volunteer integration. The CoPPer project creates a unique platform for transnational learning, allowing less experienced systems to adapt innovations and align with European standards.

At its core, this Handbook aims to be an accessible, knowledge-based, and experience-informed guide for probation practitioners, policymakers, and civil society actors. The Handbook highlights how volunteering supports probation outcomes while also advancing broader EU policy goals, including the European Pillar of Social Rights and the EU Strategic Agenda 2019–2024, by promoting civic engagement, social inclusion, and solidarity.

[1] Portugal and Romania are referenced here in the context of the CoPPer consortium. This handbook is based on deliverables developed within the CoPPer project.

Co-funded by the European Union

Furthermore, volunteer engagement plays an important role in helping people under probation and justice-involved individuals in general to rebuild their lives. It can improve well-being, build new identities, and motivate individuals to pursue education, employment, and meaningful social roles. Volunteers serve as prosocial role models and community connectors, strengthening desistance from crime and fostering a sense of belonging.

In this way, volunteering in probation is more than a supportive activity, it is a strategic and social necessity. This Handbook seeks to offer the structure, tools, and inspiration to make that vision a reality across all European probation contexts.

1.1 Objectives and usability of the Handbook

The primary objective of this Handbook is to provide probation practitioners, volunteers, policymakers, and stakeholders with an accessible, comprehensive guide for effectively integrating volunteers into probation services. It aims to:

- Establish a clear understanding of the principles, roles, and practical considerations involved in probation volunteering.
- Provide detailed guidelines, tools, and examples that can be adapted to various European contexts and jurisdictions.
- Offer evaluation and measurement resources to continuously monitor and enhance volunteer programme effectiveness.
- Stimulate policy dialogue and development among criminal justice stakeholders, promoting broader recognition of volunteers' roles in probation.

The Handbook is designed to be practical and flexible, and to offer adaptable strategies and tools to meet diverse probation service needs. It supports continuous professional development and lifelong learning for both probation practitioners and volunteers, ensuring sustainable and high-quality volunteering practices across Europe. By embedding real-world experiences, we hope this Handbook will serve both as an instructional manual and a source of inspiration, encouraging ongoing dialogue and improvement in probation services through volunteer involvement.

Co-funded by the European Union

1.2 The story of the Handbook

This Handbook is the result of a shared effort across borders, sectors, and experiences. It was shaped through collaboration with probation professionals, volunteers, researchers, and community organizations from across Europe. Drawing on real-life practices, expert insights, and lessons learned in the field, we co-designed this resource to be practical, flexible, and grounded in the realities of volunteering in probation.

This Handbook brings together the collective efforts, insights, and lessons learned throughout the CoPPer project; it reflects the collaborative work of probation services, academic partners, volunteers, and community-based organisations across Europe, who together have explored how to make volunteering in probation more structured, impactful, and sustainable. By combining research, practical experience, pilot testing, and transnational dialogue, this Handbook serves both as a guide and as a shared commitment to building a more inclusive, community-oriented, and resilient European probation system.

This Handbook began with a shared belief: that volunteers play a crucial, yet underexplored, role in probation services across Europe. To turn that belief into a practical, informed guide, our work started with a solid foundation, namely an **Evidence Review**, which became the first deliverable of the CoPPer project and shaped everything that followed.

Developed collaboratively in **Work Package 2**, this review brought together expertise and experience from all project partners. Each country, **Ireland**, **the Netherlands Portugal, and Romania**, conducted a national literature review on volunteering in the criminal justice system. These national peer reviews served as the building blocks for a broader synthesis led by the **University College Cork**, who connected the country-specific findings to the wider international research landscape.

The Evidence Review was **co-created** at every stage. Once the initial draft was assembled, each partner country invited **peer reviewers** to contribute. These reviewers included professionals from national probation services, community-based organisations, and academic institutions. Their insights enriched and refined the document, ensuring that it captured both the realities of practice and the rigour of research.

Co-funded by the European Union

The research process itself unfolded in carefully structured stages:

1. A **systematic search of academic databases** laid the groundwork for understanding how volunteering in probation is addressed in the literature.
2. This was supplemented by in-depth input from each partner country, culminating in **brief country case studies** and a spotlight on one key programme per country.
3. A thorough **peer-review process**, tailored to national contexts, further shaped the review through individual feedback and focus group discussions. Reviewers used a shared question guide, and contributed additional recommendations, many of which were directly incorporated.
4. Finally, the review was presented, discussed, and validated **in person** during a CoPPer team meeting at **University College Cork in September 2023**, ensuring that the final version reflected the collective experience of the entire partnership.

What is the CoPPer shared vision for a European training approach to volunteering in probation?

The vision for a shared European training approach to volunteering in probation has evolved from the findings of this evidence review and extensive consultation amongst CoPPer partners as well as the valuable input by experts and peer reviewers from a range of sectors including national Probation Services, Community based organisations and academic researchers.

As such, the CoPPer project sees the volunteer as complementing the supporting and reintegrative role of Probation, leaving the role of risk management to professional probation officers. Volunteering is considered as central when thinking about solidarity and community building and it fits into the participative concept of democracy and its ethical relationship with civil society.[1]

The emphasis of volunteering in the CoPPer project is also placed on reintegration as a process which involves communities rather than only individuals and the probation service. The hope is that strengthened involvement of volunteers in probation can emphasize the community building aspect sometimes missing in rehabilitation and reintegration supports and services. Reintegration as a two-way street where the community supports and welcomes the formerly justice involved person back into their fold,[1] is increasingly acknowledged as a progressive approach to reintegration.

Source: Evidence Review of Volunteering in Probation (2023).

In Work Package 3, CoPPer partners collaborated to design a **competence framework** that forms the foundation of the volunteer training programme in probation. This framework outlines the essential **knowledge, skills, attitudes, and qualities** that volunteers need to support probation services effectively across diverse European contexts.

The competency framework is structured around **three main competence clusters**:

- **Knowledge** – including understanding of the probation field, justice system, and behavioural theories relevant to rehabilitation.
- **Attitude and Qualities** – such as reliability, emotional stability, teamwork, and the ability to reflect on one's actions.
- **Skills** – including communication, relational capacity, observation, problem-solving, and the ability to identify and respond to risks.

Recognizing that probation systems vary widely across Europe, the framework also accounts for situational factors such as:

- The organisation's **vision** (e.g., focus on risk management vs. social inclusion),
- The **roles and tasks** assigned to volunteers (signalling, social support, practical help), and
- The chosen **cooperation model** (professional, shared, or voluntary responsibility).

By linking these situational aspects to specific competences, the framework supports **customized training** that reflects the needs of each local context while promoting shared European standards. It ensures that volunteers are not only well-prepared but also integrated meaningfully and safely into probation practices. As we did before, the framework was peer-reviewed with probation practitioners from the project countries.

Following the development of the competence framework, each partner country moved into the practical phase by recruiting volunteers to pilot the training programme. These pilot sessions were designed not only to test the framework's relevance and adaptability in real contexts but also to gather hands-on feedback from both volunteers and trainers.

Across the partner countries, the training was delivered in diverse settings and formats, reflecting national probation structures and local volunteer cultures. The pilot experiences offered valuable insights into how volunteers engage with key concepts such as communication, risk awareness, and collaboration with probation staff. They also helped identify areas where training needed to be strengthened or made more

Co-funded by the European Union

flexible. The lessons learned from these pilot trainings directly informed the refinement of both the training content and the implementation tools included in this Handbook.

And finally, in Work Package 4, the project focused on building the capacity of community-based organisations (CBOs) involved in probation work. Partners began by mapping CBOs' existing practices and performance standards through a cross-country survey, followed by the development of a comprehensive online training curriculum tailored to their needs.

Training materials were designed to support inter-agency cooperation and programme sustainability and were adapted into multimedia formats for online delivery. Pilots were conducted in all partner countries, involving at least 40 CBOs, and evaluated through focus groups and feedback tools. This work culminated in a three-day transnational training event in Portugal and will conclude with a final guide to help other organisations replicate and scale the model.

Co-funded by the European Union

CHAPTER 2. Principles and Models of Working with Volunteers in Probation

Objectives

- To explain the principles and models of working with volunteers in probation, drawing from European and international experience.
- To map the diversity of approaches across Europe, from highly integrated volunteer systems (Austria, Poland, Italy) to minimal or emerging ones (Kosovo, Nordic countries).
- To identify the roles that volunteers play in probation: mentoring, supervision assistance, aftercare, specialised support, family and victim support, advocacy, and community engagement.
- To highlight promising practices like Circles of Support and Accountability (CoSA) and France's citizen advocacy model.
- To argue for a flexible but principled framework for volunteer engagement, rather than a one-size-fits-all approach

Why this matters

- Volunteers have been central to probation since its origins. Their roles are reaffirmed by UN and Council of Europe standards, and they remain vital for rehabilitation, reintegration, and community safety.
- The variation across Europe shows that no single model fits all. Legal traditions, institutional capacities, and civil society strength shape what works in each country.
- Innovative models show how volunteers can combine empathy with accountability, reduce reoffending, and increase legitimacy of probation services.
- Rigid models risk tokenism or ineffectiveness. A shared set of principles, ethical standards, and adaptable strategies can strengthen probation across Europe.

How to use this chapter

- Begin with the historical and international context (2.1) to understand the roots of volunteerism in probation.
- Pay attention to the country examples and comparative table to see how different contexts adapt volunteer engagement.
- Use the subsections (2.2) as a "menu" of roles and competences that can inspire local adaptation.
- Look at the practice boxes and case studies for concrete inspiration on what can be transferred or adapted.
- Keep in mind the guiding message: this chapter offers reference points and options, not prescriptions.

Chapter 2. Principles and Models of Working with Volunteers in Probation

2.1 Volunteers in Criminal Justice Systems

Volunteers have historically been integral to criminal justice systems, particularly within probation services. Their involvement dates to the very origins of probation itself, grounded in principles of restorative justice and community participation aimed at rehabilitating justice-involved individuals.[2] Today, this tradition is supported by international frameworks such as the United Nations Standard Minimum Rules for Non-custodial Measures [3] and the Council of Europe's Probation Rules, [4] which explicitly affirm the value of volunteers. These frameworks provide operational guidance rooted in confidentiality, non-discrimination, and respect for human rights.

Across Europe, volunteer involvement in probation reflects a rich but uneven landscape. Historical, legal, and cultural factors have shaped a variety of models, from highly professionalized systems with minimal volunteer input, to integrated networks where volunteers play a formal and strategic role. This diversity highlights both the complexity and the opportunity of advancing a more coherent and collaborative European approach.

Some countries have long-standing legal and policy frameworks that formally recognize and structure volunteer engagement in probation:

- **Austria** has one of the most integrated models, where approximately 1,000 volunteer probation workers (engaged through the NGO Neustart) supervise low-risk clients under the guidance of professional staff. This mixed model is state-funded, regulated, and politically supported for its cost-effectiveness and community reach.[5]

- In **Poland**, the role of "social probation officers" is codified in law. Courts appoint tens of thousands of citizen volunteers to work alongside professionals,

[2] See, for instance, Vanstone, M. (2004). A History of the Use of Groups in Probation Work: Part Two–From Negotiated Treatment to Evidence-Based Practice in an Accountable Service. *The Howard Journal of Criminal Justice*, *43*(2), 180-202; Raynor, P., & Vanstone, M. (2016). Moving away from social work and half way back again: New research on skills in probation. *The British Journal of Social Work*, *46*(4), 1131-1147.
[3] Tokyo Rules, 1990
[4] CM/Rec 2010
[5] See Confederation of European Probation. (2024). Recap: Webinar on Volunteers. Available at: https://www.cep-probation.org/recap-webinar-on-volunteers/

Co-funded by the European Union

particularly in supervising suspended sentences or early releases. Volunteers are trained, monitored, and formally embedded in the justice system.[6]

- **Italy**'s Penitentiary Act (Law 354/1975) explicitly enables volunteers to collaborate with probation offices. Nationwide coordination mechanisms and ministerial circulars (2006, 2011) have institutionalized volunteer engagement, particularly through partnerships with faith-based and charitable organizations.[7]

- In **Germany**, although the law allows volunteer probation officers (Article 56d), in practice the role is rarely used, and most volunteer contributions come through NGOs and visiting programmes.[8] Similarly, in Ireland, volunteers are not part of the public probation service itself but are active through contracted community organizations.

Several other countries are actively developing volunteer strategies:

- **The Netherlands** has embedded volunteer-run Circles of Support and Accountability (CoSA) and is expanding regional volunteer networks.[9]

- **The Czech Republic** and **Romania** have integrated volunteer involvement into national probation strategies, and while practice is still emerging, the policy frameworks are increasingly aligned with EU standards.[10]

At the same time, there are jurisdictions where volunteer engagement is minimal or lacks legal foundation. For instance, **Kosovo** currently lacks a legal basis to implement Rule 34 of the European Probation Rules, which calls for volunteer involvement. In Nordic countries, the emphasis remains on professionalized service delivery, with volunteers often limited to informal support roles through community organizations.[11]

This wide variation underscores the need for shared guidance, mutual learning**, and** European-level cooperation**. The CoPPer project and this Handbook aim to support exactly that: offering a reference point for jurisdictions at all stages of volunteer development, from early experimentation to well-established models.**

[6] Confederation of European Probation. (n.y.). Summary information on probation in Poland. Available at: https://www.cep-probation.org/wp-content/uploads/2018/10/Summary2008-information-on-Poland.pdf#:~:text=domicile,present%20in%20large%20numbers%2C%20mainly.
[7] Palmisano, R. and Ciarpi, M. (2016). Probation in Europe, Italy. In van Kalmthout, A., and Durnescu, I. (eds.). Probation in Europe. CEP, Confederation of European Probation.
[8] Kury, H., & Sato, M. (2013). Volunteers in the probation service: a comparison between Germany and Japan. In *Understanding Penal Practice* (pp. 92-108). Routledge.
[9] der Meulen, F.H. (2016). The Dutch experience: innovating practice to support foreign national prisoners. Penal Reform International. Available at: https://www.penalreform.org/resource/10488/.
[10] Copper Evidence Review (2024).
[11] Idem.

Co-funded by the European Union

Country	Stage of development	Volunteer roles	Training format	Lessons learnt
Portugal[12]	Emerging: limited but growing volunteer engagement, mainly NGO-led	Mentoring, educational support, facilitating community service projects	Mostly informal training led by NGOs; some alignment with probation principles	Need formal national framework; political recognition essential; current cooperation relies on personal networks rather than formal agreements
Romania[13]	Pilot Phase, driven by EU projects like CoPPer	Mentoring, re-entry planning, linking offenders to community services	Project-based training (ethics, offender engagement, inter-agency work)	Stronger legal/procedural frameworks required; early stakeholder buy-in crucial; mentorship from experienced jurisdictions accelerates progress
The Netherlands [14]	Established / High-Capacity – integrated into national probation system	Mentoring, employment coaching, language classes, social integration activities	Standardised national modules + specialised training per role	National coordination ensures quality; trained volunteers can handle specialised tasks; integration into multidisciplinary teams enhances credibility

Table 1: Comparative overview of volunteer integration in probation services in partner countries

[12] Dá Mesquita, L., Oliveira, J., & Pinto da Costa, M. (2024). Volunteering across contexts: comparing attitudes toward volunteering with prisoners and people with mental illness. *Frontiers in Public Health*, 12, 1432181.

[13] van Kalmthout, A. M., & Durnescu, I. (2008). European probation service systems: A comparative overview. *Probation in Europe*, 1-42.

[14] Hanvey, S., & Höing, M. (2012). Circles of Support and Accountability, and community reintegration for those at risk of sexually reoffending. *Euro Vista*, 2(2), 55-60; Azoulay, N., Winder, B., Murphy, L., & Fedoroff, J. P. (2019). Circles of support and accountability (CoSA): a review of the development of CoSA and its international implementation. *International Review of Psychiatry*, 31(2), 195-205.

Co-funded by the European Union

Figure 1: The value of volunteers in probation services

While the value of volunteers in probation is widely recognized, it is equally important to acknowledge that no single model fits all contexts. Each country, and sometimes each region within a country, operates within its own unique blend of legal traditions, institutional capacities, cultural attitudes toward punishment and rehabilitation, and levels of civil society engagement. For example, models that rely heavily on court-appointed volunteers, as seen in Poland, may not be feasible in jurisdictions where community engagement in justice is still developing or where public trust in volunteerism is low. Similarly, NGO-led programmes like those in Ireland or Portugal thrive where there is a strong tradition of nonprofit involvement in public services but may struggle in systems that lack established third-sector infrastructure.

Moreover, probation services vary in their core focus, some prioritizing risk management and compliance, others emphasizing social inclusion and reintegration. These strategic orientations influence the types of roles volunteers can or should take on, as well as the level of training and oversight required. A one-size-fits-all approach risks overlooking these nuances and may lead to ineffective, tokenistic, or even counterproductive volunteer engagement.

Instead, what is needed is a flexible framework that offers shared principles, ethical standards, and a menu of adaptable strategies that can be tailored to local needs. This Handbook supports that aim providing common reference points while respecting national diversity, encouraging innovation, and promoting cross-border learning without imposing rigid templates.

Co-funded by the European Union

2.2 Roles, Competences, and Relationships

Volunteers play diverse roles in probation services, often serving as a bridge between individuals under supervision and the broader community. Their involvement spans a wide spectrum of activities, tailored to both the needs of probationers and the capacities of the volunteers. While the roles may vary across countries and programmes, they consistently reflect the core principles of restorative justice, human dignity, and community engagement.

Mentoring and Befriending

At the heart of many volunteer programmes is the role of mentor, befriender, or companion. Volunteers offer informal, trusting relationships that support emotional stability, motivation, and personal growth. These roles are particularly valued by probationers who may distrust formal systems or struggle with isolation. For example, in Ireland's Le Chéile programme, trained volunteers provide consistent adult guidance to young people on probation, supporting life skills and positive choices. In England and Wales, volunteers in charities like Change Grow Live act as mentors, offering encouragement, sobriety support, and help with employment or housing.

Supervision Assistance

While most volunteers in Europe operate in supportive, non-surveillance roles, some jurisdictions include volunteers more directly in supervision. In Poland, thousands of court-appointed "social probation officers" monitor compliance with community sanctions, working alongside professionals. In Austria, volunteer probation workers supervise low-risk cases, often devoting more time per individual than overburdened professionals can. Even in models like Circles of Support and Accountability (CoSA), volunteers play a subtle supervisory role, that is, watching for signs of risky behaviour while maintaining a supportive relationship with the justice-involved individuals.

Co-funded by the European Union

Circles of Support and Accountability (CoSA)

*Circles of Support and Accountability (CoSA) is considered an **inspiring practice** because it combines structured volunteer engagement with professional oversight to support the safe reintegration of justice-involved individuals while protecting the public. Using an "inner circle" of trained community volunteers and an "outer circle" of probation, police, and other professionals, CoSA maintains clear role boundaries, delivers intensive training, and ensures ongoing supervision. This balanced approach of empathy and accountability has been shown in Canada, the UK, and the Netherlands to reduce reoffending rates and improve community safety, while fostering public ownership of rehabilitation and reducing stigma against people returning from prison.*[15]

Circles of Support and Accountability (CoSA) is a community-based, volunteer-driven approach designed to support the safe reintegration of high-risk individuals who have committed sexual offences (or other serious crimes) after release from prison.
It began in Canada in 1994 when a Mennonite pastor mobilised community volunteers to support a man with a history of sexual offences who was leaving prison without supervision. Since then, it has been adopted in several countries, including the UK, the Netherlands, Belgium, and parts of the US.

How it works

Core Member: The person under supervision (often someone assessed as high risk for reoffending) becomes the "core" of the circle.
Volunteers: 4–6 trained community volunteers form the immediate circle around the core member. They meet regularly, offering social support, practical help (e.g., finding housing, employment), and accountability for behaviour.
Professional Support: The inner circle is supported by an "outer circle" of professionals (probation officers, police, psychologists) who advise volunteers and monitor risk.
Principle: "**No more victims**," balancing compassion and accountability.

Aims

- **Reduce reoffending** by reducing isolation, helping with reintegration, and challenging risky attitudes/behaviors.
- **Enhance public safety** by creating an informal but structured layer of supervision.
- **Build community responsibility** for rehabilitation and prevention.

Evidence of impact

- Research in the UK and Canada shows **lower rates of sexual reoffending** among CoSA participants compared to matched controls.[16]
- Volunteers report increased awareness of risk factors and improved understanding of reintegration challenges.
- Effectiveness depends on **quality training, supervision of volunteers**, and integration with probation/police.

[15] See Wilson, R. J., Cortoni, F., & McWhinnie, A. J. (2009). Circles of support & accountability: A Canadian national replication of outcome findings. *Sexual Abuse*, *21*(4), 412-430; Bates, A., Williams, D., Wilson, C., & Wilson, R. J. (2014). Circles south east: The first 10 years 2002-2012. *International Journal of Offender Therapy and Comparative Criminology*, *58*(7), 861-885.
[16] Ibid.

Co-funded by the European Union

Lived experience

"*Without my Circle, I would have been back inside by now. They keep me grounded and remind me why I want to change.*"[17]

"*The Circle has been a major help in getting my life back on track and keeping me motivated*." (Core member, Circles Southeast evaluation[18])

"*I feel like I have people I can talk to who don't judge me but also won't let me get away with risky behaviour*." (Core member, Circles UK case story[19])

Lessons for Probation Volunteer Programmes

- **Intensive training** and **professional oversight** are essential when working with high-risk groups.
- Volunteers can balance **empathy** with **firm accountability**, offering a relational approach that complements formal supervision.
- Clear boundaries and a team structure prevent volunteers from becoming isolated or overwhelmed.

Resettlement and Aftercare Support

Volunteers are often central to reintegration efforts, especially for individuals leaving prison or adjusting to community sanctions. They assist with housing, employment, navigating bureaucracy, or simply providing companionship during stressful transitions. In Italy, volunteers from religious and community organisations help probationers reconnect with social services and stable housing. In the Netherlands, national initiatives are deploying regional volunteers to support reintegration alongside professional probation staff.

Specialized Support

Some volunteers contribute specific expertise. This may include counselling, education, or restorative justice facilitation. In the UK, the Shannon Trust mobilises volunteers (including trained prisoners) to provide literacy support. In restorative justice programmes, trained community members may co-facilitate victim-offender dialogues or serve in high-intensity roles like CoSA volunteers, who support high-risk justice-involved individuals while holding them accountable. These roles require intensive training and close professional oversight but have demonstrated significant impact in reducing recidivism and fostering behavioural change.

[17] Wilson, R. J., Cortoni, F., & McWhinnie, A. J. (2009). Circles of support & accountability: A Canadian national replication of outcome findings. *Sexual Abuse*, *21*(4), 412-430, p. 421.
[18] Bates et al., 2014, p. 874
[19] Circles UK, 2022

Co-funded by the European Union

Family and Victim Support

Volunteers also assist beyond the justice-involved individual, supporting families and victims who are often affected by the justice process. In the UK, organisations like PACT (Prison Advice and Care Trust) use volunteers to help families visiting prisons and navigating court systems. Volunteers may also facilitate victim-offender mediation or provide guidance to victims through organisations like Victim Support Europe, enhancing the restorative mission of probation.

France: Volunteers as Community Advocates in Probation

In France, volunteer engagement in probation is not limited to direct work with justice-involved individuals. Through federations such as Citoyens & Justice, citizens take on advocacy roles that aim to strengthen public understanding and acceptance of community sanctions. Volunteers may serve on advisory boards for probation services, ensuring that community perspectives inform policy and practice.

They also help coordinate public events, such as reintegration job fairs and awareness campaigns, designed to connect people under supervision with employers, housing providers, and social services. In rural areas, volunteers sometimes act as "community bridges," explaining probation processes to residents and countering misconceptions about justice-involved individuals.

This form of engagement fosters collective ownership of rehabilitation, reframing probation not as a lenient alternative but as a structured, socially beneficial sanction. The French experience suggests that when citizens are involved in advocacy and public education, probation services can strengthen legitimacy and community trust.

Citoyens & Justice. (2022). Rapport d'activité. Paris: Citoyens & Justice. Available at: https://www.citoyens-justice.fr/k-stock/data/storage_cj/presentation_cj/RA-2022-Citoyens-et-Justice-VF-version-imprimable.pdf; Milburn, P., & Jamet, L. (2014). Prévention de la récidive: les services de probation et d'insertion français dans la tourmente. Action publique et compétences professionnelles. Champ pénal/Penal field, 11.

Figure 2: France: Volunteers as Community Advocates in Probation

Co-funded by the European Union

- **Community Engagement and Advocacy**

In some jurisdictions, volunteers serve as community representatives, advocating for the use of probation and strengthening public understanding of community sanctions. They may sit on advisory panels, support unpaid work schemes, or organise reintegration events such as job fairs or awareness campaigns. Building Trust and Competence

Regardless of their specific role, volunteers consistently contribute to rehabilitation outcomes, desistance from crime, and social reintegration. The relationships they build-with probationers, officers, families, and communities-are rooted in trust, respect, and continuity. These connections humanise the justice process, offering what professionals often cannot due to caseload or structural limits: time, empathy, and presence.

To be effective in these roles, volunteers need a set of core competences, including:

- Empathy and emotional maturity
- Effective communication and active listening
- Cultural sensitivity and confidentiality
- Ability to collaborate with professionals and reflect on their own practice.[20]

[20] Hucklesby, A., & Wincup, E. (2007). Researching Crime and Justice: Tales from the Field. Palgrave Macmillan. CoPPer Training Modules (2024)/

Co-funded by the European Union

CHAPTER 3. Managing the Volunteer Journey – Recruitment, Training, Support

Objectives

- Provide a clear, structured guide to managing the full volunteer journey in probation services-from recruitment to long-term retention.
- Translate the CoPPer Competence Framework and European training model into practical steps for organisations and coordinators.
- Guide probation services and community-based organisations build systems that attract, prepare, and support volunteers effectively.
- Ensure that volunteers feel motivated, competent, and valued, becoming lasting partners in rehabilitation and reintegration.

Why this matters

- Volunteer engagement succeeds when it is intentional and well-managed.
- Poorly structured programmes can cause confusion or burnout; structured systems promote motivation and trust.
- Clear recruitment, training, supervision, and recognition improve both volunteer satisfaction and client outcomes.
- Evidence from European practice shows that strong management increases retention, collaboration, and programme quality.
- Volunteers bring empathy, time, and community knowledge, resources that complement professional expertise.
- Investing in people and processes ensures that volunteering in probation remains safe, effective, and sustainable.

How to use this chapter

- Use as a practical roadmap-read sequentially or consult individual sections as needed.
- Apply when designing, reviewing, or scaling volunteer programmes, preparing training curricula, or advocating for resources.
- Complements Chapter 2 by providing the operational steps that turn shared principles into day-to-day practice.

Chapter 3. Managing the Volunteer Journey – Recruitment, Training, Support and, Retention

Volunteer programmes in probation require strategic planning across recruitment, selection, training, and long-term support. The CoPPer project has developed a Competence Framework and a European training curriculum that provide a shared basis for equipping volunteers with the right knowledge, skills, attitudes, and ongoing development opportunities.

This chapter builds on three key deliverables of the CoPPer project: the *Volunteer's Manual,*[21] the *Trainer's Manual*[22], and the *Training Course for Community-Based Organisations (CBOs)*.[23] Together, these resources provide a structured foundation for understanding how volunteers in probation are recruited, trained, supported, and integrated into wider reintegration strategies across Europe.

The *Volunteer's Manual* introduces the **Competence Framework for volunteers in probation**, identifying the attitudes, knowledge, and skills that underpin effective engagement. It highlights qualities such as reliability, collaboration, reflective capacity, and emotional stability, as well as core knowledge of probation work, the criminal justice system, and the specific role of volunteers. Skills in communication, observation, relational engagement, and problem-solving complete the framework.[24]

The *Trainer's Manual* operationalises this framework through a **five-module European training curriculum**, delivered via e-learning, webinars, and in-person activities. It equips volunteers to build effective relationships, communicate constructively, manage biases, and support clients in developing solutions. Trainers are provided with structured lesson plans, roleplays, and reflective exercises, ensuring training is both practical and context sensitive.[25]

The *CBO Training Course* shifts focus to the organisational level, supporting **community-based organisations (CBOs)** that host or coordinate volunteers. The curriculum strengthens organisational capacity to design programmes, recruit and retain volunteers, collaborate with probation services, and measure impact. Its tiered approach-basic, intermediate, advanced-ensures that organisations at different levels of experience can adopt models suited to their needs.[26]

Taken together, these three deliverables integrate the **volunteer, trainer, and organisational perspectives**. They show that volunteer engagement in probation is not only about the qualities of individual volunteers, but also about the systems that prepare, support, and value their contributions. Recruitment and selection require

[21] Volunteer's Manual: European Training for Volunteers in Probation Services (2025).
[22] Trainer's Manual: European Training for Volunteers in Probation Services (2025).
[23] CoPPer – Training Course Curricula & Methodology for Community-Based Organisations (2024).
[24] Volunteer's Manual: European Training for Volunteers in Probation Services (2025).
[25] Trainer's Manual: European Training for Volunteers in Probation Services (2025).
[26] CoPPer – Training Course Curricula & Methodology for Community-Based Organisations (2024).

Co-funded by the European Union

clarity on competences and safeguards. Training depends on a well-defined curriculum and reflective practice. Retention and motivation hinge on recognition, supervision, and meaningful collaboration with probation officers and community partners.

Policy Context

The importance of structured volunteer engagement is reinforced by European policy frameworks that call for greater community participation in justice. The **European Probation Rules** state that *"the community should play an active role in the execution of probation measures and sanctions and in the reintegration of offenders"*.[27] This reflects a shift away from viewing probation as a purely professional service toward recognising it as a shared social responsibility.

Similarly, the **EU Strategic Agenda 2019–2024** emphasises the need to *"encourage citizen participation and foster inclusion in democratic and social life"*, positioning volunteering as a form of civic engagement that supports both justice and democracy.[28]

The **European Pillar of Social Rights** further highlights that *"everyone has the right to access essential services of good quality, including social services"* (Principle 20).[29] For justice-involved individuals, volunteers can play a role in bridging the gap between probation supervision and access to housing, education, employment, and health services.

Finally, the **EU Strategy on Victims' Rights (2020–2025)** and initiatives on restorative justice underline the need for community-based support, empathy, and solidarity.[30] While focused primarily on victims, these strategies reinforce a broader principle: justice systems are stronger when they mobilise civil society and communities as active partners.

Within this policy landscape, volunteers in probation embody the European vision of justice as not only punitive but also restorative and reintegrative. They provide bridges between formal systems and local communities, helping justice-involved persons rebuild social ties and regain a recognised place in society. Their engagement demonstrates that reintegration is not solely the responsibility of probation officers, but a **collective effort** rooted in shared European values of dignity, democracy, and inclusion.

[27] Council of Europe (2020). European Probation Rules. Rule 15.
[28] European Council (2019). A New Strategic Agenda 2019–2024.
[29] European Commission (2017). The European Pillar of Social Rights. Principle 20.
[30] European Commission (2020). EU Strategy on Victims' Rights (2020–2025).

Co-funded by the European Union

Why This Matters

Volunteers occupy a unique position in probation: they are neither professionals nor clients, yet they play a critical role in humanising justice and strengthening community reintegration. As Rule 1 of the European Probation Rules notes, "probation agencies shall work in partnership with other public or private organisations and the wider community in pursuit of their objectives." [31] By bringing together competences, training methodologies, and organisational models, this chapter provides probation services, CBOs, and policymakers with a **practical roadmap** for building sustainable volunteer programmes. In doing so, it also contributes to the broader European ambition of a justice system that is **effective, inclusive, and rooted in communities**.

Outline of the chapter

The chapter is organised into four interconnected sections. The first part explores recruitment and selection, with a focus on strategies that help identify volunteers who bring together strong motivation with the attitudes and competences required for probation work. The second part turns to training and continuous development, presenting the European volunteer curriculum alongside the organisational training developed for community-based organisations. The third section examines how motivation, support, and recognition contribute to sustained volunteer engagement, highlighting the role of supervision, mentoring, and acknowledgment. Finally, the chapter concludes with an overview of European models of volunteer involvement in probation, drawing out examples of good practice and lessons that can be adapted across different national contexts.

[31] Council of Europe (2020). European Probation Rules. Rule 1.

Co-funded by the European Union

3.1 Recruitment and Selection Processes

Recruitment and selection form the foundation of any effective probation volunteer programme. A well-structured approach ensures that volunteers who join are motivated, reliable, and prepared for the specific challenges of probation work. Unlike many areas of volunteering, probation requires close contact with justice-involved individuals, which means that safeguarding, role clarity, and competence checks are essential.

The **Competence Framework for Volunteers in Probation** is a critical reference point. It identifies three clusters of competences:

- **Cluster 1: Attitudes and qualities** such as reliability, collaboration, emotional stability, and reflective skills. These are considered *non-trainable* and should therefore be assessed during recruitment and selection.
- **Cluster 2: Knowledge** (e.g. probation services, justice system, volunteer role). These are *trainable* and introduced in the European training modules.
- **Cluster 3: Skills** (relational, communication, observation, problem-solving). These are *developed through training and practice*.

Embedding this framework into recruitment and selection helps ensure that only candidates with the right basic qualities are admitted, while knowledge and skills can be built systematically during training.

Recruitment Strategies

Effective recruitment requires clear communication about what volunteering in probation entails. Recruitment messages should explain:

- the purpose of volunteering (supporting reintegration and community building),
- the boundaries of the role (not risk management, not enforcement),
- the expected commitment (time, availability, participation in training), and
- the support offered (training, supervision, recognition).

Recruitment channels can include:

Co-funded by the European Union

- Digital platforms: websites, social media, volunteer portals.
- Educational institutions: universities, vocational schools, criminology and social work faculties.
- Local community networks: NGOs, cultural associations, faith communities, sports clubs.
- Word of mouth and alumni networks: existing or former volunteers bringing in new candidates.

To widen participation, probation services should actively encourage diverse recruitment: young people, older adults, migrants, people with lived experience of the justice system (where appropriate), and community leaders.

European Example: United Kingdom and Ireland

Probation services in the UK and Ireland run community outreach campaigns, often partnering with universities and local radio stations to attract students and mid-career professionals. Messaging focuses on mentoring, personal growth, and making a tangible difference in the lives of people under supervision.

Selection Processes

Recruitment must be followed by **structured selection** to ensure safety, quality, and fit. Selection should be transparent, respectful, and consistent.

European Example – The Netherlands
In the Dutch probation service, volunteers are carefully matched to clients based on cultural background, language skills, and life experience. This enhances

European Example – Belgium
Belgium's restorative justice programmes recruit volunteers from the wider community but apply rigorous selection to ensure neutrality,

Co-funded by the European Union

listening skills, and emotional stability. This careful role-matching reduces drop-out and ensures that volunteers are placed where they can succeed.

Key components of selection include:

1. **Application screening** – checking motivations and availability.
2. **Structured interviews** – assessing empathy, reflective capacity, collaboration, and reliability.
3. **Scenario-based assessments** – roleplays or case questions to test reactions to challenging situations.
4. **Reference checks and safeguarding** – ensuring candidates are suitable to work with vulnerable individuals.
5. **Role compatibility evaluation** – matching volunteer strengths with available roles (e.g. mentoring, practical support, community projects).

Co-creation workshop insights

The co-creation workshop conducted by European Strategies Consulting during the joint volunteer training in May 2025 underlined that recruitment and selection are not mechanical processes but critical steps in shaping sustainable volunteer engagement in probation. Across all discussions, participants emphasized that recruitment must be flexible, intentional, and tailored to different volunteer profiles.

For a volunteer profile of skilled retirees like Marta, recruitment needs to recognise the wealth of professional experience they bring while making role boundaries explicit. Clear communication about where volunteering ends and professional responsibility begins helps prevent overcommitment and frustration. Selection processes should also ensure that such volunteers are matched with roles where their expertise is valued, avoiding the risk of them feeling underutilized.

For a volunteer profile of young graduates like Ian, recruitment must focus on their motivation, curiosity, and drive to make an impact, while setting realistic expectations. Structured onboarding, clear boundaries, and access to peer supervision were identified as essential to help them navigate slow or bureaucratic systems without losing enthusiasm. Selection in this case should balance energy with resilience, ensuring that their first placements offer achievable goals and a sense of contribution.

Participants also stressed the importance of **smarter recruitment strategies**. Suggestions included building partnerships with universities, tapping into pre-retirement programmes, creating volunteer

Co-funded by the European Union

banks, and co-designing outreach with the very groups being targeted. These approaches can broaden the pool of applicants and help align motivations with service needs from the outset.

Finally, the workshop highlighted that selection is not only about assessing suitability but also about setting volunteers up for success. Careful matching, supportive early experiences, and clear communication during recruitment and selection help create the foundation for retention, motivation, and resilience in the long term.

The co-creation workshop showed that recruitment and selection in probation must be flexible, intentional, and tailored. For skilled retirees, clarity of role boundaries is essential: they bring deep expertise but need to know where volunteering ends and professional responsibility begins. For young graduates, recruitment should balance enthusiasm with realistic expectations, offering structured onboarding, clear supervision, and achievable early goals.

Smarter recruitment strategies are also vital. Participants proposed partnerships with universities, pre-retirement programmes, and volunteer banks, as well as co-designing outreach with target groups. Selection should go beyond suitability checks, ensuring that volunteers are carefully matched to roles, supported from their first placements, and given a sense of purpose from the outset.

Figure 3: Lessons from the co-creation workshop, May 2025, Portugal

Embedding the Competence Framework

The Competence Framework offers a practical tool for structuring recruitment and selection:

- **Cluster 1 (attitudes and qualities)** should be assessed during recruitment and selection, since these are not trainable. For example, interviews and reference checks can reveal reliability and collaboration skills.
- **Cluster 2 (knowledge)** is covered in Module 1 of the European training programme (probation field, justice system, volunteer role). Volunteers do not need this knowledge at entry but must be willing to learn.
- **Cluster 3 (skills)** are the focus of Modules 2–5 of the training (relational, communication, observation, problem-solving). Selection can screen for potential but development is achieved through training and supervision.

In practice, recruitment and training are interlinked. Some organisations use the training programme itself as an extended selection phase, where trainers observe volunteers' engagement, openness to feedback, and ability to work with clients.

Competence Cluster	When Assessed	How Assessed	Who is Responsible
Attitudes & Qualities (non-trainable)	Recruitment & Selection	Interviews, references, observation	Probation service / CBO

Co-funded by the European Union

Knowledge (trainable)	Training	E-learning, webinars, tests	Trainers
Skills (developed)	Training & Supervision	Roleplays, mentoring, supervision	Trainers & probation officers

Figure 4: Competences and Responsibility

Co-funded by the European Union

Challenges and Solutions

- Recruitment requires clear communication, diverse channels, and inclusive strategies.
- Selection must safeguard both clients and volunteers, while ensuring role compatibility.
- Embedding the competence framework ensures that only non-trainable qualities are screened at entry, while knowledge and skills are built during training.
- European examples show that careful matching, rigorous selection, and inclusive recruitment increase both retention and programme effectiveness.

Figure 5: Challenges and solutions to volunteering in probation

Co-funded by the European Union

3.2 Training and Continuous Development

Training is the cornerstone of effective probation volunteering. While recruitment and selection identify individuals with the right motivation and personal qualities, training provides the knowledge and skills needed to act competently in challenging environments. Continuous development then ensures that volunteers remain engaged, capable, and confident as they support justice-involved individuals.

Across Europe, training models in probation volunteering share three key characteristics:

- they are competence-based, linked to a common framework of attitudes, knowledge, and skills;
- they are multi-layered, combining induction, supervised practice, and ongoing learning;
- they are context-sensitive, adapted to national probation structures and community needs.

This section outlines the European training model, emphasises the importance of continuous development, and highlights good practices from different jurisdictions.

The European Volunteer Training Model

The CoPPer project has developed a five-module European training curriculum designed to prepare volunteers for probation work:

- **Knowledge of the professional field** (e-learning): probation principles, justice system, role of the volunteer.
- **Relational skills**: building trust, empathy, managing boundaries and friction.
- Communication skills: active listening, asking questions, summarising, giving feedback.
- **Observation and interpretation**: distinguishing facts from bias, recognising subjectivity.
- **Problem-solving**: identifying client needs, solution-focused approaches, activating resources.

The structure combines digital self-study, webinars, and in-person sessions, ensuring flexibility and accessibility. Trainers are encouraged to adapt modules with local examples and legal frameworks.

Co-funded by the European Union

Continuous Development

Initial training is essential, but probation volunteering is demanding, and learning must be continuous. Continuous Professional Development helps volunteers stay motivated, avoid burnout, and adapt to new challenges.

Key practices include:

- Refresher workshops: revisiting communication, boundary-setting, or ethics.
- Peer reflection groups: volunteers share experiences and learn from one another.
- Advanced modules: focused on themes such as addictions, domestic violence, or intercultural communication.
- Mentoring systems: experienced volunteers coach newcomers, reinforcing learning and retention.
- Blended learning: combining online resources, supervision, and practice-based activities.

	European Example – Ireland The Irish Probation Service provides structured induction followed by continuous reflective practice groups, where volunteers and staff jointly analyse cases. This strengthens collaboration and sustains learning.
	European Example – Belgium Restorative justice programmes in Belgium run regular "supervision circles" for volunteers, enabling peer learning and emotional support while reinforcing restorative principles.
	European Example – The Netherlands Dutch probation services integrate volunteers into training alongside probation officers for certain modules (e.g. communication and bias awareness). This joint approach builds cohesion and respect between professionals and volunteers.

Co-funded by the European Union

Organisational Capacity and CBO Training

Continuous development is not only about the individual volunteer but also about the organisations that support them. The **CBO training curriculum** strengthens the capacity of community-based organisations to design, deliver, and sustain volunteer programmes. It covers:

- how to design volunteer services;
- how to recruit, train, and retain volunteers;
- how to build partnerships with probation services;
- how to measure and recognise impact.

By supporting organisations, the CBO curriculum ensures that volunteer training does not end with the individual but becomes embedded in organisational practice.

Module	Competence Cluster	Focus	Example Activities
Module 1: Introduction to the Probation Services	Understanding the probation system	Structure of probation, main actors, client profiles	Mapping justice procedures, identifying institutional partners, analysing how volunteers contribute to probation work
Module 2: How to design the volunteer service	Programme design and planning	Creating a volunteer programme tailored to probation	Setting objectives, defining volunteer roles, drafting an implementation plan
Module 3: Knowing the client and the risk	Client understanding and safeguarding	Understanding client needs, risks and profiles	Conducting risk analysis, reviewing case examples, identifying support needs
Module 4: How to recruit and use different channels for recruiting potential volunteers	Volunteer recruitment	Attracting, selecting and preparing volunteers	Using recruitment channels, drafting calls for volunteers, screening applications
Module 5: How to communicate and develop a relationship with the Probation Services	Collaboration and communication	Building an effective relationship with probation services	Participating in meetings, establishing communication routines, clarifying responsibilities

Co-funded by the European Union

Module 6: How to build partnerships with different organisations	Cross-sector partnerships	Creating and maintaining organisational partnerships	Contacting relevant stakeholders, organising coordination meetings, agreeing on joint roles
Module 7: Service measurement and recognition practices	Impact measurement and volunteer recognition	Monitoring results and valuing volunteers' contribution	Setting indicators, collecting programme data, developing recognition practices

Figure 6: Mapping Modules to Competence Clusters

3.3 Volunteer Motivation, Support, and Recognition

Motivation, support, and recognition are the three pillars that sustain long-term volunteer engagement in probation. While recruitment and training bring volunteers into the system, it is the ongoing investment in their motivation, the provision of supervision and support, and the visible recognition of their contributions that ensure their retention and effectiveness. Probation volunteering is emotionally demanding, requiring resilience, empathy, and reliability. Without proper support, volunteers risk disengagement or burnout; with the right systems in place, they can thrive, offering a crucial bridge between probation services and communities.[32]

Understanding Volunteer Motivation

Volunteers in probation are primarily motivated by intrinsic factors such as altruism, solidarity, and the desire to contribute to reintegration and community safety.[33] They also value personal development, learning new skills, and gaining social capital.[34]

Extrinsic motivators play a smaller role. Symbolic recognition through certificates, social activities, or competence documentation (such as "volunteer passports") reinforces engagement.[35] Financial remuneration is not generally a key motivator, but reimbursement of expenses is critical to enable participation from diverse socio-economic groups.[36]

[32] Rochester, C. (2014) *The Impact of Commissioning and Contracting on Volunteers and Volunteering in Voluntary Services Groups*. London: National Coalition for Independent Action; McNeill, F., & Beyens, K. (Eds.). (2013). *Offender supervision in Europe*. Springer.

[33] Clary, E. G., Snyder, M., Ridge, R. D., Copeland, J., Stukas, A. A., Haugen, J., & Miene, P. (1998). Understanding and assessing the motivations of volunteers: a functional approach. Journal of personality and social psychology, 74(6), 1516; Hustinx, L. (2010). Institutionally individualized volunteering: Towards a late modern re-construction. *Journal of civil society*, *6*(2), 165-179.

[34] Musick, M. A., & Wilson, J. (2007). *Volunteers: A social profile*. Indiana University Press.

[35] European Commission, 2013

[36] Paine, A. E., McKay, S., & Moro, D. (2013). Does volunteering improve employability? Insights from the British Household Panel Survey and beyond. *Voluntary Sector Review*, *4*(3), 355-376.

Co-funded by the European Union

Co-funded by the European Union

	International Example – Japan and Austria In Japan, Volunteer Probation Officers (VPOs) report altruism and civic duty as their main motivations.[37] Austria, by contrast, provides a modest flat allowance (€64 per beneficiary per month) to voluntary probation workers, which acknowledges the seriousness of their role without transforming volunteering into paid employment.

Support Mechanisms

Support is a decisive factor for volunteer satisfaction and retention. Evidence from across Europe shows that probation volunteering requires systematic supervision, emotional support, and monitoring to reduce turnover.[38]

Support mechanisms may include:

- Supervision and monitoring: structured feedback sessions with probation officers or coordinators.[39]
- Risk mitigation: addressing risks such as burnout, vicarious trauma, or compassion fatigue through training and reflective practice.
- Volunteer networks: creating peer spaces for mutual learning and support.[40]
- Clear agreements: volunteer contracts and role descriptions that prevent role confusion and strain.[41]

	European Example – Belgium Belgian restorative justice projects organise monthly reflection circles where volunteers can debrief and share experiences. This model has been shown to prevent vicarious trauma and enhance motivation.42
	European Example – Ireland

[37] Miyazawa, S. (1991) "The private sector and law enforcement in Japan", In W.T.Gormley, *Privatization and its Alternatives*. 241-248. Wisconsin: Wisconsin University Press.
[38] Lewis, S. (2014). Learning from success and failure: Deconstructing the working relationship within probation practice and exploring its impact on probationers, using a collaborative approach. *Probation Journal*, *61*(2), 161-175.
[39] Le Chéile Mentoring, 2020
[40] Hustinx & Lammertyn, 2003
[41] Rochester et al., 2014
[42] Aertson, I., & Peters, T. (1998). Mediation and restorative justice in Belgium. *European Journal on Criminal Policy and Research*, *6*(4), 507-525.

Co-funded by the European Union

	The Le Chéile youth and parent mentoring programme integrates structured supervision and regular reflection groups. This dual support system ensures volunteers feel both guided and valued.43

Recognition Practices

Recognition is essential for volunteer retention and satisfaction. Evidence shows that symbolic and social recognition is often more powerful than financial incentives.[44]

Good practices include:

- Formal recognition: certificates of service, volunteer passports, and competence documentation.[45]
- Public recognition: annual ceremonies, volunteer days, or media coverage.[46]
- Social recognition: opportunities to feel part of a community, such as volunteer gatherings and peer networks.[47]
- Career-related recognition: training certificates or skill validation that enhance employability.[48]

	European Example – Ireland The Irish Probation Service holds annual recognition events where volunteers are formally thanked and presented with certificates by senior officials, highlighting their contribution to justice and rehabilitation (Probation Service Ireland, 2021).
	European Example – Portugal Several Portuguese CBOs align volunteer recognition with EU

[43] Le Chéile Mentoring, 2020
[44] Hustinx et al., 2010
[45] European Commission, 2013
[46] Karr, L. B., & Meijs, L. C. (2006). Sustaining the motivation to volunteer in organizations. In *Solidarity and prosocial behavior: An integration of sociological and psychological perspectives* (pp. 157-172). Boston, MA: Springer US.
[47] Hustinx et al., 2010
[48] European Skills Agenda, 2020

Co-funded by the European Union

	competence frameworks, providing documented outcomes that volunteers can use for employment or education (Aproximar, 2022).

The Motivation–Support–Recognition Balance

Motivation brings volunteers into probation, support sustains them through challenges, and recognition ensures they remain committed in the long term. Evidence underlines that systematic monitoring and rewarding mechanisms are essential to maintaining this balance.[49] Combining recognition with capacity-building - such as validation of non-formal learning and ongoing training - reinforces both individual motivation and the credibility of volunteer programmes at system level.[50]

3.4 European Models of Engagement

While probation systems vary widely across Europe, volunteer engagement is a common element that strengthens community links, broadens reintegration opportunities, and enhances legitimacy of probation services. By looking at different European approaches, we can identify practices that illustrate the versatility of volunteering in probation, while also drawing lessons on what can be transferred and adapted across jurisdictions.

The CoPPer Evidence Review shows that volunteer roles in probation typically complement professional staff by focusing on community-building, mentoring, restorative justice, and practical support.[51] In most systems, volunteers are not involved in risk management but rather contribute to building trust, reducing social isolation, and supporting rehabilitation.

Northern and Western Europe	**United Kingdom & Ireland** The UK and Ireland have some of the longest traditions of involving volunteers in probation. Roles include mentoring, befriending, supporting unpaid work placements, and working in community-based programmes. The Irish ***Le Chéile*** programme is a notable example, using trained volunteers to provide mentoring for young people and parents in

[49] Hustinx, L., & Lammertyn, F. (2003). Collective and reflexive styles of volunteering: A sociological modernization perspective. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, *14*(2), 167-187.
[50] European Commission, 2013
[51] Evidence Review of Volunteering in Probation (2023). See also McNeill, F., & Beyens, K. (2013). Introduction: Studying mass supervision. In *Offender supervision in Europe* (pp. 1-18). London: Palgrave Macmillan UK.

Co-funded by the European Union

	conflict with the law. Volunteers are recruited locally, trained systematically, and supervised by professionals.[52] **Belgium & the Netherlands** In Belgium, volunteers are heavily involved in restorative justice, particularly in mediation and victim–offender dialogue. They are carefully selected for neutrality, empathy, and listening skills. The Netherlands integrates volunteers into probation activities such as reintegration support, mentoring, and specialised community projects. Matching based on cultural background and language is common, ensuring strong rapport between volunteers and clients.
Nordic Countries	**Norway & Finland** Nordic probation systems emphasise civic responsibility and the role of the community in reintegration. Volunteers are often embedded into welfare and justice partnerships, reflecting the Nordic model of collective responsibility. In Finland, for example, NGOs collaborate closely with probation services, with volunteers contributing to social mentoring, employment pathways, and support groups.[53]
Southern Europe	**Portugal** Portugal is developing structured volunteer programmes in probation through community-based organisations (CBOs). Volunteers focus on reintegration support, including skills development, mentoring, and access to local services. The CoPPer CBO training curriculum strengthens these programmes by building organisational capacity to manage volunteers systematically.[54] **Spain & Italy** Volunteers in Spain are often engaged in community reintegration projects coordinated by NGOs in partnership with probation services, especially with youth and restorative practices. In Italy, volunteering has deep roots in civil society and faith-based organisations, where volunteers provide accompaniment and support for probation clients in local communities.[55]
Central and Eastern Europe	**Romania & Poland** In Romania, volunteer engagement in probation is emerging, often linked to EU-funded projects and partnerships with NGOs. Volunteers are mostly involved in mentoring, social integration projects, and supporting community service activities. Poland also demonstrates growing interest, particularly in involving students and young professionals in reintegration support roles[56]. **Austria** Although not Eastern Europe, Austria provides an interesting model of semi-formalised volunteering. Voluntary probation workers receive a modest allowance, signalling recognition of their role. Their tasks include

[52] Le Cheile (2020). *Service User Complaints Policy.* Retrieved October 29, 2023, from https://lecheile.ie/wp-content/uploads/2021/04/190220_Service-User-Complaints-Policy_Final_Web.pdf

[53] Hörnqvist, M. (2010). *Risk, power and the state: After Foucault*. Routledge-Cavendish.

[54] Aproximar, 2022

[55] de Tudela, E. M. P., & Ruiz, C. R. G. (2013). Probation in Europe: Spain. In *Probation in Europe* (p. 1). Wolf Legal Publishers. Available at: https://www.cep-probation.org/wp-content/uploads/2018/10/probation-in-europeChapter-Spain-final.pdf

[56] European Commission, 2013

Co-funded by the European Union

accompanying clients to services, supporting rehabilitation plans, and maintaining contact with probation officers.[57]

Key Lessons Across Models

- **Clarity of role** – Volunteers are most effective when their roles are clearly distinct from professionals (support and reintegration vs. risk management).
- **Training and supervision** – All strong models emphasise structured training, close supervision, and ongoing development.
- **Community partnerships** – Success depends on partnerships between probation services, NGOs, and local communities.
- **Flexibility and adaptation** – Volunteer roles vary depending on cultural norms, justice systems, and civil society traditions.
- **Recognition and sustainability** – Retention requires formal recognition, organisational support, and visibility of volunteers' contributions.

[57] The legal basis for volunteer reimbursement in A… Bewährungshilfegesetz (BewHG). According to this… cers (ehrenamtliche Bewährungshelferinnen*) receive … rotégé per month. See Verordnung der Bundesministerin für … lierten Aufwandsentschädigung für ehrenamtliche Bewäh… ungshelfer, BGBl. II Nr. 449/2010. Available at: https://www.ris.bka.gv… NOR40124969

2022-1-NL01-KA220-ADU-000089938

Objectives

- Offers a practical roadmap for implementing and scaling volunteer programmes in probation services.
- Translates the evidence, principles, and tools from previous chapters into a step-by-step guide.
- Targets managers, coordinators, and policymakers seeking to move from concept to action.
- Supports the design, piloting, evaluation, and institutionalisation of volunteer involvement in probation.

Why this matters

Volunteer engagement in probation requires more than goodwill-it needs a structured and sustainable approach. Without clear planning, even well-intentioned initiatives risk remaining pilot projects that fade after funding ends.
An implementation roadmap:

- builds continuity between short-term projects and long-term institutional change;
- helps probation services plan realistically for resources, partnerships, and timelines;
- provides clarity to volunteers, professionals, and community-based organisations about their roles;
- connects implementation to policy frameworks and measurable outcomes.

How to use this Chapter

- Use Section 4.1 to plan the stages of implementation and adapt them to your context.
- Use Section 4.2 for operational guidance-actions, responsibilities, and timelines.
- Use Section 4.3 to identify enablers and barriers and to mitigate risks.
- Use Section 4.4 for monitoring, evaluation, and scaling guidance.

Chapter 4. Implementation Roadmap for Volunteer Programmes in Probation

Turning the principles and training models described in this Handbook into lasting practice requires careful planning, collaboration, and commitment. Volunteer engagement in probation cannot rely solely on individual enthusiasm or temporary projects. It must be supported by institutional structures, partnerships, and continuous learning that make volunteering an integral part of the probation system.

This chapter translates the CoPPer model into a practical roadmap for action. It offers a structured approach to help probation services, community-based organisations, and policymakers plan, test, and embed volunteer programmes within their justice systems. The roadmap reflects the collective lessons from CoPPer partners across Europe: start small, build credibility through pilots, and grow through partnership and shared learning.

The chapter provides guidance for each stage of implementation, from assessing readiness and building alliances, to designing pilot projects, institutionalising volunteer management, and scaling successful models. It also addresses the importance of monitoring, evaluation, and sustainability-ensuring that volunteer programmes remain effective long after initial funding or enthusiasm has faded.

By following this roadmap, probation services can move from experimentation to system-wide adoption. The goal is to create volunteer programmes that are not only innovative but also reliable, safe, and embedded in everyday probation practice, strengthening community participation and supporting reintegration across Europe.

4.1 The Implementation Cycle

Introducing volunteer programmes into probation is not a single event, but a gradual, evolving process. It begins with understanding what is already in place, moves through testing and refinement, and ultimately leads to integration within regular service delivery. Across Europe, successful programmes share a similar rhythm: they start by preparing the ground, then pilot a model, formalise it through institutional commitment, and finally expand it sustainably.

The implementation cycle proposed here follows four interlinked phases-Preparation and Readiness, Design and Pilot, Institutionalisation, and Scaling and Sustainability. Each phase builds on the previous one, creating a loop of continuous learning and adaptation rather than a rigid, linear plan.

Co-funded by the European Union

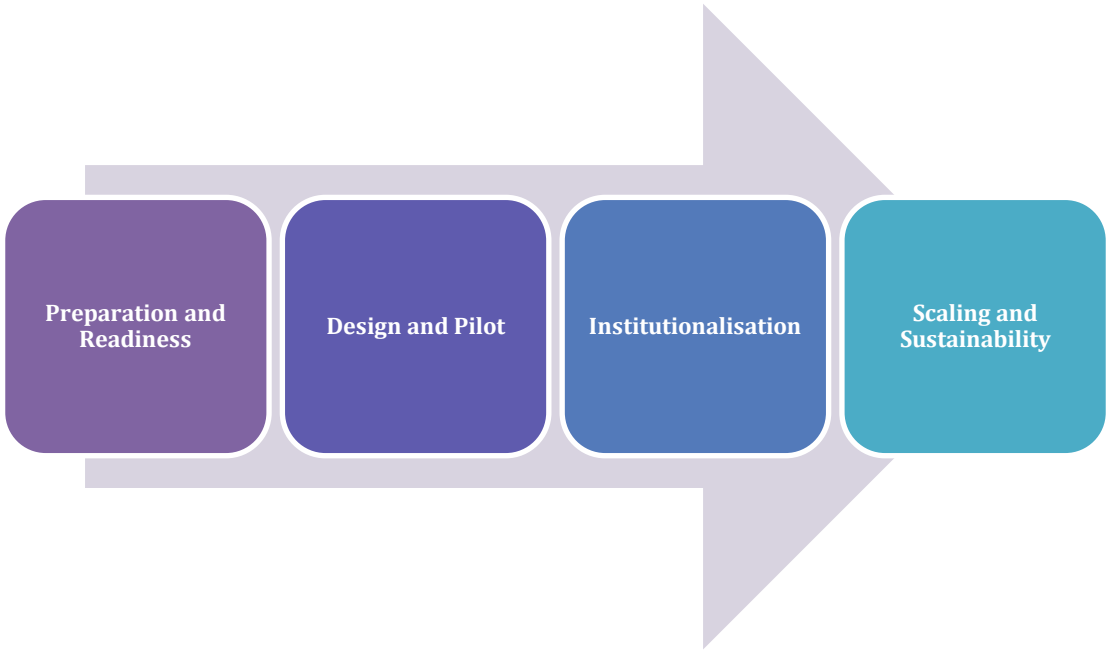


Figure 7: Phases in building volunteer programs

In the Preparation and Readiness phase, organisations take stock of their current environment. This means asking a few essential questions: Are we ready to host volunteers safely and effectively? Do our policies, staff, and procedures support their involvement? Which community actors can become allies in this journey? This stage is about building internal and external readiness-mapping existing capacities, identifying potential partners such as community-based organisations or universities, and clarifying the vision for what volunteering in probation should achieve. Readiness is not just about legal frameworks or resources, but also about cultural openness within the organisation. When staff see volunteers as partners rather than outsiders, programmes are much more likely to succeed.

Once the foundation is in place, the process moves into the Design and Pilot phase. This is where ideas are tested in practice. Probation services and partner organisations define volunteer roles, design recruitment processes, and deliver the first training sessions. A small but diverse cohort of volunteers is recruited, trained, and supervised within a limited scope. The goal is not to achieve perfection but to learn-what works, what needs adjustment, and what additional support volunteers require. Early feedback from both staff and volunteers is invaluable, as it helps refine procedures and prevent future difficulties. A well-documented pilot becomes the blueprint for scaling up.

After lessons are gathered from the pilot, the next phase-Institutionalisation-focuses on embedding volunteering within the formal structure of probation services. This involves developing clear procedures, allocating staff responsibilities, and ensuring that volunteer management is no longer dependent on individual enthusiasm or external funding alone. Probation services that reach this phase usually appoint

Co-funded by the European Union

dedicated volunteer coordinators, include volunteer engagement in their annual planning, and introduce systems for supervision, recognition, and communication. This step transforms volunteering from a project into a standard practice.

Finally, the Scaling and Sustainability phase ensures that the model endures and expands. This stage connects the local with the national level. Lessons from pilot sites inform policy, partnerships broaden to include municipalities and universities, and volunteer management becomes part of professional training and service design. Scaling may also involve digital tools for coordination, shared databases, or blended learning systems that make training and supervision easier to sustain. Over time, the focus shifts from building a programme to maintaining a learning ecosystem where probation professionals, volunteers, and community actors grow together.

Throughout these four phases, continuous monitoring and feedback are key. Implementation is rarely linear; setbacks and adjustments are part of the process. By returning to earlier stages-reassessing readiness, refining design, or strengthening institutional support-probation services can maintain flexibility and ensure that volunteer engagement remains relevant and responsive to changing needs.

In essence, the implementation cycle is about building a bridge between vision and practice. It recognises that effective volunteering in probation emerges not from isolated efforts but from deliberate, well-supported systems that evolve through collaboration, reflection, and shared commitment.

Implementation Roadmap

Introducing volunteer programmes into probation is not a single event, but a gradual, evolving process. It begins with understanding what is already in place, moves through testing and refinement, and ultimately leads to integration within regular service delivery.

The roadmap is a continuous cycle of learning and growth. Each revisit strengthens the system and deepens its roots. With reflection and adaptability, probation services can turn vision into practice and make volunteering a cornerstone of humane, community-based justice.

01 Preparation and Readiness

Ask yourselves: Are we ready to host volunteers safely and effectively? Do our policies, staff, and procedures support their involvement? Which community actors can become allies in this journey?

02 Design and pilot

Turn plans into practice. Define clear volunteer roles, set up recruitment, training, and safety procedures. Start small, test the system, gather feedback, and use every challenge to strengthen the programme.

03 Institutionalisation

Embed the model into routine work. Create coordinator roles, stable procedures, and budgets for training and support. Build a culture where staff see volunteers as trusted partners and part of everyday probation practice.

04 Scaling and sustainability

Expand beyond initial sites and adapt the model to new regions and partners. Scaling means adjusting to local contexts, using feedback and flexibility to refine approaches. Build sustainability through partnerships, visibility, and learning. Work with municipalities, universities, and NGOs to share ownership and resources. Promote volunteer contributions publicly to boost trust and motivation. Use evaluation and experience to update training, tools, and policies so volunteering becomes a lasting part of the justice system.

4.2 Step-by-Step Roadmap

Implementing a volunteer programme in probation is best imagined as a journey that unfolds in stages. Each step requires a balance between structure and experimentation, because while probation systems share the same broad objectives, their contexts, resources, and cultures differ. The roadmap that follows is not a fixed recipe, but a flexible guide that helps services navigate from initial concept to a functioning, sustainable model.

- **Phase 1 – Preparation and Readiness**

Every successful programme starts with honest self-assessment. Before recruiting a single volunteer, probation services and partner organisations need to understand the terrain they operate in. This means looking at existing laws and regulations, the capacity of staff to supervise and support volunteers, and the presence of community partners who can share responsibility.

Preparation involves more than paperwork; it is about building a shared vision. A service must define why it wants to involve volunteers and what roles they can realistically play. For some, this may mean focusing on mentoring and social reintegration; for others, it could mean restorative activities or family support. At this stage, leadership endorsement is essential. Managers who recognise the value of volunteering send a clear message to staff that this is not an optional add-on, but part of the organisation's mission.

A readiness phase usually ends with a tangible foundation: a small coordination team or focal point, draft internal procedures for volunteer engagement, and partnership agreements with community-based organisations. These steps transform good intentions into institutional commitment and make it possible to move toward piloting.

- **Phase 2 – Design and Pilot**

The design phase translates vision into practice. Here, roles and processes become concrete: what volunteers will do, how they will be recruited, trained, and supervised, and how their safety and the safety of beneficiaries will be ensured. The CoPPer Competence Framework and European training curriculum provide the backbone for this work, guiding services in defining the knowledge, attitudes, and skills expected from volunteers.

Recruitment and training in this phase serve both to attract suitable candidates and to test the system itself. Pilots typically start small-perhaps one probation office, a handful of volunteers, and a limited set of tasks-but they offer invaluable insights.

Co-funded by the European Union

During these first months, coordinators observe how volunteers interact with clients, what kind of support they need, and how staff respond to their presence. Reflection meetings, focus groups, and feedback forms capture lessons that will later inform standard operating procedures.

A successful pilot is not one that avoids mistakes, but one that learns from them. When documented carefully, even challenges-such as volunteer drop-out, unclear communication channels, or mismatched expectations-become data that strengthen the design for the next stage.

- **Phase 3 – Institutionalisation**

Once a model has proven workable, the priority shifts to embedding it within the organisation's normal functioning. Institutionalisation ensures that volunteer programmes do not depend solely on a few motivated individuals or temporary funding. It requires the creation of formal roles, routines, and resources.

In this stage, probation services often establish dedicated volunteer coordinator posts, incorporate volunteer management into annual planning, and integrate supervision and reporting procedures into case management systems. Volunteer activities begin to appear in performance indicators, staff meetings, and training curricula. Financial sustainability also becomes a focus: budgets must include resources for training, supervision, and recognition, even if they are modest.

Institutionalisation is also about cultural change. Staff start to see volunteers as trusted colleagues who complement their work rather than as external helpers. Clear boundaries and open communication foster mutual respect. Over time, the presence of volunteers becomes part of what defines a modern, community-oriented probation service.

- **Phase 4 – Scaling and Sustainability**

With solid structures in place, services can look beyond their initial sites and explore how to extend volunteer programmes to other regions or partner organisations. Scaling is not just replication-it is adaptation. What worked in a capital city might need adjustment in a rural area with fewer NGOs or different social attitudes toward justice. Continuous feedback and flexibility remain essential.

Sustainability depends on three intertwined elements: partnerships, visibility, and learning. Building alliances with municipalities, universities, and civil-society networks creates shared ownership and access to new resources. Visibility, through public recognition and communication, strengthens legitimacy and motivates volunteers. Learning ensures that programmes remain relevant; evaluation findings and volunteer experiences feed back into training materials, digital tools, and policy dialogues.

Co-funded by the European Union

Some countries have created online platforms to manage recruitment, training, and reporting; others rely on regional learning networks to exchange knowledge. Whatever the form, the objective is the same-to make volunteer engagement an enduring part of the justice ecosystem rather than a series of isolated initiatives.

Putting It All Together

The four phases of the roadmap form a continuous cycle. Each time a service revisits an earlier stage-by re-assessing readiness, redesigning roles, or updating training-it strengthens the overall system. Implementation is not a one-off achievement but a living process that matures over time.

When followed with flexibility and reflection, this roadmap allows probation services to move confidently from vision to practice, building programmes that are credible, safe, and deeply rooted in their communities. In doing so, they transform volunteering from a peripheral activity into a cornerstone of a more humane and participatory justice system.

Co-funded b
the Europea

4.3 Enablers, Barriers, and Mitigation Strategies

Introducing volunteers into probation services is both an opportunity and a challenge. While the benefits are clear-closer links to communities, richer reintegration pathways, and a stronger sense of shared responsibility-the process can encounter a range of obstacles. Successful implementation depends on recognising these early, understanding what enables progress, and planning how to overcome barriers before they threaten the programme's sustainability.

Legal and Policy Foundations

A supportive legal and policy framework is the first enabler of meaningful volunteer engagement. When national probation laws or ministerial regulations explicitly recognise the contribution of volunteers, services gain legitimacy to act and clarity about their responsibilities. In several European countries, such recognition has proved decisive in transforming small pilots into enduring systems. Where no such provision exists, services can still make progress by working through local agreements, memoranda of understanding, or pilot clauses included in national strategies. Over time, evidence from these experiments often informs broader policy reform.

The absence of a legal basis should therefore not be a reason for inaction but a call for creative compliance-operating safely within existing mandates while documenting the value added by volunteers. The CoPPer project showed that carefully designed pilots, underpinned by clear ethics and confidentiality standards, can pave the way for eventual legislative change.

Institutional Culture and Staff Buy-In

Even the most advanced policy framework cannot succeed without the commitment of those who implement it. The culture within probation services determines whether volunteers are welcomed as partners or regarded as intruders. Staff may worry that volunteers could disrupt established routines, dilute professional standards, or increase workloads. These concerns are natural, especially in systems accustomed to strict hierarchies and accountability mechanisms.

Building acceptance takes time. Early communication is essential, as is involving staff in defining volunteer roles and boundaries. Joint training sessions-where probation officers and volunteers learn together about communication, ethics, and supervision-help build trust and shared language. When officers experience firsthand how volunteers complement rather than replace their work, attitudes change. A culture of collaboration, not competition, becomes one of the strongest enablers of sustainability.

Co-funded by the European Union

Resources and Capacity

No programme thrives without resources, even if volunteering itself is unpaid. Training, coordination, supervision, and recognition all carry costs that must be planned for. Services that rely solely on temporary project funding often face instability once grants end. Sustainable models secure at least a minimal core budget from public funds and then diversify through partnerships, local contributions, or European programmes such as Erasmus+, ESF+, or CERV.

Capacity is equally important. Staff need time and skills to supervise volunteers effectively, which is why many European probation services have introduced dedicated volunteer coordinator roles. Investing in coordination pays off: it ensures quality, prevents burnout, and signals that the organisation values its volunteers as integral to service delivery.

Supervision and Safeguarding

Effective supervision is not only a management function-it is a safeguard for both volunteers and beneficiaries. Without clear guidance, volunteers may feel uncertain about boundaries, confidentiality, or risk situations. Regular supervision meetings, reflective practice groups, and easy access to coordinators create the safety net that allows volunteers to operate confidently.

In some contexts, supervision is seen as a burden rather than a necessity. This perception changes once staff realise that structured oversight actually reduces their workload in the long term by preventing crises and ensuring consistency. Embedding supervision in the design from the start is therefore a key enabler of quality and trust.

Community Partnerships

Volunteer programmes flourish when embedded in a wider network of community actors. NGOs, faith-based organisations, local authorities, universities, and volunteer centres provide essential bridges between probation and society. In places where such networks are weak, volunteer initiatives risk remaining isolated. Building partnerships takes persistence: mapping stakeholders, creating local coalitions, and inviting community representatives to advisory meetings. Over time, these relationships reinforce legitimacy, broaden recruitment channels, and share the burden of training and support.

Community partnerships also ensure that volunteering reflects local realities. A programme designed in a capital city might not fit the social fabric of a small town unless adapted through local dialogue. By listening to community voices, probation services make volunteering truly participatory and context sensitive.

Co-funded by the European Union

Monitoring, Evaluation, and Learning

Another frequent barrier is the lack of data to demonstrate impact. Without monitoring systems, it becomes difficult to convince policymakers or funders that volunteering adds measurable value. Many services already collect statistics on cases, supervision meetings, or reintegration outcomes; integrating a few simple indicators on volunteer involvement can make a major difference.

Partnerships with universities or research institutes can help design and interpret these data, turning numbers into evidence and evidence into advocacy. In the CoPPer experience, systematic monitoring not only strengthened credibility but also created a culture of reflection, where both staff and volunteers continuously improved their practice.

Balancing Flexibility and Structure

Finally, implementation requires balance. Too much rigidity can stifle enthusiasm; too much informality can create risk. The most successful programmes strike a middle path: clear procedures, but with space for adaptation; formal supervision, but with an open atmosphere of learning. Volunteers are motivated when they feel guided yet trusted, structured yet free to contribute creatively within agreed limits.

By cultivating this balance, probation services nurture resilience. Programmes can evolve with changing social realities while maintaining safety, professionalism, and consistency.

Enabling conditions (such as supportive policy, open organisational culture, dedicated resources, effective supervision, and active partnerships) form the backbone of sustainable volunteer engagement. Barriers such as limited funding, staff resistance, or absence of legal frameworks are real but manageable when approached through incremental, evidence-based strategies.

The lesson from European experience is clear: change happens when systems learn as they go. Each small success - one pilot, one partnership, one well-supervised volunteer - builds confidence and credibility. Over time, these successes accumulate into a new norm where volunteering is not an exception but a recognised part of how probation connects justice with community.

Co-funded by the European Union

4.4 Monitoring, Evaluation, and Learning

Monitoring and evaluation are the instruments that transform experience into knowledge and knowledge into progress. In the context of probation volunteering, they serve a dual purpose: ensuring accountability and fostering learning. A well-designed monitoring system helps demonstrate the programme's value to funders and policymakers, while an embedded culture of reflection and feedback strengthens quality, motivation, and innovation from within.

In most European probation systems, data collection has traditionally focused on caseloads, sanctions, and recidivism. Volunteer engagement introduces a different perspective. It asks not only how many people have been supervised, but also how relationships and community connections contribute to rehabilitation and social inclusion. Capturing such outcomes requires indicators that combine quantitative data with qualitative insights-numbers with stories, statistics with lived experience.

Why Evaluation Matters

Evaluation is not an external audit; it is part of the learning journey. When probation services document how volunteers are recruited, trained, supported, and retained, they generate evidence that improves their own practice and guides others. Continuous assessment helps identify what works and what does not, allowing teams to adapt quickly rather than waiting for end-of-project reviews.

Moreover, evaluation is key to credibility. Decision-makers and funders need to see measurable impact to justify investment. Volunteers, too, deserve feedback on the difference their efforts make. Recognition becomes more meaningful when it is grounded in evidence-when people can point to real outcomes, not just good intentions.

Building a Monitoring System

An effective monitoring system for volunteer programmes does not have to be complex. What matters is consistency and clarity of purpose. A few guiding principles can make it both manageable and useful:

1) **Start with clear objectives.** Monitoring begins with the question: What do we want to know? If the goal is to improve retention, data collection will focus on volunteer satisfaction and supervision quality. If the aim is to demonstrate reintegration outcomes, indicators should capture changes in beneficiaries' social or behavioural progress.

Co-funded by the European Union

2) **Keep it simple and realistic.** Probation services already manage heavy administrative workloads. Monitoring tools should integrate with existing data systems, not create new layers of bureaucracy. A small dashboard of indicators-such as number of active volunteers, retention rate, and number of support sessions-can already reveal important trends.

3) **Balance quantitative and qualitative data.** Numbers provide scale; stories provide depth. Combining the two gives a fuller picture. Short interviews, focus groups, or reflective journals can capture how volunteers and clients experience the programme. These narratives often explain why numbers change and what lies behind success or difficulty.

4) **Ensure feedback loops.** Data that sits in a report serves little purpose. Monitoring should feed back into regular team discussions, supervision sessions, and planning meetings. When volunteers see that their feedback leads to adjustments-such as improved training or clearer communication-they feel heard and valued.

5) **Protect confidentiality and ethics.** Because probation involves sensitive information, data collection must follow strict privacy standards. Volunteers should receive training on confidentiality and data protection to ensure that monitoring strengthens trust rather than undermines it.

What to Measure

The following areas are typically included in monitoring volunteer programmes in probation:

- Volunteer participation: number of recruited and active volunteers, retention and dropout rates, demographic diversity, participation in training.
- Capacity building: number of training sessions, modules completed, satisfaction with learning experience, growth in competences.
- Quality of engagement: frequency and quality of supervision, alignment between volunteer roles and service needs, perceived collaboration with probation officers.
- Impact on beneficiaries: improved motivation, well-being, social reintegration, or access to community resources.
- Organisational outcomes: staff satisfaction, perceived workload reduction, efficiency gains, and strength of community partnerships.
- Public value: visibility of volunteering in media and public discourse, contribution to civic engagement and trust in justice institutions.

Not all indicators will be relevant in every context; what matters is that they are clearly linked to the programme's objectives and collected in a comparable way over time.

Co-funded by the European Union

From Monitoring to Evaluation

Monitoring tracks what happens; evaluation interprets why it happens and what it means. Evaluation typically occurs at key milestones-after a pilot phase, at the end of a funding period, or when scaling up. It can be internal, led by the probation service or CBO, or external, conducted by independent experts or universities.

Good evaluations combine three lenses: effectiveness (are we achieving what we intended?), efficiency (are resources used well?), and impact (what difference does it make for people and communities?). They also consider sustainability-whether benefits continue after funding or leadership changes.

Where possible, evaluation should include voices from all groups involved: volunteers, staff, beneficiaries, and community partners. Their perspectives make findings more credible and useful. In the CoPPer project, participatory evaluation proved particularly valuable. It helped identify small, practical improvements-such as simplifying reporting templates or adjusting supervision frequency-that had significant effects on satisfaction and retention.

Learning and Adaptation

The goal of monitoring and evaluation is learning. In well-functioning systems, results are not treated as judgment but as feedback. Teams meet regularly to reflect on what data reveal, celebrate achievements, and explore how to address challenges. Some probation services organise annual “learning days,” bringing together volunteers, officers, and managers to review progress and share innovations.

Partnerships with research institutions or international networks can enhance this process by providing comparative insights. When services share findings across borders, they accelerate collective learning and inspire others to adopt and adapt effective models.

Learning also supports motivation. Volunteers who see that their experiences contribute to improving the system feel a stronger sense of ownership and pride. Probation officers who witness tangible outcomes from collaboration become advocates for volunteering. This virtuous circle turns data into dialogue and dialogue into improvement.

Co-funded by the European Union

The Role of Storytelling

Quantitative data can tell us how many, how often, or how long-but not necessarily how it felt or why it mattered. Storytelling bridges this gap. Capturing short narratives from volunteers or clients can illuminate aspects of change that numbers alone cannot convey. A volunteer describing how a person under supervision regained confidence or reconnected with family offers a glimpse into transformation that statistical indicators cannot fully express.

Integrating stories into evaluation reports helps policymakers and the public understand the human dimension of probation volunteering. It also reinforces the message that justice reform is not only about compliance and control, but about relationship-building and shared responsibility.

Closing the Loop

Monitoring, evaluation, and learning complete the implementation cycle described earlier in this chapter. The information gathered feeds back into planning, training, and policy design. Over time, this feedback loop creates a culture of continuous improvement-a hallmark of mature, sustainable programmes.

In this way, evaluation becomes a process of collective reflection, transparency, and growth. By measuring what matters, sharing lessons openly, and learning from both success and failure, probation services ensure that volunteering remains not just an initiative, but a living expression of community partnership and social justice.

4.5 Sustainability and Policy Integration

Sustainability is the point at which a volunteer programme stops depending on individual champions or external projects and becomes part of the system's normal way of working. For probation services, this means that volunteering is not viewed as a pilot or experiment, but as an enduring method of connecting justice to the community. Achieving that level of maturity requires alignment with national policies, stable funding, continuous learning, and a shared sense of purpose across all levels-from frontline officers to ministries and community partners.

- **Embedding Volunteering in Strategic Frameworks**

The first condition of sustainability is policy alignment. Volunteer engagement should be explicitly recognised within the strategic documents that guide probation and criminal justice reform. This includes national probation strategies, reintegration plans, and

Co-funded by the European Union

broader social inclusion or active citizenship agendas. When volunteering is reflected in such frameworks, it gains both legitimacy and protection.

Integration at policy level also encourages coherence across sectors. Volunteering in probation connects naturally with European and national priorities such as the European Pillar of Social Rights (particularly Principles 14 and 20 on active support to employment and access to quality social services), the EU Strategic Agenda 2019–2024 on citizen participation, and the EU Strategy on Victims' Rights. Framing probation volunteering within these policy spaces links it to the wider vision of a participatory, community-based Europe that values solidarity and shared responsibility.

At local level, embedding volunteering into municipal or regional action plans-such as crime prevention strategies or social inclusion frameworks-creates stable partnerships and facilitates access to co-funding opportunities. Municipalities often provide premises, logistical support, or community connections that are vital to the daily functioning of volunteer programmes.

- **Institutional Anchoring and Leadership**

A sustainable programme has a home. Within probation services, this means defining clear institutional responsibilities for volunteer coordination, training, and supervision. Establishing permanent coordinator positions ensures continuity even when staff rotate or funding cycles end. Some countries have created dedicated volunteer management units at central level, responsible for training materials, communication campaigns, and partnerships with NGOs and universities.

Leadership is another determinant of sustainability. When senior managers publicly recognise volunteers' contributions, allocate resources, and participate in recognition events, they reinforce the message that volunteering is integral to professional probation work. Leadership commitment creates a culture of accountability and pride that transcends individual projects.

- **Financing for the Long Term**

While volunteering is unpaid, it is not cost-free. Sustaining a programme requires steady investment in coordination, supervision, training, and recognition. The most resilient systems combine public funding with diversified resources from European, local, or private sources.

European programmes such as Erasmus+, ESF+, and CERV can support innovation and transnational learning, while national or regional budgets ensure continuity. Some countries have successfully introduced hybrid models in which municipalities, probation services, and civil society share costs according to their roles. Others have built partnerships with private foundations or corporate social responsibility (CSR) initiatives that fund training or public campaigns.

Co-funded by the European Union

Financial sustainability is not only about money-it is about planning. Including volunteer management in annual budgets, even with modest amounts, signals institutional ownership and avoids dependence on external grants.

- **Digitalisation and Knowledge Management**

Digital tools are becoming central to sustaining volunteer programmes. Shared online platforms can simplify recruitment, track training progress, and manage data securely. They also allow for easier communication between volunteers, coordinators, and probation officers.

Equally important is knowledge management. Lessons from pilots, evaluations, and daily practice should be captured, updated, and made available through internal repositories or online libraries. Some European networks have created knowledge hubs where materials-training manuals, case studies, templates-can be shared across countries. Such hubs extend the life of project outputs and enable future initiatives to build on existing work instead of starting from scratch.

- **Recognition and Visibility**

Long-term sustainability also depends on how society perceives volunteering in probation. Public recognition strengthens legitimacy and attracts new participants. Annual volunteer days, awards, or simple acts of appreciation by senior officials make a tangible difference.

Visibility campaigns-whether through social media, local events, or media partnerships-can help the public understand that volunteering in probation is about building safer, more cohesive communities, not about leniency. By telling positive stories and highlighting results, probation services can challenge stigma and create broader support for community-based justice.

- **Legislative Reinforcement**

In the longer term, formal recognition in law provides the most solid foundation. Legal provisions that define the status, rights, and obligations of volunteers protect both the individual and the institution. They clarify liability, data protection, and insurance arrangements, ensuring safety and trust.

Countries that have codified volunteer roles-such as Austria and Poland-demonstrate how legislation can support quality and continuity. For countries still developing such

Co-funded by the European Union

frameworks, practical experience from pilots can inform future amendments to probation acts or related regulations. Policy advocacy is therefore part of sustainability: demonstrating through evidence that volunteer engagement strengthens reintegration, reduces reoffending, and aligns with European standards.

Building a Learning System

A sustainable programme is a learning programme. Continuous professional development, joint training between volunteers and staff, and peer exchange across regions ensure that knowledge remains alive. Annual reflection sessions, thematic workshops, and communities of practice help translate lessons from monitoring and evaluation into daily improvements.

Transnational collaboration further amplifies this learning. Participation in European networks such as CEP (Confederation of European Probation) or EuroPris allows probation services to benchmark their progress, access new methodologies, and share good practices. Learning sustains motivation; motivation sustains engagement; engagement sustains systems.

A Shared Vision for the Future

The goal of sustainability is not only endurance, but evolution. Volunteer programmes in probation should remain open to innovation, responding to new social realities such as digital inclusion, migration, or changing community needs. Sustainability does not mean permanence without change; it means the capacity to adapt while preserving core values of dignity, responsibility, and solidarity.

In the long run, the integration of volunteering into probation systems contributes to a larger transformation of justice in Europe. It reflects a shift from punitive isolation toward collaborative reintegration, from control to participation, from seeing communities as passive observers to recognising them as active partners in rehabilitation. When volunteer programmes are institutionally anchored, policy-supported, and sustainably financed, they become more than a set of activities. They become part of a European social contract-one that balances safety with compassion and turns justice into a shared civic endeavour.

In conclusion, this roadmap is an invitation to collaboration and shared responsibility. Building sustainable volunteer programmes in probation means creating bridges between people and institutions, between justice and community, between national systems and European ideals. Each stage of implementation, from preparation to scaling, reflects the same principle that inspired the CoPPer project: that meaningful change in justice happens when citizens and professionals work side by side.

The strength of European probation lies in its diversity, yet this diversity is united by common values: dignity, solidarity, participation, and hope. By embedding volunteering

Co-funded by the European Union

into probation practice, countries across Europe reaffirm these values and turn them into daily reality. Sustainability is not just about maintaining structures; it is about nurturing the human connections that make rehabilitation possible. As such, the journey outlined in this chapter is ongoing, continuously shaped by learning, trust, and the shared belief that safer communities are built together.

Co-funded by the European Union

Concluding remarks

Volunteering in probation is one of the clearest expressions of Europe's commitment to justice that restores rather than excludes. Across countries and systems, this Handbook has shown that when citizens, professionals, and communities work together, rehabilitation becomes more attainable, and public trust in justice grows stronger. Volunteers give time, empathy, and continuity to people who are often defined only by their past; through them, probation services become not only agents of supervision, but also of social connection and hope.

The CoPPer project has demonstrated that effective volunteering in probation depends on structure, learning, and collaboration. It requires clear frameworks for recruitment, training, and supervision, but also the flexibility to adapt to different legal and cultural contexts. It thrives where there is openness, partnership, and shared ownership between probation institutions and community organisations. Above all, it endures where it is guided by European values-dignity, solidarity, inclusion, and respect for human rights.

This Handbook was created as both a practical tool and a collective reflection. It invites readers to continue the work begun under CoPPer: to test, improve, and expand volunteer programmes, to build evidence through monitoring and evaluation, and to keep learning across borders. Each probation service, each community-based organisation, and each volunteer adds to a shared European story-one that sees justice not as a boundary, but as a bridge between people.

In closing, the promise of volunteering in probation is the promise of a more human justice system: one that listens, includes, and believes in the capacity for change. The future of probation in Europe will depend not only on the strength of its institutions, but on the compassion of its citizens. Through continued cooperation, reflection, and innovation, the principles outlined in this Handbook can translate into everyday practice-turning volunteering from an act of goodwill into a cornerstone of resilient, community-based justice across Europe.

References

Aertson, I., & Peters, T. (1998). Mediation and restorative justice in Belgium. *European Journal on Criminal Policy and Research*, *6*(4), 507-525.

Azoulay, N., Winder, B., Murphy, L., & Fedoroff, J. P. (2019). Circles of support and accountability (CoSA): a review of the development of CoSA and its international implementation. *International Review of Psychiatry*, 31(2), 195-205.

Bates, A., Williams, D., Wilson, C., & Wilson, R. J. (2014). Circles south east: The first 10 years 2002-2012. *International Journal of Offender Therapy and Comparative Criminology*, *58*(7), 861-885.

Circles UK. (2022). *Annual report 2021–2022.* Reading, United Kingdom: Circles UK. Retrieved from https://circles-uk.org.uk/

Clary, E. G., Snyder, M., Ridge, R. D., Copeland, J., Stukas, A. A., Haugen, J., & Miene, P. (1998). Understanding and assessing the motivations of volunteers: a functional approach. Journal of personality and social psychology, 74(6), 1516;

Confederation of European Probation. (2024). Recap: Webinar on Volunteers. Available at: https://www.cep-probation.org/recap-webinar-on-volunteers/

Confederation of European Probation. (n.y.). Summary information on probation in Poland. Available at: https://www.cep-probation.org/wp-content/uploads/2018/10/Summary2008-information-on-Poland.pdf#:~:text=domicile,present%20in%20large%20numbers%2C%20mainly.

CoPPer Project. (2024). Training Course Curricula & Methodology for Community-Based Organisations.

Copper Project. (2025). Volunteer's Manual: European Training for Volunteers in Probation Services .

Copper Project. (2025).Trainer's Manual: European Training for Volunteers in Probation Services.

Council of Europe. (2010). *Recommendation CM/Rec(2010)1 of the Committee of Ministers to member states on the Council of Europe Probation Rules.* Strasbourg: Council of Europe Publishing.

Dá Mesquita, L., Oliveira, J., & Pinto da Costa, M. (2024). Volunteering across contexts: comparing attitudes toward volunteering with prisoners and people with mental illness. *Frontiers in Public Health*, 12, 1432181.

Co-funded by the European Union

de Tudela, E. M. P., & Ruiz, C. R. G. (2013). Probation in Europe: Spain. In *Probation in Europe* (p. 1). Wolf Legal Publishers. Available at: https://www.cep-probation.org/wp-content/uploads/2018/10/probation-in-europeChapter-Spain-final.pdf

der Meulen, F.H. (2016). The Dutch experience: innovating practice to support foreign national prisoners. Penal Reform International. Available at: https://www.penalreform.org/resource/10488/.

European Commission (2020). *European Skills Agenda for sustainable competitiveness, social fairness and resilience.* Brussels: European Commission. COM(2020) 274 final.

European Commission. (2013). *Study on Volunteering in the European Union: Final Report.* Brussels: Directorate-General for Education and Culture.

European Commission. (2017). *The European Pillar of Social Rights*. Luxembourg: Publications Office of the European Union. https://doi.org/10.2775/800456

European Commission. (2020). *EU strategy on victims' rights (2020- 2025).* Luxembourg: Publications Office of the European Union. https://doi.org/10.2838/301999

European Council. (2019). *A new strategic agenda 2019–2024.* Brussels: General Secretariat of the Council of the European Union. Retrieved from https://www.consilium.europa.eu/en/eu-strategic-agenda-2019-2024

Hanvey, S., & Höing, M. (2012). Circles of Support and Accountability, and community reintegration for those at risk of sexually reoffending. *Euro Vista*, 2(2), 55-60;

Hörnqvist, M. (2010). *Risk, power and the state: After Foucault*. Routledge-Cavendish.

Hucklesby, A., & Wincup, E. (2007). Researching Crime and Justice: Tales from the Field. Palgrave Macmillan.

Hustinx, L. (2010). Institutionally individualized volunteering: Towards a late modern re-construction. *Journal of civil society*, *6*(2), 165-179.

Hustinx, L., & Lammertyn, F. (2003). Collective and reflexive styles of volunteering: A sociological modernization perspective. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, *14*(2), 167-187.

Karr, L. B., & Meijs, L. C. (2006). Sustaining the motivation to volunteer in organizations. In *Solidarity and prosocial behavior: An integration of sociological and psychological perspectives* (pp. 157-172). Boston, MA: Springer US.

Co-funded by the European Union

Kury, H., & Sato, M. (2013). Volunteers in the probation service: a comparison between Germany and Japan. In *Understanding Penal Practice* (pp. 92-108). Routledge.

Le Cheile (2020). *Service User Complaints Policy.* Retrieved October 29, 2023, from https://lecheile.ie/wp-content/uploads/2021/04/190220_Service-User-Complaints-Policy_Final_Web.pdf

Lewis, S. (2014). Learning from success and failure: Deconstructing the working relationship within probation practice and exploring its impact on probationers, using a collaborative approach. *Probation Journal*, *61*(2), 161-175.

McNeill, F., & Beyens, K. (2013). Introduction: Studying mass supervision. In *Offender supervision in Europe* (pp. 1-18). London: Palgrave Macmillan UK.

McNeill, F., & Beyens, K. (Eds.). (2013). *Offender supervision in Europe*. Springer.

Miyazawa, S. (1991) "The private sector and law enforcement in Japan", In W.T.Gormley, *Privatization and its Alternatives*. 241-248. Wisconsin: Wisconsin University Press.

Musick, M. A., & Wilson, J. (2007). *Volunteers: A social profile*. Indiana University Press.

Paine, A. E., McKay, S., & Moro, D. (2013). Does volunteering improve employability? Insights from the British Household Panel Survey and beyond. *Voluntary Sector Review*, *4*(3), 355-376.

Palmisano, R. and Ciarpi, M. (2016). Probation in Europe, Italy. In van Kalmthout, A., and Durnescu, I. (eds.). Probation in Europe. CEP, Confederation of European Probation.

Raynor, P., & Vanstone, M. (2016). Moving away from social work and half way back again: New research on skills in probation. *The British Journal of Social Work*, *46*(4), 1131-1147.

Rochester, C. (2014) *The Impact of Commissioning and Contracting on Volunteers and Volunteering in Voluntary Services Groups*. London: National Coalition for Independent Action;

Swirak, K., Egreder, E. (2024) Copper Evidence Review. Available at: https://www.copper-initiative.com/_files/ugd/54883f_640a6e789d904c71a1b26fd3924b7ec7.pdf

United Nations. (1990). *United Nations Standard Minimum Rules for Non-custodial Measures (The Tokyo Rules).*Adopted by General Assembly resolution 45/110 of 14 December 1990. New York: United Nations. Retrieved

Co-funded by the European Union

from https://www.un.org/ruleoflaw/blog/document/united-nations-standard-minimum-rules-for-non-custodial-measures-the-tokyo-rules/

van Kalmthout, A. M., & Durnescu, I. (2008). European probation service systems: A comparative overview. *Probation in Europe*, 1-42.

Vanstone, M. (2004). A History of the Use of Groups in Probation Work: Part Two–From Negotiated Treatment to Evidence-Based Practice in an Accountable Service. *The Howard Journal of Criminal Justice*, *43*(2), 180-202;

Verordnung der Bundesministerin für Justiz über die Höhe der pauschalierten Aufwandsentschädigung für ehrenamtliche Bewährungshelferinnen und Bewährungshelfer, BGBl. II Nr. 449/2010. Available at: https://www.ris.bka.gv.at/eli/bgbl/ii/2010/449/P1/NOR40124969

Wilson, R. J., Cortoni, F., & McWhinnie, A. J. (2009). Circles of support & accountability: A Canadian national replication of outcome findings. *Sexual Abuse*, *21*(4), 412-430;

Wilson, R. J., Cortoni, F., & McWhinnie, A. J. (2009). Circles of support & accountability: A Canadian national replication of outcome findings. *Sexual Abuse*, *21*(4), 412-430, p. 421.

Co-funded by the European Union

Appendix 1: Checklist for designing a volunteer programme in probation

☑ DO	Clarify volunteer roles in relation to probation officers, focusing on community building while leaving risk management to trained professionals.
☑ DO	Provide structured role descriptions linked to programme objectives and the needs of people under supervision.
☑ DO	Use structured recruitment: clear selection criteria, multiple outreach channels, interviews, reference checks, and background vetting.
☑ DO	Deliver comprehensive training, matched to experience level, covering topics such as: • Fundamental attitudes (empathy, non-judgement, respect for autonomy) • Communication skills (active listening, open questions, summarising, I-messages) • Boundaries and safe contact guidelines (distance/closeness) • Observation and interpretation without bias • Problem-solving and recognising protective/risk factors
☑ DO	Integrate volunteers into probation teams through introductions, joint meetings, and shared communication channels.
☑ DO	Agree on goals and tasks early with the person under supervision, ensuring transparency about information sharing with probation staff.
☑ DO	Maintain appropriate distance - show care without creating dependency or over-involvement.
☑ DO	Use objective observation and reporting, separating facts from opinions or assumptions.
☑ DO	Create clear feedback loops between volunteers, coordinators, and probation staff to resolve issues quickly.
☑ DO	Recognise and celebrate volunteer contributions to improve motivation and retention.
☑ DO	Monitor and evaluate programme outcomes with indicators for volunteer retention, engagement, and impact.
✗ DON'T	Recruit volunteers without assessing organisational readiness (policies, supervision, staff buy-in).
✗ DON'T	Leave roles vague - this leads to overlaps, role conflict, or under-utilisation.
✗ DON'T	Assign risk management tasks or allow volunteers to make promises about case outcomes.
✗ DON'T	Allow personal biases, stereotypes, or assumptions to influence decisions or behaviour.
✗ DON'T	Share personal contact information or meet in unapproved settings without organisational consent.

Co-funded by the European Union

✗ DON'T	Skip initial or ongoing training - even experienced volunteers need updates.
✗ DON'T	Take over tasks instead of supporting self-determination and building skills.
✗ DON'T	Withhold important safety or welfare information from probation officers.
✗ DON'T	Operate without proper documentation - always record relevant interactions as per guidelines.
✗ DON'T	Ignore early signs of volunteer burnout or emotional strain.
✗ DON'T	Let misunderstandings with probation staff go unresolved - address them early to protect trust and programme integrity.

Co-funded by the European Union

Appendix 2. Co-Creation Workshop: Designing Volunteer Programmes that are Flexible, Intentional, and Tailored

Practical Steps for Running a Co-Creation Workshop

1) Define Your Goal: Be clear about the workshop's purpose, for example, improving volunteer recruitment, training, or retention.

2) Create Realistic Personas. Develop 2–3 fictional volunteer profiles based on real-life experience. Include strengths, needs, motivations, and potential risks. These should reflect the diversity of potential recruits (e.g., young graduates, skilled retirees, career changers).

3) Form Small Groups. Divide participants into groups, assigning each a persona and a challenge topic (e.g., recruitment, supervision, motivation).

4) Guide the Discussion. Ask each group to explore:

?	How to recruit this persona
?	What training and support they would need
?	What could motivate or frustrate them
?	How success would be defined
?	What risks or challenges might arise

5) Facilitate Pitchbacks. Have groups present their ideas in 3–5 minutes, focusing on creative, actionable solutions.

6) Identify Cross-Cutting Insights. Look for themes that apply to all personas, for example, the importance of early positive experiences, the link between purpose and retention, and the need for recognition.

7) Document and share. Record the discussion outcomes, synthesise the findings, and share them with participants and other stakeholders for implementation.

In May 2025, European Strategies Consulting conducted a co-creation workshop at the joint training event in Portugal. The co-creation workshop brought together probation practitioners, civil society representatives, and partner organisations to design volunteer programmes that respond to real-world needs and motivations. To ensure the conversation was grounded in practice, participants worked with two fictional yet realistic volunteer personas - Marta, the Skilled Retiree, and Ian, the Idealistic Young Graduate - each representing a different life stage, skill set, and set of expectations.

Co-funded by the European Union

Participants were divided into small groups, each tasked with exploring how their assigned persona might be recruited, trained, supported, and retained within a probation context. They discussed what could motivate each volunteer, what might frustrate them, and how their success could be measured. This exercise encouraged participants to think not only about the structure of volunteer programmes, but also about the human experiences that shape their effectiveness.

Marta's group described her as an experienced former social worker, confident in working with vulnerable individuals and navigating complex systems. Her strength lies in her professional knowledge and ability to connect with clients, but this can also pose challenges - without clear boundaries, she could overstep her volunteer role. For Marta, success means seeing tangible client progress, whether through stronger relationships or improved daily functioning. To engage her, recruitment could tap into pre-retirement networks and professional associations, while training should highlight the differences between paid and volunteer work, ensuring her skills are valued without leading to overcommitment.

Ian, on the other hand, was characterised as motivated, curious, and eager to make a difference. As a young graduate, he needs a structured introduction, clear expectations, and reassurance that progress in probation work can be slow without being a sign of failure. His motivation comes from community belonging, learning, and direct feedback from clients and coordinators. The risk with Ian is that bureaucracy or slow-moving systems might lead to disengagement, so early wins and visible impact are crucial. Recruitment strategies for volunteers like Ian could include partnerships with universities and the promotion of learning opportunities.

Despite their differences, the discussions around both personas revealed common themes. Recruitment must be intentional and targeted - whether through universities, volunteer banks, or pre-retirement schemes - and designed in collaboration with the very people we hope to attract. The first volunteering experiences matter greatly: a supportive first client relationship and strong early supervision can determine whether a volunteer stays or leaves. Motivation is closely tied to purpose; volunteers remain engaged when they feel useful, trusted, and able to make a difference, even through small actions. Frustrations - whether caused by challenging clients or slow systems - are inevitable, but they are best addressed in safe spaces for peer reflection and problem-solving rather than through corrective measures. Finally, recognition matters: regular feedback and appreciation from staff and clients not only validate volunteer contributions but also strengthen commitment.

By the end of the session, one message was clear across all groups: volunteer programmes in probation need to be flexible enough to adapt to diverse profiles, intentional in their design and support, and tailored to the strengths, needs, and motivations of the people who join them.

Co-funded by the European Union

Appendix 3. Volunteer Recruitment Leaflet (Reclassering Nederland)

This leaflet can be customised with local contact information, application procedures, and details about the volunteer role. Insert contact details below when using the leaflet.

Volunteers play an important role in supporting people under probation supervision. This leaflet can be adapted by any probation service when recruiting volunteers.

Is this something for you?

Volunteering in probation offers meaningful and varied work. It allows you to meet people whose lives may be very different from your own and to contribute to safer, more supportive communities.

What volunteers do

Volunteers meet clients in their local area, offer encouragement, help with practical matters, and support progress on agreed goals. Volunteers do not replace probation officers, but complement their work.

Volunteer support focuses on:

- supporting self-reliance
- strengthening social connections
- helping clients organise daily life
- building confidence and motivation
- preparing for positive participation in the community

What we offer

- guidance and supervision
- access to training and volunteer meetings
- clear role descriptions and safety procedures
- support from staff when concerns arise
- expense reimbursement where applicable
- insurance during volunteer activities

Who we are looking for

- sound judgement and reliability
- patience and good listening skills
- comfort working with people from different backgrounds
- ability to follow guidelines and report on activities
- willingness to join supervision and training sessions
- basic digital skills

Interested?

Contact:
[Email address]
[Phone number]
[Website, if applicable]

Co-funded by the European Union

Appendix 4. Declaration of confidentiality

Confidentiality Declaration

This declaration sets out the confidentiality obligations for volunteers involved in activities carried out with the probation service. It applies to all information obtained through meetings, communications, or coordinated activities with probation clients and staff.

1. Commitment to confidentiality

I understand that I may receive personal information about a probation client, including information related to their background, behaviour, wellbeing, and supervision. I agree to keep all such information confidential and to handle it only as instructed by the probation service.

2. Use of information

I will use information only for the activities agreed with the probation service. I will not record, store, or share information using personal devices, private notebooks, or unapproved communication channels.

3. Information sharing

I will not share information with family members, friends, colleagues, or any other person. If I believe information needs to be shared for safety reasons, I will report it directly to the probation officer.

4. Storage and security

I will follow the probation service's instructions on how to store and manage information. I will not keep copies of documents, messages, or notes once I have been asked to return or delete them.

5. End of role

When my volunteer role ends, I will return or delete all information provided to me and will continue to respect confidentiality.

6. Breach of confidentiality

I understand that a breach of confidentiality may lead to the end of my volunteer role and may be reported to the relevant authorities if required by law.

Volunteer declaration	**Probation service representative**
I confirm that I understand the information above and agree to follow the confidentiality requirements. Name: _____ Signature: _____	I confirm that I have explained the confidentiality requirements to the volunteer. Name: _____ Signature: _____

Co-funded by the European Union

Date: _____	Date: _____

Appendix 5. Distress Protocol for Volunteer–Client Interactions (inspired by research practice)

This protocol provides guidance for volunteers and probation services when a client shows signs of emotional distress during activities. It supports safe practice, clear boundaries, and timely communication.

1. Recognising signs of distress

- sudden withdrawal or silence
- visible agitation, shaking, or crying
- raised voice, irritability, or confusion
- difficulty following the conversation
- statements that suggest fear, hopelessness, or acute stress
- Volunteers do not diagnose or interpret. They note the change and follow the steps below.

2. Immediate response

- Pause the conversation.
- Acknowledge the client's feelings in a calm and neutral way.
- Offer a short break, a change of topic, or the option to stop the meeting.
- Avoid pushing for details or continuing the conversation if the client appears distressed.
- Keep boundaries clear. Volunteers do not provide counselling, guarantees, or personal opinions.

3. Stabilising the situation

- If the client wishes to continue after a pause, keep the conversation simple and slow.
- Avoid sensitive topics.
- Check whether the client feels able to continue and keep the meeting brief.
- End the meeting if the client remains unsettled.
- If the client wishes to stop, close the meeting respectfully.
- Ensure the client knows how to contact their probation officer.
- Avoid promises about future support.

4. Reporting

After the meeting, the volunteer must inform the probation officer as soon as possible. The report should include:

- the context of the meeting
- what triggered the distress, if known
- behaviour observed
- steps taken to calm or end the meeting
- whether the client expressed any risk-related statements

Co-funded by the European Union

Volunteers do not keep their own copies of notes outside approved systems.

5. Risk statements

If the client speaks about harming themselves, harming someone else, or facing immediate danger, the volunteer should end the meeting calmly and contact the probation officer straight away. If the officer cannot be reached and there is imminent risk, the volunteer follows the service's emergency guidance.

6. Follow-up by the probation service

The probation officer decides the next steps, which may include:

- a welfare check
- a risk review
- a follow-up conversation with the client
- adjusting the volunteer activities
- ending the match if needed

The volunteer receives feedback only on the parts relevant to their role.

7. Volunteer support

Distressing situations can affect volunteers. The probation service should:

- offer a short debrief
- provide guidance on next steps
- offer supervision or emotional support
- review whether the volunteer needs additional training

8. Record keeping

The probation service documents the incident in line with internal procedures and data protection rules.

Co-funded by the European Union

Appendix 6. GDPR Information and Consent Form

This form explains how the probation service collects, uses, and protects personal data when a client takes part in activities involving a volunteer. It sets out the client's rights under data protection legislation and the responsibilities of the probation service.

1. Data controller
Probation Service: [Name of service]
Address: [Address]
Contact for data protection queries: [Email / phone]

2. Purpose of data processing

Personal data is collected to organise and monitor volunteer support, coordinate activities, assess needs, ensure safety, and maintain accurate records as part of probation supervision.

3. Types of data processed

Identification details (name, date of birth, contact information)
Case reference details required for supervision
Information relevant to risk, wellbeing, or support needs
Records of meetings or activities involving a volunteer
Any concerns reported by volunteers or staff

4. Legal basis for processing

Processing is carried out under the lawful basis of public task, as probation services perform statutory duties. Some information may be processed under legitimate interests or legal obligation when relevant to safety or risk management.

5. Information sharing

Information may be shared with the volunteer only when needed for coordinated support. Volunteers must follow confidentiality rules. Information may also be shared with other authorised agencies when required by law or to protect safety.

6. Data storage and retention

Data is stored securely in approved systems. It is kept only for the period required by probation service policies and legal requirements. After this period, data is deleted or archived according to retention rules.

7. Client rights

- the right to access personal data held by the probation service
- the right to request correction of inaccurate data
- the right to request restrictions on processing in specific circumstances
- the right to object to processing when legally applicable

Co-funded by the European Union

- the right to raise a complaint with the national data protection authority

8. Consent for volunteer involvement

I understand how my data will be used in the context of volunteer support and consent to the probation service sharing relevant information with the volunteer as described above.

Client declaration I confirm that I have read and understood the information above. Name: _____ Signature: _____ Date: _____	Probation officer declaration I confirm that I have explained this form and responded to the client's questions. Name: _____ Signature: _____ Date: _____

Co-funded by the European Union

Appendix 7. Consent form from the probation client

Probation Service: [Name of service]
Client name: [Full name]
Case reference number: [Reference]
Probation officer: [Name]

1. **Purpose of the volunteer support**

I have been informed that the probation service may match me with a trained volunteer who can offer practical support, encouragement, and structured activities that help me meet the goals in my supervision plan.

2. **Nature of the activities**

- I understand that volunteer support may include:
- regular meetings or conversations
- help with motivation, organisation, or daily tasks
- guidance in accessing services or community resources
- structured activities agreed with my probation officer
- I also understand that volunteers do not replace my probation officer and do not provide legal advice, therapy, or financial help.

3. **Voluntary participation**

I confirm that participation is my choice. My decision will not influence probation decisions or risk assessments.

4. **Information sharing**

I understand that the volunteer will receive only the information needed for their role. My probation officer may share updates with the volunteer when required for safety or coordination. The volunteer must respect confidentiality and report concerns to the probation service when safety is at stake.

5. **Meetings and communication**

I agree to meet the volunteer in locations approved by the probation service and follow the communication rules explained to me. I understand that the volunteer is not available for emergencies.

6. **Ending the support**

I may end the volunteer support at any time. I will inform my probation officer if I wish to do this. The probation service may also end the arrangement if risks change or if boundaries are not respected.

Co-funded by the European Union

7. Data protection

I have received information on how my data is collected, stored, and used. I understand my rights under data protection legislation.

8. Questions

I have had the opportunity to ask questions and received clear answers.

Client declaration	**Probation officer declaration**
I confirm that I understand the information above and consent to take part in volunteer support. Name: _____ Signature: _____ Date: _____	I confirm that I have explained the information above and responded to the client's questions. Name: _____ Signature: _____ Date: _____

Co-funded by the European Union

Appendix 8. Ethical points to consider

This appendix offers a preliminary set of ethical principles for programmes that involve volunteers in probation. It provides a common starting point for safe and responsible practice. Probation services are expected to review these principles, adapt them to their legal and organisational context, and integrate them into their existing policies, training materials, and supervision routines. Each service has its own structure, risk environment, and partnership model, so the code should evolve as programmes mature and as staff, volunteers, and clients share their experience. The aim is to guide consistent judgement, set clear boundaries, and support respectful cooperation.

For volunteers

- Respect the confidentiality of all information shared during activities, including sensitive personal details about the client or their circumstances.
- Keep clear boundaries, avoid personal involvement that affects judgement or creates dependency.
- Work within the tasks agreed with the probation service, avoid giving advice or support outside their competence.
- Report any concern about risk, wellbeing, or safety to the probation officer without delay.
- Use respectful language, avoid labels, and support the client without judgement about past behaviour.
- Meet in safe settings and follow service rules about frequency, location, and communication.
- Keep accurate notes when required, without storing data outside approved channels.
- Avoid gifts, financial help, or any exchange of favours.
- Declare any conflict of interest, including previous contact with the client or their family.
- Recognise their limits, seek supervision when unsure, and take part in training.

For probation clients

Co-funded by the European Union

- Understand that working with a volunteer is optional and does not replace the role of the probation officer.
- Know what information they may choose to share and what might need to be reported for safety reasons.
- Expect to be treated with dignity and without discrimination based on offence, background, ethnicity, gender, or identity.
- Ask to stop working with a volunteer if they feel unsafe or uncomfortable, and know how to raise concerns.
- Understand that volunteers cannot provide legal advice, therapy, or material support.
- Receive clear information about the purpose of volunteering, what activities involve, and how their data is handled.
- Expect consistency while understanding that volunteers are not available for emergencies.
- Know that taking part or not taking part does not influence probation decisions.

For probation services

- Use transparent selection, screening, and training processes for volunteers.
- Provide clear role descriptions that avoid overlap between volunteer tasks and statutory duties.
- Offer regular supervision and emotional support for volunteers, especially after demanding situations.
- Set procedures for reporting incidents, data breaches, safety concerns, or inappropriate behaviour.
- Monitor power imbalances between volunteers and clients and intervene when boundaries shift.
- Protect client data by giving volunteers access only to information that is necessary for their role.

Co-funded by the European Union

- Ensure safe working conditions, including guidance on where meetings may take place and how to communicate.
- Avoid using volunteers to compensate for staff shortages or to carry out mandatory functions.
- Provide a clear process for ending volunteer–client matches when trust erodes or risk levels change.
- Review the programme regularly with feedback from volunteers, clients, and staff, and adapt it when needed.

Co-funded by the European Union

Appendix 9. Agreement for Volunteers (Reclassering Nederland)

AGREEMENT FOR VOLUNTEERS

The Probation Service and the volunteer agree on the following:

1. The volunteer endorses the objective of the probation service.
2. The probation service gives the volunteer the opportunity to perform activities on their behalf. *(N.B. There is no fee. In principle this is about activities which are not performed by professionals.)*
3. The volunteer turns in a short report about each visit to a [nationality] prisoner.
4. Travel expenses, refreshments, lunch and telecommunication which are connected to the volunteer work, will be reimbursed by the probation service.
5. The probation service will insure the volunteer against damage to third parties, against accidents during the volunteer activities and "professional mistakes".
6. The probation service will take care of personal guidance of the volunteer.
7. The volunteer agrees to the pledge of secrecy and will keep to the general rules and code of conduct.
8. When ending their activities, the volunteer will see to a careful completion or transfer of their work.
9. At the beginning of the activities a "Certificate of moral standing" of the volunteer must be available.

City: . . . . . Date: . . . . . .

Signature volunteer

Signature Head of the International Office

Co-funded by the European Union

Appendix 10. Selection and Interview Tools (Reclassering Nederland)

This appendix presents two tools developed and used by Reclassering Nederland, Bureau Buitenland, and kindly shared with the CoPPer project. They are designed to support regional coordinators in two key conversations with volunteers: the selection interview and the evaluation interview.

The process begins once a prospective volunteer has read the vacancy, familiarized themselves with the mission and activities of Bureau Buitenland, and submitted their application form. Based on this, the regional coordinator may invite the candidate to a selection interview, conducted by two coordinators. The interview aims to assess the candidate's suitability for volunteering, focusing on three aspects: whether they meet the required preconditions, their motivation, and their relevant skills.

After the volunteer has begun their work, a follow-up evaluation interview takes place. Its purpose is to review whether the volunteer experience meets expectations, to reflect on the first period of work, and to identify any wishes or needs for the future. The regional coordinator uses the Evaluation Interview Tool to guide this discussion and records key findings in part 2 of the Selection and Evaluation Form. This short report highlights the main observations and points for attention, including those raised in the selection interview or during the volunteer's initial experience. Any specific arrangements made earlier are revisited and, if the collaboration continues, the outcomes are communicated clearly to the volunteer, preferably by email for clarity and documentation.

Co-funded by the European Union

Appendix 10.1. Recruitment and Selection Interview Tool

Explanation

- The questions below are intended to guide the selection interview. After the interview, assess each item by marking it as *yes*, *no*, *unsure*, or *unknown*.

- For every area of attention, draw a short conclusion and record it in the *Selection and Evaluation Form*.

- Questions marked with an asterisk (*) include sample statements or case studies that can be used to prompt discussion and support the conversation.

1 Preconditions	Yes	No	Maybe	Don't know
A. Is the volunteer sufficiently proficient in Dutch and the language of country sufficiently proficient?				
B. Does the volunteer have a DigiD?				
C. Does the volunteer have a Certificate of Good Conduct (VOG)?				
D. Does the volunteer have sufficient computer skills?				
E. Is the volunteer able to travel to the prison by public transport or car?				
F. Is the volunteer willing to participate in meetings?				
G. Can the volunteer meet the visiting frequency requirements?				
H. Is the volunteer sufficiently presentable? (observes generally accepted standards of decency, behaves respectfully)				
I. Does the volunteer have sufficient stability to carry out the voluntary work? (emotionally, balance with other activities)				
J. Do you consider the volunteer capable of performing the voluntary work within the framework of Bureau Buitenland? (frequency of visits, privacy, guidelines, awareness the extent of their responsibilities)				

Co-funded by the European Union

2 Motivation				
A. Are the volunteer's motivations appropriate for volunteer work?*				
B. Is the main focus of their motivation to do this work is it the human/social aspect?				
C. Can the volunteer clearly explain his or her motives?				
3 Skills				
A. Do you consider the volunteer capable of working with the Foreign Office, the post office, and local authorities**?*** (different interests, tasks, and powers of the various parties, dealing with authority)				
B. Do you consider the volunteer capable of carrying out the volunteer work independently**?*** (takes own initiative, problem-solving skills)				
C. Do you consider the volunteer capable of adequately reporting on visits in writing? report on visits in writing?				
D. Does the volunteer have sufficient communication skills? (listening, establishing contact, expressing themselves clearly)				
E. Does the volunteer have the basic attitude required for the MG to a sufficient degree? * (empathic, not authoritarian but focused on cooperation, an eye for autonomy, focus on own strengths)				
F. Can the volunteer set boundaries? * (assertive, able to say no, refer, put things back)				

Co-funded by the European Union

Statements and case studies

2 A Are the volunteer's motivations appropriate for the volunteer work?

Statements:

- The main reason for volunteering is to change people. I believe that people deserve a second chance.
- I want to learn from others.
- I believe that everyone should do voluntary work.

3 A. Do you consider the volunteer capable of working with Bureau Buitenland, the post office, local authorities? (different interests, tasks and powers of the various parties)

Statements:

- If a security guard treats me unfairly, I will not let it go. I will always comply with the rules of the Foreign Office/embassy.
- I refuse to work with certain individuals (personalities) with whom I clash. I welcome feedback.

Case:
You arrive at the prison and have brought some magazines for the inmates. You have done this before and it was no problem. The inmates are always very happy to receive them.
It's wonderful to have some news from the Netherlands again. There is a new guard who confiscates the magazines because they are not allowed in the prison. What do you do?

Co-funded by the European Union

3 B Do you consider the volunteer capable of carrying out the volunteer work independently? (takes initiative, problem-solving skills)

Statements:
I love getting involved in complex situations. I solve everything myself and don't bother others with my problems.

Case:
You visited six weeks ago and reported on your visit. The regional coordinator has not yet responded. The next visit is tomorrow. The report contained questions to which the prisoner may be expecting an answer. You have already registered with the prison at the embassy. What will you do?

3 E Does the volunteer have the basic attitude required for the MG (empathetic, not authoritarian but focused on cooperation, an eye for autonomy, focus on personal strengths)?

Statements:
I am curious about how others live their lives.
I like to tell others what they should do to avoid getting into trouble. Everyone is responsible for their own actions.

Case:
The prisoner is still unclear about the length of his sentence. He is angry about this. During the conversation, he talks incessantly about the authorities not doing their job properly. He becomes very emotional. How do you deal with this?

3 F Can the volunteer set boundaries? (is assertive, can say no, refer, put things back)

Statements:
I like to solve problems for others. If I don't like something, I say so.
I must be able to answer all questions from prisoners. I like to give feedback.

Case:
A prisoner has written several letters to his wife and children, but they have not arrived. The prisoner has a letter with him and asks you to post it for him. What do you do?

Co-funded by the European Union

Appendix 10.2. Tool Evaluation interview

Explanation

- Review the points of attention from the selection interview with the volunteer and the conclusions you drew from it after the selection interview. You have briefly described these in the 'Selection and Evaluation Form' in part 1.
- Consider whether any doubts, negative points or unknowns have since been resolved or reduced. Formulate questions about this.
- Review the findings from the volunteer meeting in part 3 of the 'Selection and Evaluation Form'.
- Formulate feedback.
- Send the questions below a week in advance, with instructions to think about them. These questions will serve as a guide for the interview.
- Use these questions and points of attention to guide the interview.
- After the interview, briefly write down your findings in the 'Selection and Evaluation Form' in part 2.

Questions for the evaluation interview
The following questions can be used as a starting point for the first evaluation interview:

- How has your experience as a volunteer been so far?
- What do you like about your role as a volunteer?
- What do you find most difficult about this work?
- Is working as a volunteer for [name of probation service] what you expected it to be?
- What was it like for you to visit a prison?
- How is your contact with the prisoner(s)? What is difficult, what is less difficult?
- Does volunteering for [name of probation service] have an impact on you and your life?
- Do you need further training and/or information in a particular area?
- Do you feel you receive sufficient support from [name of probation service]? If not, how can we help you?
- Is there anything else you would like to discuss? Issues that were not addressed and/or about which no questions were asked:

Co-funded by the European Union

Selection and evaluation form

Selection and evaluation form for new volunteers	
Name of volunteer:	
Country and city:	
Part 1 Selection interview	
Date:	
Briefly summarise your findings on the three points of attention.	Preconditions: Motivation: Skills:
Will the volunteer be appointed?	
Have any special agreements been made? What agreement has been made about the evaluation moment?	
Other details you would like to note. For example, information about personal circumstances that you cannot be included above.	

Part 2 Evaluation interview	
Date:	
Briefly summarise your findings following the evaluation meeting.	
Are the special agreements still applicable?	
Part 3 Volunteer meeting	
Date:	
Trainer's impression of the new volunteer	

2022-1-NL01-KA220-ADU-000089938

CoPPer

European Volunteering in Probation

Co-funded by the European Union