



Evidence Review of Volunteering in Probation



CoPPER Project

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Evidence Review of Volunteering in Probation

*Mapping the European practice of volunteering in probation:
Mapping volunteering programmes, identifying key-features and
proposing a European approach*

1. What is CoPPer?

This evidence review is part of the Erasmus+ (Cooperation partnerships in adult education) CoPPer Project- Cooperation to promote a European Volunteering Programme in Probation Services. The CoPPer project ‘...responds to the EU Strategic Agenda 2019-2024 by promoting the active engagement of citizens and civil society as supporters in the social inclusion of people with convictions and ensuring that we all play our role as key guarantors of a common European culture of the rule of law and democracy’ (CEP, 2023).

The CoPPer Project runs from 2022-2025 and brings together European organisations including probation services, civil society, academia, and volunteering fields to create a transnational network focused on sharing knowledge and grassroots experience to co-explore ways of both increasing engagement and valuing the role volunteers and community play in people with convictions’ rehabilitation journeys. The partner countries involved in the CoPPer project are The Netherlands (NL), Portugal (PT), Republic of Ireland (IE), Romania (RO), and Serbia (RS).



The CoPPer partner organisations are:

- Confederation of European Probation, NL
- Aproximar- Cooperativa de Solidariedade Social, PT
- Direção-geral de reinserção e serviços prisionais, PT
- Stichting Reclassering Nederland, NL
- The Probation Service, Department of Justice, IE
- University College Cork, National University of Ireland, IE
- European Strategies Consulting, RO
- Center for crime prevention and after incarceration care –Neostart, RS

The CoPPer outcomes are to:

- Identify ‘good practices’ in engaging volunteers and CBOs in probation services
- Create a European training offer for volunteers in probation services informed by “what works”
- Enhance the capacity of the CBOs to provide/maintain a service of quality
- Maximize the performance of probation agencies
- Develop a pan-EU collaboration network for inter-agency cooperation in the probation system

2. 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 European training programme for volunteering in probation is envisaged 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 (Powell, 2013).

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 (Carlen, 2013; McNeill, 2023), is increasingly acknowledged as a progressive approach to reintegration.

The use of person-centered language

Throughout this evidence review, an attempt has been made to use person-centered language as much as possible, for example ‘people with convictions’ or ‘justice-involved persons, rather than ‘offenders’. In some instances, where terms such as ‘offenders’ were used in a citations, this was unfortunately not possible. Person-centered language avoids the repetition of stigmatizing terminology which is often used in public discourse (Cox, 2020) and also indicates that the social context in which law breaking and probation work take place, has been acknowledged.



3. What is the purpose, scope and methodology of this evidence review?

The purpose of this evidence review is to map European practices of volunteering in probation, mapping volunteering programmes, identifying key-features of volunteering in probation and proposing an European approach to volunteering in probation. As such, this evidence review aims to contribute to fulfill Outcome number 1 of the CoPPer project, which is to “identify ‘good practices’ in engaging volunteers and CBOs in probation services”. This therefore includes not only individual volunteers but also organisations engaging in the criminal justice system as part of the voluntary sector.

This evidence review is based on a rapid review of the research literature relevant to volunteering in probation, including academic literature, relevant reports, international guidelines and grey literature. More specifically, this evidence review was guided by identifying best practices and available research evidence on the following topics:

- Recruitment of probation volunteers
- Subsequent engagement of probation volunteers
- Training of probation volunteers
- Monitoring and support of probation volunteers
- Rewards for probation volunteers

In addition, and with the end goal of the CoPPer project in mind, the evidence review also considered other important elements which are important in the development of a European approach to volunteering in probation. These included amongst others, the consideration of broader societal views of volunteering in different country contexts; the overlap between volunteering and the so called ‘voluntary sector’, relevant international frameworks and guidelines, risk management and benefits of involving volunteers in probation.

In terms of the research process, this evidence review builds on various stages for its development.

- i. A systematic search of academic databases was conducted to gain an overview of the existing literature on volunteering in probation. A comprehensive table of the consulted literature and further details on

- defining parameters (search terms, timespan, databases and country of origin) can be found in the Appendix 3 of this evidence review.
- ii. The identified literature was further supplemented with more detailed information provided by CoPPer partners in the five partner countries (see Appendix 1). This information has also been compiled below into brief country case studies presented. The evidence review further provides detail on one selected ‘spotlight’ organisation or programme in each partner country, selected for illustrative purposes.
 - iii. A peer-review process, including approximately six peer reviewers- from academia, probation services and voluntary sector organisations, in each partner country, has further supported the refinement of the first draft of this evidence review to ensure that all relevant aspects have been considered.
 - iv. The peer review process has been organised either through individual peer review or through focus-groups, based on individual country contexts (see Appendix 2 for peer review and focus group template). A peer review question guide has been designed and the returned responses have supported the revisions of this document. In addition to the question guide, most peer reviewers generously offered additional comments and really useful information and advice which was subsequently included in the report. To ensure transparency, a list of all reviewers can be found in Appendix 4.
 - v. The evidence review has further been consulted on in detail and then validated by CoPPer partners during an in-person team meeting at University College Cork, on the 28th and 29th of September 2023.

The scope of this evidence review is limited to desk based research to map existing probation related volunteering programmes and key features with a view to support the development of a European-wide training manual for volunteering in probation. With regards to identifying best practices on volunteering in Probation, it has to be noted that in an ideal scenario, this would have included an in-depth study as to the effectiveness of various programmes and practices of volunteering in probation in different national contexts. While there is some limited international evidence available on various aspects of volunteering or voluntary sector engagement in different areas of the criminal justice sector (cf. Chui and Cheng 2013, Edgar et al. 2011, JIVE, 2016, Kort-Butler and Malone, 2015, VOLPRIS, 2020) we know much less about volunteering in probation specifically. Therefore, this evidence and best-practice review is of an approximate nature, which however from a social science perspective, does not diminish its quality and robustness. Systematic data collection and the definition of parameters which would help systematic data collection and cross-country comparison over an extended period of time is outlined as part of our recommendations at the end of this report.

Geographical focus of this evidence review

This evidence review included a literature search of international research databases and other international research available and was therefore of global nature. However, in terms of choosing case studies for the ‘research spotlights’, we decided to focus mainly on European jurisdictions due to the geographical focus of the CoPPeR project. However, we also included jurisdictions from further afar such as Japan and Kenya, as they have developed significant expertise on volunteering in probation. The overview typology on volunteering in probation developed as part of this evidence review focuses solely on the CoPPeR partner countries.



4. How do we define some key terms in this evidence review?

As a European research project, which also looks further afield for inspiration, it is important at the outset to clarify some of the terminology used throughout this report. Evidently, some of these definitions will not apply uniformly to all country contexts, but are nevertheless useful for a common understanding of the different aspects involved when considering volunteering in probation.

Volunteering/Volunteers

The European Charter on the Rights and Responsibilities of a Volunteer, formulated by the European Commission's Directorate-General of Education and Culture, defines a volunteer as '...a person who carries out activities benefiting society, by free will. These activities are undertaken for a nonprofit cause, benefiting the personal development of the volunteer, who commits their time and energy for the general good without financial reward' (European Charter on the Rights and Responsibilities of a Volunteer, 2012: p. 7).

The European VolPris Erasmus+ research partnership on volunteering in prisons, built their definitions on the previous work of JIVE (Justice involving volunteers in Europe) and as a result defines volunteering in the criminal justice sector as 'civic engagement without pay'. It further outlines that volunteering in the criminal justice sector broadly, can involve a wide range of activities such as:

Honorary, voluntary, legally regulated, or mandatory work within institutions – such as jury members, lay judges, prison board

trustees, prison visitors, voluntary parole and probation officers

Mentoring and befriending support with Non-Governmental Organisations (NGOs) in prisons or in the community

Training, education and creative arts initiatives Roles within pressure/campaign groups, think tanks and lobbyists for legislative change' (BRIK report, p. 6, 2014).

The Council of Europe (Recommendations CM/Rec (2010) of the Committee of Ministers to member States on the Council of Europe Probation Rules), defines a volunteer engaging in probation as '... a person carrying out probation activities who is not paid for this work. This does not exclude the payment of a small amount of money to volunteers to cover the expenses of their work'.

It is possible to consider some more nuances when defining volunteering generally as well as in the criminal justice system more specifically (van Baren, 2017; Bussell and Forbes, 2002; Derecskei and Nagy, 2020). Cnaan et al. (1996) for

example suggest that it is more suitable to understand volunteering as a continuum. For example, one of the key markers in above definitions, 'free will', can also include an implicit or more explicit 'obligation to volunteer' and 'without pay' can range from 'none at all' to 'stipend or low pay'. Importantly, definitions also commonly consider the attitudes or mindsets in relation to volunteering, presuming some altruistic motive in volunteers' engagement (Busse and Forbes, 2002).

Volunteering is central when thinking about solidarity and community building and it fits into the participative concept of democracy and its ethical relationship with civil society (Powell, 2013). There is often an overlap between volunteers engaging either individually, through loose associations or more formal organisation in different types of causes, including the criminal justice system and probation (Mackey, forthcoming), and voluntary sector organisations, which nevertheless have to be understood as two separate entities.

Voluntary sector/Voluntary sector organisations/Voluntary organisations

The voluntary sector in general distinguishes itself from the public and the private sector, making it non-governmental and nonprofit (Marshall, 1996). The term 'voluntary sector' is often used interchangeably with terms such as 'charitable sector', 'not-for profit sector', 'community and voluntary sector', 'third sector' or 'NGO sector' (Swirak, 2018). While each of these terms has slightly different connotations, they usually encompass a wide range of organisations and different types of legal status, for example trusts, limited companies with charitable purpose etc., which are aimed to work 'not for profit' and in the broadest sense for the greater common good:

The common element to all voluntary organisations is that they serve as mediators between the individual and the state, both holding society together and lubricating it for social change (Marshall, 1996).

Debates are ongoing as to the role of the voluntary sector in the delivery of social services generally as well as its role in the criminal justice sector more specifically. Very broadly speaking, these range from neutral assessments that merely describe the strengthening of the third sector as a new configuration of governance between public sector, private sector and civil society; to more positive assessments that see the strengthening of the voluntary sector as a democratization of social relations (Martin et al., 2016); and at the other end of the spectrum, a critique of the increased reliance on voluntary sector organisations as a co-optation of dissenting voices (Allen, 2000, Corcoran et al., 2017) and getting services 'on the cheap'.

It is important to return to the above mentioned overlap between the 'voluntary sector' and 'volunteering', as these are distinctly separate. Not all individuals

working in the voluntary sector are volunteers. Voluntary organisations are at liberty to hire paid employees and additionally work hand in hand with volunteers to further their cause (Mellor,

1985). In some country contexts, voluntary sector organisations with paid staff are overseen by voluntary Boards of Management.

Criminal justice voluntary sector/penal voluntary sector

The involvement of the voluntary sector or community based organisations in the criminal justice field, is often defined as the ‘criminal justice voluntary sector’ or the ‘penal voluntary sector’. Corcoran (2011:33) for example, describes penal voluntary organisations as “charitable and self-defined voluntary agencies working with prisoners and offenders in prison- and community-based programmes” (Corcoran, 2011: 33). There are potentially an endless number of criteria according to which the penal voluntary sector could be categorized, including for example, funding size, state funding versus private/charitable funding, proportion of volunteer versus paid staff, proportion of professional volunteers staff versus other volunteer or other paid staff; organisational ethos of organisations (religious versus secular for example), level of embeddedness in local communities and so on. As a result, the task of mapping the penal voluntary sector- in this case of England and Wales- has been described like trying to map a ‘loose and baggy monster’ (Tomczak, 2017: 75), pointing to the complexity of mapping the sector meaningfully across various country contexts.

VPO/VPA

VPO - Volunteer Probation Officer VPA - Volunteer Probation Assistant

VPO and VPA are mostly used interchangeably and describe a citizen who volunteers within a probation service. However, this terminology is commonly only used in specific contexts (Japan and Kenya), where volunteers play a central role in the delivery of probation services.

5. What are the benefits of involving volunteers in probation?

Benefits of volunteering for Probation Services and persons supported by Probation

Services

Volunteering in probation can play a central role in increasing the visibility of probation work and significantly contribute to community building and safety. In probation related criminal justice specifically, volunteers can supplement the work of professional probation officers and therefore offer a service to the public and their community. But more than this, volunteers can through their involvement raise the awareness of the practices of the criminal justice system as well as potentially attracting other citizens to join the cause (Ang, 2003). Therefore, volunteering in probation can significantly increase the public's awareness of probation work. This increased visibility can lead to the increased legitimacy of probation sentences.

Particularly in relation to thinking about rehabilitation and reintegration as a dual process, where the community has to welcome the formerly justice involved person back into their fold, the promotion of volunteering in probation seems very timely (Carlen, 2013; McNeill, 2023). By creating opportunities for volunteers to engage with formerly justice involved persons, volunteering in probation can also contribute to building empathy and decrease social distance. The transformation of volunteering over the past decades from altruistic volunteering to instrumental volunteering and the co-optation of volunteering by different government entities as part of the 'active citizenship' agenda, has been raised critically. Nevertheless, there are strong benefits to be noted in terms volunteering as a central element in rehabilitation and reintegration processes, and therefore overall community safety and community wellbeing (Clinks, 2018).

Benefits for probation volunteers

The benefits of volunteering on different sectors and contexts have been researched widely and can be categorized in different ways. With regards to benefits for volunteers, Vecine et al. (2022) for example describe three types of benefits, distinguishing between benefits for volunteers' personal identity, the sharing of common values and experiences with others as well as benefits concerning activities themselves (Vecina et al., 2022).

Benefits to personal identities refers to the altruistic background of volunteering – giving meaning to life and aiding subjective and psychological well-being. This can be achieved by being productive and creative, performing worthwhile activities and therefore experiencing pride and enthusiasm in voluntary tasks. The second set of benefits includes not only the development and expression of personal experiences but also sharing them with others. This

creates engagement and identification with the community a volunteer is part of and enhances their social networks. Lastly, practical activities such as learning new skills, fulfilling meaningful tasks and being productive and creative also benefits volunteers.

Similarly, in their attempt to develop a typology of volunteering as unpaid work, Kelemen et al. (2017) differentiate between altruistic volunteering work (i.e. with the benefits of others or the community in mind), mandatory volunteering (i.e. for jury duty), instrumental volunteering work (i.e. with benefits for one's own development/CV in mind) and militant volunteering work (social movement type involvement/larger social ideals in mind).

For volunteers in probation specifically, an Australian based survey amongst probation volunteers, identified the following benefits experienced by volunteers (Government of South Australia, Department of Correctional Services, 2023):

- the opportunity to contribute to society supporting both people with convictions and staff
- to assist people with convictions change their lives
- to meet a diverse range of people
- to utilise existing skills
- to gain personal satisfaction.

The benefits of including lived-experience volunteers

A unique type of volunteer involvement and an addition to Kelemen et al.'s typology is that of volunteers who themselves have experience in the criminal justice sector. This phenomenon is more widely known as the 'wounded healer' (cf. Martin, 2011; Sedgwick, 2016; Zerubavel and Wright, 2012) which "suggests that healing power emerges from the healer's own woundedness [...], and that the wounded healer embodies transformative qualities relevant to understanding recovery processes [...]" (Zerubavel and Wright, 2012:482). Commonly referring to psychotherapy, this situation can also be applied to probation services where, the inclusion of lived experience volunteers can strengthen the reintegrative work undertaken by probation services. Particular benefits as well as risks of this type of engagement are a more complex matter than those with arising when working with general volunteers and these are further discussed in the section on 'How to Engage Volunteers'.

6. What are International frameworks and guidelines that support volunteering in probation?

Section VII. of the 1990 'United Nations Standard Minimum Rules for Non-Custodial Measures' - also known as the Tokyo Rules- outlines the involvement of volunteers in probation measures. Public participation in probation is formulated as a way to create ties between beneficiaries and their community (17.1), raising public awareness (18.3) and giving individuals an opportunity to contribute to their society's safety (17.2). Additionally to this, the Tokyo Rules offer concrete rules on how volunteers shall be dealt with. These guidelines are phrased as follows:

- 19.1 Volunteers shall be carefully screened and recruited on the basis of their aptitude for an interest in the work involved. They shall be properly trained for specific responsibilities to be discharged by them and shall have access to support and counselling from, and the opportunity to consult with, the competent authority.
- 19.2 Volunteers should encourage offenders and their families to develop meaningful ties with the community and a broader sphere of contact by providing counselling and other appropriate forms of assistance according to their capacity and the offenders' needs.
- 19.3 Volunteers shall be insured against accident, injury and public liability when carrying out their duties. They shall be reimbursed for authorised expenditures incurred in the course of their work. Public recognition should be extended to them for the service they render for the well-being of the community.

The UN Handbook on Probation Services: Guidelines for Probation Practitioners and Managers from 1998 develops these further, expanding on the importance of screening for the aptitude of volunteers, providing appropriate training enabling them to conduct agreed tasks, supporting volunteers through counselling, appropriate insurance and reimbursement of costs as well as offering official recognition to volunteers.

In addition, the Handbook outlines the following guidelines:

- *Community participation pursuant to an agreement with the responsible implementing authority which specifies, in particular, the nature of the duties and the way they are to be carried out.*

- *The carrying out by participating organisations and individuals drawn from the community of supervision only in a capacity laid down in law or defined by the authorities responsible for the imposition or implementation of community sanctions or measures.*
- *The need to reserve specialist work for “professionally trained” staff.*
- *Criteria and procedures according to how individuals drawn from the community are selected, informed about their tasks responsibilities, limits of competence, accountability and other issues.*
- *Guidance and training of individuals drawn from the community to the extent necessary by professional staff in order to enable them to perform those duties which correspond to their capacities and possibilities.*
- *The demands of professional confidentiality in relation to participating organizations, and individuals.*
- *The insurance against accident, injury and public liability when carrying out their duties and their reimbursement for necessary expenditures incurred in the course of their work.*
- *The capacity of participating organizations and individuals drawn from the community to be heard on matters of general character falling within their competence as well as those concerning individual cases and its provision of feedback information.*

Rule 34 included in the Recommendations CM/Rec (2010) of the Committee of Ministers to member States on the Council of Europe Probation Rules’, further outlines the scope for including volunteers in probation across CoE member states:

Volunteers may be involved in certain aspects of probation work. They shall be adequately selected, supported and resourced.

Rule 34 has to be read in conjunction with Rule 9, which specifies the need for keeping responsibility for probation in the hands of public authorities – even when volunteers or volunteer agencies are involved. In addition, Rule 31, puts the onus on probation management to include volunteers amongst others when developing and maintaining ‘... sound working relationships and good contacts with other agencies and partners, with volunteers, public authorities, the media and the general public’.

Within other Council of Europe Recommendations, volunteers in probation are also included in relation to juvenile offenders (CM/Rec 2008), work in prison in general (CM/Rec 2006) and specifically in relation to foreign prisoners (CM/Rec 2012).



7. How is volunteering in probation shaped in different national contexts?

After having considered international guidelines it is of interest to look more closely at the actual practice within states and their implementation of these aforementioned recommendations and guidelines. Available data on volunteering in probation is highly differentiated in different country contexts and is lacking precision and therefore comparability. The comment on the mapping of the voluntary penal sector as a ‘loose and baggy monster’ applies all the more when trying to systematically portray the role of volunteering and the voluntary sector in probation in different national contexts. In the absence of such detailed international data on volunteering in probation that would allow for more systematic mapping and comparison, it is difficult to present a clear cut typology of some sort that could provide some clearer contours on how volunteering in probation works in different national contexts. Nevertheless, after discussing some contextual factors that influence how probation volunteering in different contexts, this evidence review provides an initial typology of volunteering in probation.

Historical and cultural understandings of ‘community’

Research on the involvement of communities in local crime governance confirms that historical and socio-political contexts shape how the role of the ‘community’ is understood vis-à-vis the State, and as a result how the voluntary sector and volunteering in probation is shaped. For example, countries with a strong republican ethos such as France, Germany and the Netherlands historically tended to be more hesitant to involve communities in crime control, whereas countries with strong regional disparities, post-conflict or post-colonial histories, such as Ireland, Canada and the UK tend to have more communitarian understandings of what constitutes ‘community’ and would have traditionally been more favourable in involving communities in crime control (Shapland, 2008).

Countries under former communist rule again will typically have different experiences with citizens’ involvement in volunteering and specifically volunteering in the criminal justice system (Silló, 2016). Due to volunteering being mandatory under former Soviet rule, negative connotations associated with volunteering can sometimes be found. As a result, volunteering in general has decreased since the fall of the Soviet Union in 1989 and the process of reestablishing volunteering in civil society is still ongoing (ibid.). In different jurisdictions therefore, how volunteering is woven into the fabric of society more broadly in the delivery of social and penal policy, will shape volunteering in probation. A unique comparison to illustrate this point are the differences between East and West

Germany. East Germany (the former GDR) and formerly a communist country, displays a significantly lower share of volunteers than the West-German counterpart (Ehrlich and Vogel, 2018). While 30,8% of men and 26,6% of women are active as volunteers in the West, 14,2% of men and 12,8% of women are volunteers in the East. No correlation between former political circumstances and share of volunteers has been proven; however, these figures seem to illustrate the findings discussed by Silló in relation to volunteering and formerly communist countries.

In addition, public opinion of people with convictions as well as limited knowledge of probation services influence views on

volunteering in probation. Probation services in general are often overlooked by the public due to the relative invisibility of community sanctions compared to prisons (Mawby & Worrall, 2013; Teague, 2002). This oversight is arguably linked to media representations of community sentencing as a “soft option” (ibid, p. 35) leading to the public’s misjudgment of the reality of probation services. This is further reinforced by disproportionately negative perceptions of people with convictions in the public (Wake et al., 2008). These issues of negative perceptions of people with convictions and limited knowledge of probation services should be kept in mind when considering cultural differences in approaches to volunteering in probation.

National policy priorities on volunteering in general

In Portugal for example, general volunteering has been anchored in national law since 1998 where it is defined as a “set of actions of social and community interest carried out in a disinterested manner by people, within the scope of projects, programmes and other forms of intervention at the service of individuals, families and the community developed on a non-profit basis by public or private entities” (No. 1 of article 2 of Law No. 71/98, of 3rd November as cited by Aproximar and Direcao-General de Reinsercao e Servicos Prisionais [2023]). This legislation provides the foundation for manifold possibilities in volunteering, with volunteering in probation being an area which is yet to be addressed.

The first volunteering law was adopted in 2001 in Romania (Law no. 195/2001), and later modified in 2006 (Law no. 229/2006) in order to introduce the voluntary character of the volunteering contract. The latest piece of legislation was introduced later, in 2014 and volunteering is defined as ‘...participation in activities of public interest carried out for the benefit of other persons or society, organised by public or private legal persons, without remuneration, individually or in groups’, with volunteers having to undergo an approval procedure by law (Law no. 78/2014 art.3 as cited by Andrada Istrate [2023]).

Volunteering in the Netherlands has a strong presence in various areas of the criminal justice system (prison visitations, buddy projects in half-way houses with professional staff etc. (Clinks, 2018:19). With regards to volunteering in the probation services, the Netherlands have experienced a dip in the 1990s due to a policy shift towards the professionalisation of the field (Brok, M. [2023]). However, with regards to probation, volunteering only found new weight in 2017 due to the

advocating for volunteers by the Administration of Criminal Justice and Protection of Juveniles (ibid.).

Broader national policy priorities on volunteering therefore influence how volunteering in probation is organised across different country context and this has to be taken into consideration when developing a European approach to volunteering in probation.

Sentencing law and volunteering

Sentencing law across many different European countries (e.g. Germany, Portugal, Romania, Poland) explicitly encourages the involvement of civil society and outlines that volunteering can support (re)socialisation on release from prison (Volpris, 2020). Some countries such as Italy, Finland, and Switzerland, however, have continuously made use of volunteers within their probation systems, encouraging their participation and embedding them in the criminal justice process. However, in other contexts, one can observe the impact on volunteers in probation with the growing process of 'professionalisation, especially during the 1990 (e.g. Netherlands, Denmark, Belgium, certain parts of Germany). In these cases, working in probation grew to be seen as a purely professional field with less and less volunteer involvement actively pursued (cf. Brok on the Netherlands, 2023). Only over the past ten years has the notion of volunteering in probation and its potential benefits on reintegration been given more attention again.

Different levels of organisation of citizen involvement as volunteers

Mackey's (forthcoming) classification of involvement of nongovernmental entities also offers a useful framework for understanding some of the parameters shaping the relationship between what he describes as 'citizen involvement' and probation services. More specifically, he distinguishes between three levels of citizen involvement, starting with the volunteer involvement of individual community members at the level of least organisation, to more organised community associations and non-profit organizations and lastly highly organised private for-profit organisations. He suggests that these different forms of citizens' involvement are differentiated by the '...level of organization inherent in them' (Mackey, forthcoming) and that in some cases these levels of organisation also relate to the functions accorded to these entities. For example, he suggests that in some countries, more

autonomous and private sector entities exert more surveillant functions; whereas more state controlled community involvement means that these types of organisations tend to engage more in support functions. Importantly however, he also includes some examples where these different forms of citizen involvement co-exist. It is further important to highlight that further variations in such typologies are possible, where for example non-profit organisations are very highly professionalised and organized, and partly also become involved in surveillant type functions.



8. What are possible roles and functions of volunteers in delivering probation services?

Penal vs post-penal functions

Volunteer involvement in probation can fulfil a wide range of functions and can encompass a wide range of activities. Barr's (1971) study on volunteers in post-release contexts differentiated between the roles of social contact, i.e. offering a 'lifeline' back into communities, companion, supporter, enabler, introducer, protector, buffer between client and community or representative of community. Mackey (forthcoming) broadly differentiates between supportive functions, including facilitating access to social services, housing, substance use and mental health on the one hand; and more surveillance oriented functions on the other hand, which include supervisory and monitoring activities.

Another important differentiation to be made is that of the penal status of the beneficiary. In some countries, voluntary aid during probation is part of the penal process (e.g. in certain parts of Germany, where volunteers play an important part in the delivery of probation services and therefore take on a position which is part of the official supervisory process (Baden-Württemberg, 2023) while in other countries there is no mandatory participation with programmes offered that include volunteer participation during the time of probation (e.g. in Serbia; Vulevic, D. [2023]). In these cases most of the support offered by volunteers is post-penal and therefore not included in the official penal strategy of the state (ibid.). The distinction between these phases, penal and post-penal, is crucial to the understanding of the role of volunteers and their responsibilities.

The professional role of probation workers and supplementary volunteer involvement

A clear differentiation in the roles between probation officers and volunteers has been recommended by the Council of Europe (CM/Rec 2010). The role of volunteers in probation is also related to the professionalisation of probation officers. If the work of a probation officer is seen as a "profession deploy[ing] a body of knowledge" (Kury and May, 2013:9), then the volunteer acts as a supplementary to the probation officer, only assisting in tasks which do not require any formal qualifications. However, if the work of a probation officer is seen as a set of skills, then the volunteer can be entrusted to execute all tasks of a professional probation officer after being trained appropriately. The differentiation here is simply drawn according to salary (traces of this can be observed in the probation service in Baden-Württemberg, Germany (Baden-Württemberg, 2023). In that case the volunteer is trusted to execute all tasks at hand after being trained appropriately. In some country contexts, volunteers are recruited based on their respective professional expertise (as psychologists,

lawyers, accountants) that can support beneficiaries or beneficiary organisations (e.g. on boards of management of CBOs). The use of their professional expertise here is clearly differentiated from the professional roles of probation officers.

In a study conducted by the Dutch Wetenschappelijk Onderzoek- en Documentatiecentrum (WODC, 2019) on volunteer management in probation services, aimed at informing an overarching policy for the services in question, volunteer engagement was divided into three major groups: professional responsibility, shared responsibility, and volunteer responsibility. Professional responsibility was found predominantly in Ireland and England, where volunteers carry out supportive and additional tasks in order to aid professional probation officers. Shared responsibility indicates a co-working-like agreement between professionals and volunteers, dividing up tasks equally between the two groups. This model can be found predominantly in Australia. Lastly, the model of volunteer responsibility is mainly implemented in Japan, in which volunteers carry out next to all of the probation work in a voluntary capacity. There are therefore fundamental differences in what role volunteers can potentially play in volunteers services.



9. How can volunteers be recruited?

When wanting to involve volunteers, organisations need to know not only how to recruit the appropriate number of volunteers, but also the right volunteers. Depending on the needed skill-set for volunteers, it is important that the motivation of potential volunteers is identified.

This can be done by understanding why people choose to volunteer in order to establish an effective recruitment strategy for volunteers. The literature suggests a strong impact of personal affiliation between volunteer and organisation. Volunteers are likely to have contact of a relational nature with the organisations they choose to volunteer for. The clear identification with the organisation's core values (van Baren, 2017) and the identification of social interactions of volunteer beneficiaries therefore seem of particular importance in why people choose to volunteer. The 'belief in the cause' for volunteers is a pivotal factor in their decision to volunteer, which is really important in the probation landscape as people with criminal convictions often face higher levels of stigma and prejudices.

A first step therefore in recruiting volunteers is therefore the identification of clear core principles and their clear and unequivocal communication to the public and within the broader community (Study on Volunteering in the European Union, DG EAC, 2010). It therefore also appears particularly important that the crucial role of probation supervision and community based supports for people after prison- be it under probation or not- in contributing significantly to lower recidivism rates and increased community safety- has to be very clearly formulated and communicated to potential volunteering publics.

Other motivating factors when considering why people choose to volunteer vary greatly according to gender, age and employment status (Study on Volunteering in the European Union, DG EAC, 2010). Especially between men and women a great difference can be found with women being more motivated by the desire to help others, acquiring new skills and meeting new people (ibid). Men on the other hand seem to be more influenced by the desire to use their free time in a productive way and act on a feeling of civic responsibility (ibid). This differentiation can further help in the more targeted recruitment of potential volunteers. With regards to age range, adults between the ages of 30 and 50 make up the biggest part of volunteers (ibid). Due to the connection of volunteer work and personal free time, retirees tend to be more visible in the volunteer community since the actual amount of hours invested in volunteer work is found to be dependent on the amount of free time at the individual's disposal (Meijs & Hendriks, 2022). In most countries, the number of older people volunteering is also continuously increasing and could potentially overtake middle-aged adults in the coming years (Study on Volunteering in the European Union, DG EAC, 2010). Another common demographic aspect is that of employment status - not only is there a positive correlation between education levels and tendencies to volunteer, most volunteers are also employed during their time of volunteering (ibid).

There are a variety of factors and check-lists which can be used when wanting to identify the right type of volunteers in terms of attitudes and values. These can be identified in the selection process- from the early stages of written applications or expression of interest forms, through to personal interview situations.

Team Oxford (2023) for example states the following characteristics as beneficial for potential volunteers:

- A non-judgmental approach to others
- Good listening and communication skills
- Empathy and compassion
- Good Understanding of confidentiality
- Socially responsible
- Strong mindset

Similarly, the following characteristics are recommended to be identified in the recruitment of volunteers in the context of the 'Circles of Support and Accountability' programme in New Zealand (cf. Lowe and Willis, 2018), with the main features being:

- Emotional and social maturity
- Non-judgemental attitude
- Problem-solving and conflict resolution skills
- No previous convictions
- Balances lifestyle with interests other than volunteering

In Japan, "[n]o educational qualifications are needed to become a VPO, but the following criteria must be met: be highly evaluated in terms of character and conduct in the community; be enthusiastic and have enough time available to accomplish the necessary duties; be financially stable; and be healthy and active (all specified under Section 1, Article 3 of the Volunteer Probation Officers Act 1950). The VPOs are appointed by the Minister of Justice through the recommendation from the director of the probation office, who needs to receive

recommendation from the Probation Officers' Screening Commission (Article 3)" (Kury and May, 2013:6).

In practical terms, typical ways to go about volunteer recruiting are (Managing Volunteers, Clinks, 2020):

- Local volunteer centres
- Posters, leaflets, talks
- Advertising in local media (press and radio), including media which target specific communities and age groups etc.
- Local community events and open days
- Volunteering open days to explain more about the organisation
- Local business and statutory sector pre-retirement courses
- Student community volunteering, based within local students' unions
- Websites and social media.

Additionally to this, word-of-mouth is considered one of the most effective ways in recruiting practices in general (cf. Ahamad, 2019; Van Hoya et al., 2016), which extends to potential volunteers for NGOs. Besides trying to reach potential volunteers, a selection by the organisations themselves is necessary to fulfil their own needs. The selection process is therefore advised to work in two stages: self-selection as well as committee selection (Barr, 1971). Not only does a potential volunteer need to consider themselves as fitting for the tasks at hand and put themselves forward, the individual also needs to be regarded as fit for the volunteering position by the committee responsible for selecting potential candidates. The information provided to interested citizens should therefore assist them in evaluating if they are up to the task before having a committee judge their suitability. The committee selection of volunteers also strongly depends on the role the VPA might take on. Different VPAs need to be recruited for different roles, the most important factors being the beneficiary's degree of alienation and their capacity for (re)integration (Barr, 1971).

Diversity of volunteers

As already pointed out in the JIVE (Justice involving volunteers in Europe) report, it is important to consider cultural sensitivity and diversity in any volunteering programme, but particularly in the context of criminal justice volunteering. It is important to remember that despite best efforts, probation volunteering will always include an inherent power asymmetry. People from ethnic minorities and from disadvantaged social and economic backgrounds, are disproportionately represented in criminal justice systems across Europe (Anderson, 2023; Carr, 2017; Webster, 2018). Cultural norms and values, particularly in the culturally rich landscape of Europe are therefore of pivotal importance. Addressing this requires specialised training modules centred on cultural appropriateness in volunteering roles. Additionally, the gender of potential volunteers as well as beneficiaries needs to be kept in mind. Since volunteering is more pronounced amongst female individuals (Study on Volunteering in the European Union, DG EAC, 2010) and the target group of this volunteering program will predominantly be male (89,8% according to Aebie & Hashimoto, 2022), gender sensitive training and recruitment should be considered.



10. Once recruited, how can volunteers be engaged with on an ongoing basis?

Networks

Being part of a volunteering organisation goes hand in hand with being part of a social network for the volunteers involved (van Baren, 2017). It is hence important to facilitate this potential network for volunteers as well as granting them access to resources present within these networks. This is supported by an EU-wide research project on volunteering in the European Union in which “[meeting] new people and building] social networks” (Study on Volunteering in the European Union, DG EAC, 2010) is stated as a pivotal factor in citizens’ decision to volunteer.

Local proximity

The location of offered services in general is to be viewed as an influential factor on the success of individuals’ engagement with these services (Phillips et al, 2020). More specifically, it is important to engage volunteers with beneficiaries in close proximity since the distance travelled to meet beneficiaries, plays a big factor in the success of the volunteer’s work (Tumitit, 2020). This speaks for a community-based engagement - keeping volunteers in direct connection with their own communal surroundings as well as the beneficiaries’. Engaging volunteers on an individual level can lead to a more spontaneously shaped support for the beneficiary while the social capital of the volunteer is being strengthened (van Baren, 2017). In addition to individual level involvement, volunteers can also shape the way people on probation are viewed by their social surroundings in general (van Baren, 2017).

Lived-experience volunteers

Important to note are additionally the benefits gained by engaging volunteers who have previously been probation beneficiaries themselves. Because of their own experience of the criminal justice system, these volunteers can act as role models by demonstrating ‘visible desistance’, making the effort of volunteering more sustainable (Phillips et al, 2020). Volunteers with lived experience can “inspire, motivate and support their peers” (Buck, Tomczak & Quinn, 2021: 823) through their experience of criminalization and other shared life experiences. A study on volunteering in the criminal justice system in the English and Welsh ‘third sector’ conducted by the University of Keele, identified an increase in skills,

confidence and self-esteem amongst ‘lived experience’ volunteers as well as the use of “unique contextual empathy” (Buck & Jaffe, 2011: 4). The inclusion of lived-experience volunteers can as a result act as a bridge between staff and beneficiaries (Buck & Jaffe, 2011). As a barrier, this type of engagement of volunteers with personal experience in the criminal justice system demands an additional process of risk assessment which potentially goes beyond standard risk assessment for volunteers without previous convictions (Managing Volunteers, Clinks, 2020; Buck & Jaffe, 2011). The purpose of this process is to ensure safety and well-being for all individuals involved, volunteers, staff and beneficiaries alike (Managing Volunteers, Clinks, 2020).

Volunteer agreements

Volunteer agreements can be a useful tool and are used in different country contexts to establish a more formal commitment and relationship between the volunteer and the organisation in question (cf. Meltzer, 1988). Agreements can be used to clearly delineate tasks, responsibilities and boundaries and can also be used as a monitoring support tool that can be of benefit to both the volunteer and the organisation in question. Volunteer agreements in some instances can be mandatory and can only be signed by volunteers after training; whereas in other contexts such agreements are less formal and not connected to the requirement of formal training completed. From European-wide research conducted by CLINKS on volunteering across criminal justice systems in Europe, it also appears that there is wide support to formalise the relationship between organisations and volunteers (CLINKS, 2018:7).

Digital technologies and virtual volunteering

The rapid increase, spread and diversification of digital technologies significantly influences the nature and potential of volunteering. The United Nations define online volunteering as “tasks completed, in whole or in part, by a person via the Internet from a home, work, university, cyber café or telecenter computer” (United Nations Volunteers 2004). The effects of this change have been subject to closer examination, for example by Liu et al. (2016). Their review of online volunteering researches the what, where, who and why of virtual volunteering in depth and examines the relevant differences between on-site and online volunteering. Overall, online volunteers tend to generally be younger than the average volunteer, newer to volunteering than on-site volunteers and display increased altruistic motives due to the lack of personal peer-recognition in the traditional sense. However, the authors acknowledge the lack of research in this field and limit their findings to tendencies and trends. Nevertheless, digital technologies for volunteering have to be considered when thinking about processes of recruitment, engagement and motivation of volunteering in probation.

Digitalisation was further intensely accelerated by the global Sars-Cov-19 pandemic from 2019 onwards, which made virtual engagements close to indispensable. As a result of difficulties in delivering services, many services and agencies included remote support to their services. This

naturally extended to volunteering and therefore also to volunteering in the criminal justice sector making the realisation of many services very difficult, if not impossible. Although research is yet thin on the changes to volunteering due to Covid-19, some early research seems to indicate that the Covid-19 disruption changed not only the landscape of volunteers but also their experience and engagement with voluntary programs (Sun et al. 2021). Their study on attitudes towards virtual volunteering, especially for older adults, indicated that some volunteering was shifted to virtual engagement, which seemed, however, for volunteers a less attractive option vis-a-vis face to face contact, and especially so for volunteers of a higher age (ibid.) It seems that more positive aspects such as breaking down barriers in volunteering through digital technologies stand opposite the concern of lack of personal connection and trust building (ibid.).



11. How can volunteers be trained?

The training of volunteers can take place in many different forms and shapes. In a study conducted for the Director General of Education and Culture of the European Commission regarding volunteering in the European Union, training methods such as “introductory training, ongoing and advanced training, peer volunteer support, mentoring/‘buddying’ schemes and specialist training” (Study on Volunteering in the European Union, DG EAC, 2010:161) are mentioned. Even though the study showed that specialist training in the sense of formalised education and training opportunities is the main method of training in the European Union (ibid), the content of these types of training is not further specified within this study on volunteering. This makes a deeper look into training schemes necessary within the organisation as well as the cultural / legal background. It is important to mention that the training deemed necessary for volunteers is highly dependent on the organisational definition of volunteers in general considering their role. Additionally, it is up to the organisation if the successful completion of such training leads to full voluntary engagement or if the candidate undergoes a probationary period of supervised action (cf. Spencer-Grey, 2009).

As discussed previously, if the definition of the Council of Europe (differentiating between volunteers and professionals mainly through the separation of tasks) is used, the training of volunteers does not need to focus on hard skills attributed to probation officers but rather on soft skills which equip the volunteer to handle interpersonal relationships with beneficiaries in a sustainable and fruitful way. One aspect therefore seen to be important is the strengthening of social skills. Successful practitioners generally display characteristics like warmth, empathy, likability and respect which forms a deeper running connection between beneficiary and supervisor regardless of their official employment status (Trotter, 1990). This results in a higher likelihood of stronger bonds which consequently can lead to better deliverance of service as well as more compliance on the beneficiary’s side (Smith et al. citing Raynor et al, 2012 and Ugwudike, 2010).

The advantage of volunteers compared to paid staff is characterised by their interest in relatedness, meaning the desire to build personal relationships, and respectively increased satisfaction in the volunteer- beneficiary relationship (van Baren, 2017). And even though a dip in competency can be observed between volunteers and paid staff due to differences in completed formal training, the best predictor for volunteer position satisfaction is the above mentioned sense of relatedness (van Baren, 2017). Therefore, a focus in training on social competency and emotional coping skills is of extreme importance - not only to ensure the building of meaningful relationships between volunteers and beneficiaries but also to equip volunteers for the difficulty of relationships ending (van Baren, 2017).

The above mentioned skills all refer to a volunteer’s personal soft skills and can be summed up as follows: volunteers are best trained by enhancing their social skills, making them capable to react appropriately and spontaneously to various difficult interpersonal situations.

This does not only ensure the full use of volunteers' potential but also an increased likelihood of beneficiaries' satisfaction with services provided.

Moving on from personal soft skills, another important aspect of volunteer training is that of confidentiality (cf. Team Oxford, 2023). According to Tumitit (2020), one of the most important factors of successful volunteering in probation is the volunteer's adherence to confidentiality in relation to the beneficiary's personal information. An emphasis on this in the training stage can prevent any damaging behaviour on the volunteer's part. Volunteers' awareness must be raised to increase the sensitivity of the fact that during the volunteer engagement, very personal information on another individual's very personal and potentially challenging experience with the criminal justice system, will be obtained.

Thorough training on clearly defined boundaries between the role of the volunteer and beneficiary and between the volunteer and the supervising officer is also very necessary (Tumitit, 2020:151). Tumitit puts it like this: "[...] when conducting orientation and training for VPAs, lectures must be in a form of full discussion, focusing on their functions and responsibilities so they will be more knowledgeable and more effective in reforming and rehabilitating their clients" (Tumitit, 2020:154).

As an anchor example, training modules used by various organisations in Ireland include the following modules (McNally, G. [2023]; Le Cheile, 2023):

- Introduction to organisation
- Communication skills
- Child protection
- Policy and procedures
- Understanding young people and exploring core values
- Learning review and skills practice

Furthermore, the internationally implemented program CoSA, which is used in the Netherlands and Ireland amongst others, uses the following modules to prepare their volunteers for work with individuals transitioning back into society after having served prison time for sexual offences (McNally, G. [2023]; Brok, M. [2023]):

- Introduction – Group Agreement and Overview
- Attitudes –Values – Beliefs

- About CoSA
- Understanding Sexual Offending Behaviour
- Overview of the Criminal Justice System
- Perspectives of Survivors
- Boundaries and Self Care
- What is Risk?
- Perspectives of Survivors – Adult Survivors
- Volunteer Supervision
- Roles and Responsibilities of Volunteers – Case studies
- Managing manipulation and collusion – Case Study
- Being a Circle Volunteer (Volunteer for CoSA)

Another practical example of a training curriculum is offered by the International Office in the Netherlands, which trains their volunteers in their probation service as follows (Brok, M. [2023]):

- Introduction to the principles, methods and rules of the international office
- Motivational interviewing: conversational skills - interview techniques (such as open questioning, affirming, reflecting, and summarising) are introduced to create an atmosphere that promotes self-examination and change
- Difficult conversations: conversational skills in regards to difficult behaviour displayed by detainees are practised
- Interactive and playful exercise in order to deepen certain subjects

However, training is not restricted to the pre-engagement phase. Looking to Japan as a reference, extensive training for the aspiring volunteers as well as continuous training for already working volunteers is mandatory according to the Japanese Ministry of Justice website (Kury and Mai, 2013). However, further specifications considering frequency and length are not to be found. The idea of continuous training is supported by studies suggesting

that 'learning by doing' can lead to fractious, unsystematic and uneven learning (Barr, p.133). This underpins the importance of continuous training to accompany volunteers in order to avoid disappointment for both volunteers as well as beneficiaries. This can be aided by conducting exit interviews whenever volunteers chose to leave the organisation (Macduff, 2005). By gathering information on why individuals choose to leave the organization and differentiation between personal circumstance and organizational reasons, the organization in question can either improve their volunteer training or adapt their expectation management for their volunteers (ibid.).



12. How can volunteers be monitored and supported?

General Monitoring

Ongoing monitoring of volunteers is seen as a necessity to ensure ongoing satisfaction as well as high-value performance of volunteers. Repeated critical re-appraisal and the recognition and definition of new stages of the volunteering process with next steps for the volunteer in question is an essential part of the volunteering process (Barr, 1971). Tunitit (2020) found that close consultation and cooperation between supervising officer and volunteer is very much needed by the volunteers to ensure a communicative and harmonious working relationship (p. 147).

Typical signs for negative experience in the penal voluntary sector in general are burnouts, vicarious traumatisation, shame, compassion fatigue and role strain - to name a few (Tomczak and Quinn, 2021). These risks were identified in a 2021 study which describes the relationships between penal voluntary workers and service users as characterised by "emotional labour, trauma, the (perceived) high stakes on engaging with criminalised individuals, difficulties helping and relating to service users, and the potential transformation of practitioners' worldviews" (Tomczak and Quinn, 2021: 2289).

In order to maintain on top of these risks, the Irish organisation Le Cheile, for example, has implemented a monitoring system which works with group supervisions four to five times a year, an annual volunteer conference as well as weekly reports to their respective supervisors (McNally, G. [2023]). Additionally, their website states the offer of ongoing support of a trained mentoring coordinator as well as ongoing training to learn new skills. These type of monitoring activities should be a safe place to bring up the following questions to the volunteers (Managing Volunteers, Clinks, 2020):

- What's gone well?
- What hasn't gone so well?
- Do they feel there is any support or training that they need?
- Is the volunteering role meeting their needs or fulfilling their motivations for volunteering?
- Are there any other tasks within the organisation they would like to do?

Another rationale why monitoring volunteer involvement is beneficial is the possible tension between accountability and support (Lowe and Willis, 2018). This duality can potentially be challenging to balance - a type of “ongoing negotiation” (Lowe and Willis, 2018:144) between these two factors is necessary and needs to be monitored on an ongoing basis. Additionally, it is of the utmost importance to constantly monitor the volunteer’s commitment to maintaining confidentiality. According to Tumitit (2020), the volunteer’s general awareness of the nature of their job and their dealing with confidential matters can be a make or break for the volunteer-beneficiary relationship, since a breach of confidentiality can be very damaging to the beneficiary.

Risk management

As per the vision of volunteering for this project, the actual risk management of people on probation is privy to professional probation officers and not part of the vision of this project. All risks that might arise in the context of care and wellbeing of people on probation as well as for volunteers themselves, have to be nevertheless considered.

Safety remains paramount given the nature of probation; therefore, well-defined guidelines and swift emergency responses are indispensable. A vital part of the general monitoring process is the continuing awareness of risks and the focus on protection of volunteers. Risk, in general, is defined as a “potential loss or harm” (Graff, 2012:323) in the categories of people, property, income, goodwill and liability. It is vital to prevent risks from occurring not only to ensure a reliable delivery of services but also to protect volunteers in their capacity as probation workers. Three main areas are generally defined in which risks can potentially arise: through the coordination of volunteers, the volunteer work itself and from volunteer behaviour (ibid.). Volunteering in probational services usually includes a direct link between volunteer and beneficiary as well as complex and responsible tasks which can increase the overall potential risk for volunteers. This effect is explained due to high exposure to other individuals with simultaneously lower structural oversight functions than in paid labour (ibid.). Since risks can never be ruled out completely, it is vital that these are at least identified and mitigated as much as possible.

These four steps are proposed by Graff (2012) to effectively manage risks and protect volunteers as well as beneficiaries:

- Identify risks – mainly through brainstorming, foresight and experience from similar settings
- Sort risks according to likelihood of occurrence and magnitude of harm
- Develop and implement risk control measures – typical mitigation strategies are to

stop activity, decrease likelihood, minimize harm or transfer liability

- Review measurements and adapt

Typical mitigation strategies used are to stop the risk-prone activity, decrease its likelihood of occurrence, minimize any potential harm or transfer liability. Especially minimizing potential harm, e.g. through the provision of mental health services, can play a big role in volunteering in probation. These steps help to stay on top of potential risks and avert or minimize potential risks in the involvement of volunteers. Since engaging volunteers in the probation work might bear more risks than in other areas of volunteer involvement, a thorough monitoring in a fashion similar to the proposed steps will help to not only minimize these risks but also make volunteers feel more secure in their engagement with the criminal justice sector. One important element of managing risk would involve the development and use of a complaints/whistleblowing policy which allows all participants, beneficiaries, volunteers and professional probation officers to voice any possible concerns or risk. The Irish youth mentoring programme Le Cheile for example has a complaints policy for service users (Le Cheile, 2020). The Cambridge Acorn Project which works with volunteers in various capacities supporting mental health issues, uses a so-called “Whistleblowing Policy”, which extends to unlawful conduct, miscarriages of justice in the conduct of statutory or other processes, failure to comply with a statutory or legal obligation and potential maladministration, misconduct or malpractice amongst others (The Cambridge Acorn Project, Whistleblowing Policy, 2023). Confidentiality in these matters is ensured and a safeguarding lead as well as a Whistleblowing Trustee is appointed to guarantee a clear delegation of responsibility in handling matters of concern. The installation of such a framework can increase volunteers’ trust in the organization and make the practical aspect of risk management more tangible.



13. How can volunteers be rewarded?

There are many ways to go about rewarding volunteers in order to ensure their continuous commitment and satisfaction. According to a survey amongst Japanese VPOs, monetary rewards are not considered a key motivational factor - as long as the organisational structure behind the VPOs is well funded and volunteers are compensated for incurred expenses (Kury and Mai, 2013). Austria for example offers their voluntary probation workers 64€ a month per beneficiary (Global Regulation - Austria, 2023). This amount is paid without demanding proof of any cost advances on the side of the volunteer (ibid). This arguably underlines the impression that volunteers are taken seriously which can positively influence volunteers' motivation to continue volunteering. Altruism, however, seems to be the main motivator for VPOs in Japan (Kury and Mai, 2013). Therefore, rewarding volunteers by acknowledging their contribution to society and their fulfilment of civic duty seems to be more motivating than financial compensation. Since a meaningful advantage of volunteering seems to therefore be the potential for obtaining a social network (van Baren, 2017) as well as ensuring the further development of their social capital (Tumitit, 2020), it is important to reward volunteers by offering social activities and a sense of community. This acts as a facilitator of interpersonal cooperation and promotes growth of volunteerism in a wider community since people become more encouraged to work cooperatively (ibid, p. 147).

There are also additional ways to go about rewarding volunteers in a more practical sense, some of which include (Managing Volunteers, Clinks, 2020):

- Organising Events (in agreement with Tumitit, 2020; van Baren, 2017; Kury and Mai, 2013)
- Award Schemes
- Thank You Notice Boards

Moreover, Van Nierop (2010) distinguishes between two different approaches in validating formal and non-formal learning when assessing possible means to validate volunteers in the European Union. The first approach includes a formal assessment of volunteers' competencies and acquired skills, which can also lead to certification. The second approach involves documenting individuals' volunteering experience and is documented in something like volunteer passports or record books. Since the first approach is tied to statutory educational requirements and would not concur with the supportive role envisaged for a European approach to volunteering in probation, the second approach of validating non-formal learning seems best suited for a European wide approach to volunteering.

14. COPPER partner country profiles and ‘spotlight’ case studies



Case Study Ireland

HISTORICAL BACKGROUND

- In the beginnings of probation (early 20th century), paid probation staff were supported by volunteers
- Up until the 1960s probation services outside of Dublin were fully executed by volunteers
- Since 1970s the probation service has been supported by a wide range of non-profit community-based organisations (CBOs)

LEGAL AND REGULATORY FRAMEWORK

- Projects involving volunteer participation have been developed by the CBOs together with the Probation Service
- Probation Service and the Department of Justice shape projects in response to specific needs or gaps in services
- Mentoring can be formally issued by a Judge, however it is usually recommended from the Probation Officer and not court mandated

ROLES OF VOLUNTEERS

- Important to differentiate between paid staff in CBOs and volunteers engaging with CBOs in their free time
- Volunteers typically take on mentoring positions for beneficiaries, including recreational activities as well as offering support in goal achievement (e.g. helping with a CV, practicing interview skills etc.)
- The CBOs are run by paid staff

EXAMPLES OF PROJECT AND CBOs

- Le Cheile - Youth Mentoring
- PACE - Support for social reintegration
- Restorative Justice in the Community - Resolving and Reducing Conflict
- RJS - Restorative Measures to Aid with Mediation

ADDITIONAL INFORMATION

- The Probation Service supports over 50 CBOs currently active in Ireland with an annual budget of approx. €49 Million

Le Cheile Mentoring – Spotlight

MISSION STATEMENT

Le Chéile Mentoring is a national, volunteer mentoring and family support service, which works with young people and their families, where the young person is involved in or at risk of offending.

Our vision statement is for every young person at risk to have the right supports at the right time, to make the most of their lives.

VOLUNTEER INVOLVEMENT

Le Cheile runs two volunteer mentoring programmes – youth mentoring and parent mentoring. Youth mentoring was established in 2005 and parent mentoring was established in 2008. Youth mentoring caters for over 180 young people aged 12 – 24 on average, per year. Parent mentoring caters for over 60 parents on average per year. Volunteers can also be involved in restorative justice programmes such as Victim Impact Panels and Reparations.

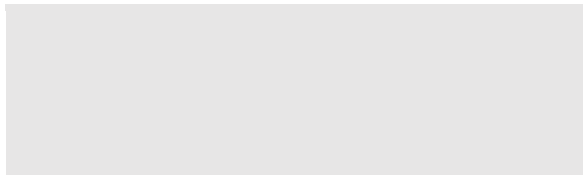
CURRENT AMOUNT OF VOLUNTEERS

229

PROGRAMME SUPERVISION

Volunteers are supported by staff supervisors. Volunteers submit a weekly report on activities to the supervisor and have regular contact via phone call or face to face. In addition, Le Cheile runs group supervision for volunteers 4-5 times per year. This supports volunteers in various areas such as applying best practice in mentoring, understanding policies and procedures, peer support and learning more about issues relating to young people and parents who have experience of the justice system. Volunteers complete annual reviews with their volunteer supervisor.

Le Cheile also organises ongoing training for volunteers on different topics and



hosts an annual volunteer conference where volunteers can come together to share experiences and learning with each other.

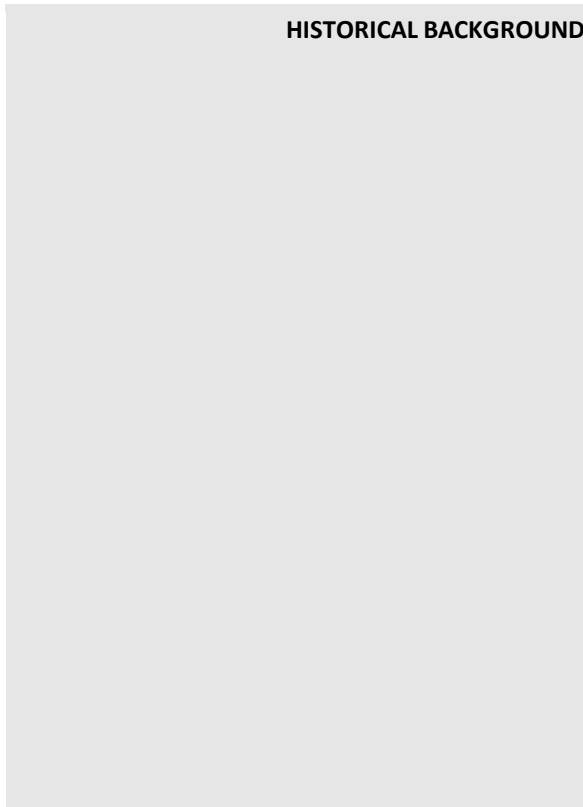


TYPICAL VOLUNTEER ACTIVITIES

Activities can be going for food and having a chat, going to the cinema, taking up a sport activity, working on a goal such as preparing for the driving test or preparing for employment (e.g. helping with a CV, interview techniques etc). The activities can focus on specific outcomes such as relationship building, selfcare, communication skills, parenting skills etc. Activities are wide ranging.



Case Study Netherlands



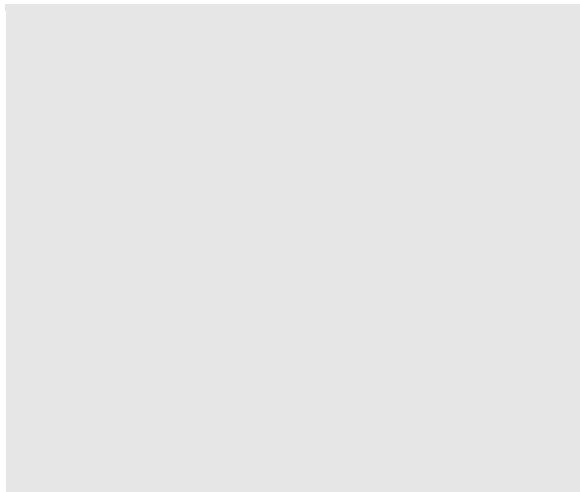
HISTORICAL BACKGROUND

- The Dutch Probation Service dates back to 1823
- Up until the 1990s the probation service worked closely with volunteers
- The probation service is divided into three parts: the Probation Foundation (RN), the Addiction Probation Service (SVG) and the Salvation Army Youth Care & Probation Service
- After 1990: shift towards professionalisation which caused the Probation Service to disengage with volunteer services
- Resurgence of volunteers in probation since 2017 due to advocacy for the use of volunteers by The Council for the Administration of Criminal Justice and Protection of Juveniles



LEGAL AND REGULATORY FRAMEWORK

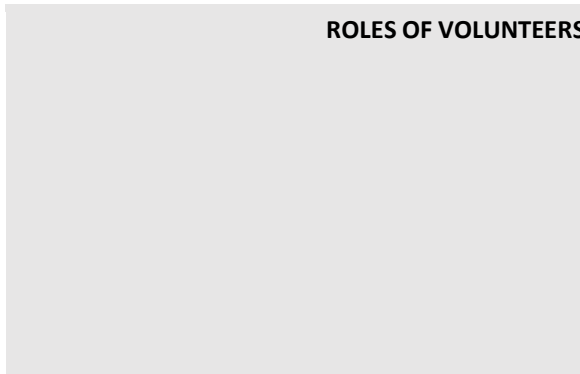
- Volunteering in the probation



services featured in the government coalition agreement 2017-2021

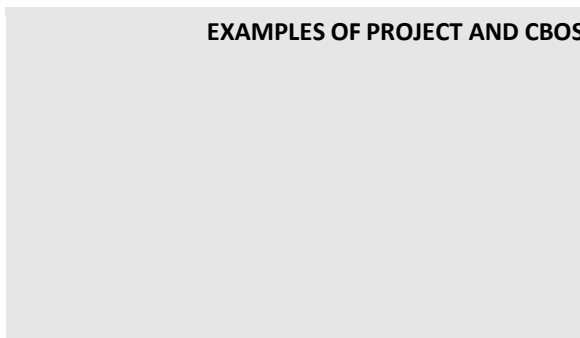
- The Ministry of Justice and Security emphasised volunteering as one of the five ambitions to strengthen probation services in the coming years
- Programmes are not statutory initiatives but operate on an ad-hoc basis, volunteer involvement is not formally integrated into sentence management

ROLES OF VOLUNTEERS



- Volunteers are engaged by programmes which mainly work directly with the probation service
- Volunteers can help establish a connection between beneficiaries and the probation service, assist in the process of resettling in the community and support with practical matters

EXAMPLES OF PROJECT AND CBOS



- COSA - Sexual Offender Rehabilitation d
- De Reden / Novadic Kentron - Former Beneficiaries aid probation clients
- Volunteer Participation in Supervision -
- Probation Supervision

ADDITIONAL INFORMATION



- The International Office works with Dutch volunteers living abroad who support Dutch citizens in detention in their respective country of residence
- This programme has been operating for 45 years and counts over 280 volunteers



The International Office – Spotlight

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| <p>MISSION STATEMENT</p> | <p><i>All over the world Dutch citizens are serving prison sentences – often in dire conditions. They can't speak the language and know nothing about the laws and procedures. The International Office was set up to provide help and support for Dutch citizens in prisons abroad.</i></p> |
| <p>VOLUNTEER INVOLVEMENT</p> | <p>The International Office works on behalf of the three probation organizations in the Netherlands. Professional Probation officers coordinate different regions with the help of volunteers. Volunteers act as a link between detained individuals and regional coordinators.</p> |
| <p>CURRENT AMOUNT OF VOLUNTEERS</p> | <p>Approx. 280</p> |
| <p>PROGRAMME SUPERVISION</p> | <p>Through one-on-one interactions with a coordinator, occasions for evaluation, volunteer meetings, and training, volunteers are overseen. Motivational interviewing ideas are a large part of training, giving participants the skills necessary to give a conversation structure and purpose. Additionally, volunteers receive training in the life area method, which enables them to utilize the aforementioned life areas in interviews over an extended length of time given that foreign detentions frequently continue a number of years.</p> |
| <p>TYPICAL VOLUNTEER ACTIVITIES</p> | <p>The tasks volunteers are expected to execute are the following:</p> <ol style="list-style-type: none"> 1) Pay a visit to and speak with Dutch people imprisoned abroad. <p>Skills and qualities: conversational ability, empathy, and critical thinking.</p> <ol style="list-style-type: none"> 2) Report the visits to the coordinator. Writing prowess, fluency in Dutch, and proficiency with computers |

are qualities and skills.

3) Collaborate: with embassy and consulate, prison authorities, international office of the Dutch probation service.

Case Study-Portugal

HISTORICAL BACKGROUND

- Volunteering in the criminal justice system is a more recent development in Portugal.
- Since 1988 the General Directorate of Prison and Probation Services has been paving a path with the appearance of legislation for volunteering in prison, developing a Prison Volunteering Management Handbook and involving VSOs (e.g. Aproximar) with activities to complement the process.

LEGAL AND REGULATORY FRAMEWORK

- Volunteering is clearly anchored in Portuguese law as a “set of actions of social and community interest carried out without expecting a reward by people, within the scope of projects, programmes and other forms of intervention at the service of individuals, families and the community developed on a non-profit basis by public or private entities” (No. 1 of article 2 of Law No. 71/98, of 3rd November 1998).
- The areas in which this has been implemented are mainly health, education, and civil protection. However, there is no initiative that explicitly addresses volunteering in probation.

ROLES OF VOLUNTEERS

- Volunteers mainly engage with people in prisons through

| | |
|-------------------------------------|--|
| | <p>the well established 'Prison Volunteering Programme'.</p> <ul style="list-style-type: none"> • The tasks are twofold: 1) to participate in the rehabilitation of people in prison and 2) supporting the reintegration process post release |
| EXAMPLES OF PROJECT AND CBOs | <ul style="list-style-type: none"> • VOLPRIS - Volunteers in Prison • JIVE - Justice involving Volunteers in Europe • MOBI - Mobilizing Society Towards (ex) Offenders Reintegration |
| ADDITIONAL INFORMATION | <ul style="list-style-type: none"> • CBOs are not funded by Probation Services |

VOLPRIS – Spotlight

| | |
|-------------------------------------|--|
| MISSION STATEMENT | <i>Prisons Managing Volunteers in EU (Volpris) was a three-year partnership, co-funded by the Erasmus+ Programme, whose main goal was to invest in the qualification of volunteering management in prison settings, to support effective volunteering and build skills and competences in this crucial field. Partner Countries: Germany, Portugal, Poland, Romania and Belgium.</i> |
| VOLUNTEER INVOLVEMENT | Volunteers are expected to work with prisoners, former prisoners, families, and victims of crime. |
| CURRENT AMOUNT OF VOLUNTEERS | Dependent on EU member state |
| PROGRAMME SUPERVISION | Supervision of prison volunteers has been shown to support the effective implementation of a volunteering initiative. Supervisors need to build trustworthy relationships between |



volunteers and other stakeholders. Constant training for mentors as well as a clear definition of the responsibilities of mentors and a careful selection of potential supervisors (preferably with experience in prison volunteering) ensure fruitful implementation of a programme.

DEVELOPED CURRICULUM

Training modules designed by VOLPRIS:

- Introduction to Volunteering in the Criminal Justice System and the prison context
- Human Rights in the Prison Context - Rehabilitation perspective
- The Volunteering Coordinator Profile & the Volunteering Coordinator Profile in the prison context
- Human Potential Management – the role of Leadership and motivation
- Design and Delivery of Volunteering Programmes in the prison context
- Physical and mental health in Prison context
- Protection, security, and safety instructions
- Building relationships, promoting volunteers' wellbeing
- Ethics in volunteering
- Cooperative partnerships between prison services and civil society organisations
- Monitoring and evaluation of volunteering programmes/intervention & replicability
- Reimagine Volunteering – Creativity in Volunteering

Case Study Serbia

HISTORICAL BACKGROUND

- Volunteering in general is not common practice in Serbia. This is related to the scarce cooperation of the state sector and volunteering being an impossibility in many parts of it.
- Due to years of implementing projects through activists and volunteers, the Department for the Execution of Criminal Sanctions has shown willingness to use voluntary organisations in the criminal justice sector.
- Involvement of CSOs since 2012

LEGAL AND REGULATORY FRAMEWORK

- Volunteering in any sector under Serbian Law can be:
Long-term – More than 10 hours a week for at least three months
Short-term – Up to 10 hours a week for less than three months
Ad hoc: no longer than 10 hours a week for no longer than 30 days
- The law additionally recognizes “volunteering organizers”

ROLES OF VOLUNTEERS

- Volunteers provide help and support in practical manners (e.g. obtaining documents post-release, help in finding accommodation and work, etc.) as well as mediate in social problems and getting used to new-found freedoms

EXAMPLES OF PROJECT AND CBOS

- NOPSS - Post-Penal Support
- NEOSTART - Reintegration Programme

ADDITIONAL INFORMATION

CSOs can only work with beneficiaries on a voluntary basis, meaning 99% of the work is done post-penal and is not integrated in the penal process.

NEOSTART – Spotlight

MISSION STATEMENT

The Association's mission is to use all scientific and practical knowledge as well as all available resources in its activities to contribute to the reduction of criminality and criminal recidivism, thus creating a safer and more tolerant society that treats each member responsibly and supportively.

VOLUNTEER INVOLVEMENT

Since its inception, the work of NEOSTART relies mostly on the voluntary engagement of individuals. They are mostly students in the final years of the faculty who have points of contact with the areas in which the organization achieves its goals (Faculty of Special Education and Rehabilitation, Faculty of Philology, Faculty of Political Sciences, Faculty of Security and others). Of course, all individuals who believe that they can contribute to our work are welcome in our team.

Current Amount of Volunteers

Programme Supervision

For all those interested, special training is organized up to three times a year. Throughout the year, they can send their CVs and motivational letters to the e-mail: volontiraj@neostart.org, and they will be informed about the next planned training that they can attend. The volume of engagement of volunteers is four hours a week, and the tasks they perform depend on the program in which they are involved

Typical Volunteer Activities

Volunteers offer assistance and support in both practical ways (such as obtaining documents after release, assisting with housing and employment searches, etc.) as well as social issues and helping people

adjust to their newly acquired freedoms.

Case Study Romania

HISTORICAL BACKGROUND

- The Probation System was formally set up in 1996
- Due to its alleged ties to the socialist regime, volunteering is oftentimes met with scepticism by the general public
- This attitude seems to be turning in the recent decade

LEGAL AND REGULATORY FRAMEWORK

- Since 2014, Romania has a law dedicated in particular to voluntary work (Law no. 78/2014)
- The Development Strategy of the National probation system in Romania (2021-2025) and the General Action Plan for the implementation of the Development Strategy of the National Probation System in Romania states involving volunteers and civil society in the development of probation staff
- The Romanian Probation Service has valued volunteers very highly from the get-go, making volunteer experience an alternative to a master's degree in Probation

ROLES OF VOLUNTEERS

- Most of the volunteering activities contain home visits or accompanying probation officers in their daily tasks

EXAMPLES OF PROJECT AND CBOS

- GRADO - Human Rights Organisation
- Prison Fellowship - Reintegration Programme

ADDITIONAL INFORMATION

The Romanian Probation Service counted nine volunteers in 2019

15. Country comparison of CoPPer Partners

| | IRELAND | PORTUGAL | NETHERLANDS | ROMANIA | SERBIA |
|---|---------|----------|-------------|---------|--------|
| IS THERE AN OVERARCHING FRAMEWORK FOR VOLUNTEERING? | | | | | |
| IS VOLUNTEERING WITH PEOPLE ON PROBATION A POLICY PRIORITY? | | | | | |
| IS VOLUNTEERING WITH PEOPLE ON PROBATION WELL ESTABLISHED? | * | | | | |
| DO VOLUNTEERS HAVE SIGNIFICANT LEVELS OF RESPONSIBILITY? | | | | | |
| ARE VOLUNTEERS INVOLVED IN PROBATION SUPERVISION ? | * | | | | |

* Only for young people and people who have committed sexual offences



16. Learning from different contexts: Japan, Kenya and Germany

Japan

Japan is often considered a pioneer in the field of volunteering in probation (Kato, 2018), considering that their first probation efforts date back to 1888. As early as 1950, the Volunteer Probation Officer Act institutionalised the role of volunteers in probation. This Act officially recognises the earlier established system of using volunteers under the supervision of professional probation officers. Volunteers have therefore a unique position in Japan, and are recognised as “respected people with authority and good standing”. Japanese society highly values civil engagement and especially honours voluntary probation workers whose character and personality are seen as their main assets. This is evidenced by the sheer size of VPO involvement in Japan - approximately 52.500 citizens work as VPOs (Hogoshi, 2023) while being supported by 1.100 official employees (Kato, 2018). Organisationally, Directors of Probation Offices communicate with local communities and VPO associations to develop a list of possible volunteers which are then appointed by the Minister of Justice after having consulted with local courts, legal services and other relevant entities. VPOs are granted an official legal status as part-time government officials. The main goals are defined as helping adult and juvenile justice-involved individuals to rehabilitate as well as raising the public’s awareness on crime prevention (Art. 1, Volunteer Probation officers Act 1950). The VPO receives some limited training while being supervised continuously by their Probation Officers. Their work includes not only day-to-day engagement with the community but also regular progress reports to the respective Probation Officer.

More specifically, these five areas of engagement constitute the work of VPOs in Japan (Minoura, 2017):

- 1) Probation (supervision and support of adult and juvenile probationers)
- 2) Parole (from granting parole to the supervision and support of adult and juvenile parolees)
- 3) Aftercare services for discharged offenders (providing various kinds of support and helping them rehabilitate)
- 4) Pardon
- 5) Crime prevention activities (locally and nationally)

Mainly the VPOs' work includes meeting with the beneficiary on a regular basis in order to provide advice and information (ibid). The main goal here is to befriend the beneficiary as a neighbour and assist them towards rehabilitation (ibid). This work is usually only conducted with low- and medium-risk people with convictions who do not pose a great danger to volunteers. VPOs also assist in the coordination of resettlement of people with convictions from prison to residential areas, assessing their social circumstances by using their unique knowledge of the local community (ibid). Japan has been disseminating their approach to volunteering in probation services in the Philippines, Singapore and South Korea with similar volunteer systems developed as a result in Thailand and Malaysia (ibid). Not only does Japan host the regional Asia VPO meeting in Tokyo but also develops research evidence and knowledge from practice in order to make this approach to probation sustainable nationally and beyond (ibid).

Kenya

In Kenya, volunteering in probation is a much more recent development, dating back to 2005. The rationale of setting up the Community Probation Volunteer Programme, was based on the need to increase the degree of offender supervision and monitoring in communities, particularly in marginalised districts. Not only were probation officers to be aided in general, but more specifically the departmental reach into the community was to be expanded (Community Probation Volunteer Programme, 2023).

Kenya bases its philosophy for involving volunteers in probation on the UN standard United Nations Standard Minimum Rules for Non-custodial Measures (The Tokyo Rules) and borrowed its concept of community participation from Japan (CEP Presentation). Volunteers are recruited from amongst community members who meet the criteria set by the Department of Probation and Aftercare service and are then appointed by the National Director of Probation. Most volunteers are retired civil servants, religious leaders, social workers or community leaders who are at least 30 years old. The main tasks of volunteers in probation, include a very broad range, including:

- The volunteers provide auxiliary services to probation officers especially with regard to verifying information (for probation reports) about the offenders coming from their communities
- Supervising offenders on probation orders and community service orders and those on aftercare supervision upon exit from correctional facilities especially for the youth.
- Helping probation officers verify some of the information on the accused person due for sentencing

- Providing close contact and supervision of offenders on probation orders and
- community services orders
- Helping with the reintegration of youthful offenders exiting from correctional facilities
- Maintaining records of work by them and work done by offenders on community punishment orders
- Liaising with local agencies and linking the offenders to community resources
- Helping in crime prevention by identifying at risk children and youth and taking remedial action in collaboration with probation officers
- VPOs keep daily watch on offenders placed in various community service work centres within their respective jurisdiction and report to probation officers' non-compliance
- They also directing probationers and other supervisees on where to access help
- The VPOs are responsible to the probation officers to whom they report directly

There are approximately 300 volunteer probation officers in Kenya with the programme established in 30 out of 47 counties.

Germany

Germany is a federal state made up of 16 member states which all have sovereignty over their judicative powers (Bundestag, 2023). As a result, even though government initiatives to increase the involvement of volunteers can be observed, their use is still sporadic and not centrally organised (Kury and Mai, 2013). Germany's current probation system was established in 1951 with the use of probation supervised sanctions steadily increasing since the 1970s, now outnumbering prison sentences (Kury and Mai, 2013). In most states, the probation system is staffed almost entirely by professional probation officers with third level education backgrounds (mostly having studied social work) and volunteers in probation services overall are very scarce (ibid). Some states however involve volunteers on quite an extensive level, such as Baden-Württemberg (Baden-Württemberg, 2023). Here, volunteers are trained to develop hard as well as soft skills in order to take on similar tasks to official probation officers. However, a volunteer will never be handling more than two to five cases at the same time and will always be supervised by a professional probation officer. It is the

probation officer's responsibility to evaluate which cases are appropriate for which volunteer. The probation officer is also responsible to ensure that the cases assigned to volunteers do not exceed the volunteer's competencies and to ensure that there is no conflict of interest.

Prerequisites for becoming a volunteer are the following:

- The individual has to be at least 21 years old and have a secure life that gives them support.
- Have enough time and interest to deal intensively with the concerns of a client.
- Have confidence that every person can change and develop positively.
- Approach the client's problems in a prudent and solution-oriented way.
- Be interested in and tolerant of other people's beliefs.
- Carry out their voluntary work with realistic enthusiasm and be aware that change takes time.

This involvement of volunteers is, as mentioned before, specific to the state of Baden-Württemberg. A general case study of Germany outlining German trends and patterns in volunteering in probation is therefore not possible due to its federal structure.

17. Preliminary recommendations- what are some of the key features necessary to be considered and developed in a European wide training programme on volunteering in probation?

Based on the evidence review just presented, 13 recommendations have been formulated to guide the shaping of the European training programme for volunteering in probation. In addition to the best practice research available, these have been further refined in consultation with CoPPeR partners and in response to peer reviewers' comments.

1. Volunteering in Probation can strengthen the social support, reintegrative and community building functions of probation work

As shown above, volunteering in probation as well as voluntary sector involvement in probation are highly country and context specific. In addition, it is clear from the review of literature that volunteering in probationary contexts developed mostly organically and informally alongside the expansion and professionalization of probation practices and penal community supervision. Volunteering in probation will always be shaped by path dependency, policy priorities and the design of penal and social policy in each specific country context. The acknowledgement of this diversity, means that a European approach to volunteering in probation should explicitly include an awareness of these diverse contexts in its approach. Nevertheless, a clear and unifying priority of volunteering in probation is that it can strengthen the social support, community building and reintegrative function of probation work.

2. Common core values underpinning a European approach to volunteering in probation are implemented at national and local level

A European approach to volunteering in probation needs to clearly define its values, which can then- based on above mentioned stakeholder consultations- be further specified and adapted in specific country contexts. The clear formulation of these values helps not only to communicate the purpose of volunteer involvement to the general public, but also supports (potential) volunteers to connect with the overall mission of the organisations and programmes they become involved with as volunteers. It would seem that the European Probation Rules (2010) and the European Charter on Volunteering (2012) could provide a sound basis for further development. It also seems that values of rehabilitation and reintegration which are based on the principal of mutuality, a providing people with criminal

convictions a second chance and including people with lived experience in volunteering could also offer a unifying value base for a European approach to volunteering in probation.

3. Needs and gaps analysis at national/local level

Based on specific national needs, a needs and gap analysis and consultation with stakeholders, including those with lived experience of probation supervision and volunteering experience in probation, can help to set national volunteering in probation programmes on the right track. Resulting from the diversity of national contexts, but also as a response to within country contexts which offer many possibilities of shaping volunteering in probation roles and involvement, a needs and gap analysis and a wide consultation with relevant stakeholders at local/regional/national level would seem important in order to ensure the development of volunteering in probation in relevant ways. Importantly, this should include meaningful participation of those with lived experience of probation supervision and experiences of volunteering in probation.

4. Clarity on roles, responsibilities and boundaries of volunteers in probation

As has been shown above, volunteering in probation is never uniform and can take place in many different shapes and forms. A definition of the roles a volunteer is meant to fulfill needs to be clearly defined in any volunteering programme and communicated in detail in a training programme. This includes the responsibilities and boundaries vis-a-vis the beneficiary; the responsibilities vis-a-vis the relevant organisation/probation officer; clarity about the role of support to be offered by volunteers; clarity as to their role as part of the penal or post-penal process. The inherent balancing act between accountability on the one hand and support on the other is important to explicitly address in this definition.

5. Diversity and inclusive recruitment and selection of volunteers

People from ethnic minorities and from disadvantaged social and economic backgrounds, are disproportionately represented in criminal justice systems across Europe (Anderson, 2023; Carr, 2017; Webster, 2018). As much as possible, recruitment and selection of volunteers should therefore pay attention to recruiting from a diverse pool of volunteers and with a focus on the inclusive, supportive and community-building ethos of a European approach to volunteering in probation. In addition, volunteering in probation can reduce the social distance between justice involved persons and other community members, create empathy and increase the visibility and legitimacy of probation work. Recruitment of volunteers can be designed in cooperation with partner organisations and a number of effective and practical tools outlined in the evidence review. Given the supportive role (rather than supervisory) envisioned for a European approach in training volunteers, what seems most important here

is an assessment of the volunteer's motivation, social skills, non-judgmental attitudes, empathy and communication skills and their understanding of the importance of confidentiality. In some contexts, a particular set of professional skills may also form the basis of selection.

6. Inclusion of lived experience volunteers

The engagement of individuals who have lived experience of the probation services and possibly have also been beneficiaries of volunteering in probation, can be a useful element in a European approach to volunteering. Not only can they offer an example of 'living desistance' to beneficiaries but also build a unique bridge between volunteers and beneficiaries in general. Mindful of not exploiting so called 'wounded healers', the authentic involvement of lived experience voices can be beneficial for all involved.

7. Emphasis on 'soft skills' in training volunteers

Given the emphasis on supportive rather than supervisory and risk-management type of involvement of volunteers in a European approach to volunteering in probation, the training of volunteers should focus on 'soft skills'. These include the strengthening of social and emotional coping skills, conveying the importance of confidentiality, developing clear set boundaries between the volunteer and the beneficiary and preparation for relationships potentially ending.

8. Investing in volunteer networks

Offering a social network for recruited volunteers is of central importance in the engagement of volunteers. This can be encouraged by supporting and arranging peer-to-peer volunteer support networks as well. Ideally, volunteers should also be supported with additional resources available in the network and encouraging wider community-based engagement. Not only the exchange with supervising officers but the continuous exchange amongst volunteers can be beneficial and should be considered as part of a training approach as well.

9. Ongoing and regular volunteer training, monitoring and support

To ensure low turnover of volunteers and volunteer and recipient satisfaction, regular check-ins with volunteers should be a continuous effort coupled with the provision of supports as needed. Systematic monitoring is also useful as it can help all partners to improve their volunteering programmes on an ongoing basis.

10. Reducing the risks associated with volunteer involvement

The mitigation of risk in a European approach to volunteering should focus on the wellbeing of both volunteers and beneficiaries. Given the supportive rather than supervisory approach adopted in European probation volunteering, the reduction of risks should focus on minimizing risks such as burnouts, vicarious traumatisation, shame, compassion fatigue and role strain. Appropriate risk assessments, using mitigation strategies and consistently reviewing the process are important tools that can reduce the various risks of volunteer engagement.

11. Rewarding and monitoring volunteers

As motivational factors, financial remuneration scores very low with volunteers as long as expenses are covered. In contrast, offering volunteers social activities and a sense of community is seen to be highly motivating and rewarding. This can be implemented by organising events and facilitating community building between volunteers. Public recognition of volunteering in various forms can particularly at a European level strengthen the transnational element of volunteering.

12. Digital and Hybrid Volunteering

It is important to bear in mind the rapid development of technological tools in the criminal justice sector. As discussed, benefits and downsides are to be identified when merging technological advancements and volunteering in probation. Organisations can benefit from larger volunteer-pools by offering online engagement and offer flexibility to volunteers particularly during training and ongoing engagement. However the risks of the nature of remote volunteering needs to be borne in mind and the importance of face-to-face community building both between volunteers and between volunteers and beneficiaries is equally important. The adoption of a hybrid approach, making use of the best of both worlds, i.e. flexibility through digital tools and relationship building through face-to-face engagement, seems to be the most appropriate avenue for a European training approach to volunteering in probation.

13. Systematic data collection on probation volunteering in Europe

As outlined above, scope exists for a more systematic comparison of volunteering in probation across country contexts in Europe to better understand the shape, size, types and particular developments in each country context over time. This could be achieved by for example developing a specific template for e.g. CEP member states to feed back as part of their CEP probation country reports. As a more practical approach, individual documentation



of activities and achievements through record books can underline a volunteer's sense of meaning and importance.



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APPENDIX 1 (Question Catalogue)



Question Catalogue

Dear CoPPER Partners,

In order to help us ensure that we are not missing any information in our evidence and best practice review, we are asking you to return this short question catalogue **by 13.03.** to **Eva Egredner** (eegredner@ucc.ie).

We are particularly interested in any official or not yet published reports, links to websites, evaluation reports, informal research reports etc. that you might be aware of. If you find information in your respective language that might be of interest to us, please send us a quick outline in English as discussed during the Kick-off Meeting earlier this month.

We have created folders on Teams for each partner country within the WP2 where you can upload all information you might have for us.

Your cooperation is highly appreciated.

Our questions cover the following topics:

1. Can you shortly outline what the role of volunteering in social services and the criminal justice system generally is in your country context? (refer us to relevant literature if possible)
 - a. Are there any particular historical/cultural/political factors that have shaped volunteering in your country as it is today?

2. Does your national Probation Service have experience with involving volunteers? If yes, please list these initiatives/programme here. We are particularly interested in these aspects:
 - a. The size of the programmes / the starting year Can you let us know when (year) each of these initiatives started and how big these programmes are? (How many volunteers?)

 - b. The structure of the programmes (do volunteers work directly with Probation Service or do volunteers work through probation funded projects (on certain groups such as sex offenders, you people, etc.) which in turn work with volunteers)



- c. Are these initiatives/programmes statutory initiatives (enshrined in Law) or ad-hoc initiatives?
 - d. Are these initiatives/programmes working in particular locations in your country (big cities?) or nation-wide?
 - e. Can you please let us know who supports and supervises volunteers on these programmes? / Can you please let us know if volunteers have to report regularly to a manager, supervisor, or anyone else?
 - f. Could you please describe the types of activities provided by volunteers in these initiatives?
 - g. Is volunteer involvement in any of these programmes formally integrated into sentence management of people on probation?
3. Do you have any access to training materials used in your national context for training volunteers in probation? If so, can you shortly describe here and/or forward these to us (possibly short translations if necessary)?
4. Do you have any information or materials you can share with us regarding the recruiting, rewarding, and retaining of volunteers in any of the programmes?
5. Please let us know of any website links, reports, or any other materials on these volunteering initiatives/programmes. Please indicate here what materials you are sending us.



APPENDIX 2 (Peer Review Instructions)



2022-1-NL01-KA220-ADU-000089938

Partners

Confederation of European Probation (CEP) – Coordinator

APROXIMAR – COOPERATIVA DE SOLIDARIEDADE SOCIAL (APX) – Portugal

Center for Crime Prevention and After Incarceration Care (NEOSTART) - Serbia

DIREÇÃO-GERAL DE REINserÇÃO E SERVIÇOS PRISIONAIS (DGRSP) – Portugal

European Strategies Consulting (ESC) – Romania

Stichting Reclassering Nederland (RN) – Netherlands

The Probation Service, Department of Justice (IPS) – Ireland

UNIVERSITY COLLEGE CORK – NATIONAL UNIVERSITY OF IRELAND (UCC) – Ireland

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Instructions for Peer Reviewers

Thank you very much for taking time to take part in this peer review process. You have been contacted as one of four peer reviewers in each CoPPer partner country, due to your professional expertise in volunteering in probation.

We very much appreciate your input and are eager to read your comments about our work developed over these past couple of months. Below you will find information regarding the framework of CoPPer, the intended outcomes of this Evidence Review as well as specific points that this review hopes to cover. Additionally, you will find a section regarding data security and UCC'S data processing policy. If there are any open questions or uncertainties, please do not hesitate to reach out to our team at UCC. You will find all relevant contact details at the end of this document.

1. Evidence Review in CoPPer

This short section will give you an overview of CoPPer as a project and UCC'S role within it, as well as the questions we would like you to answer for us.

CoPPer is a European-wide project spearheaded by the Confederation of European Probation in Utrecht, Netherlands. The project's overall goal is to "increase community participation as a vital element that can enhance the work of probation staff in supporting these often low-qualified adults to pursue education, training and employment opportunities once outside prison or while serving community sanctions" (Aproximar 2023).

CoPPer aims to develop a European wide Volunteering in Probation programme, which partners can use in their respective contexts and adapts as they see fit. As a foundation for the Programme, the Work Package led by University College Cork (UCC), aims to produce an evidence review as to what is already known about volunteering in probation.

Our overall goal is to "identify trends and patterns in how to recruit, engage, train, monitor, and reward volunteers in probation" in order to inform the project implementation and develop the overall project results. The evidence review is additionally intended to highlight benefits of volunteering in probation. Additionally, stakeholders are to use this review in their analysis of existing programs and adapt them creatively.



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a. Instructions for Written Peer Review

If you choose to conduct your review individually in written form, we would appreciate, if you would read through the draft document 'Evidence Review WP2 – UCC' and answer the following questions for us:

- 1) Do you think this report covers the main themes relevant to volunteering in probation in general?
- 2) Do you see any major or minor gaps in this draft and if so, how can they be addressed?
- 3) Do you have any additional resources or resource persons you would like to draw our attention to?
- 4) Is the chosen methodology appropriate to achieve the original goal of the evidence review?
- 5) Have trends and patterns in how to
 - a. Recruit
 - b. Engage
 - c. Train
 - d. Monitor
 - e. And reward

volunteers in probation been identified? If no, which areas need improvement?

b. Instructions for Focus Group Discussion

If you choose to conduct this peer review as a focus group discussion, please structure the discussion in the following manner:

- 1) Appoint a chairperson
- 2) Decide a way of documenting your discussion – either record the audio and add a summary according to the aforementioned subpoints or provide us with a written protocol



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- 3) Please ask the focus group participants the same questions as listed under the heading 'Instructions for Written Peer Review'

2. Data Processing

The delicate nature of handling personal data is at the foreground of our minds in this review process. It is important to us to handle all personal data with respect and caution. In order to ensure this, this peer review will be conducted anonymously.

However, if you feel comfortable with your personal data, such as your name, position or e-mail address, being used in our peer review, we will handle your data according to the UCC'S GDPR regulations. You can find information on these regulations here:

<https://www.ucc.ie/en/ocla/comp/data/dataprotection/>

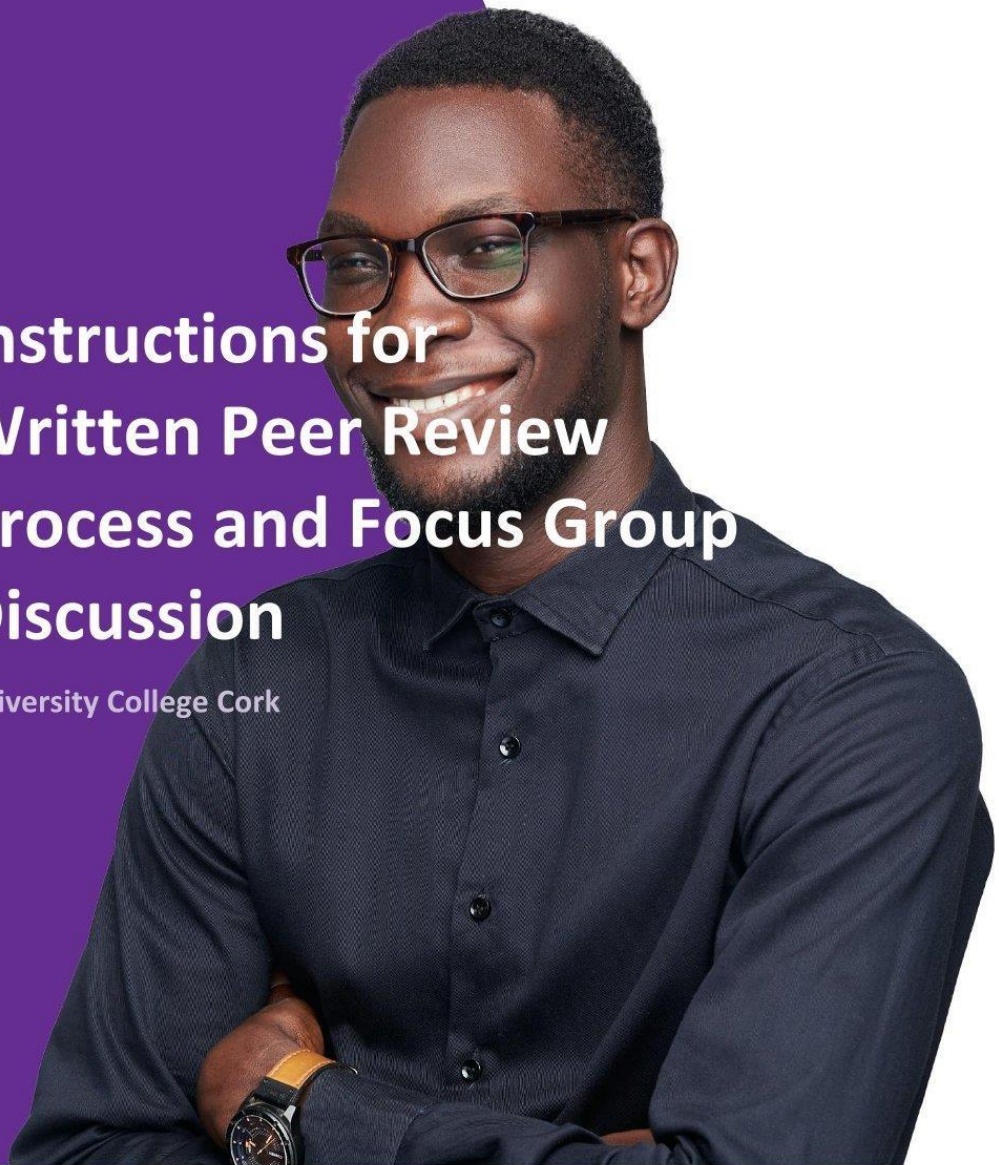
When you return your review, please let us know if you want your comments to be used anonymously or if you consent to your name being used in our review.

Thank you again from our team at UCC, we hope you will find our first draft fruitful. Please email your responses to above question back to us by the 23rd of June to eegreder@ucc.ie and indicate your preference regarding anonymity.



Instructions for Written Peer Review Process and Focus Group Discussion

University College Cork



Appendix 3 Overview of Conducted Literature Review

| | Sources searched (n) | Sources used (n) | Timeframe of publication | Country distribution (n/in %) | Database searched | Keywords derived from research questions |
|-----------------|----------------------|------------------|--------------------------|---|---|---|
| OVERALL | 67 | 92 | 1971-2023 | Australia (3/3,3%) Austria (1/1,1%) Germany (4/4,3%) Great Britain (34/36,9%) Hong Kong (2/2,17%) Hungary (2/2,2%) Ireland (6/6,5%) Japan (2/2,2%) Kenia (2/2,2%) Netherlands (3/3,3%) USA (10/10,7%) Portugal (3/3,3%) Romania (1/1,1%) Serbia (1/1,1%) Singapore (1/1,1%) Spain (2/2,2%) | JSTOR EBSCO SSRN DOAJ PsycINFO PubPsych SpringerLink SagePub HeinOnline | volunteering, probation services, social services, VPA (Volunteer Probation Aide), volunteer training, volunteering in criminal justice, voluntary sector, volunteer probation officers |
| | | | | International (17/18,48%) | | |
| ACADEMIC | 42 | 65/70,7% | | Australia (2/3,1%) Germany (1/1,5%) Great Britain (32/49,2%) Hong Kong (2/3,1%) Hungary (2/3,1%) Ireland (2/3,1%) Japan (1/1,5%) Kenia (1/1,5%) | | |



Netherlands (3/4,6%)

USA (10/15,4%)

Portugal (3/4,6%)

Singapore (1/1,5%)

Spain (2/3,1%)

International (5/7,7%)

GREY

25

27/29,3%

Australia (1/3,7%)

Austria (1/3,7%)

Germany (3/11,1%)

Great Britain (2/7,4%)

Ireland (4/14,8%)

Japan (1/3,7%)

Kenia (1/3,7%)

Netherlands (1/3,7%)

Portugal (3/11,1%)

Romania (1/3,7%)

Serbia (1/3,7%)

**International
(12/44,5%)**

Appendix 4 List of Peer Reviewers

| Name | Country | Capacity |
|---------------------------------------|----------------|-------------------|
| Dr Ciara Molloy | Ireland | Academic |
| Dr Deirdre Healy | Ireland | Academic |
| Dr Margaret Scanlon | Ireland | Academic |
| Anne Cassidy | Ireland | Voluntary Sector |
| Damien Quinn | Ireland | Voluntary Sector |
| Prof Fred Powell | Ireland | Academic |
| Daragh Bailey | Ireland | Probation Service |
| Renee Henskens | Netherlands | Academia |
| Ivet Lohschelder / Hester Smit | Netherlands | Probation Service |
| Kafja Durmaz | Netherlands | Probation Service |
| John Remmer | Netherlands | Probation Service |
| Peter de Jongh | Netherlands | Voluntary Sector |
| Geraldien Ganseman | Netherlands | Voluntary Sector |
| Iuliana Carbutaru | Romania | Probation Service |
| Gabriel Oancea | Romania | Probation Service |
| Sorina Poledna | Romania | Academic |
| Mihaela Tomita | Romania | Academic |
| Mihai Popescu | Romania | Voluntary Sector |
| Iulian Svasta | Romania | Voluntary Sector |
| Paula Correia | Portugal | Voluntary Sector |
| Alfredo Abreu | Portugal | Voluntary Sector |
| Maria Edite Oliveira | Portugal | Academic |
| Paula Morais | Portugal | Academic |
| Sandra Sezões | Portugal | CJS Professional |
| Dr. Francisco | Portugal | Probation Officer |

APPENDIX 5 (compiled from CEP Probation in Europe Knowledge Base 2023)

| COUNTRY | Historical Background | Legal/ Regulatory Framework | Volunteer Activity | Additional Information |
|----------------|---|--|--|---|
| ALBANIA | Information in Albanian | | | |
| AUSTRIA | <p>1961: The Juvenile Court Act exclusively mentions volunteers when talking about probation service</p> <p>1969: the national private non-profit organisation NEUSTART was trusted with the mandate of handling probation</p> <p>Today: 1/3 of cases handled by volunteers, the rest managed by professional case officers</p> | <p>1994: General Contract between NEUSTART and the Ministry of Justice</p> <p>Required standards are recruitment, training, and selection of eligible cases, supervision by professional staff and a limitation of the caseload from between one to five cases (cf. Rule 9,34)</p> | <p>After training, volunteers are expected to take on the same tasks as professionals (except for sexual offenders and beneficiaries with multiple challenges)</p> | <p>Currently 950 Volunteers engaged with NEUSTART</p> |
| BELGIUM | <p>Volunteers included in Penal Code of 1867 taking over the moral education and control of released prisoners</p> <p>Generally, a period of decline in the</p> | <p>Probation introduced in 1964, mainly working with paid staff rather than volunteers</p> <p>This results in little official communication in</p> | <p>Volunteers mainly used to mentor and support sex offenders within the COSA-project</p> | <p>Similarities to Netherlands noticeable in decline of use of volunteers throughout the 20th century</p> |

involvement of the are of
 volunteers can be volunteering in
 observed due to probation
 the practice
 becoming more
 skilled and
 professional

BULGARIA

Probation service in Probation Standards and
 Bulgaria very young Councils organize mechanisms for
 (2005) little historical volunteers and cooperation with
 involvement respective non- volunteers have
 governmental not been defined
 organisations

 The Law on
 Execution of
 Penalties allows
 representatives of
 the
 nongovernment
 sector and
 volunteers to
 participate in the
 implementatio n
 of activities
 related to
 probation

SPAIN

Collaboration NGOs (approx. Volunteers cover Approximately
 between NGOs and 765) are involved areas like 6000 activities for
 the Probation with probation employment, beneficiaries are
 Service introduced services in social integration executed by
 in 2012 accordance with activities, and volunteers
 the European health and
 Probation Rule 34 educational
 programs

CROATIA

Cooperation
 between Probation
 Service and the
 Faculty of
 Education and



Rehabilitation
Sciences in
University of
Zagreb established
in 2011 to
introduce
volunteers

CZECH REPUBLIC

Czech
government
approved
strategic
document
including
volunteer work in
probation in 2017
– currently, the
service does not
frequently engage
with volunteer
work

DENMARK

1848-1973:
probation was
mainly organised
by private
organisations run
by volunteers

Over 20th century
the use of
volunteers in the
criminal justice
system was
gradually abolished

Currently
volunteers are
mainly involved
in exitschemes
from gangs and
treatment for
drug-addiction

ESTONIA

First draft of
Probation
Supervision Act in
1996 post-
independence
from the Soviet

The Probation Act
Chapter 4 §17
allows
involvement of
volunteers in
probation work:
one probation

Currently
approximately 15
volunteers in
Estonia

Union officer can supervise up to five volunteers with each volunteer working with no more than five beneficiaries

FINLAND

| | | |
|---|---|---|
| <p> Finnish Prison Association established in 1870 with their work being mainly carried out by volunteers </p> <p> Reorganisation in 1940 with multiple reforms throughout the 20th century ² agreement that all activities involving the use of force and coercive measures should be in the hands of government officials Volunteer engagement currently increasing again </p> | <p> As is embedded legally, The Criminal Sanctions Agency can appoint a volunteer as an assistant supervisor if the beneficiary consents </p> | <p> Voluntary organisations working with the Criminal Sanctions Agency are e.g. the Finnish Red Cross, KRIS (Criminals Return into Society) and VAO (association for the prisoners' relatives) </p> |
|---|---|---|

FRANCE

Workers of the rehabilitation and probation service undergo a training which must enable them to train voluntary workers (PPSMJ)

GEORGIA

Public Sector in Georgia does not admit volunteers. Since probation in Georgia is a government entity there are no volunteers working within the service.

GERMANY

| | | | |
|---|--|--|--|
| <p> In the 19th century, all aid to offenders was exclusively supported through voluntary work 1950s: Introduction of current probation system with probation officers working in a professionalized system </p> | <p> No federal probation service exists – probational services and their use of volunteers is dependent on the state in question E.g. In Baden-Württemberg the ministry of justice funds the Association for Aftercare and Probation which frequently uses volunteers </p> | <p> Volunteers aim to aid reintegration into state, little can be said comprehensively about Germany as a whole providing social contacts or helping with practical matters </p> | <p> Due to Germany being a federal state, little can be said comprehensively about Germany as a whole </p> |
|---|--|--|--|

HUNGARY

| | |
|--|--|
| <p> Between 1918 and 1933: Probation officers were court employees and assisted by volunteers Decrease of aftercare service starting in the 1950s </p> | <p> According to The Regulation on the Enforcement of Corrective Measure, the Probation Service is aided by volunteer organisations </p> |
|--|--|



Reorganisation in
1975: Probation
Service officially
installed with
volunteers as
assistants

Regime change in
1990: Probation
officers left
without help of
volunteers

ITALY

| | | | |
|---|---|--|---|
| <p>After 1945: volunteer organisations as important resource to connect prisons and the community</p> <p>Continuous importance due to crisis in 2008 with volunteering being more and more enshrined in law</p> | <p>In the framework of the Direzione Generale Esecuzione Penale Esterna: DGEPE may be assisted by volunteers or by voluntary organisations</p> <p>Penitentiary Act has elevated importance of volunteers (Article 78 law 354/75)</p> <p>Department of Juvenile and Community Justice oversees the use of volunteers</p> | <p>Mainly reintegration activities including social- educational, psychological, therapeutic and working reintegration</p> | <p>Volunteering is strongly influenced by catholic faith</p> <p>In total 135 volunteers for probation offices in 2015</p> |
|---|---|--|---|

JERSEY

| | | |
|--|--|--|
| <p>The Jersey Probation and After Care Service (JPACS) is an</p> | <p>General rules for the operation of the Probation Service are made</p> | <p>After receiving specific initial and ongoing training</p> |
|--|--|--|



autonomous through practice volunteers
probation service standards in mostly used to
with no relation to agreeance with help with literacy
the government of the Royal Court and numeracy
the United
Kingdom

First mention of
Jersey Probation
Services in 1937
with no explicit
mentioning of the
use of volunteers

KOSOVO

Only in 2008 Kosovo lacks legal
Kosovo was provisions to
declared a apply the Rule 34
sovereign and the of the European
service for Probation rules
execution of
alternative
punishments and
social re-
integration of
convicted persons
was established,
while important
criminal codes are
still being adopted

LATVIA

The State Requirements of Now volunteers 28 volunteers are
Probation Service becoming a are mostly active counted by the SPS
(SPS) began its volunteer probation worker in the areas of in 2013
work from scratch are included in mediation
in 2003 with the the Law on the (victim- offender)
crisis of 2009 State Probation and resettlement
suspending all Service - SPS has of sex- offenders
aftercare functions set the as well as
of the SPS – the involvement of broadening the
main area of volunteer volunteers as a network of social
volunteer involvement in rehabilitation

| | Latvia | priority in 2013 | services |
|-------------------|---|---|--|
| LITHUANIA | Historically the public was permitted to be involved in the social reintegration of offenders, however the actual execution was mostly carried by public institutions | No official definition of volunteers in probation is active The Concept of Probation in Lithuania however encourages volunteer engagement | The areas volunteers are to be active in is probation enforcement, development of legal education and consciousness of society |
| LUXEMBOURG | First regulation of post-release care stems from 1855. Building on that, the word probation initially appears in Luxembourg law in 1950 | Since 2005 volunteers are allowed to be active in probation services – this law was never implemented (except for volunteer prison visitors) | Volunteers mainly act as prison visitors Due to many offenders living abroad, Luxembourg has to work in close cooperation with neighbouring countries |
| MALTA | | The Public Sector in Malta does not admit volunteers. | |
| MOLDOVA | First probation body stems from the Institute for Penal Reform in 2001 In 2016, the National Probation Inspectorate obtained the status of host institution | Volunteer activities are defined within the Regulation on the organisation and functioning of the volunteering activity within NPI (no. 125/2018) | |

for voluntary
activity

**NORTHERN
IRELAND**

History up until 1921 comparable with Ireland's history of Probation Services. Afterwards, volunteers in probation have been a neglected area up until 2011. The Corporate Plan of 2011 (PBNI) introduces an initiative around mentoring and volunteering. Some volunteers have been recruited and supplied by voluntary partner organisation – volunteering in probation is however still seen as an underdeveloped area.

NORWAY

The Norwegian Probation Service does not make use of volunteers.

SCOTLAND

No national strategy for volunteers in the criminal justice system. Independent agencies provide Opportunities for people to contribute when necessary. Examples for opportunities would be prison visit centres, victim support, family support services, youth projects and prison throughcare support.

SLOVAKIA

Modern probation in Slovakia is Non-governmental Reintegrational Some organisations are

counted as of 2002 organisations takes support on the organisation of volunteers

RESTART, TUTOR, and EDUKOS

Mainly unemployed individuals are selected to take on volunteer work and are compensated approx. 300- 400€ per month

| | | | |
|--------------------|--|---|---|
| SLOVENIA | There is no unified probation service in Slovenia | In the 1980s and 90s law allowed social work centres to assign special counsellors to released prisoners which was the basis for voluntary consultancy work | Counsellors for post-penal treatment |
| | The Penal Sanction Enforcement Act of 1951 described norms for probation whose execution was entrusted to volunteer social works | | |
| SWEDEN | In 2006, Sweden Probation Agency SPPS was unified which provided new capabilities, such as volunteering | Volunteers (laymen) are permitted; however, the probation officer always remains formally responsible for the beneficiary | Lay supervisors can be appointed by probation officers on a case-to-case basis Mainly used for home visits and sobriety checks |
| SWITZERLAND | Probation services have their origins | The current Penal Code (Art. 93 and | All volunteers undergo initial |
| | | | Approx. one third of all Swiss |

in the 19th century 376 PC 2002) training and Cantons involve
 mostly on a state continuous coaching as well volunteers in their
 voluntary base voluntary social as submit regular probation service,
 Around the 1960s assistance as a reporting (every with 300
 more social task 3 months) about volunteers in
 workers were hired Around 20 their assisted action
 in the agencies for cantons offer a offenders
 protective prison aftercare
 supervision service without a
 formal mandate
 from the criminal
 justice system

TURKEY

1996: The Turkish Turkish Probation Training is only
 Prison Reform Law foresees given to
 launched in 1996 probation servicesvolunteers when
 included assigned to be required,
 volunteers for the conducted by depending on the
 first time in Turkish official as well as delegated task
 probation law voluntary
 which has been personnel (Article
 continuously 54 of the By-Law
 developed since of the Probation
 Service)
 This service is
 conducted in
 cooperation with
 other institutions
 and NGOs
 Volunteers need
 to apply with a
 petition to the
 directorate and
 execute their
 roles under its
 supervision

**ENGLAND &
WALES**

Historically, The 2007 Services
 volunteers were Offender delivered include
 always involved in Management Act, wellbeing and



providing support to offenders

This became less common at the end of the 20th century since practice has become more skilled and systematic

however, granted social inclusions, private and voluntary organisations to provide probation services.

Additionally, the opportunities for volunteers have increased through the 2021 probation reforms.

and education, training, and employment.



COPPER

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Volunteering
in Probation**



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