

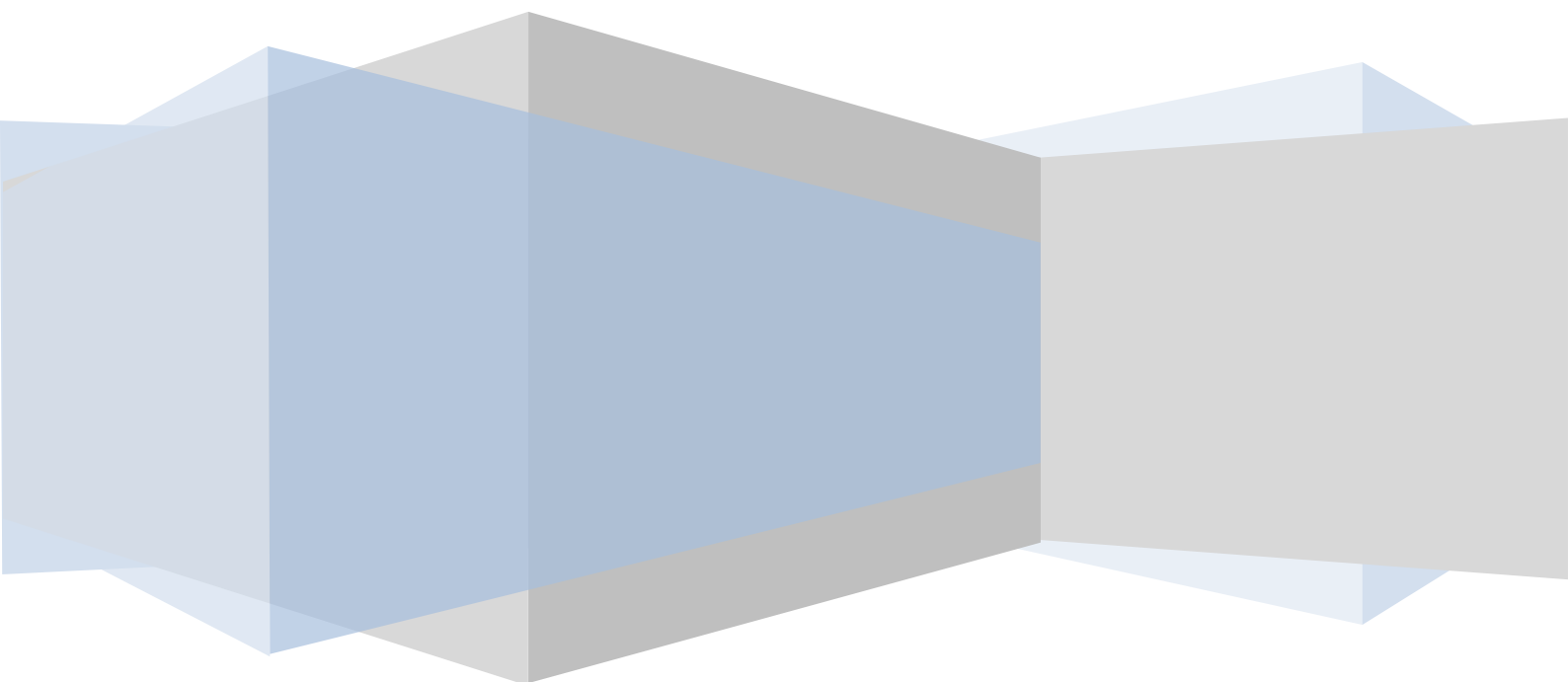


Peer Learning Model Designing your future volunteer skills

Under the project Future skills for the third sector

(FUTUR3)

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DESIGNING YOUR FUTURE VOLUNTEER SKILLS

This Peer Learning Model based on the concept of design thinking will help you identify your future needs and skills through taking ownership of tasks, taking initiative at solving problems, and most importantly to stick with these tasks and problems until they have come to a satisfactory conclusion.

You may use this model as an initial planning tool individually or engage volunteers from your organization to improve collaboration and give solutions that fit your organisation.

This is a particularly powerful technique to direct your team to future areas of need discovery. In this process volunteers are in a good position to identify their areas for future development and to analyse their skills.

PURPOSE

Identifying your future skills will help you to create solutions for the challenges you and your organisation face every day and help you to generating and evolving ideas with positive impact for those you are designing for (i.e. your volunteers).

Using this peer learning model, you can use your creative abilities to transform difficult challenges into opportunities. We have laid out series of steps that can help you develop new, innovative solutions designed with people at the centre.

Aims

Peer learning model based on the design thinking concept:

- Allows you to take ownership of tasks and find problems;
- Allows you to take initiative at solving problems;
- Allows to stick with these tasks and problems until they have come to a satisfactory conclusion
- Gives solutions that fit individual organizations;
- Improves collaboration;

Objectives

- Design the concept and tools that explain how you're going to identify skills gaps and needs

- Focus on the professional development to meet future needs
- Give examples of peer learning model tested locally

Who is involved in the training?

The main focus is on volunteer managers and anyone involved in the managerial process.

What is design thinking?

Design thinking is a process, point of intersection between people, market and business, and technology. It's a human-centred design technique that will help you to understand your volunteers better, makes them feel more engaged in the changing environment and allows for the most valuable changes, meaning the authentic changes driven by the people from the organisation.

A peer learning model based on the design thinking concept grasps new, relevant solutions that create a positive impact. It's a structured approach to generating and evolving ideas. It relies on your ability to be intuitive, to interpret what you observe and to develop ideas that are emotionally meaningful to those for whom you are designing.

It's a cyclic process and if you have problem in one of the processes you can go back to the previous step.

It has five phases (Fig.1) that help you navigate the development:

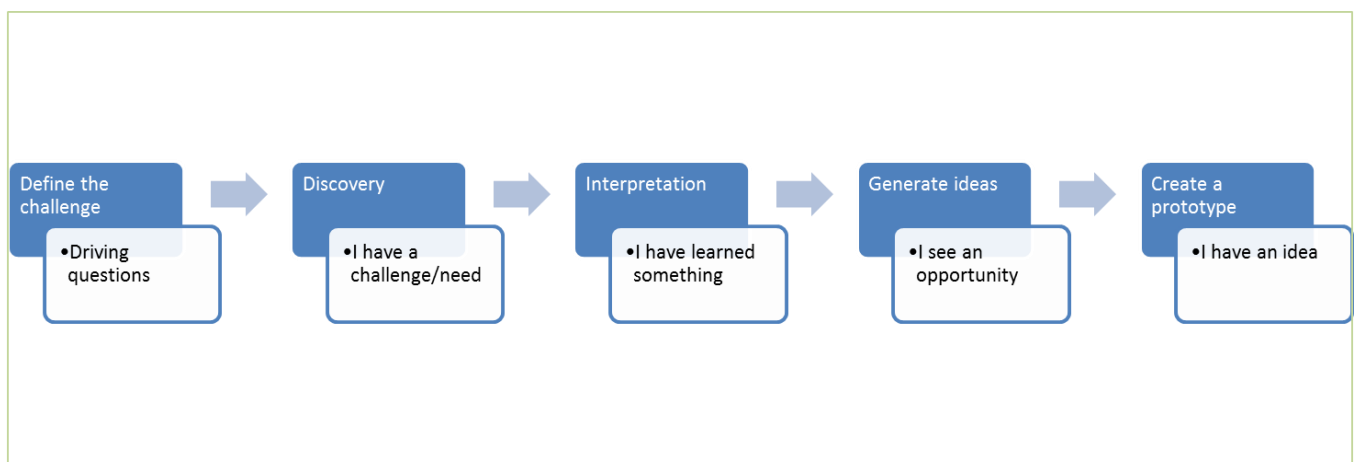


Fig.1

Define the challenge

Driving questions: identify a project question or problem. The importance of the driving question is to trigger critical thinking in volunteers and inspire them by creating curiosity and be aligned to the learning goals you and your organization would like to achieve.

Discovery

I have a challenge/need. We start with understanding the needs, not with the ideas. For example, the third sector needs new skills. And we describe what we need.

Interpretation

I learned something. I learned something from my previous step and set the direction. This is your point of view.

Generate ideas

I see an opportunity. In this step you generate and refine ideas. There are several brainstorm techniques you can use here.

Create a prototype

I have an idea. How do I build it? Make a prototype and test the decisions. Create actual representations of possible solutions.

BEFORE YOU START

Materials

Before you start it's better to make the most out of your experience and discover the area in which you are involved using different available reports, researches and statistics. With the right preparation you will have a good understanding of your challenges and you will be more opened up to new opportunities and getting inspired to create new ideas.

Here are a few tips that can help you:

- Our “Scenario workshop” (Annex 1) created during our 1st transnational meeting with the main propose to generate discussion about “what ideal work in the third sector would be like in 2025 under 4 scenarios”. The 1st scenario is about the Techno Scenario (most volunteering takes place on line); 2nd scenario Growing inequality Scenario (the third sector will need to provide more services than before to prevent marginalisation); 3rd scenario Loose networks scenario (people join on a shorter and looser basis, traditional forms of association are transformed) and 4th scenario Status quo scenario (work in the sector remains the same as it is now).
- Our Benchmarking report “VOLUNTEER COORDINATORS’ SKILLS NEEDS” (Annex 2 summary). This report is a result of a benchmarking analysis conducted in ten European countries (Bulgaria, Finland, Hungary, Italy, Latvia, Poland, Portugal, Romania, Turkey and the United Kingdom) between October 2015 and August 2016. Benchmarking compares an organisation’s practices, processes and products against the world’s best ¹. Our analysis focuses on two issues: the structure of the third sector in the 10 countries, and volunteer coordinators’ perceptions of their skills needs.
- You can also conduct your own research based on the questionnaire (Annex 3) we used during the Benchmarking process.

The Training

How long will training be? The training can last one working day (8 hours) or you can split these hours over time; for example 1x3 hours, 3x2 hours. For each phase give the groups between 60 and 90 minutes for group discussion and questions.

Groups. Training should be delivered in small groups between 5-8 people. In small groups people feel more comfortable, more engaged in working process and more likely to ask questions; the atmosphere is informal and relaxed.

Session requirements. Prepare the schedule of the day and prepare yourself by reading trough the five phases following the Peer learning module tools. Structure the session in a human-centered way and allow space for exploration by saying what you are planning to build or change.

Launch the first 30 min. for warm-up to get the team prepared and excited. Quick review the plan: what you will do, but remember that you are not looking for the “right” answer, you are looking for inspiration.

Engage people by sharing what you have seen and heard in the field of volunteering. Here you can use the preparation materials we mentioned above or can share your own story or methods you use in your organisation. Write down contradictions, constraints, tensions, needs and surprises that you notice and share your useful needs and insights with the group on a large whiteboard. Discuss the findings that could influence and improve your work or organisation you are working for with the group. Transform insights into possible solutions. This will help you when you form a driving question.

Feedback. Ask participants to fill the survey to express their confidence in using Peer learning model. You could encourage participants and give them a badge or a certificate once they have attended the training (Annex 4).

¹¹ W. G. Nickles, J. M. McHugh, S. M. McHugh, *Understanding Business*, Tenth Edition, McGraw-Hill Irwin, new York 2012, p. 221.

GETTING STARTED

Define the challenge – driving question

Defining the challenge is a starting point of your training-look around you, see what you think should be improved in your organisation; what specific and intentional problem should be resolved and turn them into an actionable challenge.

Sometimes it comes out as dreams (wishes for a redesign and restructure the organisation). Sometimes it comes out as complaints (things concerning the organization policy).

Framing the right “How might we” question is essential (Fig.2). The question should be clearly scoped, broad enough to allow for unexpected possibilities and narrow enough to let you focused.

DREAMS/THINGS/WISHES I WISH WOULD EXIST →

→HOW MIGHT WE

COMPLAINTS/GRIPES/THINGS THAT COULD BE BETTER →

→HOW MIGHT WE

Fig.2

For example;

1. How might we create an attractive environment that helps volunteers to collaborate better/more efficiently in a city?

Here the voluntary organisation demonstrates the need for restructuring the organisation as a result of low collaboration in a city. The aim is to collect new solutions that could help volunteer organisations to be more effective in working with people and adapt their priorities with the changing environment.

2. How might we adapt our skills and strengths in a way that will help our volunteers do their best in 5-10 years' time? (under scenario x)

We wonder if volunteers are prepared well for the future and decide on a new approach to increase our understanding of skills needs that meet the future in 5-10 years' time. This will help the organisation to rethink its policy and develop resources to enhance the professional development of their volunteers.

Discovery: Understand the challenge

You have already defined the challenge that will lead you throughout the peer learning process. Now you need to spend time to understand the challenge. Discovery builds a solid foundation for your ideas (Fig.3).

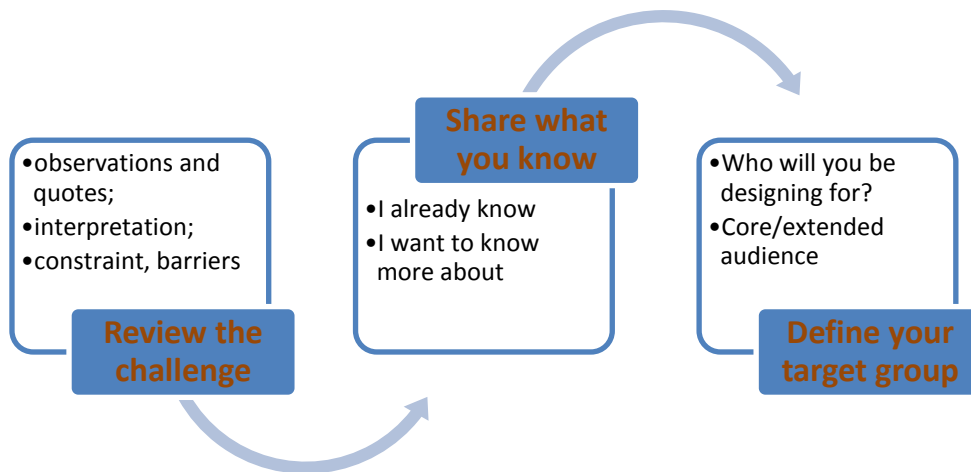


Fig.3

Review the challenge: Review the list of criteria and constraints for the challenge. Discuss with your team if you need to add to or change this list. Ask yourself why people might need, want or engage with the challenge.

Share what you know: Write down what you know about the challenge; your observations and quotes; make interpretations. Define what you don't know: Write down and share what you don't know or yet understand about the challenge. Post these questions in a different area.

Define your target group: Consider the broad spectrum that will be connected with your challenge. Think about the connections these people have with your topic. Who are the fans? Who are the skeptics? Who do you need the most? Create a visual overview of those who you consider to be your main audience, as opposed to more peripheral or distant contacts.

What you have learned from this phase will give you a visual overview and an insight that allow you to see the challenge in a new way and are catalysts for new ideas and inspirational activities. The following template #1 Understand the challenge can help you in your work. You can come back to this template when you have more questions in later phases.

Keep in mind that not every insight contains entirely new information. Often you will find things that you knew about before, but your "Understand the challenge" exercise may have given you a new perspective. Sometimes new ideas will take you in a different direction from what you initially anticipated.

observations of a particular need to reveal more abstract motives and assumptions that often uncover unexpected realizations about a particular situation.

Interpretation: Define the direction

Define the direction is a concise expression of what you have learned from your previous steps. Ask yourself "Why do we want to do that?"; Why people might need, want, or engage with the topic. This will help you reframe your point of view. (Fig.4)

Why do we want to do that?

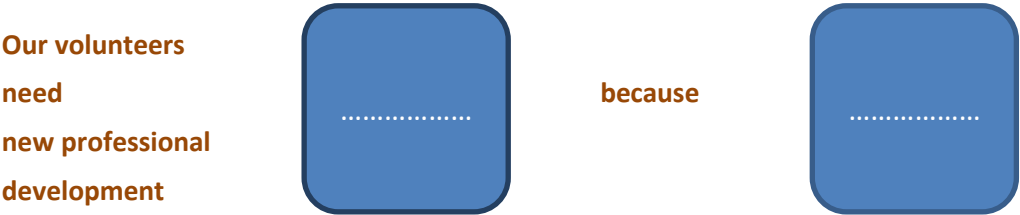
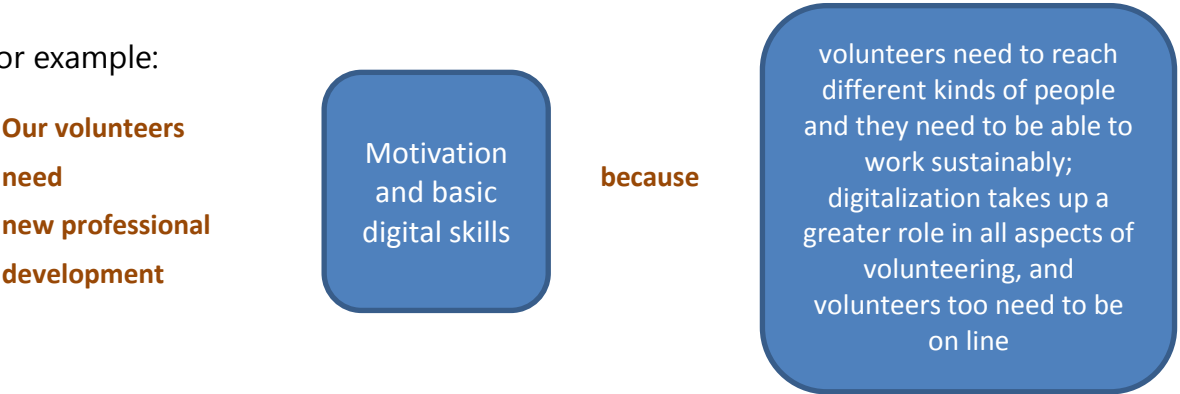


Fig. 4

For example:



Generate ideas

This means generating lots of ideas. Brainstorming encourages you to think expansively and without constraints. There are no bad ideas at this point. Even if an idea doesn't seem realistic, it may spark a great idea for someone else.

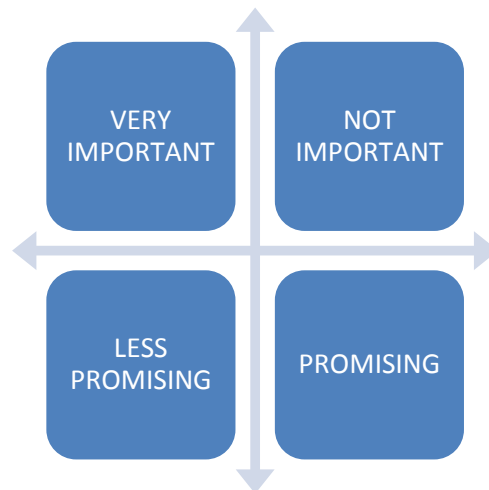
These rules will make your brainstorming session focused, effective and fun:

- Do not say "NO!". Instead say "Yes, and..."
- Do not interrupt each other
- Every idea is good (also the best one)

- Be positive
- Focus on quantity, not quality
- Co-create by building on each others' ideas

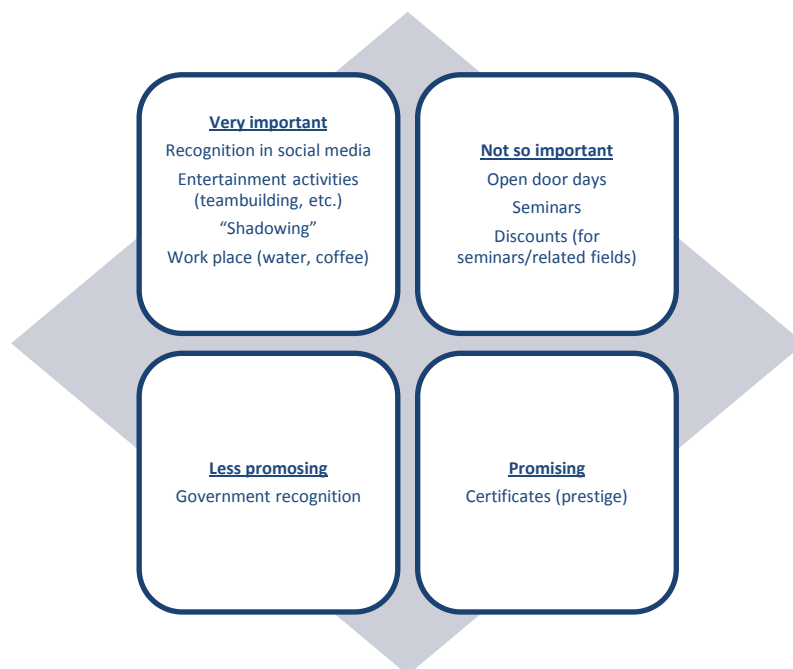
When you finish, continue with the idea selection: the ones you want to work on or the ones you believe are most promising. Use the following template (Template2):

Select promising ideas



Template 2

For example, a group working on the question 'How might we create an attractive environment that helps volunteers to collaborate better/more efficiently in a city?' had several ideas that are regrouped in the grid as follows:



A volunteer could try to be a part of the volunteering process by participating in “shadowing days”; seeing a comfortable environment for work and a nice friendly team performing some interesting activities (team-building); also, feeling the value of doing the job (recognition). Moreover, certificates could bring additional value.

Create a prototype

You already have an idea and prototype enables you to share your idea with other people and discuss how to further refine it and test in the working environment. Choose the form that suits your idea best. You could create:

- a storyboard
- a diagram
- an advertisement
- a model



Have in mind the questions that come up while you build the prototype. Revise and answer them as you develop your idea further. During the presentation you can make changes and increase its resolution.

Follow-up activities

When your peer learning activities are completed, people are usually in a very enthusiastic mood. But how do we change this into action? Here is an idea for a follow-up activity.

Making a pledge

To get participants committed to making a positive change for the future in their organisation with the prototype you have created, make a pledge: promise to make one change at work that will have a positive effect concerning the driving question and the related prototype.

You can take a few minutes to think about this at the end of the peer learning process, or participants may do this at home afterwards. It is a good idea to write the pledge/promise down.

I promise to make the following change(s) regarding our driving question to my work to make a positive change:

For example, for the group with the driving question "How might we create an attractive environment that helps volunteers to collaborate better/more efficiently in a city?", possible promises could be:

- I promise to contact my local city council to have a meeting with them.
- I promise to contact another association to see if we could exchange volunteers.
- I promise to set up a Facebook page for volunteers in our city.

It is also good to keep the group connected with each other and to see how change is happening. You could have a follow-up meeting in about 2 months after the group, either face to face (ideal) or on Skype.

To observe change the peer learning process has made, participants could think about the following questions and share their answers at the follow-up session:

1. What things did I do to keep this promise?
2. What happened?
3. Did anything change? What?
4. How can you see that there is a change?
5. Which parts I would like to improve?
6. What did not work?
7. What needs further investigation?
8. Was this change positive or negative? Why?
9. What do you plan to do next?

You can discuss the questions with your group and compare each other's answers. Consider using the following prompts:

- Prioritize the feedback: what is most important to making it a success?
- Sort your notes and create an overview of which feedback you want to respond to.
- Incorporate valuable feedback into your concept. Make changes.
- Emphasize what was well received.

Then, you can create a new improved prototype. If you need you could go through feedback cycles repeatedly and continue to improve your concept.

During the sessions/ what I learn from participants

Group sessions give participants a good overview of a challenge. But if you are trying to gain a deeper understanding of peoples' motivations, however, it's good to set individual homework tasks during the peer learning sessions. Often participants find homework exercises less intimidating than working in peer groups and enjoy expressing themselves in new ways. It can be a great format to help them feel comfortable.

Learn from participants' homework and explicitly explain why and how to record their activities.

Ask participants to document their day, for instance. It can help you understand their mental model of their working day with volunteers. This can help them gain insight into their priorities and choices.

Asking participants to record their own experiences allows you to learn about them over an extended period of time. Guide participants to capture and share their thoughts, decisions and emotions.

Create a visual document

Sketch out a large paper document wall in a space visible for everyone to see, or create a shared online document with access for all team participants. Write down tasks, ideas, meetings and finished activities. A solid document will allow participants to revisit it over the session, come back to this list when participants have more questions in later phases and make decisions along the way. You may not get to talk to everyone in the first attempt at this challenge... make an inventory with everyone now so that you can come back to this list when you have more questions in later phases.

Review with the group: Look at the materials together with the group and ask them not just what to read what they documented, but also why they chose these details and how they felt about them.

References:

Introducing project-Based Learning in your Classroom – School Education gateway-Teacher Academy;

W. G. Nickles, J. M. McHugh, S. M. McHugh, Understanding Business, Tenth Edition, McGraw-Hill Irwin, new York 2012, p. 221.

Scenario workshop

Annex 1

Workshop “*Future Scenario*”

During our 1st transnational meeting all participants were invited to participate in the “*Scenario workshop*”. The main propose was generate discussion about “*what their ideal work in the third sector would be like in 2025 under 4 scenarios*”.

The 1st scenario was about the *Techno Scenario* (most volunteering takes place on line); 2nd scenario *Growing inequality Scenario* (the third sector will need to provide more services than before to prevent marginalisation); 3rd scenario *Loose networks scenario* (people join on a shorter and looser basis, traditional forms of association are transformed) and 4th scenario *Status quo scenario* (work in the sector remains the same as it is now). Each group was responsible for one of the scenarios, share and identify the different skills needed in each one.

1st Scenario - TECHNO SCENARIO
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Our organisation is at the forefront of the Third Sector. As far as possible we use technology to solve problems and complete our day to day tasks. When I have time, I love to design solutions to problems we face, or find more efficient ways of doing a task.

Everyone has their own tablet that links wirelessly to the other devices in the office. Everything is done online, no shelves, no filing cabinets, nothing. It's a paperless office, everything is on The Cloud. Our office is relatively small for the number of people who use it – just a few desks for hot desking and a couple of meeting rooms, one of which doubles as an IT suite when we have visitors needing to work or link up with colleagues elsewhere via Skype, etc.

We have a couple of robots, we call them "Stan" and "Oli" Stan acts as the office gofer. He is programmed to buy tickets, check timetables, keep us up-to-date with alerts and notifications and dispense drinks and snacks to our desks. Oli can be found crawling on the floor to clean it. He's good at clearing up the spills and crumbs from our snacks. It's just a shame that he needs occasionally needs a lift up to clean our desks, otherwise everything would be spotless all the time.

We recruit and support our volunteers online. They don't even need to come into the office, it's all done remotely. They enjoy working from home, and can easily volunteer while looking after their families, for example. But some say it was better when volunteers got together to undertake tasks together. There must be an app for that?

As they achieve their tasks and progress through the organisations volunteers are rewarded with badges that they can share with others and use as validation of their skills and experience in the workplace. I don't mind telling you there is a certain amount of rivalry between volunteers who collect badges and boast about them on social media.

We have taken in a large number of immigrants in recent years. Of course, there has been a knock on effect. It's harder to get work and more people are unemployed and often not receiving benefits so they have to fend for themselves. That means more people are returning to the land to support themselves on allotments or where there's a small piece of land that can be used.

People are more dependent on peer support. The churches do a lot: foodbanks, free meals, debt counselling and they even let people sleep in their buildings sometimes, especially when it is cold. Meanwhile, the rich – well they just don't know how the other half lives. No amount of explanation changes things. They just don't want to listen.

Society is becoming more unstable, a new social class is emerging, precariat some people call it. Some of us are in constant danger as there are more and more people with no permanent work and not receiving benefits either. They have no security, nothing is permanent and, of course they are anxious, always on the lookout for threats to the little security they do have. We need increased government support to create cooperation between organisations and a common plan of social organisation.

As workers in the third sector, our target is the weakest. Even we are dependent on society to be able to help others and even for our survival. We want to see a society where there is no them and us. We want to work for the greater good. Our role is to encourage, coach and help people to find their passion. We want them to be able to do things they like, without being afraid. We need stability to focus on the long-term and support many social groups. We need volunteers at grass roots level to do the work. We need to be able to direct and encourage them. Maybe time banks would be the way forward.

3rd - Scenario - Loose communities

Well, we're working on our project here. It's quite comprehensive and includes several different elements. We've responded to local needs really and we are proud of the contribution we make to the local community.

The trouble is our volunteers don't commit for long. They come and help enthusiastically and then they go off travelling or to look after the grandchildren. And we have to start all over again, training new volunteers, who help us for a bit and then go off ... of course, some do come back and we are always pleased to welcome returners.

There's another group working in the next town. I'm not sure what they do, but some of the things they do are similar, I think – helping the poorest in society. Apparently they have a drop-in where people can go for help. Be nice to do something like that here.

We need more people with expertise; a volunteer manager or coordinator who can recruit and motivate volunteers; a person to manage our database, it's never up to date: someone with knowledge of the third sector who can research different resources that would help us, and help us to work with people doing similar work; and we really need a good person to manage our resources, not just a finance manager but someone who can attract additional funding.

4th - Scenario - Status Quo

Well ... we're still here. Still dreaming about a brighter future for the Third Sector ... for us. Of course, a lot of our work is done online now, but many of my colleagues don't like it. It was easier before – write it on a piece of paper, file it and forget it ... until you move offices, and then you throw it all away.

We're still here ... been here for years. Volunteers come and go. New staff come on temporary contracts, stay a few months and then leave for a better job elsewhere. You can't blame them.

Sometimes we have to let our clients down. There's just no one to help them until new volunteers join us or we get another member of temporary staff. We do our best, but it's not always enough. People seem to expect more these days.

It's hard for non-governmental organisations (NGOs). They are always looking for the next funding stream. If they didn't have to pay tax it would enable NGOs to give value for money and their hard working staff would feel more valued by the state.

There's never enough to employ enough properly trained staff. NGOs want to be able to employ qualified staff, but how can you validate experience and informal learning? It means a pool of suitable candidates are often overlooked.

NGOs want to be seen as providing high quality and efficient services, but it isn't always possible. They are always having to adjust to an ever changing regulatory environment and even more bureaucracy.

It all comes down to needing more resources in a shrinking economy. If only there were more hours in the day! It would be nice to have someone to do more of the administrative work – there's so much bureaucracy these days! It's very stressful. No time to stop and think. No time for creativity. If only there were more hours in the day.

Skills identified to each Scenario

The skills that were identified by the working groups were:

- *Technological skills* understands technical skills: such as database management; web; social media; networking; clear vision;

- *Interpersonal skills* interact successfully with a wide range of people: Self-reflection on personal knowledge and abilities; self-defense; courage; good self-esteem; communication and interaction; Intercultural skills; multi-cultural sensitivity;
- *Adaptability skills* flexibility to adapt to the needs of the moment: flexible, adaptable to new situations;
- *Organizational and planning skills* able to plan projects, events and programs, establish objectives and needs and evaluate the options: Fundraising; Knowledge of crowd funding; General and volunteer Project management;
- *Critical and thinking skills* review different point of view or ideas and investigates all possibilities: Negotiation and Diplomacy;
- *Research skills* knows how to find and collect relevant background information: Knowledge of the third sector;

In the table below (nr 1) we can find the skills needed and identify by each group.

1st Scenario - Techno Scenario	2nd Scenario - Growing inequalities	3rd Scenario - Loose communities	4th Scenario – Status Quo
* Technical skills; * Self-reflection on personal knowledge and abilities; * Flexible, adaptable to new situations; * Willingness to expand out of a comfort zone; * Intercultural skills;	*Negotiation; *Diplomacy; *Multi-cultural sensitivity; *Self-defense; *Courage; *Charm; *Practical skills; *IT skills; *Fundraising; *Networking; *Organising; * Good self esteem	*Database management; *Networking; *Knowledge of the third sector; *IT skills: web, social media *Clear vision *Interpersonal skills *Knowledge of crowd funding	*General management *Project management *Volunteer management *Creativity *Communication and interaction

Table nr 1 – Skills to each scenario

Benchmarking report “VOLUNTEER COORDINATORS’ SKILLS NEEDS”

FROM DIGITALISATION TO PEOPLE SKILLS – EUROPEAN VOLUNTEER COORDINATORS’ AND EXPERTS IDEAS ON FUTURE SKILLS NEEDS

Summary

The Future Skills for the Third Sector (FUTUR3) Erasmus+ project set out to map the future skills needs of volunteer coordinators and managers in 10 European countries (Bulgaria, Finland, Hungary, Italy, Latvia, Poland, Portugal, Romania, Turkey and the United Kingdom). Here is an overview of the results.¹

The benchmarking process also included discovering best practice examples on training for volunteer coordinators or volunteer management. They can be found in a separate report.

Scenario Model

Our work has been based on a model of four scenarios, which were developed using partners’ experiences, various megatrend sources and the results of a workshop with Finnish NGO professionals. Our model predicts the following scenarios and related skills needs for the sector:

1. **Status Quo** – Third sector organisations will go on as before, but will need to learn to adapt to change. Skills needs: general and project management and securing funding, among others.
2. **Loose communities** – Communities are less stable than before making people more nomadic, causing an increasing need to manage episodic volunteers etc. Skills needs: IT skills (databases etc.), vision/strategic, networking and interpersonal.
3. **Growing inequalities** –These regard, for instance, welfare and migration, and the third sector is required to take more responsibility for service provision.

¹ The full report, which also offers information about the third sector in the 10 countries, can be downloaded here: <http://www.futur3skills.eu/futur3skills/index.php/results>

Skills needs: multiculturalism and understanding diversity, interpersonal skills and negotiation.

- 4. Technical/digitalization** – People want to participate more on line, and new ways of communication and forming communities become evident. Skills needs: technical, adaptability, interpersonal and intercultural skills.

The experts we interviewed in each country for this report expect the technical scenario to be the most likely and pressing one in the near future, but on presenting the model to professionals in many countries, it is also evident that all the scenarios will shape the future of the European third sector.

The 485 volunteer coordinators who took part in our survey felt that teamwork, communication, overcoming stereotypes and a non-judgemental approach to people are important skills needs, which further reflects the idea that all scenarios will to some extent be realised in the future, even though many operate under the notion that the status quo scenario will prevail.

Conclusions

We made several observations from the material, mainly on differences in how the third sector is defined and skills needs.

- 1) There are different legal definitions of the sector and the legal solutions which give the reason for securing the non-profit organisations in public and business activity. However, the sector's importance as an employer is growing everywhere.
- 2) Individual countries have a different way how to approach the idea of the professionalisation of the NGO sector. We noted clear differences in the educational offer addressed directly to the workforce in the sector. The lack of professionalisation often results in a weaker participation of non-governmental sector in the shaping of local strategies and a little political importance.
- 3) Training needs and qualifications that seem necessary for volunteer coordinators focus on the universal skills related to the management of the volunteers' work. As the main area of the preferred educational activities respondents specify **strengthening of the volunteer commitment and professional management of teamwork**. It can be said that professionals in

the NGO sector work according to the status quo scenario and they expect the support for their work accordingly.

- 4) Important skills needs in the context of future skills in the sector are related to international cooperation and the **shaping of attitudes of openness to other cultures**. It can be assumed that these needs arise from the increasing cultural diversity in Europe. There is also an increasing demand for training in **international cooperation and volunteering**.
- 5) We can draw conclusions about the future direction of the development of the sector under **the technological scenario**. We can expect:
 - new types of participation in the sector e.g. through social networks and informal groups on the internet; online volunteering will gain ground.
 - the growing importance of modern forms of communication, advertising and methods of managing the non-governmental organisation.
 - the technological development scenario seems inevitable and requires an acquisition of competencies in dealing with and creating online communication.

Considering the results of this study, we propose the following actions to help the European third sector manage future skills needs:

1. **Advancing digitalisation:** staff and trustees, as well as volunteers, need ICT skills and to access infrastructure that allow them to communicate from remote locations using mobile technologies.
2. **People come first.** Both now and in the future, communication skills, team work and empowering individuals and groups are at the core of volunteer coordinators' work. With digitalisation, the forms may change, but the skills need to be in place.
3. **Migration is a chance for the third sector.** Intercultural skills and overcoming stereotypes are and continue to be vital for working with volunteers. The third sector plays an important role in integration, so this is a skills challenge.
4. **Build on diversity.** By diversity, we do not only refer to migration, but the ability to work with different age groups, religions, minorities and so on. This requires skills of overcoming stereotypes, sensitivity and communication.

5. **Collaboration in training.** We recommend collaboration between civil society organisations, educational institutions, trade unions and professional organisations to establish concrete ways to improve the professional capacities of the third sector workforce.

On basis of our research, we can make the following recommendations for meeting future skills needs in volunteering management:

1. **Advancing digitalisation:** staff and trustees, as well as volunteers, will need ICT skills that especially allow them to communicate from remote locations and using mobile technologies. Along with skills, this requires making investments in infrastructure.
2. **People come first.** Both now and in the future, communication skills, team work and empowering individuals and groups are at the core of volunteer coordinators' work. With digitalisation, the forms may change, but the skills need to be in place. As we have also identified a scenario of growing inequality, the ability to mobilise vulnerable groups is at the core here.
3. **Migration is a chance for the third sector.** Many of our respondents thought that intercultural skills and overcoming stereotypes are vital in their work, and will increasingly be so. The third sector plays an important role in integration, so this is a skills challenge.
4. **Build on diversity.** By diversity, we do not only refer to migration, but the ability to work with different age groups, religions, minorities and so on. This requires skills of overcoming stereotypes, sensitivity and communication.
5. **Collaboration in training.** In many countries, training opportunities for volunteer coordinators are scarce and sporadic. We recommend collaboration between civil society organisations, educational institutions, trade unions and professional organisations to establish concrete ways to improve the professional capacities of the third sector workforce.

You can find the full report on our website. On the same page you can also find our best practice case report: <http://www.futur3skills.eu/futur3skills/index.php/results>

Questionnaire

Annex 3

Questions to the questionnaire

1. Country
2. Age
3. Sex
4. What is the profile of the organization you are working for? (the choice of the following: - sports, truism, recreation, hobby
 - social services, emergency and rescue services
 - culture and arts
 - educations and research
 - business and professional associations
 - local development, training and employment
 - health
 - environment
 - other fields)
5. Level of education (the choice of the following:
 - primary education
 - secondary education
 - higher education)
6. Field of education (open question: describe precisely field, specialisation etc.)
7. What were the reasons for working with volunteers?
 - I have experience in work with volunteers
 - the task is coherent with my educational background
 - it was my personal decision
 - I took this responsibilities by chance
 - this task was given to me by supervisor
 - there was no one who would like to do it
 - other causes (what exactly?)
8. How long have you been working with volunteers?
 - no longer than 1 year
 - 1-2 years
 - 2-3 years

- longer than 3 years

9. What are your tasks regarding to work with volunteers? (the choice of the following:
- a. Information about volunteering: (designing the content of encouraging volunteering, providing information, promoting volunteering in the network and outside the organization)
 - b. Coordination of volunteer work - management (setting tasks and responsibilities of volunteers, supporting volunteers at work, controlling of the task completing)
 - c. Administration (documenting the work of volunteers, signing contracts, gathering opinions on the work of volunteers, other)

10. What skills should have a coordinator of volunteer work?

Skills	Very important	Less important	Not important	Difficult to say
Coordination of team work				
mitigation of conflicts				
planning of others work				
enforcement of tasks				
being a leader				
Administration and information				
creating interesting content to promote the work of volunteers				
time management				

knowledge of the laws regulating the work of volunteer				
the ability to gather information about the needs and co				

11. Did you take part in training that helped me to develop skills in working with volunteers?

- Yes (please describe the subject of training)
- no

12. Which skills related to the management of volunteers you consider important in future work?

Skills	Very important	Less important	Not important	Difficult to say
communication				
team work				
project management,				
administration				
knowledge of local law and political advocacy				
fundraising: local fundraising, tendering,				
public relations: relations with the public,				

media and other institutions, campaigning				
research on the needs of vulnerable groups				
commitment for volunteering				
empowering local participation				
experience of working across different sectors and developing links with other agencies				
cooperation with local organisations				
work in the multicultural environment				
international cooperation				
networks and "lobbying"				
a flexible and non-judgemental approach to people from other culture				
overcoming stereotypes,				

empathy				
Social media				
electronic communications				
positioning on the web				
campaigning in the internet				

13. What kind of other training would you like to participate?

Survey:

Annex 4

What are your current or future activities linked to volunteering?

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What is your idea of future volunteer skills?

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Do you feel connected to this Peer Learning Model?

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Does this model make you think about future volunteer or organisational needs?

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Which phase of the model is particularly interesting to you?

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