FUTVOL
Future Skills for Volunteering

Erasmus+

Your Future, Your Volunteers

Active & passive communication · Respect · Time management · Intercultural understanding · Conflict resolution · Organisational skills · Taking initiative · Problem solving · Self-assesment · Team working · Adaptability · Digital competence · Empathy & altruism · Critical thinking

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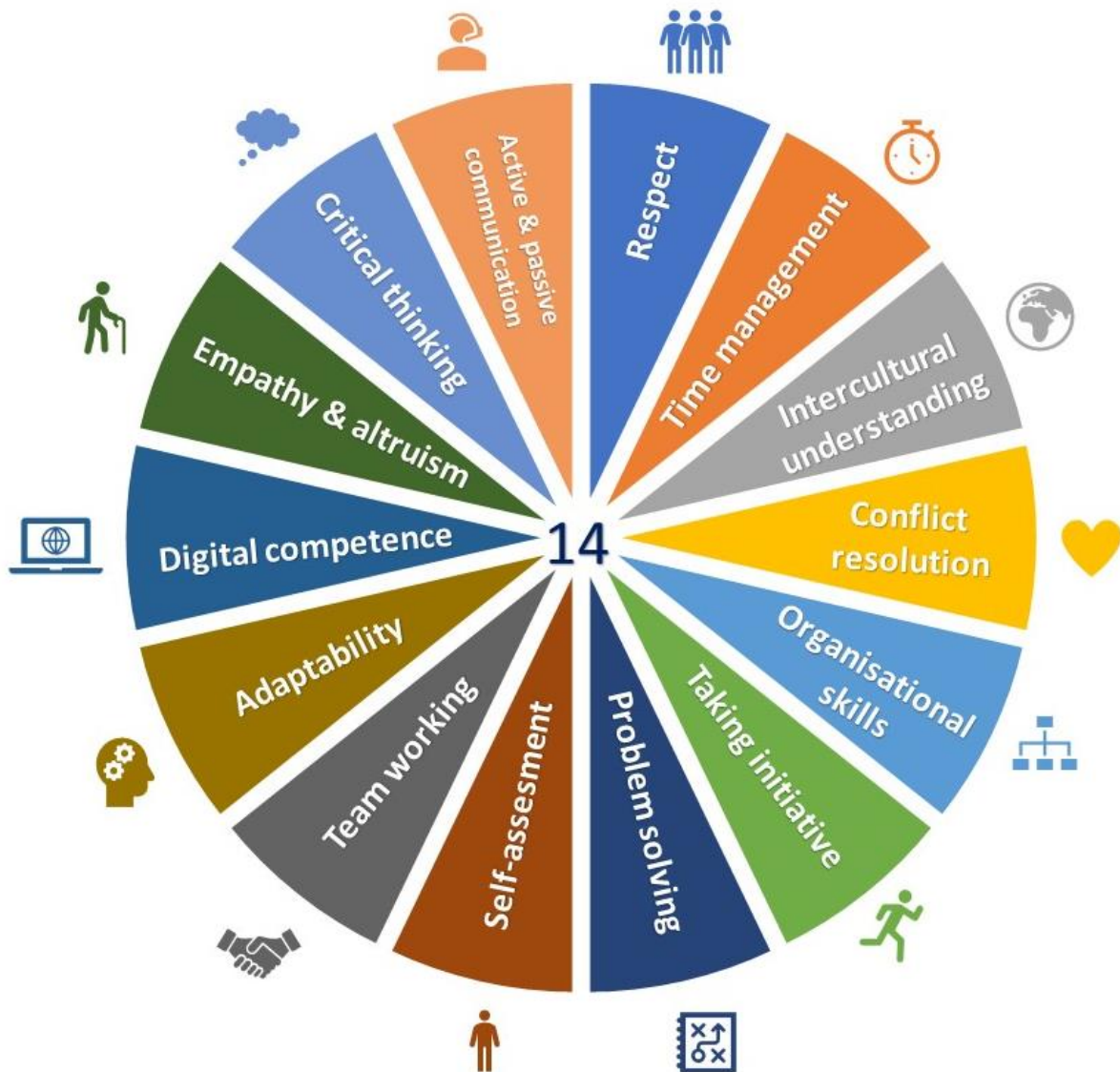
FUTVOL PROJECT: FUTURE SKILLS FOR VOLUNTEERING

When thinking about the future, the first thing that comes to mind are old slogans like "The future is now" or song lyrics like "whatever will be, will be". The European voluntary sector is facing many challenges that call for foresight and preparation for the future. As pressing issues like inequality, climate change and others call for civil society to act, the future really seems to be here right now. This has led to calls for greater professionalisation among both paid staff and volunteers. Professionalisation, on the other hand, requires skills and competences. This is what this report is about.

The Future Skills for Volunteering (FutVol) project was set out to help both volunteers and their organisations prepare for the future through a skills-based approach. It has brought together organisations, professionals and volunteers from Bulgaria, Finland, Hungary, Italy, Latvia, Poland, Portugal, Romania, Turkey and the UK to find ways to help organisations and their volunteers forward. The project was funded by the Finnish national Agency for Education under the European Union's Erasmus+ programme. Our aim was to discover which skills volunteers need in the future, to offer tools for their validation and design a peer learning model and foresight tool on our findings. This report acts as an introduction to these tools.

In this report, you will find an article from our guest expert, joy Williams, an introduction to the results produced by the project and case studies with volunteers who took part in our project: What did they learn about their future?

In a previous project, we found out that there are four possible and likely scenarios that will affect the work of the European third sector or voluntary sector: 1. digitalisation; 2. growing inequality, 3. loose communities, and 4. status quo (work continues as it has done). The insight and tools we offer in this report will help you and your volunteers to discover their strengths and skills gaps in a way that helps your organisation under any of these scenarios. We hope that you will find inspiration in reading it!

- The FutVol project team, August 2019

Our project involved the following organisations:

Bulgaria: ASPECT–MIR. www.aspectmir.eu
Finland: Opintotoiminnan Keskusliitto ry (Sivis Study Centre). www.ok-sivis.fi
Hungary: Tudás Alapítvány, http://tudasalapitvany.hu
Italy: Cooperazione Paesi Emergenti, http://cope.it
Latvia: Foundation for Society, www.fondssabiedribai.lv
Portugal: Kerigma, http://kerigma.pt
Poland: Akademia humanistyczno-Ekonomiczna w Łodzi, www.ahe.lodz.pl
Romania: ACTA Center, www.actacenter.ro

Turkey: BOSEV. http://www.bosev.org/
United Kingdom: Eco Communities,http://ecocom.org.uk

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WHAT DOES THE FUTURE OF VOLUNTEERING LOOK LIKE?

Joy Williams (BSocSc) Senior Research Fellow at the Institute for Employment Studies, UK

Volunteering rates are declining

When the Institute opened its doors in the late 1960s, volunteering infrastructure and volunteer bureau were just becoming established. Into the 1970s, civic engagement was still at the fore and voluntary agencies were an ingrained part of society.

There are different measures of volunteering; formal and informal, frequency of activities or the time given to activities, or estimates of the monetary value of time given. While volunteering remains common in Britain, using many different measures, the consensus is that there has been a drop in the amount of time dedicated to volunteering since the turn of the millennium.

How does volunteering participation differ by age?

In recent years, figures showed that more young people were regularly taking part in volunteering than ever before. Not only had participation rates increased, but the time given by individuals had also increased over the years. Office for National Statistics (ONS) data show that for young people aged 16-24, the mean minutes volunteering per day increased from 9 minutes in 2000 to 17 minutes in 2015. However, the most recent NCVO figures published in May this year show that this steady increase has been reversed.

Some young people get involved to support their personal development, to learn new skills and gain accreditations that employers are looking for, as I discussed in my previous blog. This is also supported by findings from an IES report for the Careers and Enterprise Company in 2017, which revealed the impact of volunteering for young people. IES research for Vinspired, the volunteering charity for 14 to 25 year olds, showed that young people got involved with volunteering opportunities and social action campaigns in order to develop skills and personal attributes such as demonstrating commitment, enthusiasm and integrity, developing confidence and making a contribution to their community. Most important was their desire to help others.

The ONS also suggests that young people trying to secure employment could be a reason for the higher rates for young people compared to slightly older people: they have more time to devote to volunteering than the next age category (25-34) who become more embedded in work and family

life. In fact, people aged 26-34 are the least likely to volunteer, so the high figures seen in youth volunteering dip in this age cohort.

Once in older age or retirement, volunteering rates recover, with people aged 65-74 having the highest rates of formal volunteering when evaluating the measures of at least once per month and at least once per year. It is widely understood that people in this age group will have more time available for voluntary activities. Motivations for this age group may differ from those for younger people and be more about filling their time and experiencing social contact.

How is volunteering changing?

One way of considering the volunteering that people are undertaking is to see how it can be classified by formality or the frequency of participation. Examples of formal volunteering brokered by organisations include Prince's Trust Volunteers and Voluntary Service Overseas, while semi-formal volunteering might include sports event volunteering and volunteering organised as part of a course. Additionally, informal or one-off volunteering such as fundraising or litter-picking are prevalent and micro-volunteering can fit with busy lives. What might volunteering look like in the future?

The UK's growing short-term and payment-by-task 'gig economy' labour market might align with an increase in micro-volunteering as this is characterised as convenient, flexible, and facilitated by technology and apps. IVO/NCVO defines micro-volunteering as 'actions that can be completed in short, discrete periods of time'. Micro-volunteering is often episodic or one-off, rather than formal and long-term.

Lola Phoenix is Mencap's digital manager. Working with micro-volunteers, often contributing remotely, has proven to be a great asset to her department. Lola says:

'Digital volunteering is great for people who want to contribute towards an organisation but maybe don't have the energy or time to do traditional, face-to-face volunteering.

'I thought there must be others similar to me who have digitally-based skills or an interest in growing those skills, who have some spare time for a one-off project or a non-business-critical application that could pitch in.'
'Most people who work in digital know that there are so many competing demands. Volunteers can help do things like Facebook cover videos, social media research and evergreen content writing, that you don't always have the time to get to but would help improve the work you do now.'

Technology will continue to play an increasing role in facilitating volunteering. The internet is an amazing resource for connecting people. From information and awareness-raising campaigns, supported by media outlets and social media hashtags (including #SVW2018 and #iwill), that help people seek out opportunities and discover the benefits of volunteering, to apps that help volunteers track achievements – gamification and tracking challenges appeal to many, but in particular to young people.

Technology can also help people take part in activities not previously accessible to them. For example, in remote or geographically distant areas. An example here would include digital projects such as social media content creation, as Lola elaborates above.

No matter the changes in how volunteering opportunities are organised or publicised, these meaningful opportunities present benefits to all and the core values of volunteering, that it is time freely given to support other people, remain strong. While volunteering rates as a whole have been in decline, up until very recently, youth volunteering was on the rise. It will be interesting to see whether rates recover, and tellingly, whether tech-mediated volunteering supports this to happen.

This text was published as a blog on the Institute for Employment Studies website on 7 june, 2019

To find out more about Joy Williams, Senior Research Fellow please visit
https://www.employment-studies.co.uk/staff/joy-williams
To find more useful stories please visit https://www.employment-studies.co.uk/

FUTURE SKILLS FOR VOLUNTEERING – SKILLS MODEL

To be able to manage future challenges, volunteers and their organisations need specific skills. We've created a skills model that includes information on what skills are needed to ensure successful volunteering now and in the future. We have named them 'future skills'.

The Erasmus + project Future Skills for Volunteering (FutVol) researched the issue of future skills by comparing studies and work from 10 European countries and was able to identify 14 different skills that are seen as vital in future volunteering all over Europe.

Based on this, we've made a guideline that takes an approach that allows volunteers to demonstrate these skills to their supervisor and go through an informal validation process in order to gain certification that they have demonstrated future skills in volunteering. The guideline can, on the other hand, be taken as a guideline of what skills organisations should help their volunteers acquire e.g. through training, to give volunteers satisfaction over their work and organisations a strategic advantage.

Future Skills

Through research and a workshop on future skills, 14 skills were identified as essential all over Europe for future volunteering. They can either be seen as guideline for organisations, or as a starting point for volunteers to demonstrate their skills and have them validated. In our model, a volunteer becomes a Skilled Future Volunteer by showing at least 4 out of the 14 skills or a Champion Future Volunteer by demonstrating at least 8.

These are the 14 skills identified:

1. **Conflict resolution:** the volunteer is capable of managing and preventing a conflict situation, being a force of resolution and not an element of increased tensions.
2. **Respect:** the volunteer is capable of behaving respectfully in a diverse set of scenarios and making judgment calls empathetically.
3. **Active and passive communication:** the volunteer is capable of using active (writing, speaking) and passive communication (reading, listening) in their task.
4. **Critical thinking:** the volunteer is capable of thinking clearly and rationally, understanding the logical connection between ideas, and engaging in reflective and independent thinking and reasoning.
5. **Empathy and altruism:** the volunteer is capable of trying to understand another person's pain, difficulty or opposition and have a willingness and motivation to offer help.
6. **Intercultural understanding:** the volunteer is capable of communicating effectively and appropriately with people of other cultures and to understand cultural differences.

7. **Digital competence:** the volunteer is capable of the confident and critical use of information and communication technology in their volunteering task.
8. **Adaptability:** the volunteer is able to quickly acquire new knowledge and new skills, e.g. by observing others and immediately applying what they learn in practise.

9. **Team work:** the volunteer is able to recognise roles in a group, can choose roles that are appropriate for themselves and communicate effectively with others.
10. **Assessment and recognition of one's skills:** the volunteer is able to recognize their own preferences, skills, attitudes, they trust themselves and recognise their potential.
11. **Time management:** the volunteer is able to plan actions and the resources needed to implement them. They can set priorities and timetables.
12. **Problem solving:** the volunteer is able to both give feedback and accept it. They can look at a problem from different perspectives. They try to understand the arguments from the other side in order to be able to give counter arguments to reach the goal.
13. **Ability to take initiative:** the volunteer is capable of working without being told what to do. They can show self-management skills, resilience and determination.
14. **Organisational skills:** the volunteer is capable of self-management. Strong organisational skills are demonstrated by planning time and workload effectively. They can also display the ability to organise other's tasks.

The assessment of these skills and aptitudes can include authentic situations. The main point is that the volunteer can use the skill to advance their tasks. They can also provide portfolios or reflections. In the guideline, we have provided the STAR (situation, task, action, result) method as a starting point where the volunteer describes a situation where they used a particular skill and the outcome. The STAR method is widely used in social work. The volunteer and supervisor can make other arrangement for the volunteer to demonstrate the skills, as long as they match the criteria set for each skill.

QUESTION	Tell me a time when you misunderstood the needs of a user. What was it, how did you resolve it and how did it make you feel?	
Situation	*Outline the situation you were in.*	Rating: satisfactory, unsatisfactory, incomplete/in progress
Task	*Describe what you needed to do.*	
Action	*Explain what you did, how you did it and why.*	
Result	*Describe the outcome of your actions using specific examples.*	

STAR method.

Certification

When a volunteer has had their skills and aptitudes validated, they need certification. This will help them to show others that they have skills to take them to the future. This can help them in their studies, to find a job or proceed in their volunteering.

We have presented two ways of certifying the volunteer's future skills. The first method of certification is a Future Skills Certificate, which can be either used as such so that all the 14 skills are visible and the relevant ones are ticked, or by only selecting the ones the volunteer has demonstrated. The second method is open badges, which are digital badges that can be awarded to volunteers for skills, achievements or attitudes. We have built templates for two badges: the Skilled Future Volunteer for which the volunteer need s to display 4 out of the 14 skills, and the Champion Future Volunteer, for which the volunteer shows 8 skills.

Testing the Future Skills for Volunteering Tool

To be able to manage future challenges, volunteers and their organisations need specific skills. The skills model includes information on what skills are needed to ensure successful volunteering now and in the future. We have named them Future Skills. The Erasmus+ project Future Skills for Volunteering (FutVol) researched the issue of future skills by comparing studies and work from 10 European countries and were able to identify 14 different skills that are seen as vital in future volunteering all over Europe. To allow these to be related to a wider European context, they are described with regard to the European Key Competences in Lifelong Learning framework.

FutVol partners used the 14 skills (see the list of all the 14 skills below) to develop a peer learning model that both volunteers and recruiters/managers working in the third sector could use to get to know, develop and discover these skills among volunteers and to have a formal and structured methodology to test the volunteers according to a formal and validated set of skills. The tool has been well received by stakeholders all around Europe and, also through its synergy with up-to-date methodologies such as Design Thinking, SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) STAR model (Situation, Task, Activity, Results), and the Foresight tool developed by the partnership, managed to achieve highly positive results during the testing phase.

The testing phase is the third intellectual output of the FutVol project and it aimed at implementing the tools developed during the two previous intellectual outputs, such as the peer learning model and the foresight tool. There are two key elements to the testing workshops that were used in each partner country:

1. The tool alternated between individual and group activities, allowing the volunteers to either become aware from scratch or to discover their skills through both self-assessment and peer learning.
2. The tool was also used in its entirety for fully individual sessions.

These two points are relevant because they've proven the effectiveness of the model as a tool for the volunteers who more often find themselves in group tasks and grow together, but also for their recruiters and supervisors who often have the evaluate each volunteer's competences individually during the hiring process.

The testing saw a fairly balanced proportion of female and male as well as a relatively wide age range spanning from an average of 27 to an average of around 50 years old among all partner countries and a quasi-total positive feedback by the participants.

The testing started by introducing key tools such as Design Thinking and the Foresight Tool and volunteers were then asked to engage in a simulated scenario where they had to use these two instruments to find a solution. They had then to engage in a peer activity where each talked about an experience where they used a skill they thought was relevant and then expressed instead a skill

that they thought they could have used to resolve the situation more easily. The peers then commented on the account and expressed other skills that they thought could have been used in that particular situation. The participants had then to individually link each skill that emerged with one or more of the 14 skills to begin the formalization process. The volunteers were then asked to think of the ideal volunteer profile and the skills both quantitatively (how many of the 14 skills) and qualitatively (how good must each skill be grasped). Finally, they had to draw how they see themselves in the future after an improvement process, this being an exercise combining all of the tools and knowledge acquired up to this point. In the final phase the participants were presented with the STAR model and in a self-assessment individual process had to think of the workshop in hindsight and complete the feedback questionnaire. This structure was overall replicated by all partners and in the case of the individual sessions, these were more or less similar with a simplification in the group parts, which were nevertheless implemented with the support of the supervisor, something which also highlights the elasticity of the tool.

As a final remark, the tool presents itself as an easy-to-understand and dynamic way of formally recognizing, developing and/or discovering the volunteers' skills both from the volunteers' own point of view and the recruiter's one. The tool manages to keep a good scalability and a relatively "light" format while keeping the relevant deep details which have been developed and tailored following the partnership's work. Concluding with one of the participant's comments on the testing:

"I have tested the peer learning model with other volunteers and found it a very useful tool for self-assessing and discovering my competences in a structured way. In particular, it is interesting because it allows to share experiences and points of view with peers, get feedback and grow together. It can be a good starting point upon which to build one's future skills and getting them recognised in the third sector. We also learn about methodologies such as Design Thinking and we all found it very valuable" - Chiara, FutVol Volunteer

To know more about the project, visit the link http://www.futvolproject.eu/project

List of the 14 Skills:

1. CONFLICT RESOLUTION	8. ADAPTABILITY
2. RESPECT	9. TEAM WORKING
3. ACTIVE AND PASSIVE COMMUNICATION	10. ASSESSMENT AND RECOGNITION OF ONE'S SKILLS
4. CRITICAL THINKING	11. TIME MANAGEMENT
5. EMPATHY AND ALTRUISM	12. PROBLEM-SOLVING
6. INTERCULTURAL UNDERSTANDING	13. TAKING INITIATIVE
7. DIGITAL COMPETENCE	14. ORGANIZATIONAL SKILLS

HOW TO USE THE FORESIGHT TOOL

Foresight is about understanding and being able to shape the future. The European Foresight Platform (2010) defines it "as a triangle combining "Thinking the Future", "Debating the Future" and "Shaping the Future"." (http://www.foresight-platform.eu/community/forlearn/what-is-foresight/)

As civil society organisations work with many stakeholders, we have designed a tool for listening to their ideas about the future, and analysing and acting on the information.

It is good to engage volunteers and the whole organisation in the process. There is a guide on how to do this and for facilitating futures workshops.

The tool works through four steps:

1. Identify the stakeholders

Firstly, it's important to consider to whom the volunteers and other participants in the foresight activity should listen. Agreeing on relevant groups is vital to the success. There are also ways of ranking the stakeholders, which will help later on in analysing the information.

2. Collect the data

This step is unique to this model. During the process, you will ask what you yourself and various stakeholders think might happen to your organisation in the future. there are tips on how to collect this information. The collection can be done at one workshop or over a longer period, depending on how you wish to organise the work.

3. Analyse the data

In this step, the information is collated and ranked by relevance.

4. Action plan

The final stage of the model entails discussing the information through several questions to reach a final result, i.e. answers to two questions:

- **what will our organisation do?**
- **how are we going to do it?**

FORESIGHT TOOL

WHAT WILL HAPPEN TO US ACCORDING TO...

1. Ourselves.
Questions that volunteers ask themselves

2. Other volunteers and our organisation.
Questions raised via other volunteers' questions and via the organisation's analysis

3. Our clients/beneficiaries.
Questions raised by interacting with clients/beneficiaries

4. Our community.
Questions raised by observing what happens in our city/community

5. Society.
Questions raised by looking at the news and online queries on the future

6. What will really happen.
Followed by analysis and planning of action

PEER LEARNING MODEL - LEARN HOW TO DESIGN YOUR SKILLS

As futures activity becomes more important in the third or voluntary sector, an important need of the moment is that volunteers look through the lens of design thinking to innovate their services, and to transform the lives of people and voluntary organisations.

Successful volunteers and volunteer organisations are always looking for new ways to evaluate their own work and their own role in this work and organisation systematically and work on their professional development. The need for quality and efficiency of work at all levels direct the tendency towards internal education in the organisations and autonomy of work.

Why do volunteers Need Design Thinking?

The methodology used in design thinking helps volunteers to solve complex problems and find desirable solutions for people. Great design tools make ideas more desirable and services more appealing to people. It's easy to adapt to any organisation, as it draws on logic, imagination and systemic reasoning to explore the possibilities of what could be and focus on innovation can shift from being a designer of your idea to creator of desired solutions that benefit people and organisation. Design thinking is a builder of ideas and link to the improved future.

Shift to the new model

In our new Peer Learning Model (PLM) based on the concept of Design thinking we involve self-assessment or self-evaluation as a tool into the design thinking context. The method relies on volunteers' insight gained from real experience to evaluate their own role and on the improving the achievement inside the organisation to advance its own objectives trough the professionalization of decision-making.

Could these be opened up a bit more?

The most important thing in all stages is to identify and evaluate skills, not people and nourish self-esteem.

Discover	Define	Develop	Deliver
Skill description →	**Elements →**	**assessment guide →**	**quality criteria**
(*Capabilities*)	(*Action indicative skill/behavior*)	(*Indicators*)	(*How well*)

 The Six Ws questions (Why, what, who, when, where, how?)

Approaches:
Understand current skills
Self -evaluation (Testing skills)
Understand volunteer behaviour
Identify future skills
Refine the skills
Mapping who is involved
Opportunity on which to base the skills
Seeking feedback
Understand volunteer's daily experience

The model starts with a **set of skills, our future skills model**, which can be explained according to the European key competences for Lifelong Learning (LLL). Based on these skills volunteers can demonstrate new ways of thinking (creativity, critical thinking, problem solving and etc.), new ways of working (teamwork, communication and etc.) and new tools for organisation (ICT literacy, collaboration and etc.). The challenge for volunteers is to identify emerging skills by moving from generating summative information about past and current performance, or as a comparison between one volunteer with others. This will help them to find their starting point. A very simple but highly efficient tool to analyse the effects and causes as well as solutions is the **Six Ws method**:

Why? – the situation
What? – information that we need to exchange
Who? – is involved
Where? – to find more information
When? – the timeline
How? – it happens

After identifying their set of skills, it's time to discuss and evaluate the strong and weak aspects in identified skills and work, and also the main opportunities and threats with a **SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats)**. In this step volunteers will define **series of elements and the evidence** that would be needed in order to conclude that they as volunteers exhibit these capabilities. The main goal is to enhance or keep the strengths and eliminate the weaknesses and threats that create weaknesses. All other relevant questions which could help them in four criteria are welcome. Strengths and weaknesses should be considered from both an internal and external point of view.

Trough suggested questions a discussion on future skills in volunteering and improvement can start. By isolating and testing the identified key skills that will drive the success or failure of volunteers' personal development, and organizational development respectively, volunteers will draw the profile of the future volunteer. These are their **indicators or assessment guide** that provide the evidence that something has been achieved. The essential purpose at this step is to demonstrate the effectiveness of finding skills and identifying ways to improve them in the future. Volunteers also can develop a plan for achieving and training these skills.

At the final stage volunteers explore **how well** they exhibit each skill/behaviour in terms of a series of **quality criteria.** Volunteers could compare their future profile/future skills with their current profile /current skills and how these profiles differ from each other and do self-analysis on their position in the organisation.

Implementing this model is not an easy task, but with it, volunteers can create dramatic improvements in their personal development and can create an environment in which as volunteers they will look forward to work well and be and innovative. The focuses on creating processes centred on improving volunteer's personal skills and services contribute to their satisfaction and growth.

CASE STUDY:

INTERVIEWS WITH FUTVOL PROJECT PARTICIPANTS (VOLUNTEERS)

Interview with Inga Blodniece, volunteer from Latvia

Inga Blodniece – volunteer at Social Care Center Allazi for elderly people.

Inga Blodniece is a 39-year-old sales manager at an educational centre, which is located in Riga, Latvia. Inga is open, positive, blessed with healthy humor and vitality. Since Autumn 2018, Inga has participated in a volunteering programme carried out by the Foundation for Society within the FutVol project. Inga likes life outside the city, pets, gardening and she has been brought up with respect for the elderly.

The Social Care Center Allazi is a home for 50 elderly people, some of whom are with mobility difficulties and some have dementia. Volunteers have been responsible for walking with the inhabitants of the Centre and spending time with them – playing games, reading, active listening, conversations, etc.

The Foundation for Society implements the Erasmus + Project FutVol, in which the volunteer team assessed its skills and learned innovative teaching methods.

Inga, what did you learn during the peer learning process?

We learned how to work in a team we had not faced before, because there are only a few people in my current office. As the team had different professions, it was necessary to adapt to other people's working style, perception and thinking. This for me was a great benefit of participating in the project.

In your opinion, what will volunteering be like in 10 years' time?

In my opinion, volunteering could be at risk in the future, especially among young people, because young people are not ready to devote their free time to the public, without remuneration. In order to maintain a culture of volunteering, it is necessary to actively involve higher education students and motivate them to volunteer.

Which skills will volunteers need?

I think that a big challenge could be foreign language skills, especially Russian, because today the new generation in Latvia is no longer speaking Russian, but some older generations are not familiar with other languages than Russian. Volunteers need to know the basics of psychology, communication skills, and mutual communication, because they have essential skills in working with people. Emotional intelligence is also very important.

As a result of the programme, the staff of the Social Care Centre Allazi gained considerable experience in learning from volunteers, as well as from the collaborative process. Workers improved their adaptability as they learned from the diverse knowledge and experience of volunteers. As well as improving respect for the occupants of the centre, because of the routine work, but thanks to the volunteer, the staff were able to look at their work again with a new view.

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Interview with Adrian Suhanea, Volunteer from Romania

Adrian Suhanea

Specialties: programming, trainer, manager, web designer

Adrian: "I decided to let the world a little better than I found it"

Adrian is working now at European Space Agency – ESA but he never stops working as coordinator of volunteers and project manager at the national or European level of the Scouts Organisation.

Adrian is passionate about education, volunteering and space. From 2004 to 2012 he ran his own web design company in Romania, managing a portfolio of over 100 clients. He is an avid Scout and has greatly aided in the development of the first Scout Centre in Romania and to the development of the National Organization of Romanian Scouts in general, for which he served as the head of the Educational Programme department from 2008-2012.

Adrian participates in the volunteering activities carried out by the ACTA Center within FutVol project and also FUTURE3 project.

1. What did you learn during the peer learning process?

Peer Learning is a very good method used in volunteering. In this method of learning the volunteers were allocated in small groups to help each other and share from their experiences. In this way, we, volunteers learned from a bigger diversity of people.

2. In your opinion, what will volunteering be like in 10 years' time?

Tele-volunteering and micro-volunteering are 2 trends that will increase. We have a lot of remoted connected organisations that don't need offices or big meeting places. They are using virtual meetings to develop the projects. In this way the organisations minimised the costs and increased the variety of people that can be involved. This also can have some disadvantages of less involved and dedicated people to the cause and sometimes in a higher rate of changing volunteers. Also splitting the tasks in more small and specific ones helps to be able to keep involved some very skilled volunteers but with very small amount of time to be involved.

3. Which skills will volunteers need?

Good communication skills, leadership, to be opened mind, intercultural awareness, good learner, digital competences, being able to share their own knowledge, perseverance

Interview with Ömer KAHRIMAN, volunteer from Turkey

Meet Ömer KAHRIMAN. He has double citizenship, Turkish and Australian. He studied in Australia and stayed there 7 years more after graduation. Not only at university but also after, he worked in one of the biggest charities with a group of friends formed from different countries. Voluntary based initiatives started with a study during a course which he was working on to observe intercultural environments and their effect on the success of work and how to transfer these observations to the next stages, to the bigger formations. He then become acquainted with the power of intercultural environment for the first time which helped him to form most of his skills he is still using now in his working life. When he was invited to the FutVol workshop in Lodz, it was not much clear what to do in this workshop. This was his first introduction to the FutVol tools. He says it was really interesting for him to see the skills designed ready-to-delivery to the volunteers. He felt like seeing his old classmates when he saw the tools designed in FutVol. Some of the skills, which he was already using fully in charities, also formed the main part of his abilities in his working life. He is still actively working in some social initiatives and he will be looking forward to seeing the last version of FutVol results to share with the colleagues from social initiatives.

What do you think about the tools, esp. the peer learning, what did you learn in the process?

The STAR System helped me to define which skills still I need. I saw that it may help also the volunteer organisations to define institution specific skills needs. Foresight tool seems esp. for the volunteer organisations to shape their future. It is ready-to-use but it may need an attractive design before publication because the content deserves that. The peer Learning workshop was quite a big experience for me to meet volunteers from different EU countries. I felt myself in Australia again. I realised one more time that globalisation effects also the voluntary sector. The skills we are going to need in future are more/less the same. I realised that I was already using some of the skills in my previous volunteer career, but not in a Professional way. I realised that I need some more skills listed by FutVol and the Foresight Tool helped me to choose which of them are most necessary.

In your opinion, what will volunteering be like in 10 years' time?

One of the most comprehensive reports on future skills is the report *Skills for Future Professions in 2020*. The Future Institute's Skills for Future Professions 2020 study, which runs its work under the University of Phoenix, addresses 10 skills that will be decisive in the business world over the next 10 years. In addition to leading companies in the world, such as IBM, Walt Disney, and Electronic Arts, the report, supported by Stanford University experts, lists six reasons for changing skills. I will not list all the skills discovered in this study because there a lot of studies like that one, which I focused on in my study at the university in Australia. Just the point that I'd like to bring to attention is that all skills can be transferred to the next generations with the help of the voluntary sector. Because I wasn't equipped most of all skills at school, or at university, I was faced with all these new skills in

the voluntary sector for the first time. Now I am fully living with most of these skills in my working and in my social life. From this point of view, to define the necessary skills and the tools provided

under the FutVol Project will not only be giving shape to the skills needed in the Voluntary Sector, but they will also be shaping the skills to forming communities in the future.

Which skills will volunteers need in the future, in your opinion?

According to my opinion, the most fruitful skills for me are
- Intercultural understanding: This is the most important one, and I learned it fully in my life, which also shaped my attitude towards working life.
- Conflict Resolution: Individuals will always need it in real life
- Respect: It is the only way to see your colleagues are listening to you
- Critical Thinking: Necessary to transition between new forms of knowledge, which are all changing daily
- Digital Competence: I know so many people still suffer from the lack of this competence or have no sufficient interest in ICT. Still, it is a big advantage in any work you are in charge of, not only in managing volunteers.

Interview with Edyta Weigel, FutVol trainer from Poland

In the skills training process in Poland, we introduced our tools to students of a school, who worked under the supervision of a trainer (Edyta Weigel) and a class teacher / guardian. The tasks were carried out the group work. During the training, meetings were held once or twice a week in 45-minute sessions.

The event summarizing the tool testing took place on April 3 during the EduPower Cultural conference. Over one discussion event, which lasted 50 minutes, there was also a summary of the conclusions from testing the FutVol tools. The workshop included the assessment of skills most useful in performing tasks and the development of an idea for cultural action based on the conclusions of the FutVol tool testing process. The workshop was attended by 10 volunteers operating at the school and 3 people being observers. During the conference, lessons learned from volunteering skills training were summarized and conclusions were drawn about the most necessary volunteering skills in the future. The first conclusion from the training is that the youth have become so involved that our task is to carry out volunteering activities. During the conference we also created specific plans for the organization of the activity, according to volunteer's wishes. However, the topic interested young people so much that we have taken real steps to organize the event designed during the training. Our participants are prepared for this activity and aware of the skills they lack. We also talked a lot about what needs to be improved further.

What did our volunteers learn during the training? Conclusions.

1. For young people the biggest problem concerning the event we were planning as part of the exercise was the planning process (14) and the budgeting of the event (4.7). They were waiting for support from the trainer and supervisor. Such needs seem natural. Young people need mentoring from people with more experience. They also had doubts about the assessment of information. They had no problems with finding information but assessing its suitability for their work was more difficult.

2. The most important characteristic of the volunteer was taking over an initiative. Commitment is effective only when a person believes in ideas that are implemented in action. In other words, the volunteer will be active if he believes in what he does and sees it as important.

3. The Internet is a source of amazing possibilities. Young people think that it should be used as a source of information and mobilization. But on the other hand, they need support in finding what is important and valuable on the web. This is a challenge for education because the critical approach to online resources is often a weakness among young people.

Volunteer skills in the future. Conclusions.

Volunteers in ten years are today's youth. So, let's think about their skills and preferences today. First of all - young people are actively involved in video culture, they like the media and many film, sport or Internet applications will mobilize them. If we want to involve a future volunteer - we must be active in social networks. Traditional communication methods will not be effective. Secondly, young people will be keen to get involved in activities that are in line with their values. Most of the participants in the training emphasized that their personal commitment stems from the fact that they believe in an idea. They do not care about getting points in CV, but on working for really important values for them. Young people want to learn, but they do not want to do something they do not believe in. A volunteer in 10 years will be active in the network, involved in using media and aware of what s/he wants to do. They want to work for organizations with whom they can align their own values.

Notes about the training.

Volunteers were presented with tasks aimed at preparing the idea of a mass event on the topic related to the city's identity. The 14 tasks presented to the volunteers were in the form of simulations (e.g. under skill 1, resolving conflicts, the volunteers were to solve a conflict between two groups who wanted to implement another type of venture: some wanted to organise a family picnic, some a serious conference) or specific tasks (e.g. for skill 4, critical thinking, volunteers created a list of necessary materials and devices to implement their venture). The tasks were prepared chronologically by the trainer, but there was a possibility to change the order of their execution.

The group worked regularly at least once a week during classes. While performing subsequent tasks, they were each time asked to evaluate their skills and indicate the difficulties they faced while solving problems.

How did we use event organization as a part of the training?

Here I have presented the tasks and grouped them with skills readers can find in our future skills model.

The task was presented as a simulation:

In your school there were people from an organization that have won a grant to prepare an action to strengthen the local identity of the inhabitants of your city. The organization, however, needs volunteers who will plan the whole venture. Here are your tasks:

1. (13) How to organize an event? How to attract customers? Think about the project plan.
2. (1) Simulation.
Imagine that there were two options for completing the task in your group. Some want to organise a family picnic, during which the residents will just have fun. Others want to do a serious conference during which they will present the history of the city. How to solve this dispute?
3. (2) List the arguments of both parties to the dispute. Present them to the opponents. Think about what is important in presenting the idea to opponents? Try to create rules of conversation between parties that have different opinions.
4. (12) Try to come up with an idea that would satisfy both groups.
5. (11) Plan the event in time. Divide the preparation into stages and set the time necessary to prepare the entire event.
6. (14) Determine the tasks and roles necessary to accomplish the task. Assign specific activities to each role. Set as many roles as there are people in your group.
7. (9) Determine your skills and strengths. Share responsibilities with each other, so that everyone knows what to do and feels good about it.
8. (4,7). Prepare a list of things, purchases and services of specialists necessary to implement the event. Then, estimate the related costs. When evaluating budget items, you can use on line information. Think about what is important when searching for this information?
9. (9) Simulation.
It turned out that the organization's budget was significantly reduced. One of the sponsors has withdrawn. How can you still make the event take place?
10. (3) Prepare letters for various institutions and companies with a request for sponsorship. Prepare an announcement about the event. Pay attention to the recipient.
11. (5.6) The event will be attended by people with different needs. Determine what may be the needs and expectations of such groups as: children, seniors, adult residents of the city, people with disabilities, representatives of national minorities. How can you prepare for an event that is accessible and enjoyable for them? You can expand the list of recipients with specific needs.
12. (10) Workshop
You worked together for many days. You've got to know each other better and know much more about yourself. Sit in a circle. Each in turn turns to the neighbour on his right and mentions: 1) what skills he showed during the whole training, 2) what are his strengths, 3) what he could improve. The group can assess each participant.