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Stepping up: stronger skills for new professionals in the Third Sector

Transferability report on piloting induction training programme

Draft 2.1
October
2022

Project information

Project Title:	Foundation 4 Sector 3, Foundations for the Third Sector
Project Acronym:	F4S3
Grant Agreement Number:	2020-1-IE01-KA202-066038
Coordinator:	The Wheel (Ireland)
Partners:	Sivis Study Centre (Finland), University of Bamberg (Germany) and WCVA (Wales/Great Britain)
Project Website:	www.f4s3.eu

Content

Summary

English

The European third sector is a major economic sector with around 13 million full-time equivalent workers. The European economy and much of our social and civic support relies heavily on a healthy sector that can attract and retain high quality talent.

The Foundations 4 Sector 3 project (F4S3 or Foundations for the Third Sector), funded by the Erasmus+ programme, provides an entry-level induction training programme for new professionals entering the third sector. It is an introduction to the sector with an emphasis on personal development and core sector-specific skills. The skills gained by participants can be validated with digital Open Badges.

 The training programme was piloted twice in all four partner countries by the local partner and in the local language in Ireland, Finland and Germany, and in English in Wales/Great Britain (materials available in Welsh as well). 105 participants completed the training. Their skills needs were collected before the course began, and feedback was sought afterwards. Views from trainers and project partners were also collected. Additionally, small groups of participants and two supervisors were interviewed more generally on induction and the impacts of the training.

Most important findings:

1) Transferring the course material and adapting it to national and local conditions can be done. Repeating it close to the original version and utilising it more creatively is recommended for many types of organisations: educational institutions, umbrella organisations and well-resourced networks along with third sector organisations. Some sections of the training need to be revised according to the national context, such as national legislation and available funding sources, but most parts of the material can be used as such or with moderate changes. It is advisable to look through the sections covering professional and personal skills, too, because they have different weight in different working cultures.

2) A joint induction course for participants from different third sector organisations was a success. The vast majority of participants reported growth of confidence in their skills. Online learning made it possible to join the course independent of where the participant was located, opening up the network of learners reached across the programme. Peer learning multiplied the views offered in the training material. The possibility to build connections and network with other new professionals was praised.

3) Skills validation in general was greeted with satisfaction. The Open Badges were welcomed by participants who appreciated a digital method to follow their learning and receive documents, and/or who were active in social media. A more traditional certificate on paper has a demand, too. Any method of skills validation was considered useful especially by those who were soon to apply for another job.

4) The training model was considered to be quite long and heavy, and this needs to be addressed in future iterations. Organising a pruned version of the training (i.e., leaving some sections out) or offering a possibility to pick modules based on participants' interest and previous skills will help.

All materials can be downloaded from the project website, www.f4s3.eu.

Cymraeg

Mae trydydd sector Ewrop yn sector economaidd mawr gydag oddeutu 13 miliwn o weithwyr cyfwerth ag amser llawn. Mae'r economi Ewropeaidd a llawer o'n cymorth cymdeithasol a dinesig yn dibynnu'n fawr ar sector iach sy'n gallu denu a chadw pobl dalentog o ansawdd uchel.

Mae'r prosiect Sylfeini ar gyfer y Sector 3 (F4S3 neu Sylfeini ar gyfer y Trydydd Sector), a gyllidir gan raglen Erasmus+, yn cyflwyno rhaglen hyfforddiant cynefino lefel mynediad ar gyfer gweithwyr proffesiynol newydd sy'n dod i mewn i'r trydydd sector. Mae'n gyflwyniad i'r sector, gyda phwyslais ar ddatblygiad personol a sgiliau craidd sy'n benodol i'r sector. Gellir dilysu'r sgiliau a enillir gan gyfranogwyr gyda Bathodynnau Agored digidol.

Cafodd y rhaglen hyfforddiant ei pheilota ddwywaith gan y partner lleol yn y pedair gwlad partner ac yn iaith leol Iwerddon, y Ffindir a'r Almaen, ac yn Saesneg yng Nghymru/Prydain Fawr (deunyddiau hefyd ar gael yn Gymraeg). Gwnaeth 105 o gyfranogwyr gwblhau'r hyfforddiant. Casglwyd eu hanghenion sgiliau cyn i'r cwrs ddechrau, a gofynnwyd am adborth ar y diwedd. Cafodd sylwadau hyfforddwyr a phartneriaid prosiect hefyd eu casglu. Yn ogystal â hyn, cynhaliwyd cyfweliadau mwy cyffredinol â grwpiau bach o gyfranogwyr a dau oruchwyliwr ar y sesiynau cynefino ac effaith yr hyfforddiant.

Canfyddiadau pwysicaf:

1) Gellir trosglwyddo'r deunydd cwrs a'i addasu i amodau cenedlaethol a lleol. I fathau di-ri o fudiadau, fel sefydliadau addysgol, mudiadau ambarél a rhwydweithiau sydd wedi'u hadnoddi'n dda ynghyd â mudiadau trydydd sector, argymhellir ei ailadrodd yn agos at y fersiwn wreiddiol a'i ddefnyddio'n fwy creadigol. Mae angen diwygio rhai rhannau o'r hyfforddiant yn ôl y cyd-destun cenedlaethol, fel deddfwriaeth genedlaethol a'r ffynonellau cyllido sydd ar gael, ond gall y rhan fwyaf o'r deunydd gael eu defnyddio fel y mae neu gyda mân newidiadau. Cynghorir chi i edrych drwy'r adrannau sy'n ymwneud â

sgiliau proffesiynol a phersonol hefyd oherwydd rhoddir pwysau gwahanol arnynt mewn diwylliannau gweithio gwahanol.

2) Bu cwrs cynefino ar y cyd ar gyfer cyfranogwyr o fudiadau gwahanol o'r trydydd sector yn llwyddiannus. Gwnaeth y mwyafrif helaeth o gyfranogwyr adrodd eu bod yn teimlo'n fwy hyderus am eu sgiliau. Diolch i ddysgu ar-lein, bu modd ymuno â'r cwrs yn annibynnol o ble roedd y cyfranogwr, gan ehangu'r rhwydwaith o ddysgwyr a gyrhaeddwyd ar draws y rhaglen. Gwnaeth dysgu cymheiriaid luosogi'r safbwyntiau a gynigiwyd yn y deunydd hyfforddi. Canmolwyd y posibilrwydd o feithrin cysylltiadau a rhwydweithio â gweithwyr proffesiynol newydd eraill.

3) Yn gyffredinol, roedd pobl yn fodlon â'r broses ddilysu sgiliau. Croesawyd y Bathodynnau Agored gan gyfranogwyr a oedd yn gwerthfawrogi'r dull digidol o ddilyn eu dysgu a derbyn dogfennau, a/neu weld pwy oedd yn weithredol ar gyfryngau cymdeithasol. Mae galw hefyd am dystysgrif fwy traddodiadol ar bapur. Credwyd fod unrhyw ddull o ddilysu sgiliau'n ddefnyddiol, yn enwedig gan y rheini a fyddai'n ymgeisio am swydd arall yn fuan.

4) Credwyd fod y model hyfforddi braid yn hir a thrwm, ac mae angen mynd i'r afael â hyn mewn fersiynau yn y dyfodol. Bydd trefnu fersiwn wedi'i chwtogi o'r hyfforddiant (e.e. hepgor rhai adrannau) neu gynnig y posibilrwydd o ddewis modiwlau ar sail diddordebau a sgiliau blaenorol cyfranogwyr yn helpu.

Gellir lawrlwytho'r holl ddeunyddiau o wefan y prosiect, www.f4s3.eu.

Deutsch

Der europäische dritte Sektor ist ein wichtiger Wirtschaftszweig mit rund 13 Millionen Vollzeitbeschäftigten. Die europäische Wirtschaft und ein Großteil unserer sozialen und zivilgesellschaftlichen Unterstützung hängen stark von einem gesunden Sektor ab, der in der Lage ist, hochqualifizierte Talente anzuziehen und zu halten.

Das Projekt Foundations 4 Sector 3 (F4S3 oder Foundations for the Third Sector), dass durch das Programm Erasmus+ finanziert wird, bietet ein Einführungsprogramm für neue Fachkräfte, die in den dritten Sektor eintreten. Es handelt sich um eine Einführung in den Sektor mit Schwerpunkt auf der persönlichen Entwicklung und sektorspezifischen Kernkompetenzen. Die von den Teilnehmern erworbenen Fähigkeiten können mit digitalen Open Badges validiert werden.

Das Schulungsprogramm wurde zweimal in allen vier Partnerländern vom lokalen Partner in Irland, Finnland und Deutschland in der jeweiligen Landessprache und in Wales/Großbritannien in englischer Sprache durchgeführt (die Materialien sind auch in Walisisch verfügbar). 105 Teilnehmer absolvierten die Schulung. Ihre

Qualifikationsbedürfnisse wurden vor Beginn des Kurses erhoben, und nach dem Kurs wurde ein Feedback eingeholt. Auch die Meinungen der Trainer und Projektpartner wurden eingeholt. Darüber hinaus wurden kleine Gruppen von Teilnehmern und zwei Betreuer allgemein zur Einarbeitung und zu den Auswirkungen der Schulung befragt.

Wichtigste Ergebnisse:

1) Die Übertragung des Kursmaterials und seine Anpassung an nationale und lokale Bedingungen ist möglich. Eine Wiederholung nahe der Originalversion und eine kreativere Nutzung wird für viele Arten von Organisationen empfohlen: Bildungseinrichtungen, Dachverbände und gut ausgestattete Netzwerke sowie Organisationen des dritten Sektors. Einige Abschnitte der Schulung müssen entsprechend dem nationalen Kontext überarbeitet werden, z. B. im Hinblick auf die nationale Gesetzgebung und die verfügbaren Finanzierungsquellen, aber die meisten Teile des Materials können unverändert oder mit moderaten Änderungen verwendet werden. Es ist ratsam, auch die Abschnitte zu den beruflichen und persönlichen Fähigkeiten durchzusehen, da sie in verschiedenen Arbeitskulturen ein unterschiedliches Gewicht haben.

2) Ein gemeinsamer Einführungskurs für Teilnehmer aus verschiedenen Organisationen des dritten Sektors war ein Erfolg. Die überwiegende Mehrheit der Teilnehmer berichtete über einen Zuwachs an Vertrauen in ihre Fähigkeiten. Das Online-Lernen ermöglichte die Teilnahme an dem Kurs unabhängig vom Standort des Teilnehmers und öffnete das Netzwerk der Lernenden, die durch das Programm erreicht wurden. Peer-Learning vervielfachte die in den Schulungsunterlagen gebotenen Ansichten. Die Möglichkeit, Verbindungen und Netzwerke mit anderen neuen Fachleuten aufzubauen, wurde gelobt.

3) Die Validierung von Fertigkeiten im Allgemeinen wurde mit Zufriedenheit aufgenommen. Die Open Badges wurden von Teilnehmern begrüßt, die eine digitale Methode schätzten, um ihr Lernen zu verfolgen und Dokumente zu erhalten, und/oder die in den sozialen Medien aktiv waren. Ein traditionelleres Zertifikat auf Papier ist ebenfalls gefragt. Jede Methode zur Validierung von Fähigkeiten wurde als nützlich erachtet, insbesondere von denjenigen, die sich bald für eine andere Stelle bewerben werden.

4) Das Schulungsmodell wurde als recht lang und schwerfällig empfunden, was in künftigen Iterationen berücksichtigt werden muss. Eine gekürzte Version der Schulung (d. h. das Weglassen einiger Abschnitte) oder die Möglichkeit, Module je nach Interesse und Vorkenntnissen der Teilnehmer auszuwählen, wäre hilfreich.

Alle Materialien können von der Projektwebsite heruntergeladen werden: www.f4s3.eu.

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Suomi

Kolmas sektori on Euroopassa merkittävä talouden ala, jolla työskentelee noin 13 miljoonaa kokoaikaista työntekijää. Euroopan talous ja suuri osa sosiaalisesta ja kansalaisten tuesta on pitkälti riippuvainen terveestä sektorista, joka pystyy houkuttelemaan ja pitämään korkeatasoisia osaajia.

Erasmus+-ohjelmasta rahoitettu Foundations 4 Sector 3 -hanke (F4S3 eli Foundations for the Third Sector) tarjoaa aloittelevalle kolmannelle sektorille tuleville uusille ammattilaisille perehdytyskoulutuksen. Se on johdatus alaan, ja siinä painotetaan henkilökohtaista kehitystä ja sektorilla tarpeellisia erityistaitoja. Osallistujat saavat hankkimastaan osaamisesta tunnustuksena digitaalisia osaamismerkkejä.

Koulutusohjelmaa kokeiltiin kahdesti hankkeen neljässä kumppanimaassa paikallisen kumppanin toimesta ja paikallisella kielellä Irlannissa, Suomessa ja Saksassa sekä englanniksi Walesissa/Isossa-Britanniassa (materiaalit saatavilla myös kymrin kielellä). Koulutuksen suoritti 105 osallistujaa. Ennen koulutuksen alkamista kartoitettiin osallistujien osaamistarpeen, ja koulutuksen jälkeen osallistujilta pyydettiin palautetta. Myös kouluttajien ja hankekumppaneiden näkemyksiä kerättiin. Lisäksi toteutettiin ryhmähaastatteluja koulutukseen osallistuneille ja haastateltiin myös kahta työnantajan edustajaa yleisemmin perehdyttämisestä ja koulutuksen vaikutuksista.

Tärkeimmät havainnot:

1) Koulutusmateriaalin pystyy siirtämään ja mukauttamaan eri maiden olosuhteisiin. Koulutuksen toistamista alkuperäisen version kaltaisena ja luovempaa hyödyntämistä voi suositella monenlaisille organisaatioille: oppilaitoksille, kattojärjestöille ja riittävillä resursseilla varustetuille verkostoille sekä kolmannen sektorin organisaatioille. Jotkin koulutuksen osiot on tarkistettava kansallisen kontekstin, kuten kansallisen lainsäädännön ja käytettävissä olevien rahoituslähteiden, mukaan, mutta suurinta osaa materiaalista voidaan käyttää sellaisenaan tai kohtalaisin muutoksin. On suositeltavaa tarkistaa myös ammatillisia ja henkilökohtaisia taitoja käsittelevät osiot, koska taidoilla on erilainen painoarvo eri työkulttuureissa.

2) Yhteinen perehdytyskurssi eri organisaatioiden osallistujille onnistui hyvin. Valtaosa osallistujista kertoi, että koulutus kasvatti luottamusta omiin taitoihinsa. Verkkototeutus mahdollisti osallistumisen olinpaikasta riippumatta. Vertaisoppimisen ansiosta koulutusmateriaalin tarjoamat näkökulmat moninkertaistuivat. Mahdollisuus tutustua ja verkostoitua muiden uusien ammattilaisten kanssa sai kiitosta.

3) Osaamisen tunnistamiseen ja tunnustamiseen yleisesti ottaen oltiin tyytyväisiä. Osaamismerkeistä pitivät eniten osallistujat, jotka arvostivat digitaalista menetelmää, jonka avulla voi seurata oppimistaan ja hallita siihen liittyviä dokumentteja, ja/tai jotka olivat aktiivisia sosiaalisessa mediassa. Myös perinteisemmällä paperitodistuksella oli

kysyntää. Erityisesti ne osallistujat, jotka aikoivat pian hakea uutta työpaikkaa, arvostivat osaamisen tunnustamista.

4) Koulutusmallia pidettiin melko pitkänä ja raskaana, ja tähän on puututtava tulevissa toteutuksissa. Koulutuksesta voi järjestää karsitun version (eli jättää joitakin osioita pois) tai tarjota mahdollisuus valita moduuleja osallistujien kiinnostuksen ja aiemman osaamisen perusteella.

Kaikki materiaalit ovat ladattavissa hankkeen verkkosivuilta, www.f4s3.eu.

Guideline: how to use the F4S3 training programme?

Why:

The Foundations 4 Sector 3 (F4S3) training programme offers an entry-level induction programme for staff entering the third sector (18-month service or less). This programme will be an introduction to the sector with an emphasis on personal development and core sector-specific skills.

Many workers in the sector have short-term contracts and limited possibilities to upskill themselves. This programme addresses the need to reinforce employee retention, improve wellbeing at work and clarify pathways to career progression. It helps organisations in the sector by covering an important part of the onboarding process; the programme offers basic knowledge on foundations of the sector and the most vital professional and personal skills needed to thrive.

To whom:

PARTICIPANTS

The course is aimed at new professionals (workers) in third sector organisations who haven't worked in the sector before. Further examples of the types of participants who would benefit from this programme include those who have had a change of career, recent graduates, volunteers, and charity trustees or board members who are entering the third sector for the first time but who have a wealth of work experience in other fields. It gives an induction to the principles of the sector, main structures and legislation of operation and policymaking processes. It also gives a glimpse of the necessary skills typically needed in the sector, e.g., project and time management, networking, facilitation and self-care and wellbeing at work.

ORGANISER

Ideally the course is arranged by an umbrella organisation, network or an educational institution who is able to host a training for a number of participants from different organisations. Peer learning is an essential part of this programme, and discussing with people from other organisations helps the participants to get a bigger picture of the sector. It is also possible to organise a training for participants from only one organisation and use the material creatively as a part of an individual induction process.

What:

The Foundations 4 Sector 3 programme consists of four modules. Each module contains one full-day workshop (7–8 hours), a self-study assignment to be produced individually (1 - 2 hours of participant's worktime) and a 1 – 1.5 hours webinar including peer reviews on individual tasks. A certain part of each webinar (recap of main points from the previous workshop and an introduction to individual self-study task) can be performed as a pre-recorded video. Skills recognition of each module can be done by digital Open Badges, four module badges are followed by a compilation/meta badge.

The themes of the modules:

Module 1	Workshop 1: Landscape of the Third Sector
	Webinar 1: My Organisation Within the Wider Sector
Module 2	Workshop 2: Public Policy & Advocacy
	Webinar 2: My organisation's Big Advocacy Ask
Module 3	Workshop 3: Professional skills necessary to work in the Third Sector
	Webinar 3: My organisation and approaches to operations
Module 4	Workshop 4: Professional skills necessary to work in the Third Sector
	Webinar 4: My organisations and personal development

The material you need for executing the training are:

- *Detailed lesson plans (Word files) for four workshop days and four webinars*
- *Presentations (PowerPoint files) for workshops and webinars, containing descriptions of four self-study assignments*
- *Activity handouts/worksheets (Word or pdf files)*
- *Learning outcomes of each module for skills validation (digital Open Badges)*
- *Questionnaires for collecting pre-training skills needs and post-training feedback*
- *Post-training interview questions for participants.*

All material is available in English, German, Finnish and Welsh and downloadable on the project website, www.f4s3.eu/. You can use the material freely, translate it to other

languages and modify it to suit your needs. While the training programme comes as a four-module package, you can choose to take one module, or as many as suits the learners' needs. If you modify the material according to your organisation's graphic guidelines, please mention that the material was produced in the Foundations 4 Sector 3 project (2020–2022), funded by the Erasmus+ programme.

How:

1. **Get to know the four modules**. Please note that instead of carrying out all modules, it is also possible to choose only one of them or even parts of the material according to your organisations and participants' needs.

2. **Choose suitable trainers**, preferably at least two people with a broad understanding of third sector workplaces. Alternatively, you can choose one 'lead trainer', and several visiting experts, each covering a certain area of their expertise (e.g., legislation, advocacy, facilitation etc.). Give the trainers time to familiarise themselves with the training material.

3. Decide **what kind of a timeframe** you want to use for all the parts of the training. Ideally you would leave at least three workdays between a workshop and a webinar, because the participants need time for their self-study assignments. Thus, the fastest pacing to organise all four modules is four weeks (for example, workshops on Mondays, webinars on Fridays). Good results can be gotten with slower pacing as well. Additionally, one option is to split the workshop days in two halves and organise them on separate days. Please see suggestions on programme delivery in the annex of this report.

4. Decide if you want to use a **blended learning** (workshops face-to-face & webinars online) or **online learning** (both workshops and webinars online) approach. Either way, it is advisable to set up an online document storage e.g., Padlet, Dropbox, Google Drive, where you can share presentations, handouts and other useful information with the participants. Organise learning environments accordingly. The simplest online learning arrangement requires an online meeting application where everyone can use cameras and microphones, and you can share presentations and divide participants into small groups (e.g., Zoom, Teams, Google Meet).

5. Decide what kind of a **skills validation method** you'd like to use: digital Open Badges or perhaps a certificate printed on paper or printable and shared by email. Define what acceptable participation and learning outcomes look like. Verbalising the expected learning outcomes helps the participants comprehend their new skills and to value them. A badge or a certificate act as proof of their skills which can be presented to existing or future employers, or an educational institution providing formal training, if the participant wishes to get recognition for their prior skills.

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6. Decide if you want to **monitor whether the course has an effect on participants' self-efficacy**. If you do, send the pre-training skills needs questionnaire to participants and prepare to send the feedback questionnaire to them after the training.

7. **Invite participants and carry out the course**. If you use Open Badges, explain how to apply for and accept them. At the end of the training, make sure all Open Badges have been sent to the correct people or distribute certificates.

8. **Collect feedback** from participants with the feedback questionnaire. Have a feedback discussion with the trainers, too. Analyse the feedback and decide your next steps. If you want to deepen your understanding on the participant experience, organise a group interview.

Learning outcomes

Expected participation**:**

Open Badges or certifications can be awarded to participants who

- are present in 80 % of workshops and webinars
- participate actively in group work activities
- produce self-study tasks and present them in webinars
- give peer feedback for others' presentations.

Workshop 1: Landscape of the Third Sector

Aim

To give learners an overview of the characteristics of civil society organisations and the sector in their country.

Learning Outcomes

By the end of this module, participants will be able to:

- Understand common terminology associated with civil society activity
- Describe the typical organisational structures chosen by civil society organisations
- Outline the regulatory context for civil society organisations activities
- Outline the scale and diversity of the sector in their country
- Describe the support and funding infrastructure available to civil society organisations.

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Using a range of active learning methodologies, learners will discover the scope and scale of civil society in their country, discuss the range of possible organisational structures and the pros and cons of each and explore the range of government departments, state agencies, European institutions, funders and umbrella bodies which support the civil society in their country.

Webinar 1: My Organisation Within The Wider Sector

Aim

To encourage learners to embed the learning from the first workshop into their own daily work.

Learning Outcomes

By the end of this module, participants will be able to:

- Describe the organisational structure of their organisation
- Differentiate between the various organisational and funding structures of a range of organisations
- Discuss the most effective structure options for a given case study.

Workshop 2: Public Policy & Advocacy

Aim

To give learners an overview of the advocacy role of civil society organisations.

Learning Outcomes

By the end of this module, participants will be able to:

- Understand common terminology associated with civil society policy-making and advocacy
- Describe how public policy is developed and implemented nationally and at EU level
- Outline the key elements of an advocacy campaign
- Understand the local regulatory requirements around lobbying.

Using a range of active learning methodologies, learners will gain a practical understanding of campaigning, discuss how policy can be created and influenced in their country and explore various elements of effective advocacy.

Webinar 2: My Organisation's Big Advocacy Ask

Aim

To encourage learners to embed the learning from the second workshop into their own daily work.

Learning Outcomes

By the end of this module, participants will be able to:

- Describe an advocacy position related to the work of their organisation
- Discuss the range of advocacy positions of a range of organisations
- Analyse the campaign strategy in a given case study.

Workshop 3: Professional Skills Necessary to Work in the Third Sector

Aim

To give learners an overview of the necessary skills to operate in a professional third sector organization.

Learning Outcomes

By the end of this module, participants will be able to:

- Identify management and reporting structures
- Basic project and time management skills
- Basic report writing skills
- Multi-agency working arrangements
- Engaging with target groups and vulnerable groups.

Using a range of active learning methodologies, learners will discover the basic operational skills, discuss the range of different approaches and the pros and cons of each and engage in role paly to practice and demonstrate the different approaches possible.

Webinar 3: My Organisation & Approaches to Operations.

Aim

To encourage learners to embed the learning from the first workshop into their own daily work.

Learning Outcomes

By the end of this module, participants will be able to:

- Describe the organizational working values, philosophy and approach in their organization
- Demonstrate how they have utilized the skills learned in their work environment
- Review a case study and learn through discussion.

Workshop 4: Personal Skills Necessary to Work in the Third Sector

Aim

To give learners an overview of the personal development skills necessary to work in the sector.

Learning Outcomes

By the end of this module, participants will be able to understand:

- Interpersonal communication skills
- Facilitation and negotiation skills
- Presentation skills
- Self-care and well-being at work.

Using a range of active learning methodologies, learners will gain a practical understanding of the personal skills necessary to work in the sector and gain practical experience through role play and other methods to practice these skills.

Webinar 4: My Organization's & Personal Development

Aim

To encourage learners to embed the learning from the second workshop into their own daily work.

Learning Outcomes

By the end of this module, participants will be able to:

- Describe an opportunity to utilise learned skills in their organisation
- Discuss the experience of using the learned skills in a work environment
- Analyse a given case study.

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1 Piloting the training

Introduction

The European third sector is a major economic sector with around 13 million full-time equivalent professionals, in addition to 16 million volunteers. The European economy and much of our social and civic support relies heavily on a healthy sector that has the ability to attract and retain high quality talent.

Studies show some notable characteristics of employees in the voluntary sector: Many feel very committed with their organisations and enjoy work in general. At the same time, they feel overwhelmed by the multitude of work tasks, struggle to find proper boundaries between work life and rest, and are prone to burning out. Many workers in the sector have short-term contracts, are poorly paid and have limited possibilities to upskill themselves.

Many are employed in temporary arrangements (in projects, as substitutes) and thus need to be prepared for jobhunting quite often. This means, for example, a need to be able to know and describe one's skills and to have a good understanding of what skills and knowledge they should enhance. Still, they notice a lack of adequate training offered by their employers.

Only in a few EU countries are there existing secondary or tertiary tuition or degrees specifically aimed at people interested in working in the field. Most employees get their degrees in a specific field of expertise – anything from medicine and nursing to marketing and communications, from finance and business to arts and crafts, and so on - and later find their way to the sector. Some are volunteers before joining the employed workforce but not all. Thus, the overall understanding of the voluntary sector, the legislation, organisational structures, struggles and joys of work in the sector, vary immensely among newcomers.

The third sector organisations would benefit greatly if newcomers had basic knowledge on foundations of the sector and the most vital professional and personal skills needed. Having a new staff member getting up to speed quicker means less supervision time and the staff member making a more important contribution to the organisations aims, share new ideas and improvement to service delivery. Ability to understand the sector working arrangements will also improve engagement with other NGOs and agencies.

How can we help both newcomers and organisations? A group of four educational institutions and federations for voluntary organisations joined forces. With support from

the European Erasmus+ programme the **Foundations 4 Sector 3** project (F4S3, Foundations for the Third Sector) began planning a short induction training for new employees in the third sector. Our expertise consisted of a good understanding of skills needs in the voluntary sector, nonformal and formal adult training, blended learning and skills validation. In the project planning phase, we defined the most important areas of knowledge and skills which we saw as the most important for a newcomer in the sector and drafted a training programme with learning targets.

We described four main project outputs ('intellectual outputs' in an Erasmus+ funded project of the time). The first and the second output included producing the training material and piloting the training, the third output aimed to create a skills validation method and process and collected feedback from participants and trainers, and the fourth output focused on the transferability and sustainability of the training programme. All partners were to participate in every output. The leading roles of outputs were divided among project partners:

- The Wheel from Ireland, the project coordinator, led the producing and piloting of material on sector-specific knowledge (modules 1 and 2)
- WCVA from Wales (Great Britain) led the producing and piloting of material on personal and professional development skills (modules 3 and 4)
- University of Bamberg from Germany led the validation process, creating Open Badges and collecting feedback for improving pilots and thus the programme overall
- Sivis Study Centre from Finland led transferability and sustainability. This report collects and studies experiences from piloting the training programme and helps in transferring it to other organisations and countries.

Transferability report – why and to whom?

This report delves into the concepts of **transferability and sustainability.** The outputs of this project should be described as both transferable and sustainable. Here, transferability refers to the degree to which the training programme created and piloted in the project can be repeated in other settings. For example, arranged by organisations outside the project partnership and in other countries. Sustainability is connected with time. Is it possible to maintain or improve the training programme over the long term?

This report has been written to serve two purposes:

- To describe how a process of creating a training programme in a European partnership took place and what kind of observations can be made from piloting the training in four different countries
- To give support and share ideas on how this training programme can be arranged again by other organisations in same or different European countries.

Thus, the ideal reader would be someone planning the training programmes in educational institutions, umbrella organisations in the third sector and well-resourced networks along with singular third sector organisations (especially voluntary organisations). Additionally, the report gives ideas for anyone interested in practise development in the field of adult education in the third sector.

The expected benefits of the F4S3 project were thought to be threefold:

- First, the project seeks to make the participants more confident and effective at their jobs in third-sector organisations and give them validated skills which will support them in their career progression
- Second, it targets third sector organisations by assisting in the induction process of new staff members and wellbeing at work
- Third, the materials produced by F4S3 are to be made available across Europe post project.

Here, we take a deep look on these themes based on the material collected throughout the project. To what extent do these expectations support the transferability and sustainability of the project outputs? How well can these benefits be traced at the moment and, possibly, in the future?

Timetable of the project

The Foundations 4 Sector 3 project was offered a project grant for 24 months by the Erasmus+ programme and began its work in December 2020. Planning, piloting and reflecting took 22 months in total. The time was used as follows:

Pre-project and the first two months: The length of and the themes covered in the training, the main ideas of skills validation outcomes and the distribution of work blocks between the project partners were decided early in the project planning period. Some parts were revised during the hands-on work.

Months 3–8 (six months) were used for writing, commenting and editing the lesson plans and the training material. This was done module by module, four times in total: the leading partner created drafts, all partners gave comments, the leading partner revised the draft against comments and created a near-final version. Partners had a chance to read it and give additional comments, if needed.

Expected learning outcomes were created in parallel with lesson plans. They were used as a basis for digital Open Badges which were used as a method of skills recognition.

Months 9–13 (five months) were used for translating and localising the training material, finalising the Open Badges, creating questionnaires and training the trainers. Participants were recruited.

Months 14–19 (six months) included organising the two course pilots, collecting feedback and evaluating the executions. After the first pilots, some changes were made to the lesson plans and training materials based on participant and trainer feedback on the course.

The last operative months were used for creating this report: taking a look on what has been achieved, combining and analysing all feedback and planning the future of the project outputs.

Planning the programme

The training was planned to consist of four modules which all contain one full-day face-to-face workshop and one short webinar. The first two modules (1 & 2) focused on the third sector and voluntary sector organisations; organisational structures, national operating context and legislation, policy making and lobbying nationally and in the European Union. Modules 3 & 4 focused on personal and interpersonal skills such as project and time management, negotiation and networking skills, teamwork, working with vulnerable groups and wellbeing at work. All themes and contents are presented in detail in the lesson plans in the annex of this publication.

When planning the content, we decided to add individual tasks to each module to be completed between the workshop and the webinar. It was also decided to shorten the webinar by collecting the recaps of each workshop days as video recordings to be watched before the webinar if needed e.g., if a participant had missed parts of or the whole workshop day because of other commitments, or if they just wanted to refresh what they heard.

The planners discovered a need for storing and sharing all course material online and an idea of using Padlet was presented and accepted. Padlet (www.padlet.com) is an online

tool for creating e.g., square boards, coworking and sharing digital material. It is free to create an account and it is accessible online via desktop or mobile phone. Padlets were used in all partner countries and received very positively by the pilot participants and trainers alike.

All partners (except The Wheel in modules 1 and 2 and WCVA in modules 3 and 4) needed to adapt the content to their own country and culture. Sivis, University of Bamberg and WCVA also translated the content to Finnish, German and Welsh respectively.

The first pilots in Ireland and Wales complied largely with the original lesson plans. The partners were given free hands to create a timetable for different components of the training inside an eight-week period. During the translation and adaptation process, both the Finnish and German teams decided to modify them. Sivis chose to unify the execution of modules 3 and 4 with modules 1 and 2 and reduced significantly the number of handouts. They also created a unified schedule for all workshop days, shortened the length of the day and lengthened the breaks slightly.

The German team decided to organise the training in a more original way: A blended learning arrangement was developed. Here, participants had to watch the content in short videos beforehand and work on initial reflection tasks for themselves. In the live sessions, specific tasks and questions distributed could therefore be addressed. In Germany the intended target group was also different from others: Only women participated in the courses and especially those who were in the one-boarding phase. The idea was to test slightly different implementations with same learning targets and by collecting feedback find out which ones work the best.

Piloting and evaluating

The first training pilots were organised in Ireland, Finland, Germany and Wales in the first months of 2022. After piloting, we collected and analysed feedback. The feedback led to some changes in lesson plans in Irish and Welsh implementations. The biggest change was implemented in Wales, where the workshop days were split in half resulting in two workshop days per each module. The second pilots were carried out between May-June 2022, and after them we collected and analysed feedback again.

All pilots included

- A pre-training skill needs questionnaire for the participants
- A post-training feedback questionnaire for the participants
- A feedback questionnaire for trainers.

Pre-recorded videos introducing the self-study task and recapping the main themes from the workshop before each webinar were used in other pilots, but in Wales they were not received as useful. Welsh partners tried them in the first pilot but left them out in the second, and included the introduction to self-study tasks in workshops.

Partners tried different programme delivery models. Notes and changes were made accordingly:

In Ireland, the first pilot was organised over 4 consecutive weeks and the second in 7 weeks. Both approaches were welcomed by trainers and pilot participants. From the outset, The Wheel shared a 'contract of participation' with pilot participants. This outlined what participants could expect from their trainers, and what we as the organizers expected from the participants. The following summarizes the pros and cons of delivering the programme in 4 consecutive weeks versus in 4 weeks over a 7-week window.

Programme delivery over 4 consecutive weeks (pilot 1)

Pros

- Shorter block of time overall for pilot participants to commit to resulted in excellent participant retention
- Intensive learning environment which kept momentum and learning going, lots of engagement in the group
- Great sense of belonging to a group between the participants as they met twice a week for four consecutive weeks.

Cons

- Tiring to deliver and participate in training twice per week for four weeks
- A tighter time frame meant participants needed to complete one module per week, including self-directed tasks, on top of their day-to-day work.

Programme delivery over 7 weeks (pilot 2)

Pros

- Trainers decided to split the four full day workshops into eight half day workshops, this meant it was less intense for all involved, particularly as the training was delivered online
- The more relaxed pace allowed participants more time for self-study tasks
- A longer timeframe meant participants could schedule the training into their diaries and work around existing work commitments.

Cons

- Some of the energy from the 4 consecutive week approach was lost, as participants didn't see each other as regularly as the first pilot group
- Although the longer timeframe can be more worker friendly and allow for a better work / upskilling balance, it can also pose a risk to having participants drop out.

In Finland, both pilots were organised quite similarly in 6 weeks. They received similar feedback. Most important insight was that the days should be spread out for a longer time period in order to encourage deeper learning.

In Germany, both pilots were organised in 4 weeks. The second pilot was rated better because the trainer already knew the content and the arrangement could be better adapted.

Participants' views were collected by online questionnaires before and after the course. The skills needs questionnaires were sent to participants before the training (or during the first days of the training) via email. Some partners included a timeslot for answering the feedback questionnaire in the last webinar of the training, and some sent links to the questionnaires via email after the training. All questionnaires were mentioned during the training and trainers explained the importance of giving an answer. The main target was to track down a change in self-efficacy with respect to the four main areas of skills and knowledge (the four modules) covered in the training. Both of these participant questionnaires also offered a possibility to share expectations or feedback on anything related to the training.

After both pilots, in August 2022, we organised focus group interviews for pilot participants in all partner countries. The interviews deepened our understanding of the participants' experience and, more importantly, the role and significance of a common, general training as a part of their induction process.

Interview questions were also created for the employers of pilot participants. The idea was to find out broader perspectives on expectations the employers have on induction training organised by someone outside their own organisation. Two employers were interviewed in Wales in August 2022.

The combination of online questionnaires and interviews proved to be an efficient and enlightening way to collect information and feedback and follow the impact of a training. Partners found that this formula produced meaningful insight, and the data collection method can be recommended to be combined with this particular training for any organisation interested in deepening their understanding on the everyday work life and

induction processes of third sector organisations. The questionnaires and interview questions can be found in the project website www.f4s3.eu for further use.

We also collected feedback from the trainers after each pilot. During both pilots there was an option to share ideas and ask questions in an online discussion board (Teams), and it was lively used especially during the first pilot. The trainer feedback was also heard in project team meetings since most team members were also trainers.

2 Expected and unexpected outcomes from the pilots

The most notable difference between the planned programme and the actual pilots was a sudden change from blended learning (blending face-to-face and online learning) to a total online learning experience. The covid-19 pandemic caused a certain unpredictability throughout the planning phase but it was expected to ease off right before the first pilots. This did not happen, and the training materials needed to be modified for an online execution very quickly. Fortunately, all trainers already had skills on online tuition, some more fluent than others, but the shortage of preparation time meant that in piloting we needed to focus on somewhat different subjects than anticipated – more on online learning experience as such instead of learning experience in general.

Target number of participants in all pilots was 80 people: 10 in every pilot in all countries. This target was reached and exceeded.

Number of participants (both pilots):

Nr of participants who… Country	began the training	completed the training	answered skills needs analysis	answered feedback questionnaire	participated in focus group interview
Finland	42	34	44		6
Germany	24	24	24		9
Ireland	25	25	16		3
Wales	37	22	29		5

Total	128	105	113		23

Participant feedback

The participants of the training were asked to share their skills needs before the training and feedback after the training with online questionnaires. Project partners used several methods for data collection to maximise responses including follow-up group emails, reminders during workshops and webinars, and targeted individual emails.

Not all participants gave feedback and only a small portion of them had a chance to participate in the interviews, so the perception can be somewhat biased. In addition, those participants who dropped out mid-course, were not eager to give feedback, so their opinions were hard to get.

Confidence in one's skills and knowledge

Our idea was to get an impression on how confident the participants feel on certain subjects and monitor if it was affected by the training. Before the training, the participants were asked to estimate their confidence in their current working environment on the four subjects (modules) that were to be covered in the training. The posed question was "Are you confident that you have the knowledge and skills needed in your position?" The same question was asked post training. Confidence was valued on a scale from 1 (not confident at all) to 6 (very confident).

Results were interesting and positive. After the first pilot the rise in confidence especially regarding knowledge and skills on sector-specific themes was remarkable. The rise was most surprising in the theme of "Landscape of the third sector" which handled organisational structures and funding infrastructure of third sector organisations, regulatory context for civil society organisations, and common terminology associated with civil society activity: the confidence rose from 2 (low confidence) to 4.715 (good confidence).

After the first pilot, results were quite similar in all countries. The change in confidence was exceptionally big in Germany, where the participants were in the beginning of their career and their confidence quite low before then.

First pilot:
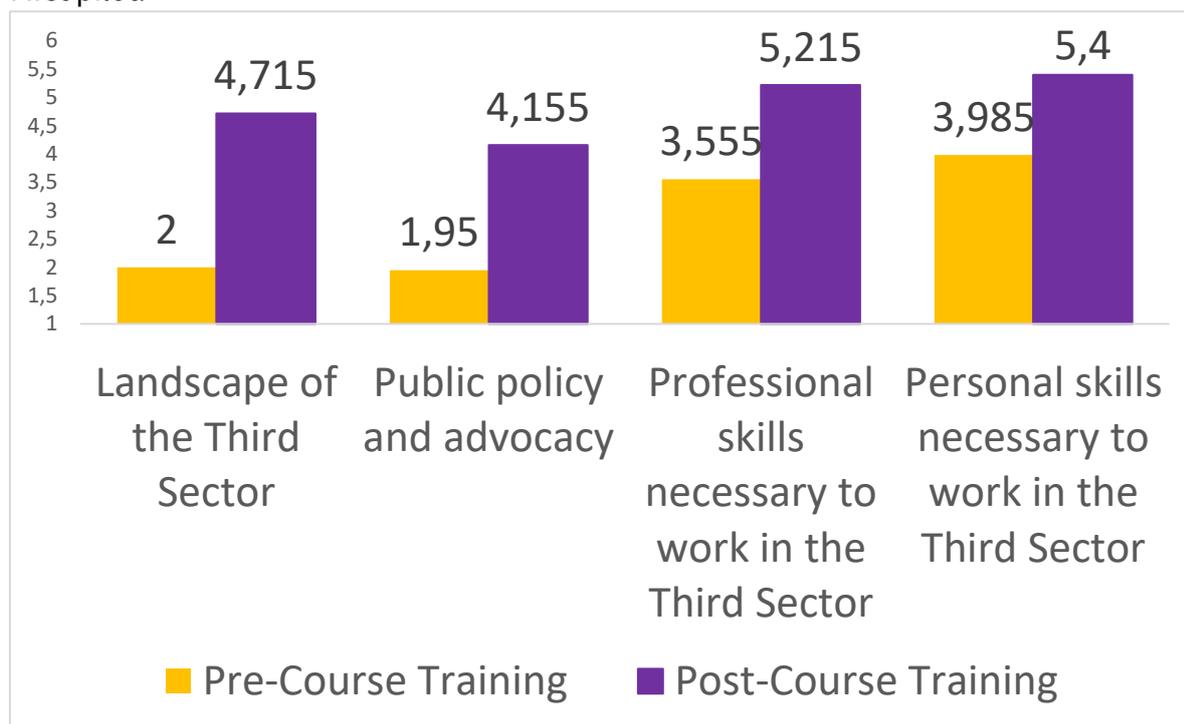
Results from the second pilot were somewhat different. Growth in self-confidence was, again, clearly detectable, but outcomes varied from country to country more than in the first pilot.

On "Landscape of the third sector" the confidence on one's own skills and knowledge was remarkably higher before the training in Finland than in other countries, and the growth in confidence was relatively modest. In Germany, the difference was close to maximum difference: confidence pre-training was very low (1,5, very low confidence) and it grew close to "very confident" (5.1). In Ireland the growth was similar to the first pilot but confidence pre-training was relatively good (2.75) and post-training quite close to "very confident" (5). Results in Wales were very similar to average values from pilot 1.

Confidence - Landscape of the third sector:

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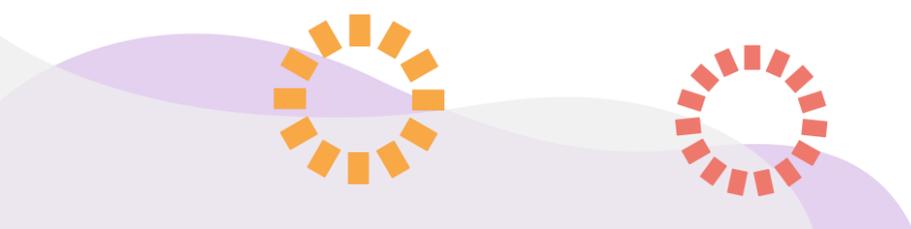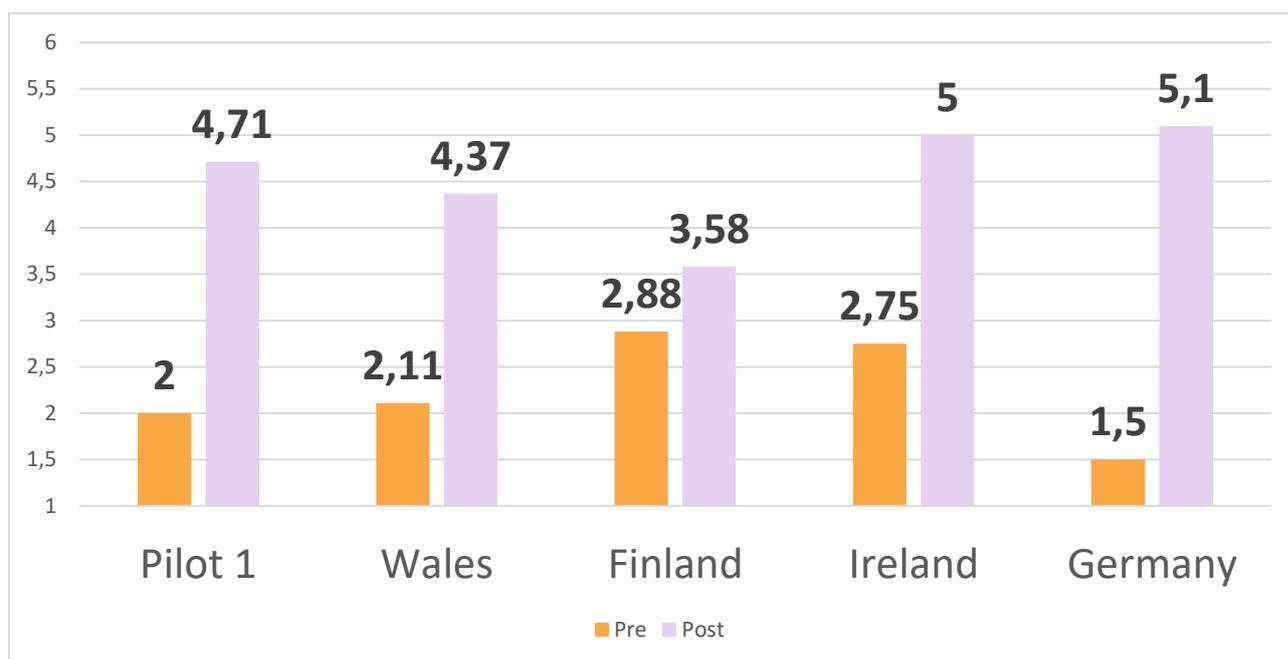
The same pattern was repeated in the second theme/module (public policy and advocacy). Growth in confidence was small in Finland, large in Germany, "scaled one step higher" in Ireland, and close to the average values from pilot 1 in Wales.

Confidence – Public policy and advocacy:
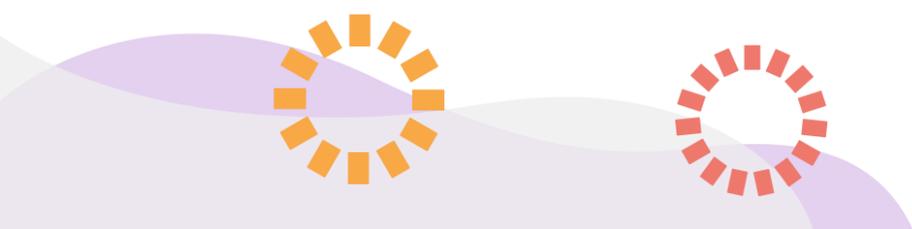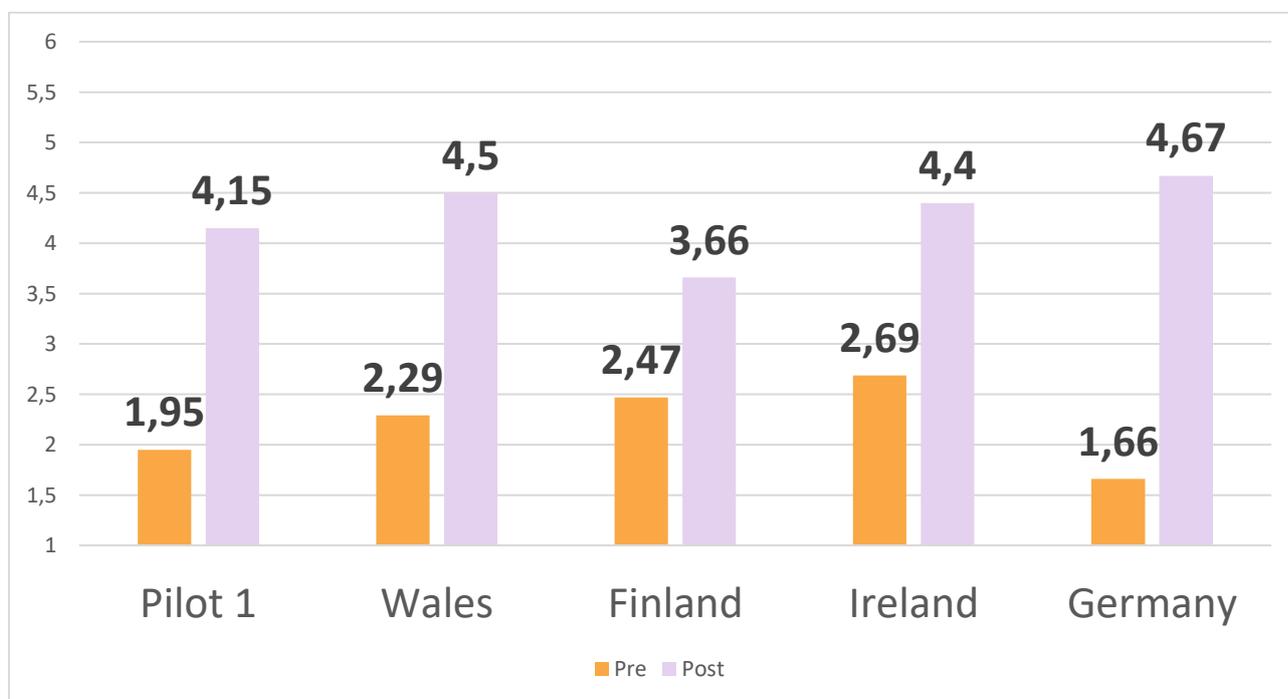
Interestingly, the pattern changed with the latter two themes/modules, professional and personal skills necessary to work in the third sector. Here we noticed that estimates from the Irish participants on their confidence before and after the training were similar to results from the first pilot. Confidence of German participants was remarkably high already before the training – higher than confidence in Wales and Finland after the training where the growth was quite small.

Confidence – Professional skills necessary to work in the third sector:
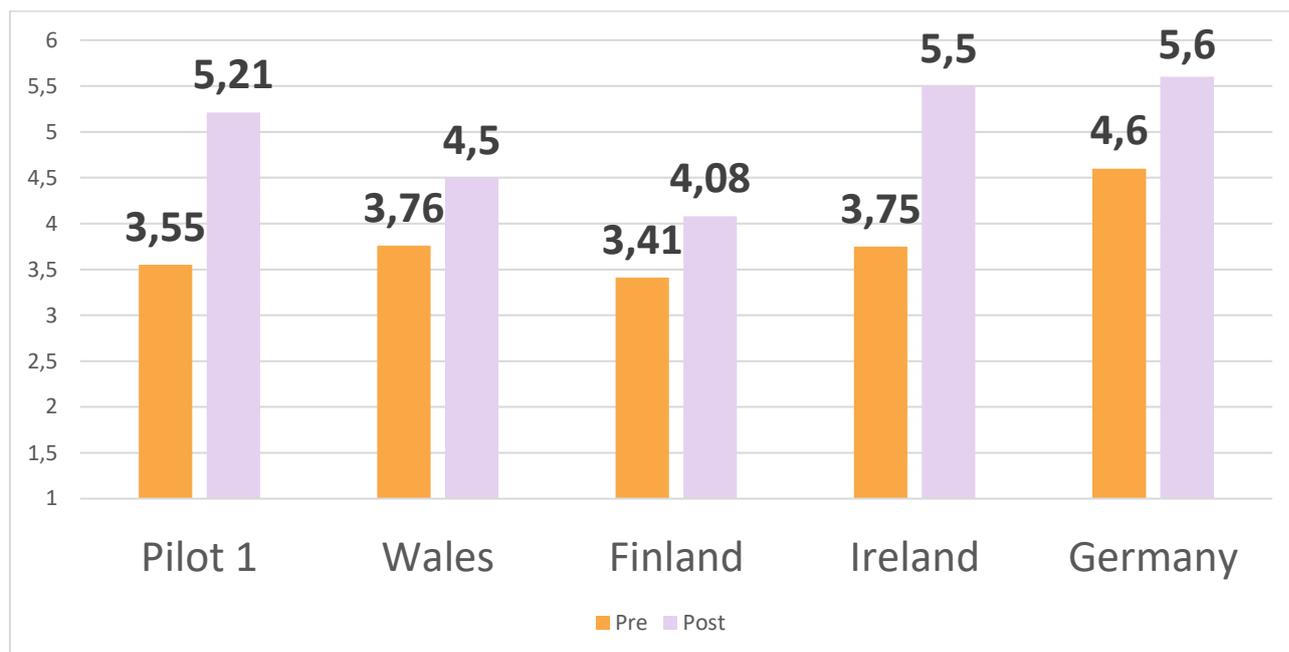
Confidence - Personal skills necessary to work in the Third Sector:
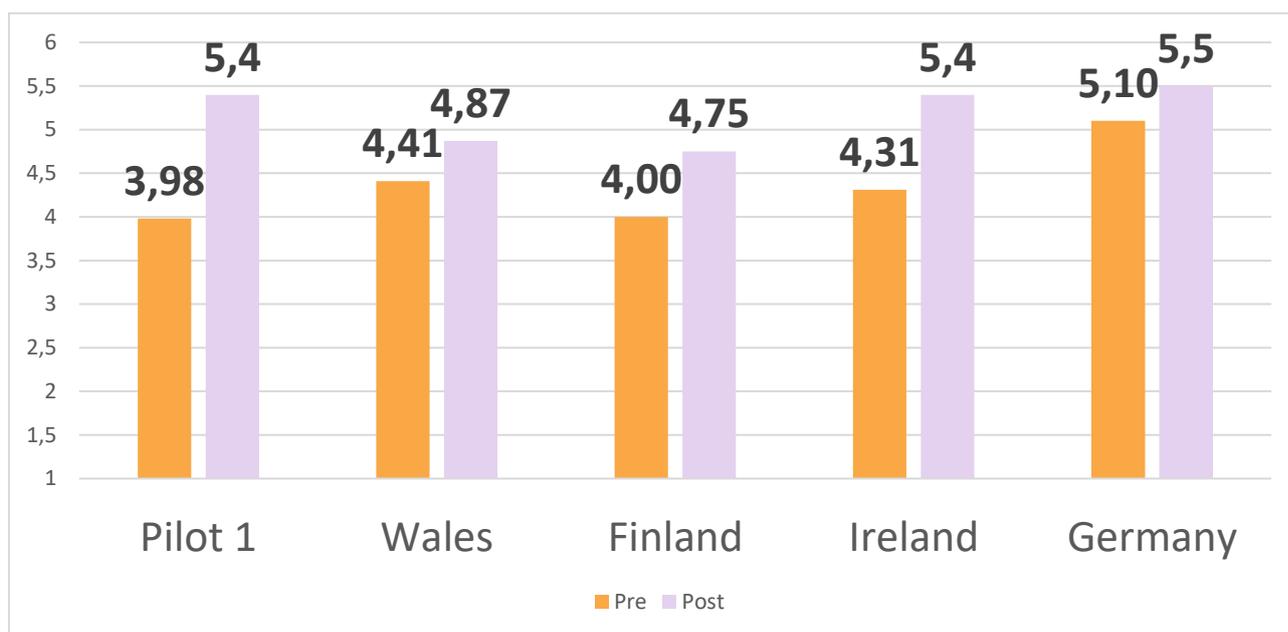
Why the estimates of one's confidence varied this much between the first and the second pilot remains partly unknown and needs further analysis. Happily, independent of the estimations of confidence pre-training it was evident that the training succeeded in strengthening it.

Interviews

The theme of induction and the effects of the training were then further deepened in focus group interviews after the training. Interviewees were picked from the group of participants who completed the training. The interviews were held in August, so those who participated in the first pilots were able to reflect a longer period of time after the training (about five months) than participants from the second pilot (about one to two months). The questions were shared beforehand. The answers from the first and second pilot participants were similar, there were no distinguishable differences.

Benefit from the training

Three essential benefits were described most frequently and in all partner countries:

- A good overview, a big picture of the sector and its impact
- A better understanding on the learner's own organisation and their role there

- Peer learning within a diverse group of people, an opportunity to meet and get to know others working in the sector.

Additional benefits mentioned were an increased level of confidence and gaining experience that proved existing skills are transferrable from one sector to another. One interviewee expressed happiness in finding a new real-life collaboration partner from the course.

The effect from F4S3 training differentiated from other forms of induction

The amount of support in the induction process from employers varied significantly. Some participants expressed that participating in the F4S3 course was practically their only form of induction and everything else was expected to be "learned as you go". For these participants, the content they learned from the F4S3 training programme was very needed and appreciated. Some said they could not have obtained the information provided in the course elsewhere – this is a true assessment coming from young professionals at the beginning of their career who don't yet have networks of access to information.

Most participants said that they had gotten some form of internal induction, mostly focusing on the practical side of their work, but saw that the F4S3 course deepened their knowledge. They also believed most of the information could have been found from various resources (books, online articles and internal documents) but the training gave a shortcut; a structure and a strategy to learn, and an added bonus of peers. Other participants were seen as a vital motivational factor. Learning through a course allowed participants to get skills and information faster than it would have happened through learning by doing.

What usually is missing from onboarding in a third sector organisation according to our interviewees is the sector-specific information; what kind of regulation affects the sector, what are the structures and governance like, how is the funding arranged etc. They were mentioned as the most useful themes covered in the training. These are also subjects that some participants would have wanted to learn more in-depth during the course. The more general workplace skills were mostly seen useful, independent of how long the participant's work experience was, but some stated that they would recommend the two latter modules to those new to work life.

Timing of the training

The majority of interviewees found the most beneficial time to participate in the course would be between 1-6 months into the new role. At that time the learners would already have some kind of understanding of their roles and organisations, and their workload would allow them the time commitment required for participating in the course. Doing this course in the first few months would also help build confidence early on and build connections with others in the sector. Several learners highlighted that completing the course at a later stage would be difficult due to the time commitment the course requires, which would be difficult to manage as their workload would naturally increase as they are settling into their roles.

Some participants thought the best time to participate would be right in the beginning of their employment, during the first weeks. One interviewee even thought that the course should have begun on the first day of their employment. Some suggested the training to be offered as a crash course especially for new leaders of third sector organisations coming from other sectors.

A couple of interviewees estimated that, in a general timeline of one's professional career span, the training programme would be most beneficial to someone in the first stages of their work life. This opinion was also challenged by people with a vast work experience in a different sector (especially private/corporate) or from a prominently hierarchical working environment (i.e., healthcare, hospitals), they saw a remarkable benefit from participating in the course and added to their previous skills.

Future views

Most interviewees mentioned that after participating in the course, they have a clearer understanding and a better appreciation of the third sector, the organisations, professional roles and individuals working there. Many expressed that they see themselves working in the sector in the future, too. Still, they thought it would be a stretch to claim that this course alone would create this positive conception, but it did have an impact among many other factors.

What would keep new professionals in the third sector? Some influential factors were named such as an appreciation of the sector by the wider society, the certain freedom and flexibility of work in the sector, the possibility to be a part of a desired change, and economical and societal factors (salary, the number of vacancies and larger changes in other important sectors, namely healthcare). Interviewees enjoyed the freedom and the

impact they felt they are making. Unfortunately, interviewees in Ireland brought up the lack of appreciation for the charity sector in the society. I the pay doesn't reflect the work people d and contributions they make; it is difficult to stay in the sector.

Some interviewees mentioned that the course generated an interest in learning more about the sector. One interviewee named project work skills, the other policy making and networking.

Change in self-confidence

About half of the interviewees felt that their self-confidence had increased following the course and half saw no difference or didn't believe the change could definitely be connected with participating in this course. The rise in self-confidence was detected most among interviewees in Wales and least in Germany. Even though the participant groups were quite diverse, all were newcomers:

The deepest and most meaningful improvements included

- A better control over one's workday: confidence in deciding what needs to be prioritised
- Feeling more independent within one's role
- A better approach to collaborating with other voluntary organisations
- A better ability to communicate work-related subjects, e.g., speaking up in group discussions, participating in meetings, asking questions and having conversations with colleagues
- Better tools for sustaining wellbeing at work and self-care
- More courage to suggest changes in work arrangements
- Understanding of pre-existing skills and knowledge and their usefulness in the sector.

The interviewees in Germany saw that they would have gotten the biggest benefit in their self-confidence from the training if it was a part of a formal degree. This point of view was only brought up by this particular group, possibly because the participants were students or recently graduated and the course organiser was a provider of formal education.

Feedback from others

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The relatively brief timespan and depth of this training did not really allow for bigger measurable changes which would have been noticed by managers or networks outside of their own organisations. Interviewees mentioned getting positive feedback from their managers but couldn't tell if it was because of participating in the course or other reasons. Some explained that getting feedback in general was a rarity.

One interviewee had discussed the course and the tasks with their manager and suggested them for other newcomers in the organisation, and another interviewee was planning to do so.

Wellbeing at work

One section of the course covered wellbeing at work. Many expressed that they appreciated the section and even would have liked to learn more on it. Connecting and networking with peers during the course was perceived as improving wellbeing significantly. Some mentioned bringing good practices to their workday e.g., taking short breaks more often, taking more time to think about things. However, most interviewees felt that the course did not have a strong impact on their wellbeing at work. A delightful insight expressed by several interviewees was that they already felt that the atmosphere at their workplace was positive and their wellbeing on a good level. One interviewee suggested an interesting theme to be included in this section - what kind of means does an employer, and the whole work community, have for improving wellbeing at work, and how can a single employee urge them forward?

Employer feedback

The Welsh partner interviewed two managers of pilot participants. They had noticed an increase in confidence in the behaviour of their new employees. This was evident when they attended meetings following the training. It is difficult to tell how much a single training course generates changes in the performance of an employee, or to what extent it can be tracked as a source of feedback from beneficiaries or collaborators.

Both managers had gotten feedback that the peer learning element was an important part of the course and learning how different organisations operate. Both thanked the partner for the possibility to participate in the training online face-to-face with peers. They thought the training could have been shorter and thus a bit lighter to participate.

The training was different to induction given by employers. The broad understanding of the sector from the first module was the element of the training they felt they couldn't have got elsewhere. This was really important to those new to the sector.

Trainer feedback

Trainer feedback was collected and studied after the first pilot before the modifying period. Overall, the trainers were quite happy about the training in general, the structure made sense to them and they enjoyed delivering the training. They believed the participants learned a lot and there was enough time given to meaningful interaction between the participants. Slightly lower estimates were given on the possibility to use enough time for each topic and reach the learning objectives, and the possibility to respond flexibly to participants questions.

Things the trainers enjoyed most:

- Participants showed motivation, the atmosphere was positive and trusting
- Enjoyable cooperation with another trainer
- Interaction with participants and learning from them.

Some of the biggest challenges:

- Time management
- Large amount of content and topics: feeling uneasy with some of them because of lack of expertise
- Online learning setup made it difficult to monitor how engaged the learners were
- Using materials written by someone else (and originally, for another cultural context)
- Training for the first time
- Different structures in the first two and the latter two modules
- Keeping the energy going online for a whole workshop day.

The trainers gave good suggestions on things they would like to change. Some were taken into account in the second pilot, and some were left for the future. The number of topics remained the same. Modules 3 and 4 were converted into a more similar structure to modules 1 and 2. Many handouts were incorporated into slides in the PowerPoint

presentation or trainers' notes. The biggest change after the feedback took place in Wales and Ireland where all four full workshop days were delivered as eight half-day workshops.

Trainers pointed out some themes that they felt were either excessive (to this specific target group) or missing but should be covered. For example, the Welsh team thought that the section on the European Union could be left out or significantly shortened, and the Finnish team thought the section on report-writing skills is not the most useful because of a different working culture.

An important theme to the programme in future to add would be a view on the future – both from the points of view of the professionals' skills needs, and the changing working environment of the organisations. The skills need for work life in the future include so called soft skills and transversal skills, which are and have traditionally been in big demand especially in third sector organisations.

Participants didn't give much feedback on the timing of different components of the training. The trainers, on the other hand, noted that a four-week execution felt too tight. The eight-week executions were seen more relaxed in pacing and allowed the participants more time for self-studying.

Partner feedback and discussion

The partnership discussed the feedback and development needs throughout the project. Some elements were found to be in need of refinement in the future:

- Peer learning was the most praised element in the training and lifted the learning experience to a higher level. Thus, the training should embrace the networking element as much as possible. Discussions between participants could be given even more time, as pairs, small groups and the whole group together. During some pilots, the participants organised extracurricular peer meeting, this highlights the value of connecting with others.
- Feedback from trainers, participants and employers was quite unanimous. They said that the training programme is a major time commitment and, when online, it is a long time to sit in front of a computer.
- People should be able to sign up for the modules they are most interested in. Recognition of prior skills should be carried out in one way or another – applying for Open Badges, an interview, a written description of one's skills, or similar.
- Pre-recorded videos (made by the course organiser or from an outside source) could be used throughout the training especially during the workshops. They would be a nice change both for the participants and the trainers. (It should be

noted that if videos are used, they should include captions for accessibility reasons.)

- 30-minute lectures should be shorter, at least online.
- There should be a good train-the-trainer package: the lesson plans and presentations are vital, but more support is needed.
- The future views on the voluntary sector and professional work should be covered in the training more broadly.
- The content should give more skills for career planning.
- Some themes were seen not as necessary as others. By skipping them and focusing on the ones that are directly connected to the professional work in the sector, it makes the training a little shorter.
- It would be great to be able to offer a path for learners to find out more about certain subjects that were covered briefly. Deepening information could be found from courses offered by the same or other organisers alike.

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3 Digital Open Badges as a method for skills recognition

Developing the validation process

The expected learning outcomes were drafted in the project planning phase and the partnership maintained them. It was decided that the reachable skills level from this training should comply with the European Qualifications Framework level 4 (approximately, the level of skills from secondary education. Learn more about the EQF framework: https://europa.eu/europass/en/european-qualifications-framework-eqf). The learning outcomes were extended and elaborated in tandem with creating the course content.

Open Badge Factory and Open Badge Passport were chosen to be the applications for creating and managing (OBF) and receiving and storing (OBP) the digital badges. This application was already in use by a number of partners.

Originally the idea was to create one Open Badge for the whole course. However, the partners wanted to acknowledge the fact that since the course was to be quite long, all participants would probably not be able to participate in it fully. If there was only one badge to be awarded to those who complete the training and nothing for anyone else, a good part of gained skills would go unrecognised. The plan was revisited and a decision was made to create five badges in total; one for each module and one meta badge for those who collect all four module badges.

Names and pictures of the badges, descriptions, criteria, expected learning outcomes and competencies were created together with badge applications for the participants to fill in after each module. They were uploaded to the Open Badge Factory of the lead partner, University of Bamberg. The whole badge management (creating the badges, evaluating the applications and rewarding the badges) was taken care of by the lead partner. There was also some written instructive material on how to apply and accept an Open Badge in Open Badge Passport offered for the participants.

UNDERSTANDING THE SECTOR   ADVOCACY   SKILLS   OPERATIONS

The module badges were awarded in exchange for an application from a participant, and the meta badges were awarded automatically. All module badge applications consisted of two questions:

- What did you learn from this workshop and webinar?
- What did you learn from other participants in the workshop and webinar?

All essential material on skills recognition can be downloaded from the project website. The expected learning outcomes, criteria and competencies can be used either for Open Badges or some other form of skills recognition, such as a certification on paper. The badges created for the F4S3 training programme can be inquired from the project contact persons (information on the project website).

Statistics

Country	Module 1 badge	Module 2 badge	Module 3 badge	Module 4 badge	Meta badge
Finland					20
Germany	24	24	24	24	24
Ireland	32	28	29	29	23
Wales					15
Total					**82**

Open badges divided opinions

A question on skills recognition was posed for the participants in the focus group interviews. The participants were asked how they valued the skills recognition option, Open Badges, offered during the training.

The vast majority of interviewees appreciated the possibility to get some form of skills recognition from this training and saw value there. The chosen method of skills recognition, digital Open Badges, gathered varied views. Those who shared positive views on badges thought they were informative and a brilliant way to keep track of training done

and to recognise the skills gained. Some were going to share or had already shared their badges on their LinkedIn profiles.

The badges were seen to be easier to manage and access than paper certificates, but this opinion was also challenged in favour of paper certificates. One interviewee suggested offering an optional paper certificate for the completion of the full course, to find a balance between different preferences, or looking into the possibility of downloading the badge from Open Badge Factory in a document format.

Some interviewees said they didn't see a value in Open Badges or understand their purpose. Some mentioned technical challenges, two people said they did apply badges but didn't get them, and third one thought the interface was awkward and not user friendly. Additionally, sceptical views were brought up by some who also expressed disinterest in social media and by people who thought applying for a job was not topical. Some mentioned that they are not sure if employers see the value in Open Badges – but an opposite view was also expressed stating that when this interviewee had been in a position to recruit others, they would have been impressed if an applicant had presented Open Badges.

The employers interviewed in Wales thought that Open Badges are pretty much non-existent in the sector at the moment. Their value is difficult to tell. In Finland, the Open Badges have been available for the non-formal and informal sector for almost a decade, awareness of and interest of badges is growing, but still they are not widely known and used in third sector organisations. Projects like F4S3 are an important medium for spreading information on badges and other tools for recognising and showing skills.

The project partners discussed the feedback and made conclusions:

Open Badges are still unknown to many but spreading from non-formal and informal learning arenas to formal learning and formal educational institutions. This makes them more widely known among younger generations and little by little among employers, too. European-wide projects help to promote the needed visibility of badges and skills gained from the third sector.

Open badges (or any form of skills validation) are seen most useful if the badge receiver/participant knew they were soon to apply for a new job. Additionally, because badges are meant to be shared, they appeal more to people who are active on social media, especially LinkedIn.

The potential benefits of Open Badges may be quite short term. They help newcomers at the beginning of their career, but the timeframe where they can or are willing to show the badges as a proof of their skills may become obsolete quite quickly.

Sharing an Open Badge also requires a certain confidence in the act itself. There may be cultural or other differences when it comes to showing and feeling pride of one's own digital skills. One target of the project was to empower new professionals in third sector organisations to understand the wide variety of skills they need and gain when working in their organisation. Open Badges gives a tool to show these skills for a larger audience.

Next steps on skills recognition and validation

More information on, and inspirational examples of utilising Open Badges in voluntary organisations, (formal) studies and work life are needed. The project partners intend to deepen the knowledge within their own organisations and among their member organisations and other networks. The Wheel is going to create a short video *(to be linked when ready)* on how to receive and share an Open Badge. University of Bamberg plans to use badges as a method of skills validation at some point in the future. Sivis has a long experience of using digital badges and there is ongoing developmental work on them – projects and production of information. Networking with other organisations around Europe is one possible path for sharing and collecting experiences.

It is clear that interest in Open Badges needs to be raised but another important factor is the technical usability. All possible obstacles both from the receivers' and administrators' side need to be examined and removed, if possible.

In the beginning of the F4S3 project, the partners discussed a possibility to recognise and accredit prior learning. It was agreed that this option would not be offered in the pilots. After the pilots The Wheel decided to add a section on the project website on skills validation and open up the badges to those who think they have the skills necessary to apply for badges without doing the course in Ireland.

In the future, this aspect deserves deeper thought, overall. Recognition of prior skills would bring the desired flexibility for the participants and create a way to skip some parts of the course. The existing Open Badges could be used as is for recognising a larger set of prior skills included in a certain module, or the existing badges could be divided into even smaller units. More detailed applications or another type of skills recognition process (e.g. an interview and/or presenting evidence) could be created to ensure the level and quality of prior skills.

Future co-operation with educational institutions will be of benefit in getting a wider acknowledgment for Open Badges and skills gained in the voluntary sector. One possible future development theme could be to discuss with formal education providers and hear how they value the F4S3 training in comparison to courses covering similar themes. All

project partners aspire to contact organisations in their own countries as well as contacts around Europe: universities, open universities, study centres among others.

4 Assessing project aims and outcomes

Considering transferability, the most important expected short-term results of the F4S3 project were:

- 1 Foundation 4 Sector 3 training programme including modules on sector-specific knowledge and personal/professional-development skills
- 1 short-term staff training session for trainers with 12 trainer participants
- 2 rotations of pilot programme with evaluation in between.
- 80 programme participants (10 participants per programme in 4 areas by 2 rotations)
- 80 digital badges awarded
- 1 transfer strategy and report including a trainers' manual
- 4 multiplier events
- 1 website.

All short-term targets have been covered during the timespan of the project. The most important target, the number of participants in pilots (80) – was well exceeded (105). The total number of awarded Open Badges was much higher than targeted (appr. 300), but this took place because the partnership decided to create five badges (4 module badges + meta badge) instead of one. If we keep the focus on meta badges which were awarded to those who completed all four modules, the target (80) was reached (82).

The expected long-term results were:

- Better working conditions, career progression and productivity for third sector workers with a longer-term impact of improvement to the services offered to the target groups they support
- Increased non-formal learning, capacity building, and professional development in the wider third sector in each partner country and throughout Europe
- Increased skills recognition, job mobility and employability in the third sector in each partner country and throughout Europe
- Widespread dissemination and successful exploitation of the model via Transferability model throughout Europe

- Increased capacity of the partner organisations to meet the training and validation needs of their member organisation
- New capacity for the partners in utilising blended learning approaches across their courses
- A better informed, stronger, and well-staffed European third sector, equipped to meet the needs of millions of beneficiaries
- Continued exchange of innovation between a host of different organisations throughout Europe.

Some of these targets are difficult or impossible to study during the timespan of the project, but they all have served as guidelines for creating and developing the training programme. But, some of the listed long-term results can already be detected. All partners have gotten new skills or strengthened existing ones in organising and operating online learning events and utilising Open Badges. All partners also report that they have succeeded in serving the needs of their member organisations or the wider society by offering training on a subject rarely seen in training programmes.

The project time period does not give a possibility to track an increase in staff retention or decrease in staff turnover, but feedback from participants tells us that they have gotten more interested in staying in the sector as professionals. We won't be able to tell if the course has decreased burnout, but we did include a section on wellbeing at work and got positive feedback on it from participants and trainers.

Interviews told us that several participants felt they have better control over their workload and an understanding on how to prioritise tasks and courage to suggest improvements. This tells us that to a certain extent, the training programme has built better working conditions and productivity for third sector workers and may give a hint that services to target groups have a possibility to improve. The whole process of piloting and collecting and analysing feedback and other insight has taught the partners a huge deal about induction and training needs in their member and partner organisations. The results have also been shared internally within partner organisations.

The skills validation process was created in the hopes of supporting participants' career progression, job mobility and employability. The verbalised learning outcomes and Open Badges offer a tool for describing and showing one's skills, and this, in turn, supports self-confidence needed in career planning and upskilling aspirations.

The project was planned to give the partners new capacity in utilising blended learning approaches. Circumstances outside of our control (COVID 19) offered us a crash course in transferring face-to-face lesson plans online. Thus, we were unable to try out a

combination of face-to-face and online learning, but instead we got extensive experience in a variety of online learning arrangements.

Most partner organisations already provide training for professionals and volunteers in the third sector but recognise that the F4S3 training has expanded the variety of themes covered in their training programmes. By offering a course model with a package of tested and polished materials and this report describing the process and background in detail, we aim to inspire and support organisations around Europe to provide more non-formal training and thus help professional development and capacity building among staff members in the sector.

With this report, sustainability plans, dissemination and networking during and after the project we intend to make sure this training model disseminates throughout Europe and is developed innovatively with help from other organisations. This new training programme and numerous other efforts by the project partners aim to have a better informed, stronger, and well-staffed European third sector.

Blended learning approach and pedagogy

As stated earlier in this report, the original idea was to blend face-to-face and online learning in the F4S3 course. Full-day workshops in person would have included lectures, group discussions, pair work and individual tasks. Lunch and coffee breaks would have been spent mostly together as a group. The workshop would have been followed by individual tasks and a short webinar where these tasks would have been presented and discussed online. This plan needed to be compromised when it became evident that spending time together face-to-face was not possible.

All pilots were conducted fully online. The change in lesson plans had to be done very close to the beginning of the first pilots or even during the first modules. This had the biggest effect on workshop lesson plans. Almost all of the original tasks, though, could be carried out in an online meeting environment (here, Zoom was used in all pilots because the partner organisations already had user accounts there). Breakout rooms for small group tasks and pair work were used frequently. Short individual tasks during the workshop day were also made. Padlet was utilised as a material storage platform and also for getting to know each other and giving brief feedback during the workshops. Otherwise, the online execution was quite straightforward and simple - the focus was on content and as little as possible on online learning technology.

The pandemic may have risen the bar of the quality and versatility of online tuition, both from the point of view of participants and trainers. At the time when we began to plan the

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training, the online learning skills were on a different level. Work/study-from-home situations and lockdowns around Europe forced us to learn to use communication and learning tools online. Luckily, this had given learners and trainers fairly good online skills and we didn't encounter many technical difficulties during the pilots.

Different age groups appreciate different approaches when it comes to pedagogical online learning methods. In general, younger participants have been used to online learning and a multitude of different platforms and tools whereas older participants favour clarity and a learning environment where the tools themselves need very little attention. Younger participants pointed out the (truthful) lack of variety in online learning tools whereas older participants didn't mention it.

The target group was described in the project plan as "staff new to the sector (within 18 months)". This target group may be too wide to train with a uniform course. Some participants mentioned that they felt some themes were covered too briefly, and some thought they already had good skills on a certain theme. This was an issue mentioned most often regarding modules 3 and 4. Validation of prior skills and a possibility to participate in modules (or certain parts of a module) should be offered to future participants. Focusing on modules 1 and 2 would possibly give participants the exact information they need specifically for understanding the third sector operational principles.

The willingness of learners to participate in a lengthy training was much higher than initially anticipated by the partners. Most partners found it rather easy to raise interest towards the training even though the necessary time-commitment from participants (and, thus, their employers) was quite extensive. The possibility to get involved online made participating more attractive, and after meeting and getting to know peers induced participants to continue the course. Retention was good throughout and although there were some dropouts, we met all target numbers as set out at the beginning of the project.

The wide range of themes covered in the training was an ambitious challenge. The desire to provide a comprehensive induction training to newcomers was noted and praised by the participants. Many expressed that they learned something new and got a glimpse of themes and skills they would be interested in getting even more information on later. Some themes covered in the training were perceived even more fruitful than anticipated. These include facilitation and interaction with vulnerable groups. Both themes were possibly something new to many participants. The theme of wellbeing at work was perceived as very important, and it even inspired quite personal discussion. On the other hand, the partnership could have taken a more critical look at the collection of themes covered in the training in order to focus on the most important ones and leave out several. This would have allowed a deeper approach on the themes.

The training requires an experienced and well-informed trainer to deliver the programme. Partners learned quickly that ideally there would be two trainers to co-facilitate the programme. One partner got good results using several visiting experts who led short sessions on their own area of expertise. Other partners got similarly good feedback from participants by using one or two trainers throughout the training, but the trainer's reported exhaustion after long days and considered getting to know the material on a dozen themes a tough task. One partner led the training with only one trainer and solved the issue of fatigue with short pre-recorded videos.

Benefits for partners

All partners shared a committed attitude towards the project, the outcomes were of significant interest to every organisation involved.

The learnings include good project management, for example organising the project, creating accurate timetables and holding onto them and involving people. All partners have learned to 'translate a point', i.e. express ideas in a way that people from other types of organisations and cultures understand them. It has been necessary to create a common work culture between all partners in order to produce outcomes together. Some partners knew others before the project and had the privilege to be a part of the project planning process from the beginning, this helped immensely to understand the big picture.

Writing material together has been a good experience: It was useful to learn and get support from one another. Cowriting and commenting offered a possibility to discuss interesting similarities and differences. It also helped partners learn how to write and refine more understandable text. Throughout this project, the partners utilised MS Teams discussions and SharePoint in organising documents. Cowriting and commenting on documents felt easy with online tools dedicated to this purpose. It also allowed partners to have full visibility of each other's feedback, as well as responses from the Intellectual Output leads. Shared documents meant we were agile in our approach, avoided duplication and provided full transparency across the partnership throughout the content development phase.

The evaluation process produced interesting and useful results. Skills needs and feedback questionnaires combined with a group interview produced a deep overview on participant experience. Project partners' enthusiasm to share experiences and discuss feedback openly throughout the project benefited the whole process and learning from one another.

All partners see that this project has brought good elements to their organisations. The international (EU wide) dimension and the partnership in general brings something new in the project outcomes. Those partners who pursue further project funding see the process and the outcomes as favourable achievements which will advance their possibilities to find new partnerships and projects.

We could have paused in the beginning of the project for a longer period and thoroughly deliberate – each partner separately and the whole partnership together – what we thought about the detailed project plan and if it should be modified. This would have been especially important because the project proposal was written with expectations on the global covid-19 pandemic calming down, and when the project actually began, the world of online learning and also the world of voluntary organisations was very different.

5 Most important findings: things to discuss in multiplier events

1. Piloting the F4S3 training programme showed that it is possible to add a common element to the induction period for many kinds of third sector organisations. Is there something that should be taken into account in the future iterations – how to take into account the multitude of organisation cultures, for example? Are there some themes that should definitely be handled during the course?

2. Several participants noted and praised the possibility to focus on one's own new employer (a third sector organisation) with the independent self-study tasks. How could organisations find more room to let new recruits spend time to grasp the core purpose – the reasons why the organisation exists and operates the way it does?

 3. Skills validation (Open Badges) was received well by pilot participants. How can we promote badges even further? Are there other tools of skills validation that could help recognising employees' skills in a work setting?

6 Sustainability plan

Partners' thoughts and ideas on the sustainability of the project outcomes were mapped throughout the project as well as at the end of the project with an online questionnaire and a group interview face-to-face during the final partner meeting. During the project, we noticed a growing eagerness from the partners' side to keep this training in their own programmes. At the same time, our beliefs on who would be able to organise the training outside of the partnership became more precise, in other words, in what conditions the model is transferrable.

The theme and the content of the course – induction to a new staff member in a voluntary organisation – has novelty value and an interested audience. Tailored third sector courses like this are non-existent or hard to find elsewhere. The demand for this training supports our sustainability plans. It seems likely that there will be interested participants in future years, too. The need for new skilled professionals will be consistent or even growing in third sector organisations.

Three partners (The Wheel, Sivis and WCVA) see that the model functions as a part of their regular training programme from now on. University of Bamberg will use the training model as source material and case studies on their lectures and publications. The material will also be used in our own induction processes e.g., for new staff members. Getting to know the training content has been a useful learning process for trainers as well, and the idea of having a need to update the material every other year or so is a good opportunity to update our own knowledge. Some partners have plans to educate their staff and other important actors further in using digital Open Badges as a method of skills validation.

Different umbrella organisations, networks and educational institutions have the most suitable resources for organising the course as is. All partners recognise these kinds of organisations in their own countries and plan to contact them and introduce the idea.

It is possible that singular third sector organisations would not be able to use this model as a whole but they can use parts of it in their own induction processes. The training may be difficult to organise by a single voluntary organisation because organising the course needs resources and several days of committed worktime.

It is well possible, though, to pick suitable modules or even only some sections of the material and use it creatively within a singular organisation as an additional resource for induction. This will be strongly encouraged especially in Ireland, Wales and Finland, where the project partners plan to organise dissemination campaigns and possibly train-the-trainer events.

All partners have agreed to keep the project outputs available in their own websites, and the official project website www.f4s3.eu will be maintained five years after the project by the project coordinator, The Wheel.

The main parts of the programme are transferable. The overall structure and the learning outcomes can be the same or very similar in European countries. Soft skills in particular are at the centre of attention when talking about professional skills needed in the future. All partners have networks and contacts in other European countries and plan to share the programme with them.

Translating and modifying the programme needs resources. Because the training content includes quite a lot of material that needs to be adapted into national/local conditions, it probably can't be used totally as is without modifications in other countries outside the partnership. Some parts of the training where adaptation was needed was known beforehand (e.g., national policymaking processes) but there were some surprises too. Examples include work cultures in different parts of Europe put an emphasis on somewhat different soft skills. It is also possible that traditions of organising training for professionals in the voluntary sector vary from country to country. Also, attitudes, interest and skills on online learning may vary, both among the participants and the trainers/organisers.

Training the trainers was found to be a crucial point where future development could be needed. The trainers of this course need to be quite seasoned and understand the sector (organisations, job descriptions etc.). Even though the piloted material includes lesson plans, presentations and handouts – a finished, tested material – it would be quite difficult to digest everything as a total beginner. During the project, it would have been useful to include external colleagues in our train-the-trainer event in order to train and sustain the project results deeper into the third sector. It would also have been possible to utilise the multiplier events (final conferences) of the project more as open train-the-trainer events.

Three-year plan

2023

- Wide dissemination and interaction with organisations who could use the training programme in partner countries and European-wide.
- The Wheel/Ireland, WCVA/Wales and Sivis/Finland organise the modified and improved training in their own countries at least once. Feedback will be collected from participants and their employer organisations.
- University of Bamberg uses outcomes of the pilots as source material for their lectures.

- Expectations on induction training from other third sector organisations will be collected.

2024

- The course material will be reviewed and updated if needed.
- The Wheel/Ireland, WCVA/Wales and Sivis/Finland organise the modified and improved training in their own countries at least once.
- Feedback will be collected from participants and their employer organisations.
- Digital Open Badges are taken into consideration as a tool of skills validation in University of Bamberg. Experience from F4S3 project will be utilised.

2025

- The Wheel/Ireland, WCVA/Wales and Sivis/Finland organise the modified and improved training in their own countries at least once.
- Feedback will be collected from participants and their employer organisations.
- New smaller dissemination campaigns will be launched to support spreading out the training model.

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Annex: Examples of programme delivery

Option 1: 8-day commitment over 4 weeks

Week 1			
Day	**Activity**	**Format**	**Task**
Day 1	Module 1 ▪ Workshop 1	Face to Face (or online)	Trainer to set task. Task must be completed in advance of webinar 1.
Day 2	Module 1 ▪ Webinar 1 ▪ Peer to peer review ▪ Application for digital badge	Webinar	N/A
Module 1 complete.			
Week 2			
Day	**Activity**	**Format**	**Task**
Day 3	Module 2 ▪ Workshop 2	Face to Face (or online)	Trainer to set task. Task must be completed in advance of webinar 2.
Day 4	Module 2 ▪ Webinar 2 ▪ Peer to peer review ▪ Application for digital badge	Webinar	N/A
Module 2 complete.			
Week 3			
Day	**Activity**	**Format**	**Task**
Day 5	Module 3 ▪ Workshop 3	Face to Face (or online)	Trainer to set task, must be completed in advance of webinar 3
Day 6	Module 3 ▪ Webinar 3 ▪ Peer to peer review ▪ Application for digital badge	Webinar	N/A

Module 3 complete.			
Week 4			
Day	**Activity**	**Format**	**Task**
Day 7	Module 4 ▪ Workshop 4	Face to Face (or online)	Trainer to set task, must be completed in advance of webinar 4
Day 8	Module 4 ▪ Webinar 4 ▪ Peer to peer review ▪ Application for digital badge	Webinar	N/A
Module 4 complete. F4S3 programme completed in full.			

Option 2: 8-day commitment over 8 weeks

Week 1			
Day	**Activity**	**Format**	**Task**
Day 1	Module 1 ▪ Workshop 1	Face to Face (or online)	Trainer to set task. Task must be completed in advance of webinar 1.
Week 2			
Day	**Activity**	**Format**	**Task**
Day 2	Module 1 ▪ Webinar 1 ▪ Peer to peer review ▪ Application for digital badge	Webinar	N/A
Module 1 complete.			
Week 3			
Day	**Activity**	**Format**	**Task**
Day 3	Module 2 ▪ Workshop 2	Face to Face (or online)	Trainer to set task. Task must be completed in advance of webinar 2.
Week 4			
Day	**Activity**	**Format**	**Task**
Day 4	Module 2 ▪ Webinar 2	Webinar	N/A

Day	Activity	Format	Task
	▪ Peer to peer review ▪ Application for digital badge		

Module 2 complete.			

Week 5			

Day	Activity	Format	Task
Day 5	Module 3 ▪ Workshop 3	Face to Face (or online)	Trainer to set task, must be completed in advance of webinar 3

Week 6			

Day	Activity	Format	Task
Day 6	Module 3 ▪ Webinar 3 ▪ Peer to peer review ▪ Application for digital badge	Webinar	N/A

Module 3 complete.			

Week 7			

Day	Activity	Format	Task
Day 7	Module 4 ▪ Workshop 4	Face to Face (or online)	Trainer to set task, must be completed in advance of webinar 4

Week 8			

Day	Activity	Format	Task
Day 8	Module 4 ▪ Webinar 4 ▪ Peer to peer review ▪ Application for digital badge	Webinar	N/A

Module 4 complete. F4S3 programme completed in full.			

Option 3: 12-day commitment over 8 weeks

Week 1			

Day	Activity	Format	Task
Day 1	Module 1 ▪ First half of Workshop 1	Face to Face (or online)	N/A

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Day 2	Module 1 - Second half of Workshop 1	Face to Face (or online)	Trainer to set task. Task must be completed in advance of webinar 1.
Week 2			
Day	**Activity**	**Format**	**Task**
Day 3	Module 1 - Webinar 1 - Peer to peer review - Application for digital badge	Webinar	N/A
Module 1 complete.			
Week 3			
Day	**Activity**	**Format**	**Task**
Day 4	Module 2 - First half of Workshop 2	Face to Face (or online)	N/A
Day 5	Module 2 - Second half of Workshop 2	Face to Face (or online)	Trainer to set task. Task must be completed in advance of webinar 2.
Week 4			
Day	**Activity**	**Format**	**Task**
Day 6	Module 2 - Webinar 2 - Peer to peer review - Application for digital badge	Webinar	N/A
Module 2 complete.			
Week 5			
Day	**Activity**	**Format**	**Task**
Day 7	Module 3 - First half of Workshop 3	Face to Face (or online)	N/A
Day 8	Module 3 - Second half of Workshop 3	Face to Face (or online)	Trainer to set task, must be completed in advance of webinar 3
Week 6			
Day	**Activity**	**Format**	**Task**
Day 9	Module 3 - Webinar 3	Webinar	N/A

	▪ Peer to peer review ▪ Application for digital badge		
Module 3 complete.			
Week 7			
Day	**Activity**	**Format**	**Task**
Day 10	Module 4 ▪ First half of Workshop 4	Face to Face (or online)	N/A
Day 11	Module 4 ▪ Second half of Workshop 4	Face to Face (or online)	Trainer to set task, must be completed in advance of webinar 4
Week 8			
Day	**Activity**	**Format**	**Task**
Day 12	Module 4 ▪ Webinar 4 ▪ Peer to peer review ▪ Application for digital badge	Webinar	N/A
Module 4 complete. F4S3 programme completed in full.			

==HERE: THE OPTION PILOTED IN GERMANY==

Option 4: X day commitment over 4 weeks

Week n			
Day	**Activity**	**Format**	**Task**
Module 1 complete.			
Week n			
Day	**Activity**	**Format**	**Task**

Module 2 complete.

Week 3			
Day	**Activity**	**Format**	**Task**

Module 3 complete.

Week 4			
Day	**Activity**	**Format**	**Task**

Module 4 complete. F4S3 programme completed in full.