

THE  
**GLORE**  
NETWORK



Toolkit

**GLORE 2**



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## INTRODUCTION

This toolkit is one of the outcomes of the project “Global Recognition Certificate network ” (GloRe 2) (ref num. 2018-3785), in the framework of the Capacity Building in the Field of Youth funded by the European Union within the Erasmus+ Programme.

### General objectives of “Global Recognition Certificate network”

Overall, this project aims at boosting the development of an informal network of organisations that use the GloRe Certificate System and to increase the quality of the Certification System.

### Specific Outcomes:

1. Create e-learning and NFE tools to support the **learning assessment** of international volunteers and to help them create their GloRe Certificate
2. Create **e-learning modules to support international volunteers** in their volunteering experience
3. Create e-learning and NFE tools **to train new organisations** willing to join our network
4. Improve **usability and usefulness of GloRe system** for employability purposes
5. Enlarge the **network from 8 to 14 organisations** giving to all partners the competences to use the system and fulfilling its quality standards
6. **Promote** the Certification System in all countries involved to create national networks of organisations using it.

### Flow of the activities:

The project consisted of 2 main parts: the 1st with 2 international meetings only with “Old Partners”, so called because they were already involved in the previous Capacity Building “Global Recognition”. In this phase, we created the e-learning modules for international volunteers and we developed training modules and activities to train the new organisations of the project.

In the 2nd part we had 4 more international meetings - one online due to covid - in which we also involved all the “New Partners”, having in total 7 European and 7 Latin-American partners in the consortium. In this phase, we developed several methodologies, tools and quality standards for the usage of the GloRe Certification System. Then, each partner also had the chance to share the results in one or more dissemination activities. This process led to the shared development of the contents of this Toolkit. You can find more information and pictures about the project in [this presentation](#).

### The Toolkit:

The different programs and activities included in this toolkit have been tested during an in-person international training in Mexico right before the pandemic in 2020, the online training, in Spring 2021, and then in local events led by each project partner in the EU and in Latin America.

The activities are based on non formal education methodologies, systemic therapy, popular education and active pedagogies. Some of them are designed to introduce mentors in The GloRe Network, the certification system and the online platform. Others are designed to contribute and support mentors in the development of empowering and meaningful tutoring relationships with their volunteers that will help them to realise their potential and assess the competencies gained during their volunteer experience.

This toolkit provides the training programmes, the description of the specific methodologies and the training materials needed for the implementation of the 3 more important training activities that have to be done to foster a complete training and support of the organisations and volunteers using the Certification System:

- **Technical Training**
- **Training for Volunteers**
- **Training for Mentors**

The Technical Training will provide an overview on how to properly use the certification platform with the volunteers and on the rights and duties of the organisations willing to join The GloRe Network.

The Training for Volunteers, will address the key topics to enable volunteers to go through the soft-skills self-learning process and certification platform usage.

The Training for Mentors will cover the areas related to mentorship to ensure that designated mentors are able to support their volunteers during the soft-skills self-learning process.

## HOW TO BE A MEMBER OF




The international umbrella organisation that manages the GloRe Platform aiming at fostering the recognition of competencies acquired through volunteering.

### 1 FILL IN THE APPLICATION FORM & THE TRIAL MEMBERSHIP FORM

Fill in and submit the **Application Form** and the **Trial Membership Form** directly on [glorecertificate.net](http://glorecertificate.net)


### 2 EVALUATION INTERVIEW


Have a **call with** a member of **The GloRe Network** to verify the eligibility and get acquainted with the GloRe Network.

 **within 2 months of sending** the Application form and the Trial Membership form

### 3 TECHNICAL TRAINING

One or more members of the applicant organisation participate in the **GloRe Technical Training** to learn how to use the GloRe certification system.

 3-4 trainings each year

 Online via ZOOM

 2-4 Hours


### 4 FINAL TEST


Take a final test right after the Technical Training. If passed, the participant's account is activated.


### 5 TRIAL PERIOD

After the Training, the **organization and the mentor account are activated** and the Trial Period starts.

The account is active until the following September, during which at least 3 volunteers have to be certified.

 Until the following September

 Complete the certification process with at least 3 volunteers


 Share at least 1 post about GloRe Network on social media


### 6 FULL MEMBERSHIP

After the Trial Period, the organization can apply as **Full Member of the GloRe Network to keep using the platform**. To do so, the mentor of the organisation needs to participate in the Training for Mentors.


### 7 TRAINING FOR MENTORS

This training focuses on **mentorship and on how to integrate GloRe** into the volunteering activities of the organisation

 Between October and December each year


 Online via ZOOM


 6-8 Hours


 Only former participants in the Technical Training who certified at least 3 volunteers can participate.


### 8 ANNUAL REVIEW


The Evaluation Committee reviews the membership of each organization, monitoring the compliance to the standards listed on the right.

 November each year

 Certify min. 5 volunteers

 Share at least 1 post about GloRe Network on social media

 Participate in at least 1 online event

 Have minimum 1 active mentor



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In the image above you can see the function of the Technical and Mentor Trainings within the membership process in The GloRe Network. [At this link](#), you can find this document also in French, German, Italian, Portuguese and Spanish.

During the project, these activities were put into practice in two 7 days long face-to-face and one 5 days long online training course. Therefore, each activity included has been already performed with tutors, volunteer coordinators, ex-volunteers and stakeholders of several nationalities, different ages, social backgrounds and education levels. In the description of each activity, some suggestions are given to reach an optimum result.

It's possible to run each of the parts in person, online or blended depending on the needs and possibilities of each organisation. This handbook offers alternatives for customising them to best suit the entity's goals. For most of the activities, there are available the offline and the online version. When planning the training, the activities duration and its dynamics will vary depending on the format (online/in person). After testing the activities online and offline it was clear that the online activities durations should be shortened due to participants attention span.

# ACTIVITY TABLE

Name of the activity	Theme (s)	Approx. duration	Format (online/presential/both)	Page
<b>LUCKY CHARM</b>	<ul style="list-style-type: none"> <li>- Getting to know each other</li> <li>- Group cohesion</li> </ul>	40 minutes	Both	15 <a href="#">GO TO ►</a>
<b>TRIBAL MASKS</b>	<ul style="list-style-type: none"> <li>- Group cohesion/Team building</li> <li>- Core values of the GloRe network</li> </ul>	40 minutes	In Person	17 <a href="#">GO TO ►</a>
<b>GLORE PROJECT HISTORY</b>	<ul style="list-style-type: none"> <li>- Origins and history of GloRe Certification System</li> </ul>	45 minutes	Both	18 <a href="#">GO TO ►</a>
<b>NEED ASSESSMENT PRESENTATION</b>	Glore main concepts	30 minutes	Both	19 <a href="#">GO TO ►</a>
<b>GLORE NETWORK PRESENTATION</b>	<ul style="list-style-type: none"> <li>- Glore network qualities.</li> <li>- Glore membership process</li> </ul>	45 minutes	Both	20 <a href="#">GO TO ►</a>

Name of the activity	Theme (s)	Approx. duration	Format (online/presential/both)	Page
<b>10 STEPS FOR THE CERTIFICATION OF THE VOLUNTEERS</b>	Certification platform usage	45 minutes	Both	21 <a href="#">GO TO ►</a>
<b>SKILLS, SET AND MATCH!</b>	<ul style="list-style-type: none"> <li>- Soft Skills concept</li> <li>- Soft skills certified by the GloRe system</li> </ul>	1 hour	Both	22 <a href="#">GO TO ►</a>
<b>SOFT SKILLS THEATRE</b>	<ul style="list-style-type: none"> <li>- Soft Skills</li> <li>- Categories related with soft skills</li> </ul>	3 hours	In Person	24 <a href="#">GO TO ►</a>
<b>AGREE OR DISAGREE</b>	<ul style="list-style-type: none"> <li>- Soft Skills concept</li> </ul>	45 minutes	In Person	25 <a href="#">GO TO ►</a>
<b>VOLUNTEERS PROFILE, ORIENTATION AND SKILLS SELECTION</b>	Volunteers usage of the platform	1 hour	Both	26 <a href="#">GO TO ►</a>

Name of the activity	Theme (s)	Approx. duration	Format (online/presential/both)	Page
<b>SHARING OUR EXPERIENCE WITH GLORE PLATFORM</b>	- Certification platform	40 minutes	Both	27 <a href="#">GO TO ►</a>
<b>EMPOWERING RELATIONSHIPS: REFLECTION WALK</b>	- Characteristics of empowering relationships and mentorships - Tools and techniques to build empowering relationships with the volunteers	1 hour and 30 minutes	Both	28 <a href="#">GO TO ►</a>
<b>EMPOWERING RELATIONSHIPS CONCEPTUAL MAP</b>	- Tools and techniques to build empowering relationships	2 hours	Both	30 <a href="#">GO TO ►</a>
<b>EMPOWERING TUTORSHIP: WORLD CAFÉ</b>	- Mentorship - Non formal Education	1 hour and 30 minutes	Both	32 <a href="#">GO TO ►</a>
<b>COLLABORATIVE CONVERSATIONS</b>	- Tools and techniques to build empowering relationships with the volunteers	40 minutes	Online	34 <a href="#">GO TO ►</a>

# ACTIVITY TABLE

Name of the activity	Theme (s)	Approx. duration	Format (online/presential/both)	Page
<b>EMPOWERING TUTORSHIP: ASSESSMENT SIMULATION</b>	- Mentorship	2 hours	Both	35 <a href="#">GO TO ►</a>
<b>GLORE AND VOLUNTEERS LEARNING CYCLE</b>	- GloRe certification system - Volunteers learning cycle	1 hour	Both	39 <a href="#">GO TO ►</a>



## TECHNICAL TRAINING

The Technical Training is the first step to having an active account in the certification system. So, the training is meant to train newcomers on how to use the GloRe certificate, in particular coordinators and mentors of volunteering organisations

### Goal

To train newcomers on the usage of the GloRe certification platform and to provide a clear understanding of rights, duties and opportunities related to the usage of the certificate system and with the membership in The GloRe Network.

The training will provide the user with an overview of the recognition system. The user will gain the skills to use the platform in order to guide their volunteers in the recognition of their soft skills.

### Contents

The content has been structured in order to provide a clear understanding of what GloRe is, its structure and its story. As well as what the GloRe Certification System is and what are the soft skills described in it

### Duration

2:30 - 5 hours (depending on the number of participants)

## ONLINE PROGRAM

### Preparation Tasks

Before the training, the participants **have to complete** the **e-learning module**

### Online contents

Short intro

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Individual and organisation presentation:

Using the Google Slides prepared by each participant (**here is an example**).

Each organisation/participant has 1 minute to present

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Need Assessment Presentation [GO TO ►](#)

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GloRe Network Presentation [GO TO ►](#)

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Skill, Set, Match! Online [GO TO ►](#)

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10 Steps for the Certification of the Volunteers [GO TO ►](#)

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Administration and collect the answer of the **Quiz** (**access restricted to partners**)

---

Next steps, deadlines, evaluation of the meeting and closing

## IN PERSON PROGRAM

### Day 1

Introduction and getting to know each other (You can use **LUCKY CHARM** in person or any other Icebreaker activity) [GO TO ►](#)

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Individual and organisation presentation:

Using a flipchart, each participant prepares a short presentation of its organisation. Each organisation / participant has 1 minute to present

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Need Assessment Presentation [GO TO ►](#)

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**OPTIONAL:** GloRe Project History [GO TO ►](#)

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GloRe Network Presentation [GO TO ►](#)

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Skill, Set, Match! In person [GO TO ►](#)

**OR**

Soft Skills Theatre [GO TO ►](#)

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10 Steps for the Certification of the Volunteers [GO TO ►](#)

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Administration and collect the answer of the **Quiz** (**access restricted to partners**) Review of the answers

---

Next steps, deadlines, evaluation of the meeting and closing

# TRAINING FOR VOLUNTEERS

It is important for the certification that there is a full understanding from the volunteers about the GloRe project, the soft skills and their importance in the current context. In addition, GloRe’s certification of soft skills is based on a strong relationship between tutors and volunteers, which is why this training is indispensable

## Goal

This training helps volunteers become aware of the skills that can be acquired during volunteering and the impact it can have both personally and professionally. So the more knowledge they have about the learning process and certification, the better the experience will be. For this reason, it is important that there are spaces for exchange and listening throughout the volunteering period.

Through this training volunteers will gain a complete understanding of GloRe, they will get immersed in what soft skills are and how they relate to volunteering experiences. They will also be able to create their account, choose the soft skills to be certified and clarify any doubts they may have.

The tutor’s guidance is essential as they can advise the volunteers on which soft skills are most likely to be developed according to the person’s own experience, the dynamics of the project and the time of involvement in it.

## Contents

There are certain contents that are key to the training, however, each organization can adapt the activities to be carried out and the ways to include them in their own dynamics. Later in this section, we will show some examples of organizations that are part of the GloRe network and how they adapt them to their volunteer learning cycles.

## ONLINE PROGRAM

**Duration: 3-5 hours** (depending on the number of participants)

### Day 1

Introduction and getting to know each other (You can use **LUCKY CHARM** in person or any other Icebreaker activity) [GO TO ►](#)

Need Assessment Presentation [GO TO ►](#)

Skill, Set, Match! Online [GO TO ►](#)

Share goals and expectations volunteers have about their experiences and relate those with soft skills

**GloRe Handbook until page 15**

Volunteer’s profile, orientation and skill’s selection [GO TO ►](#)

Q&A

Closing

## IN PERSON PROGRAM

**Duration: 5-6 hours**

### Day 1

Introduction and getting to know each other (You can use **LUCKY CHARM** in person or any other Icebreaker activity) [GO TO ►](#)

Expectations about the session

Agree or Disagree [GO TO ►](#)

Need Assessment Presentation [GO TO ►](#)

Soft skills theatre [GO TO ►](#)

**GloRe Handbook until page 15**

Volunteer’s profile, orientation and skill’s selection [GO TO ►](#)

Q&A

Evaluation and Closing

## TRAINING FOR MENTORS

The mentor training is a fundamental part of the program to have a solid basis and to ensure that every designated mentor understands their role, knows how to set the mood for all meetings and interactions, besides being able to address all important issues to properly assist the volunteers while certifying their soft skills. Having that in mind, there are two possibilities to have this tutorship training done; online or face to face, to be carried out according to the organization's reality.

### Goal

The main goal is to give enough information and tools to the tutors to support their volunteers during their soft-skills self-learning process and certification platform usage.

### Contents

All covered subjects are interconnected and aim at boosting tutors' capacity to become empowering supporters of the volunteers' self-reflective and certification process. They learn about soft skills, how to use and develop them. Then the activities take a deep look about empowering relationships, their characteristics and some tools and techniques used to support them in mentorship. Finally, they are invited to experience some of them through an assessment simulation.

These activities are structured in steps that put progressively into practice the inputs of previous stages. Nonetheless, each activity has an entity in itself, so they can also work separately to reach a concrete goal regarding the tutorship process.

### Duration

6-8 hours online 12-14 hours offline

ONLINE PROGRAM			
Day 1	Day 2	Preparation tasks	Day 3
<p><b>Welcome</b> (Getting to know each other, program and expectations)</p> <p><a href="#">GO TO ►</a></p>	<p><b>Empowering relationships: reflection walk</b></p> <p><a href="#">GO TO ►</a></p>	<p>Review documents: <b>Empowering relationships conceptual map and collaborative conversations</b></p>	<p><b>Empowering tutorship: World Cafe</b></p> <p><a href="#">GO TO ►</a></p>
<p><b>Lucky Charm</b></p> <p><a href="#">GO TO ►</a></p>	<p><b>Empowering relationships: conceptual map</b></p> <p><a href="#">GO TO ►</a></p>	<p><b>World Cafe Empowering assessment</b></p> <p><a href="#">GO TO ►</a></p>	<p><b>Empowering tutorships: Assessment simulation</b></p> <p><a href="#">GO TO ►</a></p>
<p><b>Sharing our experience with GLORE platform</b></p> <p><a href="#">GO TO ►</a></p>	<p><b>Collaborative conversations</b></p> <p><a href="#">GO TO ►</a></p>		<p><b>GLORE and volunteers learning cycle</b></p> <p><a href="#">GO TO ►</a></p>
<p><b>Partners Presentation</b></p>	<p><b>Evaluation and feedback small groups</b></p>		<p><b>Final evaluation</b></p>

## IN PERSON PROGRAM

Day 1	Day 2	Day 3
<p><b>Welcome</b> (Getting to know each other, program and expectations)</p>	<p><b>Empowering relationships: reflection walk</b></p> <p><a href="#">GO TO ►</a></p>	<p><b>Empowering tutorships: Assessment simulation</b></p> <p><a href="#">GO TO ►</a></p>
<p><b>Lucky Charm</b></p> <p><a href="#">GO TO ►</a></p>	<p><b>Empowering relationships: conceptual map</b></p> <p><a href="#">GO TO ►</a></p>	<p><b>GLORE and volunteers learning cycle</b></p> <p><a href="#">GO TO ►</a></p>
<p><b>Sharing our experience with GLORE platform</b></p> <p><a href="#">GO TO ►</a></p>	<p><b>Collaborative conversations</b></p> <p><a href="#">GO TO ►</a></p>	<p><b>Final evaluation</b></p>
<p><b>Partners Presentation</b></p>	<p><b>Empowering tutorship: World Cafe</b></p> <p><a href="#">GO TO ►</a></p>	
	<p><b>Evaluation and feedback</b></p>	

## EXAMPLE ON HOW TO INTEGRATE GLORE ACTIVITIES IN VOLUNTEERS LEARNING CYCLE

*Over the last years, GloRe was used with dozens of volunteers in organisations with very different training cycles and volunteers' management practises.*

*By sharing pros and cons of different approaches we have designed a good practice on how to best support the usage of GloRe with volunteers*

### INTRODUCTORY TALK

Meet the volunteers, talk about their goals, the project, and present GloRe.

The steps to get the certificate will be explained in detail and those who are interested will be invited to the training

### MIDTERM MEETING

In the middle of the volunteering period, a meeting is held to reflect and determine whether the selected soft skills are in line with the objectives that have been set.

This is a good opportunity to clarify doubts or solve problems or improvements that the volunteers want to make

### GLORE TRAINING

Between two weeks and one month later, depending on the total volunteer time, the training will take place. Volunteers create the account and choose the soft-skills to certify

### CERTIFICATION & FINAL MEETING

During the last week, volunteers send the certification request, defining it with the help of their mentor. Then, they have a final meeting with their project coordinator/ tutor to define their final grade



## GloRe Activities

■ In Person ■ Online ■ Both

- ■ LUCKY CHARM
- TRIBAL MASKS
- GLORE PROJECT HISTORY
- NEED ASSESSMENT PRESENTATION
- THE GLORE NETWORK PRESENTATION
- 10 STEPS FOR THE CERTIFICATION OF THE VOLUNTEERS
- ■ SKILLS, SET AND MATCH!
- SOFT SKILLS THEATRE
- AGREE OR DISAGREE
- VOLUNTEERS PROFILE, ORIENTATION AND SKILLS SELECTION
- SHARING OUR EXPERIENCE WITH GLORE PLATFORM
- ■ EMPOWERING RELATIONSHIPS: REFLECTION WALK
- ■ EMPOWERING RELATIONSHIPS AND TUTORSHIPS CONCEPTUAL MAP
- ■ EMPOWERING TUTORSHIP: WORLD CAFÉ IN PERSON
- ■ COLLABORATIVE CONVERSATIONS
- ■ EMPOWERING TUTORSHIPS: ASSESSMENT SIMULATION AND PLENARY DISCUSSION
- GLORE AND VOLUNTEERS LEARNING CYCLE

## LUCKY CHARM **IN PERSON**

**Duration: 40 minutes**

**Participants: From 3 people on**

### Goal

- To get to know each other in a personal way.
- To start establishing trust and collaborative relationships within the group.
- To create a safe group atmosphere.
- To reflect on self-awareness, skills and strengths.

### Materials

Coloured papers

scissors

glue

colored pens

markers

string and any other fitting materials

questions written/printed on papers

### WHAT TO PREPARE IN ADVANCE

- Print or write the questions on different papers.
- Create a playlist with reflective music.

### Description

1. Introduce the goal of the activity: Participants will create individually their own “lucky charm” that represents themselves and will accompany and safeguard them during the seminar helping them to achieve their learning and personal goals for the week.
2. Invite the people to create their charm freely using the materials in the room and taking into account the questions written on the sheets of paper that will be hung on the walls:

*What are your motivations?      What are your passions?*

*What are your strengths?      Crucial moments in your life.*

3. Give them around 20 min to work on them. When they have finished, invite the participants to take their “lucky charm” and move around the room feeling the music. When the music stops they will pair up and talk about a question/topic that the facilitator will propose. For example:

*How are you feeling now, after arriving?      Who is a person that inspires you?*

*Name a place that re-energizes you.      How did you get to this project?*

4. This procedure will be repeated several times for asking different questions and creating different pairs.

### Facilitation Suggestions

- Create a playlist beforehand that creates a cosy yet active atmosphere
- You can motivate the group to dance and move their bodies freely.
- Give enough time to the pairs to share their answers, it's a very strong bonding moment and will positively impact the group dynamic.

## LUCKY CHARM **ONLINE**

**Duration:** 40 minutes

**Participants:** From 3 people on

### Goal

- To get to know each other in a personal way.
- To start establishing trust and collaborative relationships within the group.
- To create a safe group atmosphere.
- To reflect on self-awareness, skills and strengths

### Materials

Jamboard slide with the questions asked

### WHAT TO PREPARE IN ADVANCE

- Prepare the jamboard slide with the questions  
Participants must be asked in advance to have with them the materials to create their charm: papers, colours, scissors, etc...

### Description

1. Introduce the goal of the activity: In life, especially during important periods of life (such as a volunteer experience), it's important to keep a sense of horizon, direction and to remain calm and strong through the challenges to get the most of the experience. Throughout history, humans have created amulets to help them anchor to their strengths and values while going through intense moments.
2. Participants will create individually their own "lucky charm" that represents themselves and will accompany and safeguard them during the online seminar helping them to achieve their learning and personal goals.
3. Invite the people to create their charm freely using their available materials at home and taking into account these questions.  
Give them 15 min to work individually.

*What do you value in life? What are your strengths and positive qualities?*

*What motivates you, what are your passions? What are your achievements and things you are proud of?*

4. After their individual work, in plenary everyone shows to camera their amulet.
5. Create Break-up rooms to divide participants (the number will depend on the size of the group), for 2 times.  
In each room, participants will have 5 minutes to show their amulet and to answer some questions.

#### 1 round:

*What motivates you and what are your passions? Who inspires you?*

#### 2 round:

*Name a place that re-energises you      How did you get to this project?      Share a crucial moment in your life*

6. Back to plenary. Closing the activity

### Facilitation Suggestions

- Create Break-up that rooms automatically assigned



## TRIBAL MASKS **IN PERSON**

**Duration:** 40 minutes

**Participants:** Minimum 4 people

### Goal

- To start building a team.
- To increase trust between participants.
- To reflect on the core values of the GloRe network

### Materials

Old magazines

Printed Images

Newspapers

Coloured papers

Cardboard

Glue

Scissors

### Description

1. Create groups of 4 people.
2. In the team, each one is assigned a “role”

In each team these four roles are present:

**One person is blind**

**One person is mute**

**One person is one-armed right**, so he/she can only use the right hand

**One person is one-armed left**, so he/she can only use the left hand

3. Once the roles are assigned and clear, the teams have 30 min. to create their masks using the provided material.
4. After finishing the masks let the teams show each other their creations and the debriefing of the activity.

Some suggested questions to do so are:

*How did you feel during the activity? How was the process in your team?*

*Did you feel important in the team? What soft skills were needed to work effectively as a group?*

*Was everybody in your group included in the process? How? Is everybody satisfied with the results?*

## GLORE PROJECT HISTORY **ONLINE & IN PERSON**

**Duration:** 1 hour

**Participants:** Minimum 2 people

### Goal

- To understand the origins and history of the GloRe Certification System

### Materials

Presentation of GloRe history

Markers

Paper

Beemer

### Description

1. Presentation of the history and origins of GloRe origins
2. The group will have the opportunity to ask questions and clarify their doubts and curiosities

### WHAT TO PREPARE IN ADVANCE

- Presentation of GloRe history [link](#).

## NEED ASSESSMENT PRESENTATION **ONLINE & IN PERSON**

**Duration:** 30 minutes

**Participants:** Minimum 2 people

### Goal

- To learn or refresh the meaning of the main concepts used in GloRe, such as Hard and Soft Skills, different types of Recognition etc
- To understand the main needs from which it stems the idea to create a system to recognize soft skills

### Materials

The presentation is available at [this link](#)  
*in English, French, German, Italian, Portuguese and Spanish*

### For in-person version:

Projector

### Description

1. Presentation of the slides, to be done as interactively as possible  
Give space to the participants at the end to pose questions

### Facilitation Suggestions

- Make sure to have clear in mind the concepts you are going to present

### WHAT TO PREPARE IN ADVANCE

- Make sure to have clear in mind the concepts you are going to present

## THE GLORE NETWORK PRESENTATION **ONLINE & IN PERSON**

**Duration:** 45 minutes

**Participants:** Minimum 2 people

### Goal

- To discover the main qualities of GloRe and its network, the features of the certificate and the framework of the soft-skills
- To understand the features of the membership process

### Materials

The GloRe Handbook is available at [this link](#)

If there is less time, you can also use [this Prezi Presentation](#)

### For in-person version:

Projector

### Description

1. Presentation of the slides, to be done as interactively as possible  
Give space to the participants at the end to pose questions

## 10 STEPS FOR THE CERTIFICATION OF THE VOLUNTEERS **ONLINE & IN PERSON**

**Duration:** 45 minutes

**Participants:** Minimum 2 people

### Goal

- To learn how the certification platform works in practice, from a technical point of view
- To understand how the platform should be properly used with the volunteers
- To get to know hints and tips to manage the platform in different situations.

### Materials

The presentation is available at [this link](#)  
*in English, French, German, Italian, Portuguese and Spanish*

### For in-person version:

Projector

### Description

1. Presentation of the slides, to be done as interactively as possible.  
In parallel also show the platform, showing your screen, so give a concrete example of the functioning of the platform  
Give space to the participants at the end to pose questions.

### WHAT TO PREPARE IN ADVANCE

- Have a profile as an organisation to show during the presentation so share how the platform actually works

## SKILLS, SET AND MATCH! **IN PERSON**

**Duration:** 1 hour

**Participants:** Minimum 6 people

### Goal

- To understand the “soft skills” concept
- To better understand the 25 soft skills the system is going to certificate.

### Materials

Soft Skills definition printable version hand-out on [this Link](#)

or playing cards on [this Link](#)

Pens and papers

### WHAT TO PREPARE IN ADVANCE

Cut the printed hand-out in the 25 different soft skills

### Description

In this activity the participants match the name of the different soft skills and their definition, then the outcomes are discussed in plenary.

1. Divide participants into 4 groups: As the 25 soft skills of the GloRe Certificate are divided into 4 categories (social, communication, work and personal skills), each group will receive all the soft skills' titles and definitions of one of the categories
2. Each group receives the titles and definitions of all soft skills in their category.
3. They will be requested to match each definition with the name of the corresponding soft skill.
4. Then they will be asked to:
  - Choose 1 or 2 of them that are **more complex – hard to understand** (for example assertiveness and try to explain them to the rest of the group.
  - Choose 1 or 2 of them that are more **useful for the volunteers** in their organizations.
  - Find for each soft skill a **concrete real example** based on the group participants' experience where it's clear the importance of this particular soft skill.
5. Then, each group will have to prepare a presentation of the category of transversal skills on which it has worked and answer the questions asked previously.
6. After a moment of reflection within the various groups, each group will share its presentation in the plenary. In addition, a small debriefing will be managed by the facilitator.

## SKILLS, SET AND MATCH! ONLINE

**Duration:** 40 minutes

**Participants:** Minimum 2 people

### Goal

- To understand the “soft skills” concept
- To better understand the 25 soft skills the system is going to certificate.

### Materials

Presentation of the activity [here](#).

Links to soft skills matching game divided into 4 categories

1- *Communication skills* - [link](#)

2- *Personal skills* - [link](#)

3- *Work skills* - [link](#)

4- *Social skills* - [link](#)

### WHAT TO PREPARE IN ADVANCE

Review the 4 matching games to be sure that they are working

### Description

In this activity the participants match the name of the different soft skills and their definition, then the outcomes are presented in plenary.

1. Divide participants creating 4 breakout rooms, as the 25 soft skills of the GloRe Certificate are divided in 4 categories (social, communication, work and personal skills). Each group will receive the link of one of the matching games online. During the game they will be requested to match each definition with the name of the corresponding soft skill.
2. They will be asked also to:
  - Describe what your category means ( for example: social soft skills refers to...)
  - Choose 1 that is more complex – hard to understand (for example assertiveness) - and try to explain it to the rest of the group.
  - Which of the soft-skills you are presenting do you expect that your volunteers will develop the most/the least? Why?
3. After in the plenary, each group will share its presentation and the answers to previous questions.

In addition, a small debriefing will be managed by the facilitator. Some examples of questions that could be used:

*How do you use them? Can you share an example?      What's new for you?*

*What is / are the most demanding?      What are the 3 most common soft skills in your organization and why?*

## SOFT SKILLS THEATRE **IN PERSON**

**Duration:** 3 hour

**Participants:** Minimum 6 people

### Goal

- To understand the “soft skills” concept
- To reflect about the different categories related with soft skills

### Materials

Soft Skills definition printable version hand-out on [this Link](#)

or playing cards on [this Link](#)

Props the groups can use for acting

Pens and papers

### WHAT TO PREPARE IN ADVANCE

Cut the printed hand-out in the 25 different soft skills

### Description

1. Divide the group into trios.
2. Distribute the soft skills (name and definition): depending on the number of groups, each group will receive a different number of soft skills. All 25 soft skills should be divided between groups.
3. Explain that each group will have to represent each soft skill miming to make the others guess what skills they are representing. Symbols and objects are also allowed for the representation, but speaking is prohibited.
4. Give groups 10/15 minutes to prepare the act.
5. Each trio will have 3/5 minutes on stage to present the soft skills they have been given, while the other groups will be the audience and will have to guess the skills.
6. Then, the other trios will try to guess the skill and category to which they think it belongs (Social / Personal / Work / Communication)
7. The trio on stage will tell if the answer is correct and all the groups will briefly discuss the outcome together.
8. Then, each trio will be given the full framework of the soft skills and the following questions to be discussed together in plenary:  
*What are the 3 most common soft skills in your organisation and why?      How do you use them? Can you share an example?*  
*What's new for you?      What do you think is the most important?      What is / are the most demanding?*
9. At the end of the activity the facilitators will do a debriefing with all participants following the same questions as above.

### Facilitation Suggestions

The acting moment should be fun and dynamic.

Encourage a fun atmosphere.

When groups have to find out the acted soft skill, creating a contest atmosphere can help to make it funnier.



## AGREE OR DISAGREE **IN PERSON**

**Duration:** 45 minutes

**Participants:** Minimum 6 people

### Goal

- To understand the difference between “hard skills” and “soft skills”
- To understand the “soft skills” concept
- To use and develop skills of discussion and argumentation
- To foster respect and open-mindedness

### Materials

Sheet of statements

Tape or sting to divide the room

Space for people to move

Soft Skills definition printable version hand-out on [this Link](#) or playing cards on [this Link](#)

### WHAT TO PREPARE IN ADVANCE

Prepare 2 posters  
one saying, “Agree” and the other saying, “Disagree”  
and you can draw a chalk line between them, or use a piece of string.

The list of statements (some suggestions):  
Soft skills and hard skills are the same.  
It is easier to recognize hard skills than soft skills.  
It is hard to point to specific evidence that someone possesses a soft skill.  
Just saying you have the skill is very meaningful.  
The only difference between hard and soft skills is that the first one is evaluated.

### Description

1. Explain that you are going to read out a series of statements with which people may agree to a greater or lesser extent.
2. Point out the two extreme positions – the posters stating “Agree” and “Disagree”. Explain that people may occupy any point along the (imaginary) line, but that they should try to position themselves, as far as possible, next to people whose views almost coincide with their own.
3. Read out the statements in turn.
4. Stimulate reflection and discussion. Ask those on different sides to explain why they have occupied these positions.
5. Allow people to move positions as they listen to each other’s comments.
6. At the end of each sentence, clarify the group about it and bring some content.
7. When you have gone through the statements, bring the group back together for the debriefing.

### Debriefing (some suggestions):

*How did you feel during this exercise?      Was it difficult to make a choice where to stand? Why?*  
*Why did people change positions during the discussions?*

### Facilitation Suggestions

This activity could be adapted to an online version with a jamboard page and ask participants to position themselves with a post-it with their names.

## VOLUNTEERS PROFILE, ORIENTATION AND SKILLS SELECTION **ONLINE & IN PERSON**

**Duration:** 1 hour

**Participants:** Minimum 2 people

### Goal

- To guide the volunteers on the concrete usage of the platform
- To support the volunteers to create their account and to start using the platform
- To foster a shared understanding of the platform and how to use it

### Materials

The access to the tutor profile of your organisation

Computer, speakers and possibly a projector

Good internet connection

The links to the 2 Video Tutorials for volunteers available [here](#)

### WHAT TO PREPARE IN ADVANCE

Have a profile as an organisation and remember how to activate the volunteers' profiles (instructions available in the video-tutorials [here](#))

### Description

1. Show the 1st video-tutorial to the volunteers
2. Give them time and support to create their personal profile
3. Show the 2nd video-tutorial
4. Go through the orientation module in plenary, asking them to reflect on the answer they would give
5. Ask them to do the entire Orientation Module individually (10 min)
6. Debrief in plenary on what was more interesting in this process and on the soft-skills they have chosen

## SHARING OUR EXPERIENCE WITH GLORE PLATFORM **ONLINE & IN PERSON**

**Duration:** 40 minutes

**Participants:** Minimum 2 people

### Goal

- To share our experiences using the platform
- To analyze the identified advantages and difficulties so they can be taken into account during the rest of the training

### Materials

Volunteer learning cycle infographic, link [here](#)

Paper and pens

### WHAT TO PREPARE IN ADVANCE

The Volunteer cycle infographic must be printed or uploaded in a padlet/ jamboard slide if the activity is run online

### Description

1. Individually, everyone has 5 minutes to think about their experiences using the platform and to write down in which moments of the volunteering cycle they used it and the advantages and difficulties they found.
2. The group is divided into small groups of maximum 5 people. They share their experiences and write down in the infographic the moments the platform was used and the positive aspects and difficulties they found in each moment.
3. Each group shares their findings and the difficulties are jotted down to be tackled during the rest of the training.

## EMPOWERING RELATIONSHIPS: REFLECTION WALK **IN PERSON**

**Duration:** 1 hour and a half

**Participants:** Minimum 2 people

### Goal

- To reflect on the empowering relationships that participants have experienced in the past.
- To set the key principles of empowering relationships.

### Materials

Papers and pens

Origami boats, [link here](#)

Questions written in different colour papers

Dixit cards or inspirational images

Music.

### WHAT TO PREPARE IN ADVANCE

Create origami boats, one for each participant. Write, at least 2 times, each reflection question (The identical questions should be written in papers of the same colour so the participants could identify them easily by colour)

### Description

1. The activity begins with a relaxation exercise to create an atmosphere, after which it is explained that there will be a walk for reflection.
2. Then Participants will be brought by the facilitator to the place where the walk will take place.
3. Each participant will receive an origami boat with the following question written on it: "Think about a relationship that made you feel empowered, that gave you the strength/motivation to keep developing your potential. Write the name of this person here".
4. They will be invited to start the walk in silence to facilitate personal reflection. During the walk the participants will pass through different stops marked by different colored papers. The stops can be as many as the questions you decide to ask the participants.

The suggested stops are the following:

**Stop 1:** What have you learnt from this relationship? Why do you consider it empowering?.

**Stop 2:** What 3 words come to you when you think about this relationship?

**Stop 3:** Think about the last time you had a conversation with this person that was relevant to you.

Try to remember the things this person did/said that made you feel stronger, motivated, prone to improve yourself.

**Stop 4:** What were the feelings about yourself you got from this relationship?

For each stop the participants will have time to think and answer the question in a weighted way.

5. When the participants have reflected in all the stops, they will return to the plenary room where they will find images on the floor (photos, dixit cards or other resources).
6. Participants will be invited, in silence, to reflect and to choose 2 or 3 images that summarize the key aspects of what is an empowering relationship for them, also taking into account what they thought during the walk.
7. Once they have chosen the images, the participants will be divided into groups of 3 or 4 people and will share the images and the reasons why they have chosen them.

### Facilitation Suggestions

Create a relaxed atmosphere that promotes introspection.

Remind participants, once they have received the origami boat that the relationship they have to think about could be personal, professional, short, long, etc. And that if they prefer they can think about a relationship with a fictional character, an animal or an entity.

## EMPOWERING RELATIONSHIPS: REFLECTION WALK **ONLINE**

**Duration:** 40 minutes

**Participants:** Minimum 2 people

### Goal

- To reflect on the empowering relationships that participants have experienced in the past
- To set the key principles of empowering relationships

### Materials

Images with mensajes to send through whatsapp

to the group of participants link here

Paper, pen and mobile phone

### WHAT TO PREPARE IN ADVANCE

Get a way to send participants short messages in different moments, ideally to their mobile phones.

Prepare the messages so you can send them progressively

### Description

1. The activity begins in plenary with a relaxation exercise to create an atmosphere, after which it is explained that there will be a “walk for reflection”. During the walk they will have to answer different questions to reflect deeply about a personal empowering relationship. This is going to be a very personal exercise, an opportunity for self reflection. Nothing intimate will have to be shared in groups.
2. Firstly and still in plenary, we ask participants to write the name of a person with whom they have had an empowering relationship. This relationship could be personal, profesional, short, long, etc.
3. They will be invited either to choose a comfortable place or to move around to do a small walk around the flat, garden, etc. With their paper they will have 4 questions to reflect about. The questions will be sent by whatsapp.

**Question 1:** What have you learnt from this relationship? Why do you consider it empowering?.

**Question 2:** What 3 words come to you when you think about this relationship?

**Question 3:** Think about the last time you had a conversation with this person that was relevant to you. Try to remember the things this person did/said that made you feel stronger, motivated, prone to improve yourself.

**Question 4:** What were the feelings about yourself you got from this relationship?

This activity links with the empowering relationships conceptual map. We use the resources from the reflection walk to build a conceptual map.

### Facilitation Suggestions

If you want to perform this activity by themselves bring the group back in plenary or small groups to share their reflections.

Images were designed to be sent by whatsapp but they could be also shared as a presentation before the starting of the walk.

# EMPOWERING RELATIONSHIPS AND TUTORSHIPS CONCEPTUAL MAP **IN PERSON**

**Duration: 2 hours**

**Participants: Minimum 3 people**

## Goal

- To reflect on the characteristics of empowering relationships and tutorships
- To share tools and techniques used to build this type of relationship with the volunteers

## Materials

Colour papers

Post it

Markers

Copies collaborative conversations techniques document available in English, Spanish and Portuguese, link [here](#).

### WHAT TO PREPARE IN ADVANCE

Print copies of collaborative conversations techniques document

## Facilitation Suggestions

The facilitator can adapt the collaborative conversations techniques document or create another one.

The facilitator can link this exercise with the soft skills development.

To build empowering relationships, tutorships and conversations the tutors should have a high level of self awareness and soft skills development.

It is important to link this exercise to the previous and following ones.

## Description

### EMPOWERING RELATIONSHIPS

This activity links with the “Reflection walk” activity, where people have reflected on a personal level what **empowering relationships mean** and what are their key characteristics.

1. In the same groups of 3 or 4 people participants are asked to think collectively about the key ingredients and characteristics that a relationship should have to be empowering. They have to write all the characteristics (they should think about 4 to 8 characteristics) on different sheets of paper and organize them logically.
2. Once they have finished, in plenary each group shares the characteristics they discussed.
3. Then, all the participants are invited to organise the words collaboratively on the wall in the form of a conceptual map. The facilitator supports the creation of the map by asking questions about the logic and relations between the characteristics and any missing characteristics the group comes up with during the discussion.
4. Once the collaborative conceptual map is ready the facilitator shares some theoretical frameworks aligned with the empowering relationship concept as: popular education, non formal education, active pedagogy, systemic approach, theory of the oppressed, etc...
5. The group is asked if they are familiar with these frameworks and if they want to share others aligned with the same ideas.

### EMPOWERING TUTORSHIP

In the second part tutoring will be deepened and we will discuss how **tutorships can also be empowering** and what actions, activities, tools and techniques can be used to establish these empowering tutorships.

1. The participants are invited to look at the conceptual map of empowering relationships and to reflect individually on concrete activities, tools and techniques they use in their work with volunteers that contribute to establishing empowering relationships in one or several of the characteristics.
2. Back in plenary, the participants are invited to share the activities, tools and methods writing them on papers and sticking them under the concrete characteristics they are linked to.
3. The next step is about reflecting how conversations are the base where relationships are built and what are the tools and techniques we can use to establish empowering relationships in our conversations with others. To enable this reflection each participant will receive a copy of the collaborative conversations techniques handout document.
4. The facilitator gives them time to read and think about some techniques they are already using and some techniques that might be difficult to apply.
5. After having taken a moment for an individual reflection, the participants gather in couples to share their thoughts and impressions.

## EMPOWERING RELATIONSHIPS AND TUTORSHIPS CONCEPTUAL MAP **ONLINE**

**Duration:** 2 hours

**Participants:** Minimum 3 people

### Goal

- To reflect on the characteristics of empowering relationships and tutorships
- To share tools and techniques used to build this type of relationship with the volunteers

### Materials

Dixit cards

“Empowering relationships” jamboard/padlet slide

### Description

This activity links with the “Reflection walk” activity, where people have reflected on a personal level what empowering relationships mean and what are their key characteristics.

1. Back in plenary after the “Reflection walk”, the facilitator shares the pdf document with some examples of dixit cards, asking participants to choose 2 or 3 cards that reflect their idea of empowering relationships after their reflection through the walk
2. Create break up rooms of 4 people. Participants will share their cards and think collectively about the key ingredients and characteristics that a relationship should have to be empowering. The invitation will be to choose 3/4 characteristics together. They will write them down in post-its on a padlet/jamboard slide (same one for all the groups) and organize them logically
3. Once they have finished, in plenary each group will share the characteristics they have discussed
4. Finally, sharing the screen, the facilitator will organize the post-its on the slide in the form of a participative conceptual map. The group will be asked questions about the logic and relations between the characteristics and about any missing characteristics. New concepts will be added if the group proposes any new ones.

## EMPOWERING TUTORSHIP: WORLD CAFÉ **IN PERSON**

**Duration:** 1 hour and a half

**Participants:** Minimum 6 people

### Goal

- To reflect collaboratively what should be taken into account during the final assessment of the volunteers skills
- Share ideas, tips and tricks
- Get familiar with non formal education and tutorship techniques

### Materials

Flipchart

Markers or Pens

### WHAT TO PREPARE IN ADVANCE

Write the topics in each flipchart.

#### HOW TO PREPARE THE FLIPCHARTS AND WHAT TO WRITE:

**FLIPCHART 1:** Should be divided into 4 parts. Write on top "What should we avoid so that volunteers feel safe/open/comfortable at the time of the evaluation?". Name the 4 different parts "Space", "Physical Expression", "Concrete Sentences" and "Others"

**FLIPCHART 2:** Should be divided into 4 parts. Write on top "What should we do to make the volunteers feel safe/open/comfortable at the time of the evaluation?" Name the 4 different parts "Space", "Physical Expression", "Concrete Sentences" and "Others"

**FLIPCHART 3:** Write on top "Create open-ended questions to better understand the outcome of the evaluation and help them reflect more deeply on it"

### Description

1. The participants are divided into 3 groups
2. The facilitator will explain how The World Café works.
3. Each group is invited to gather around a flipchart and is given 20 minutes to discuss the proposed topic and note on the sheet of paper the different opinions and points of views of the members of the group.
4. When the time is over the groups rotate to the next flipchart.
5. Once the rotation has finished the results are hung on the walls and the participants are invited to read all the results and to discuss them in the plenary.

### Facilitation Suggestions

Start the session with an energizer if the energy level of the group is low



## EMPOWERING TUTORSHIP: WORLD CAFÉ **ONLINE**

**Duration:** 30 minutes

**Participants:** Minimum of 4 people

### Goal

- To reflect collaboratively what should be taken into account during the final assessment of the volunteers skills
- Share ideas, tips and tricks
- Get familiar with non formal education and tutorship techniques

### Materials

Padlet/Jamboard with questions from Global Cafe

### Description

The activity starts with an invitation to put themselves “In the shoes” of a mentor.

*“Think about how they should act, what should they avoid and the best questions they can say to support their volunteers throughout the self-assessment process”*

Then the facilitator presents the jamboard/padlet with the slides and questions and invites participants to individually contribute to each of them.

**Table A:** What should we (mentors) DO to make the volunteers feel safe/open/comfortable at the time of the assessment? Think about body language, the space, etc.

**Table B:** What should we AVOID so that volunteers feel safe/open/comfortable at the time of the evaluation?

**Table C:** Create open-ended questions to better understand the outcome of the evaluation and help them reflect more deeply on it

Example: Tell me about a moment during your volunteer experience when you feel you have used this soft skill.

### WHAT TO PREPARE IN ADVANCE

To create a Padlet/Jamboard with the Global Cafe Questions.

The jamboard will have at least 4 pages in each of it we place one question

## COLLABORATIVE CONVERSATIONS **ONLINE**

**Duration:** 40 minutes

**Participants:** Minimum of 2 people

### Goal

- To find out about ways to build up empowering relationships through conversations
- To reflect on the techniques we are familiar with and the ones we can start applying when having conversations with volunteers to boost empowerment

### Materials

Copies collaborative conversations techniques document available in English, Spanish and Portuguese, link [here](#)

### Description

In this activity participants will reflect on how conversations are the base where relationships are built and what are the techniques we can use to establish empowering relationships with others

1. After introducing the activity participants will read the Collaborative conversations techniques document individually and reflect and note down:
  - Some of the techniques they already use and they feel at ease with.
  - Some of the techniques that they feel are challenging for you to put into practice.
  - Other different techniques you know can be useful to build up empowering relationships through conversations.
2. Then the facilitator creates Break-up rooms in trios, to share the individual reflections.
3. After 15 min in Plenary each team shares some inputs from the conversation.

### Facilitation Suggestions

The facilitator can link this exercise with soft skills development. To build empowering relationships, tutorships and conversations the tutors should have a high level of self awareness and soft skills development.

It is important to link this exercise to the reflection walk and to the empowering tutorships: assessment simulation

## EMPOWERING TUTORSHIPS: ASSESSMENT SIMULATION AND PLENARY DISCUSSION **IN PERSON**

**Duration:** 2 hour

**Participants:** Minimum 3 people

### Goal

- To simulate and test an empowering tutorship from different roles: tutor and volunteer
- To put in practice some techniques and good practices to create empowering tutorship

### Materials

Printed document case studies

Printed document Evaluation Grid and competence's evaluation for the two case studies

Printed document with instructions for the observer, on this [link](#)

### WHAT TO PREPARE IN ADVANCE

Print all the documents needed for the activity

### Facilitation Suggestions

Make sure that you have a room with enough space for the activity.

Check up timing with the trios during the simulation to prevent big different time between them.

If you have a big group you can divide the debriefing part in two plenaries

### Description

1. Explain the goal of the session and the general timing of the activity.
2. Form trios and the facilitator will explain how the assessment simulation exercise works and the rules to follow.
3. Each trio will simulate an assessment session between a tutor and a volunteer once the volunteer has finished his/her activity and his/her e-learning process and certificate request on the GloRe system. They will have to come to an agreement about the final assessment about a concrete soft skill and the conversation should be an empowering one. The trios will simulate two assessments with two different case scenarios. Every time in the trio each person will have a different role: observer, tutor or volunteer. Each role will act differently during the assessment simulation. Both scenarios will be focused on a volunteer that has decided to certify his/ her "stress management" soft skill (different volunteer one in each of the case scenarios: a Mexican girl and a Latvian boy). Each case presents different challenges for the tutor and gives different key points to reflect on when assessing a volunteer.
4. The trios are asked to decide which role each person will represent for the first simulation. Then the facilitator sends out the documents to each of the roles. The observer role receives a document with instructions and a table where he/she will have to fill in concrete actions and sentences the tutor does that facilitate/ block the collaboration during the conversation. The volunteer role receives a document explaining who he/she is, the general overview of the volunteer experience and a concrete explanation about what is her/his view about the assessed soft skill. He/she also will get a copy of the GloRe system soft skill checklist with the simulated answers. The tutor role receives a document explaining the general overview of the volunteer experience and a concrete explanation about what is her/his view about the assessed soft skill. He/she also will get a copy of the GloRe system soft skill checklist with the simulated answers and the evaluation grid with the explanation of what each level of the soft skills assessment means.

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## Description\_part 2

**Each simulation round will take 20 min: 10 min of simulation + 10 min of feedback from the three roles. Then another 5 min to change roles and to prepare for the second simulation.**

5. When both simulations are finished take 5 min to close the action part with the group.  
For example: In a circle, invite participants to close eyes, take some deep breaths, stretch different parts of their body and rub their arms, legs and body to take out their activity role.

6. Then the group gathers back in plenary to debrief about the activity. Some suggested questions would be:

*One word that resumes the experience.*

### **Checking the different roles:**

*How did you feel as a volunteer?*

*Which behaviour, attitude from the tutor helped you to open up and give the most of the meeting?*

*What things the tutor did/ said helped you? How did you feel as a tutor?*

*As a tutor did you observe changes in the assessment while you used different techniques?*

*How did you feel as an observer? What have you observed during the activities?*

*What things the tutor did helped to open up the conversation? What blocked it?*

*Did you find it useful to change roles? Why? As this simulation helped you recognize or realise something new?*

*Will you use some of the techniques in the future?*

*How do you think the gender dimension influenced the case study and the assessment results?*

*How do you think the intercultural dimension influenced the case study and the assessment results?*

## EMPOWERING TUTORSHIPS: ASSESSMENT SIMULATION AND PLENARY DISCUSSION **ONLINE**

**Duration:** 1 hour

**Participants:** Minimum 3 people

### Goal

- To simulate and test an empowering tutorship from different roles: tutor and volunteer
- To put in practice some techniques and good practices to create empowering tutorship

### Materials

Printed document case studies

Printed document Evaluation Grid and competence's evaluation for the two case studies

Printed document with instructions for the observer, on this [link](#)

### Facilitation Suggestions

Check up timing with the trios during the simulation to prevent big different time between them

### Description

1. Explain the goal of the session and the general timing of the activity.
2. Form trios and the facilitator will explain how the assessment simulation exercise works and the rules to follow.
3. Each trio will simulate an assessment session between a tutor and a volunteer once the volunteer has finished his/her activity and his/her e-learning process and certificate request on the GloRe system. They will have to come to an agreement about the final assessment about a concrete soft skill and the conversation should be an empowering one.  
The trios will simulate two assessments with two different case scenarios. Every time in the trio each person will have a different role: observer, tutor or volunteer. Each role will act differently during the assessment simulation. Both scenarios will be focused on a volunteer that has decided to certify his/ her "stress management" soft skill (different volunteer one in each of the case scenarios: a Mexican girl and a Latvian boy) . Each case presents different challenges for the tutor and gives different key points to reflect on when assessing a volunteer.  
The observer role receives a document with instructions and a table where he/she will have to fill in concrete actions and sentences the tutor does that facilitate/ block the collaboration during the conversation.  
The volunteer role receives a document explaining who he/she is, the general overview of the volunteer experience and a concrete explanation about what is her/his view about the assessed soft skill. He/she also will get a copy of the GloRe system soft skill checklist with the simulated answers.  
The tutor role receives a document explaining the general overview of the volunteer experience and a concrete explanation about what is her/his view about the assessed soft skill. He/she also will get a copy of the GloRe system soft skill checklist with the simulated answers and the evaluation grid with the explanation of what each level of the soft skills assessment means.
4. The trios are asked to decide which role each person will represent for the first simulation. Then the facilitator hands out the documents to each of the roles.

[next page...](#)

## Description\_part 2

**Each simulation round will take 20 min: 10 min of simulation + 10 min of feedback from the three roles.  
Then another 5 min to change roles and to prepare for the second simulation**

5. Then the group gathers back in plenary to defrief about the activity. Some suggested questions would be:

*One word that resumes the experience.*

### **Checking the different roles:**

#### **Volunteer's role:**

*How did you feel as a volunteer?*

*Which behaviour, attitude from the tutor helped you to open up and give the most of the meeting?*

*What things the tutor did/ said helped you?*

#### **Tutors' role:**

*How did you feel as a tutor?*

*As a tutor did you observe changes in the assessment while you used different techniques?*

#### **Observer's role:**

*How did you feel as an observer? What have you observed during the activities?*

*What things the tutor did helped to open up the conversation? What blocked it?*

*Did you find it useful to change roles? Why? Has this simulation helped you recognize or realize something new?*

*How do you think you could apply this learning in the future? Will you use some of the specific techniques in the future?*

*How do you think the gender dimension influenced the case study and the assessment results?*

*How do you think the intercultural dimension influenced the case study and the assessment results?*

## GLORE AND VOLUNTEERS LEARNING CYCLE **ONLINE & IN PERSON**

**Duration:** 1 hour

**Participants:** Minimum 2 people

### Goal

- To reflect about the volunteers learning cycle in the organisations
- To ponder what moments within the cycle are best to introduce the Glore activities

### Materials

Volunteer learning cycle infographic, link [here](#)

Papers and Pens

### WHAT TO PREPARE IN ADVANCE

The Volunteer cycle infographic must be printed or uploaded in a jamboard slide if the activity is run online

### Description

1. For 10 minutes each participant reflects about the volunteer's learning cycle in their organizations and writes it down in the infographic "map". Then, they think and jot down where it would be useful and realistic to insert Glore activities in order to improve the volunteer's learning cycle.
2. In groups of maximum 5 people participants share their infographics and ideas on how to make the best out of the Glore platform.
3. All groups share in plenary the headlines of their discussions.
4. During the last 5 minutes participants are asked to review their infographic again and amend it if needed taking into account the ideas of the others

THE  
**GLORE**  
NETWORK



Toolkit  
**GLORE 2**

