



## **Guidelines for ALIVE Associates and Focal Points**

**Issued on 12<sup>th</sup> April 2010**

These Guidelines are given by the Board of the Association for Living Values Education International. They are guidelines that may be helpful to Associates and Focal Points in working with possible issues and as an explanation of the principles and values in the Regulations. It is up to each Associate and Focal Point to decide for themselves their own approach and good practices.

Guidelines like these cannot be complete, it is a growing document that acts as a reference point and for discussions on the activities and practices they discuss.

The Board welcomes comments, questions and suggestions about these Guidelines and their improvement. Communications on these Guidelines should be directed to the right Board member and if you are not happy with the reply or if you have any doubt it should be directed to the President of ALIVE.

There are Guidelines in respect of the following:

- A. Sponsorship or fund raising
- B. Charging for LVE events; Payments to LVE personnel
- C. Professional standards and content of LVE Courses, Workshops and Seminars
- D. Accreditation of LVE Course Leaders, Trainers and Facilitators

### **A. Seeking sponsorship or fund-raising (issued on 15<sup>th</sup> April 2007)**

1) The Regulations do not allow LVE funds being paid into the account of any person, any request for funds, sponsorship or other support should only be made by an Associate or Focal Point that is recognised as an organisation or association. No request for funds or sponsorship should be made using the LVE name without the authorisation of an Associate or Focal Point. Please consult ALIVE for advice and assistance if unsure.

2) In order for an Associate to receive funds, it will have to submit a proposal (letter) to a donor, based upon a budget which lists the various phases of the activity and the different items of expenses for each phase.

These items may consist of:

**Miscellaneous Expenses:** travelling, accommodation and small miscellaneous expenses of course leaders/trainers. These expenses may be different from one event to another. **General running costs** spent on the planning of the event (phone calls, faxes, printed materials and so on). **The amount for these expenses should not exceed 10 to 12% (at the most) of the budget.**

**Special provision:** if there is money left over after the event, the donor must be informed and a report on the spending should also be sent. It is up to the donor to decide if they want the remaining money to be returned to them or to leave it with the Associate. If money is left with the Associate they should tell ALIVE then, if the money is not needed then it can be held by ALIVE to help support other Associates with less funds to run their activities.

3) In many countries, organisations that are known to provide help to society, they are able to get an official status (perhaps called a charity, a statutory non-profit organisation, social service organisation) that also gives a tax-exempt position. Associates are encouraged to look in to this possibility in their country because donors feel more comfortable giving money to an organisation that has already been established. The Associate will also benefit from the tax-exemption. Associates may have to pay tax on donations if it does not have the right exemption.

4) Money is generally raised for a special plan so it is good to give a proposal with a budget for the project (such as a PowerPoint presentation, filmed sequences and other supporting material).

5) Support for trainings can come from the schools or other associations involved, they may provide materials and venues. Sponsoring may also be sought from institutions such as foundations, banks and large companies. These sponsoring professionals may not want to give money for the general expenses of an Associate but instead may request to give money for projects that are proposed to them with budgets. If needed, ALIVE will try to help put together proposals.

6) Fund-raising should be goal driven but Associates should not make fund-raising the goal itself. The spending of any funds raised should be in accordance with the requests of the donor and used only for the reasons the funds were given. A report should be created for the donors or sponsors which detail the spending of funds given and updating donors or sponsors of the outcome of the project or activity funded.

7) It is better that requests for fund-raising be made only by Associates that are already established and who also have some record to support the rightness of the request and support their skills to do it. Proposals can be strengthened by:

- the volunteer work to be carried out by members of an Associate;

- the main running costs for administration are lower than 12% of the total funds used in a project; and included in the proposal confirmation that any amounts remaining from the sponsorship funds will be used to support similar activities in a country in need (with the agreement of the sponsor).

All these points can help with fund-raising.

8) The Regulations do not allow contact with any UNESCO or UNICEF office or person or any other UN-related international organisation, without first discussing with ALIVE. It is also recommended that Associates discuss with ALIVE before applying for funds from any government or governmental organisation, ministry or department. This is to help make sure there is a uniform approach and maintains unified relationships as well as letting ALIVE know what is being done using the ALIVE name.

### **B. Charging for LVE events; payments to LVE personnel (issued on 15<sup>th</sup> April 2007)**

1) It is best when the activities of Associates running professional development courses, seminars, workshops, training, instruction, guidance, lessons, courses and lectures, can be given free and that the facilitators, speakers and others involved do not need payment for their time and services. It is understandable however when the host institution may need to cover its costs and so they may ask participants to make a payment that will cover these, for example the cost of participants materials or handouts for sharing at the event, refreshments during the event, any payments needed for the cost of hiring a venue for the event, any travel and accommodation costs for any visiting LVE personnel, and possibly some compensation, remuneration or expression of appreciation for their time and effort (see paragraphs 3) and 4) below).

of the laws and regulations regarding paid employees in their country.

2) When an Associate asks for a LVE event to be organised by a host organisation, the Associate should tell the host institution that all expenses should be budgeted for and agreed on beforehand and any remaining money returned.

3) It is also understandable for those people offering their services, assisting with courses, workshops or other activities, to ask for full reimbursement of all costs to them.

4) With payments made to LVE personnel, (apart from reimbursing their expenses), it is planned that the work of many Associates will be carried out by volunteers. Paying a salary to persons helping with LVE-related activities may not fit with the idea of a volunteer; especially if payment is made to the directors or other governing board of an Associate. Volunteers are the foundation of non-governmental organisations and most Associates will fall into the category of NGOs. This does not mean that all those persons involved in LVE are never given payment, Associates may decide that it is appropriate to return costs and may also offer payment as a reward to those persons regularly supporting LVE work, it may be best if this happens only after that person has first volunteered for a particular amount of time (over a year or more) as a volunteer. Associates may want to refer to the per diem

rate of the United Nations which should cover all costs and leave a little left over. Persons receiving any payment are responsible for complying with any reporting or tax laws in their country.

5) As most Associates will rely on volunteer help, it is ok for them to accept voluntary donations, contributions, sponsorship, funds, materials, services, support, cooperation and endorsement in support of their goals, this can be from their members or from other participants of their activities and objectives. It is important, however, that all support received is only used for the purpose intended.

6) In some places organisations have offered participants in their training or other events a "per diem" cash payment. This way does not really fit in with the values-based approach and volunteer spirit of LVE and it can divert resources away from more useful purposes. ALIVE strongly recommends that no per diem cash payments be made to participants in an LVE event.

7) Mostly, LVE people working for an Associate will be doing so as independent persons; Associates need to be aware then that if their level of (paid) involvement reaches a certain amount, they may be treating them more as employees, in which case Associates should be aware

### **C. Professional standards and content of LVE Courses, Workshops and Seminars (issued on 12<sup>th</sup> April 2010)**

1) While educators, parents and others may use the Living Values Activities books and other materials by themselves, ALIVE encourages them to deepen their understanding of the LVE Approach through a LVE professional development course, training workshop or seminar. These events are will be a main activity of Associates and it is important that they are run to a high professional standard and cover appropriate content. In this regard, Associates are reminded that Membership Regulation 9.1 states:

"1) Each Associate understands that the goodwill, name and reputation of LVE are affected by the professionalism of its courses and course leaders. All activities conducted using the name of LVE will be consistent with and promote the LVE Approach in content and will need to be run to a standard in harmony with LVE's international reputation and standing."

2) Associates may conduct different professional development courses, trainings, seminars, workshops or other events; there are likely to be four main categories of events:

- i. LVE Professional Development Courses or LVE Educator Training Workshops
- ii. LVE Educator Train-the-Trainer Workshops or Courses
- iii. LVE Parent-Group Facilitator Courses

iv. Other LVE Workshops, Seminars or Presentations

These guidelines are offered in support of the above Membership Regulation for all events that Associates promote as LVE events. Attention should be given to the guidelines when educators want to use the LVE Approach and materials (in particular the five LVE resource books) in a systematic way, namely, the **Living Values Education Programme (LVEP)**, with or without changing them to suit cultural and social needs. **If** an event uses the LVE Approach and materials systematically as LVEP, then the event may be described as a LVEP event instead of a LVE event. Events that do not meet the right guidelines may not be recognised by ALIVE as LVE (or LVEP) events. Associates should attempt to interpret them as close as possible depending on local circumstances and conditions. Associates are expected to give certificates of participation or attendance only for the first three categories of event unless the Associate has more training.

3) Content of a “**LVE Professional Development Course for Educators**” or “**LVE Educator Training Workshop**” or “**LVE TTE (or similar event title)**”

Associates can call an event a LVE Professional Development Course for Educators/LVE Educator Training workshop (or a similar name) *only* if it involves a minimum of 15 hours of sessions or activities (excluding breaks). If participants are not used to using a student-centred approach to teaching, then the minimum total should be 24 hours.

It is recommended that the content of a LVE Educator Training workshop includes sessions in which participants:

- i. Briefly explore the goal of education and the role of values education;
- ii. Become familiar with Living Values Education Approach and the wide range of LVE resources;
- iii. Encourage participants to practice a thoughtful values-awareness to understand more about their own values and what values mean to them;
- iv. Understand the LVEP Model which believes that children and youth are able to develop best when they feel loved, respected, valued, understood and safe;
- v. Explore teaching methods and the personal values that encourage a values-based atmosphere and quality learning to grow in;
- vi. Participate in finding ways in which values can be expressed and demonstrated in a learning environment;
- vii. Learn about the LVE Developing Values Schematic as a way of helping children and youth develop values;

- viii. Explore skills for creating a values-based learning environment (including active listening skills), understand their role in acknowledgement and reducing anger and explore ways to encourage children and youth to develop more positive behaviour;
- ix. Build on knowledge and skills for maintaining values-based life choices;
- x. Practice, as a group, a range of Living Values Activities for children and/or young adults;
- xi. Complete the pre-assessment form; and
- xii. Show enthusiasm in your involvement with LVE and values education.

4) Content of a “**LVE Educator Train-the-Trainer Workshop/Course**” or “**LVE Professional Development Course for Teacher-Trainers**” or “**LVE TTT**” (or similar event title)

Associates can call an event a LVE Train-the-Trainer workshop (or a similar title) *only* if it involves a minimum of 30 hours of sessions or activities (excluding breaks). This minimum is recommended on the understanding that participants already have facilitation skills and previous experience in running workshops.

As well as the above content for a LVE Educator Training workshop, it is recommended that a LVE TTT workshop also include sessions in which participants:

- i. Become familiar with LVE resources and creating a values-based learning environment for LVEP to be systematically implemented;
- ii. Become familiar with the scope of LVE work around the world and the work of ALIVE and its Associates;
- iii. Participate in sessions that can be used when running LVE training in local communities;
- iv. Connect with other educators that are committed to the positive self-development of children;
- v. Become familiar with the following publications or documents: *LVEP Educator Training Guide, Developing Values Schematic – the LVEP Method, The Living Values Education Approach, Theoretical Background and Support for LVEP* and the current LVE Overview;
- vi. Participate in as many Living Values Activities group-work activities and help run where possible;
- vii. Explore facilitation skills that role-model values during workshops or while teaching;
- viii. Become familiar with the pre- and post-assessment forms for educators implementing LVE;
- ix. Understand the importance of follow-up after running a LVE Educator Workshop; and
- x. Practice presenting a short part of a LVE Educator Workshop to friends and family.

5) Content of a “**LVE Parent-Group Facilitator Course**” (or similar event title)

It is recommended that a LVE Parent Group Facilitator Workshop be run only for experienced parent group facilitators and that it involve a minimum of 15 hours of

sessions or activities (excluding breaks). A longer time may be required for less experienced participants and/or if the event is run in a place where bodily punishment is used.

It is recommended that the content of a LVE Parent Group Facilitator Workshop include the above content for a LVE Educator Training workshop (the examples that are given should be taken from family life or the home rather than school and mock parent group sessions rather than LVE activities for children) as well as extra sessions in which participants:

- i. Become knowledgeable about the six-step process used in LVE parent groups that is included in the book *Living Values Parent Groups: A Facilitator Guide*; and
- ii. Explore together (or have mock parent group sessions on) the parenting skills included in the above book.

#### 6) Content of other LVE Workshops, Seminars or Presentations

While the above events lie at the heart of what LVE is all about there may be times when it is not possible or appropriate to hold an event or for it to run for the minimum number of hours. Given the various forms sharing LVE can take, and that they may last from an hour or two, for example a presentation, sensitisation or talk, to a full day workshop, seminar or conference, it must be left to the Associates how to describe such events or whether or not it is appropriate to describe them as LVE events. Such events may include content on -

- The LVE Approach
- The importance of values-based education
- Values-based teaching skills
- Values activities
- A values-based process of discovery and community-building or skill-building.

Associates are encouraged to use their expertise and creativity to deliver LVE in the best way possible, while staying true to the LVE Approach and giving acknowledgement to LVE.

#### **D. Accreditation of LVE Course Leaders, Trainers and Facilitators (issued on 12<sup>th</sup> April 2010)**

1) Associates are reminded that Membership Regulation 9 states:

**“1) Each Associate understands that the goodwill, name and reputation of LVE are significantly affected by the professionalism of its course leaders.**

2) Each Associate works to make sure that all course leaders (or other persons acting on its behalf) do so in a way that **complies with these Regulations and that course leaders (or trainers) have the necessary skills, competencies and experience and are accredited.** Accreditation is the responsibility of Associates who may issue certificates and publicise the names of accredited persons as appropriate, **making sure that only those who are appropriately accredited run activities requiring such**

### **accreditation.**

3) Associates also accept the responsibility of keeping themselves informed about the performance of accredited persons and **ensuring that they continue to be worthy of such accreditation and maintain their good standing**. If it is no longer appropriate for them to be accredited, because of lapse of time, inappropriate conduct or course content, or otherwise, Associates may, and shall, suspend or withdraw such accreditation.”

These Guidelines are to help Associates decide on the criteria for the accreditation of their course or workshop leaders.

### 2) Extent of application of Guidelines

Only events run by people who meet the criteria can be recognised as LVE events. Unaccredited people may assist or even run parts of an event but only when accompanied by an appropriately accredited person.

These Guidelines only apply to:

- i. LVE Professional Development Courses or LVE Educator Training Workshops;
- ii. LVE Educator Train-the-Trainer Workshops or Courses;
- iii. LVE Parent-Group Facilitator Courses; and
- iv. Workshops for Young People in Special Circumstances

Not to other shorter events such as presentations or workshops that do not fulfil the recommended guidelines for the above four events.

3) Categories of LVE Trainers; publicising of accredited personnel; certificates  
Associates can consider accreditation of LVE Trainers in these categories:

- i. **LVE Educator Trainers** for **LVE Educator Training** Workshops;
- ii. **LVE Educator Co-Trainers** for **LVE Educator Training** Workshops;
- iii. **LVE TTT Lead Trainers** for **LVE Train-the-Trainer** Workshops;
- iv. **LVE Parent-Group Facilitator Trainers**; and
- v. **LVE Parent-Group Facilitator Co-Trainers**.

With the *LVEP Educator Training Guide* available, and LVE professional development courses, training workshops and seminars taking place worldwide, Associates may want to consider advertising the names of accredited LVE Trainers on printed material and or their website or LVE country page on the ALIVE website. Courses, training workshops or seminars run by people not listed may not meet LVE standards or represent the LVE Approach. Certificates of participation or attendance should only be signed by an accredited LVE Trainer.

### 4) General Requirements for **all LVE Trainers**

All LVE Trainers who run LVE events must be experienced professionals committed

to LVE and having excellent teaching skills with the ability to create and maintain a values-based learning environment.

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It is recommended that LVE Trainers agree to:

Volunteer some of their training and support services for a minimum number of days before receiving any money (excluding reimbursement of expenses);

- Promote LVE and the LVE Approach correctly and use the LVE name, logo and resources for LVE only;
- Ensure that LVE is not used to promote any religions, spiritual traditions, political groups or commercial enterprises;
- Act with professional standards and not impose personal values;
- Report to their accrediting LVE Associate after each event, keeping it informed about LVE activities and training plans;
- Complete a minimum of 12 hours of LVE sessions each year to ensure familiarity and expertise;
- Participate in development, training, updates where possible;
- Acknowledge LVE whenever LVE resources or ideas are used and respect copyright.

#### 5) Requirements specific to **LVE Educator Trainers** for **LVE Educator Training Workshops**

In addition to the requirements in 4) above, anyone wishing to be accredited as a **LVE Educator Trainer**:

- i. Have a degree, diploma or equivalent recognised qualification as an educator, social worker or psychologist and a professional background related to education or training/facilitation;
- ii. Have participated either in a LVE Educator Training Workshop and a LVE Train- the-Trainer Workshop, or in at least three LVE Educator Training Workshops, of three days long each, with extra training from a LVE TTT Lead Trainer, as necessary, to fully understand the reasoning and methods supporting LVE;
- iii. Have helped in at least two LVE Educator Training Workshops and demonstrated excellent facilitating skills during these workshops;
- iv. Know the content of recommended LVE Educator Training sessions and be able to present at least 80% of the sessions in a LVE Educator Training workshop. This includes knowing the content of the following publications or documents: *LVEP Educator Training Guide* (2000); *Developing Values Schematic – the LVEP Method* (2002); *The Living Values Education Approach* (2006); the current Overview; and at least two values activities from each of the Living Values Activities books (2002); and
- v. Agree to collect and send information on LVE events as requested by the ALIVE Associate accrediting him or her.

6) Requirements specific to **LVE Educator Co-Trainers** for **LVE Educator Training Workshops**

In addition to the requirements in 4) above, anyone wanting to be accredited as a **LVE Educator Co-Trainer**:

- i. Have at least two years of teaching experience or a professional background similar to education and/or training/facilitation as an educator, social worker or psychologist;
- ii. Have participated either in a LVE Train-the-Trainer Workshop or in at least two LVE Educator Training Workshops, of three days duration each;
- iii. Be able to lead at least one main session of a LVE Educator Training Workshop, showing good facilitation skills and knowledge of the material; and
- iii. Agree to help the LVE Educator Trainer leading a Workshop with follow-up and monitoring activities.

7) Requirements Specific to **LVE TTT Lead Trainers** for **LVE Train-the-Trainer Workshops**

In addition to the requirements in 4) above, it is recommended that anyone wanting to be accredited as a **LVE TTT Lead Trainer**:

- i. Meet the above requirement for a LVE Educator Trainer;
- ii. Have helped lead at least two LVE Train-the-Trainer Workshops and shown excellent values and skills in doing such;
- iii. In addition to knowing the content recommended for a LVE Educator Trainer, be knowledgeable about the content of the *Theoretical Background and Support for LVEP* article and the LVEP books;
- iv. Be aware of the current LVE evaluation practices and encourage their use in schools or other organisations using LVE; and
- v. Communicate with their accrediting Associate where necessary.

8) Requirements Specific to **LVE Parent-Group Facilitator Co-Trainers**

In addition to the requirements in 4) above, it is recommended that anyone wishing to be accredited as a **LVE Parent-Group Facilitator Co-Trainer**:

- i. Have a degree, diploma or equivalent locally recognised qualification and a professional background related to education, family education, psychology or social work;
- ii. Have taken part in a LVE Parent-Group Facilitator workshop or a LVE Train-the-Trainer Workshop with a special session on parent-groups;
- iii. Have run a number of group sessions with parents using the Living Values Parent Groups: A Facilitator Guide; and
- iv. Agree to run follow-up and monitoring activities when able, including collecting evaluation forms.

#### 9) Requirements Specific to **LVE Parent-Group Facilitator Trainers**

An LVE Parent-Group Facilitator Co-Trainer only be accredited as a LVE Parent-Group Facilitator Trainer when he/she can run at least half the sessions of a LVE Parent-Group Workshop showing a high level of facilitation skills.

#### 10) Trainers of **Workshops for Young People in Special Circumstances**

Associates should NOT accredit Trainers or Co-Trainers for LVEP Training Workshops for refugees and children affected by war, street children, children affected by earthquakes or youth in need of drug rehabilitation without first checking with the right ALIVE Board Working Group.