

Guidelines for ALIVE Associates and Focal Points

Issued on 12th April 2010

These Guidelines are issued by the Board of the Association for Living Values Education International under Paragraph 13 of the ALIVE Membership Regulations but they do **NOT** form part of the ALIVE Membership Regulations or Articles of Association and they are **NOT** binding on Associates or Focal Points.

They are offered by the ALIVE Board as guidelines and indicators that may be helpful to Associates and Focal Points in dealing with commonly arising issues and as an elaboration of some of the principles and values stated in the Regulations. It is nevertheless up to each Associate and Focal Point to decide for itself on its own approach and good practice in relation to these issues, as it thinks best, within the framework of the Articles and Regulations and according to its own particular circumstances.

Guidelines concerning financial issues may well be of greater relevance to associations established solely for the purposes of LVE activities as other organisations, which are carrying out other activities in addition to LVE activities, are more likely to have existing sources of income, full-time and paid employees and established practices and procedures with regard to the issues addressed.

Guidelines such as these can never be comprehensive and they constitute an organic and evolving document that serves both as a reference point and as a focus for dialogue regarding the activities and practices they refer to.

The Board welcomes comments, questions and suggestions with regard to these Guidelines and their improvement and development. Communications on these Guidelines should initially be addressed to the relevant Board member concerned with the corresponding topic and, in the event of non-satisfaction after such contact, or in the event of any doubt, should be addressed 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 15th April 2007)

1) Noting that the Regulations in general prohibit LVE funds being paid into the account of an individual, and the requirements as to good practice, it is strongly recommended that any request for funds, sponsorship or other support should only be made by an Associate or Focal Point that is properly constituted and/or registered 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. In case of need, please consult ALIVE for advice and assistance.

2) In order for an Associate to receive funds, it will usually have to submit a proposal to a donor, based upon an accurate budget which states the various phases of the activity to be funded with the different items of expenditures for each phase. These items may consist of:

Miscellaneous Expenses: travelling, accommodation, subsistence and small miscellaneous expenses of course leaders/trainers. These expenses may vary from one event to another.

General running costs at the Associate's headquarters for 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, because the amount spent is less than the amount received, the donor must be informed (and a report on the activity should also be sent in any event). It is up to the donor to decide if it wishes the remaining balance to be returned or to leave it at the disposal of the Associate. In this last case, Associates may want to inform ALIVE and if the funds are not otherwise required then this balance could perhaps be held by ALIVE to help make it possible to support other Associates without sufficient means to conduct their activities.

3) In many countries, organisations that are recognised to be providing a benefit to society are able to obtain an official status (perhaps called a charity, a statutory non-profit organisation, social service organisation, and so on) that also confers a tax-exempt status. Associates are encouraged to explore this possibility in their country; donors may feel more comfortable giving to an organisation that has already been approved in this way and the Associate is likely to benefit from the tax-exemption. Care should be taken to ensure that an Associate does not have to pay tax on donations if it does not have the appropriate exemption.

4) Money is generally raised for a specific project and after first making an initial contact. It is therefore usually necessary to provide a proposal with a budget specific to the project (perhaps with a PowerPoint presentation, filmed sequences and other supporting material).

5) Support for trainings can come from the schools or other institutions directly involved and take the form of provision of various materials, venues, and so on. This support may vary and each case must be studied separately. Sponsoring may also be sought from institutions such as foundations, banks and large companies. These sponsoring professionals will often not want to finance the general expenses of an Associate but instead directly to finance a/or some specific project(s) which are proposed to them with specific budgets. If so requested, ALIVE will try to help with the preparation of such proposals.

6) Fund-raising should be mission led and Associates should not make fund-raising an end in itself. Disbursement of any funds received should be in accordance with any wishes the donor expresses and the purposes for which the funds were given. A report should be provided to donors or sponsors (and interim report(s) if the timeframe is sufficiently long) detailing the disbursement of funds provided and informing donors or sponsors as to the outcome of the project, activity or programme funded.

7) It is preferable that a request for fund-raising be made only by Associates that as well as being already properly established also have some track-record, in order to support the legitimacy of the request and indicate their ability to carry it out. The credibility of the proposal can be reinforced by:

- the presence of a clear voluntary aspect to the work to be carried out by members of Associate;
- general running costs for administration being lower than 12% of the total funds used in a project;

and

- stating in the proposal that, with the consent of the sponsor, any amounts remaining from the sponsorship funds will be used to support similar activities in a country in need.

All these factors can help facilitate fund-raising.

8) While the Regulations prohibit contact with any UNESCO or UNICEF office or personnel or any other UN-related international organisation, without prior consultation with ALIVE, it is recommended that Associates also consult with ALIVE before applying for funds from any government or governmental organisation, ministry or department. This is not to restrict Associates' activities but to help ensure a consistency of approach and standards, maintain a unified overall relationship with such counterparts and ensure that ALIVE remains aware of current developments in this regard.

B. Charging for LVE events; payments to LVE personnel (issued on 15th April 2007)

1) In general, and where finances permit this, the ideal clearly is if activities of Associates, including professional development courses, seminars, workshops, training, instruction, guidance, lessons, courses and lectures, can be offered free of charge and that the facilitators, speakers and others involved do not need payment in respect of their time and services. However, it is only reasonable that the host institution, school or other body hosting the event may require to cover its costs and accordingly to ask participants to make a payment that will cover them, in whole or part. Such costs may include, for example the cost of providing participants with materials or handouts for distribution at the event, refreshments during the course of the event and, if payment is to be made in this regard, the cost of hiring a venue for such event, covering any travel and accommodation expenses of visiting LVE personnel, and possibly some compensation, remuneration or expression of appreciation for their time and effort (see paragraphs 3) and 4) below).

2) When an LVE event is being organised by a host institution at the request of an Associate, ALIVE recommends that the Associate inform the host institution that all expenses should be properly budgeted for and agreed upon and that reimbursement in respect of costs of an LVE event be subject to such budget and agreement and the provision of receipts in respect of agreed expenses actually incurred. If funds are provided in advance on account of any such budgeted costs then a full account of the use of such advance should be provided and any remaining balance duly returned.

3) It is also only reasonable for those offering their services, in conducting courses, workshops or other activities, to request full reimbursement of any and all expenses actually incurred by them in connection with conducting such activities on behalf of an Associate (especially, for example, the cost of travel, food and accommodation when away from home). Accordingly, Associates are encouraged, to the extent possible, to endeavour to make reimbursement when requested to the extent that reimbursement has not already been made to the person concerned, for example by a host institution holding a particular activity.

4) With regard to payment to LVE personnel that goes beyond simply reimbursing their expenses, it is expected that the work of many Associates will be carried out or facilitated by the meaningful involvement of volunteers – and that Associates will wish this to be the case. Paying a salary to personnel engaged in carrying out LVE-related activities (no matter what kind of LVE work they are doing) may conflict with the notion of volunteerism; and particularly so if payment is made to the directors or other governing board of an Associate for serving in this capacity. Volunteerism is a hallmark of non-governmental organisations and most Associates will fall into the category of NGOs; however this does not mean that all those involved in LVE, whether offering professional services with many years of experience, or dedicated and committed people of spirit without any relevant credentials, have to take a vow of poverty. Associates may find that it is appropriate not only to reimburse expenses incurred but also in some cases to offer reasonable compensation or remuneration to persons actively and regularly engaged in LVE work – but perhaps only to do so after that person has first dedicated a particular amount of time per annum on a voluntary basis. In considering what is a reasonable amount of compensation, Associates may wish to consider the per diem rate of the United Nations as a reference point, which should be sufficient to cover all costs incurred and leave a small margin. Persons receiving any payment are responsible for complying with any relevant reporting or tax requirements that may arise from it.

5) As most Associates will very much depend on volunteer help, it is totally appropriate for them to accept voluntary donations, contributions, sponsorship, funds, materials, services, support, cooperation and endorsement in furtherance of their aims from their members and from other participants in and beneficiaries and supporters of their activities and objectives. The possibility of giving such support,

or an invitation to do so, may be stated during LVE events. It is important, however, that all support received is used for the purpose intended and that no funds or support are given to or used for the benefit of another organisation or for other objectives.

6) In some places, especially in less wealthy countries, organisations have offered participants in their training or other events a "per diem" cash payment, and some people have come to expect this, and may even be reluctant to attend an event without it. However, the financing by an Associate of participants in LVE activities in this way does not comfortably fit in with the values-based approach and volunteer spirit of LVE, not to mention the fact that it is likely to divert limited resources away from more useful purposes. ALIVE strongly recommends that no per diem cash payments be made to participants in an LVE event.

7) Very often, if not in most cases, LVE personnel working for an Associate will be doing so as independent individuals; should their level of (remunerated) involvement reach a certain level, they may be treated as employees, in which case Associates should take care to be sure that they comply with all relevant laws and regulations regarding employees. ALIVE recommends that careful consideration be given to all the implications involved before allowing the creation of an employer-employee relationship between an Associate and any LVE personnel.

C. Professional standards and content of LVE Courses, Workshops and Seminars (issued on 12th April 2010)

1) While educators, parents and others may make use of the Living Values Activities books and other materials by themselves, whether in formal and/or non-formal settings, ALIVE encourages them to deepen their understanding of the LVE Approach through a LVE professional development course, training workshop or seminar. Holding such events is likely to be a mainstream activity of Associates and it is important that they are conducted 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 significantly affected by the professionalism of its courses and course leaders and undertakes that all activities conducted using the name of LVE will not only be consistent with and promote the LVE Approach in content but also be conducted to a standard consistent with LVE’s international reputation and standing.”

2) Associates may conduct a variety of different professional development courses, trainings, seminars, workshops or other events; in general, 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 furtherance of the above Membership Regulation for all events that Associates wish to describe as LVE events. Particular regard should be given to the guidelines when educators wish to use the LVE Approach and materials (in particular the five LVE resource books) in a systematic way as the **Living Values Education Programme (LVEP)**, with or without adapting and supplementing them according to varying cultural, social and other circumstances. **If** an event relates to implementing 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 appropriate guidelines may not be recognised by ALIVE as LVE (or LVEP) events and Associates should accordingly give careful consideration to the following recommendations, interpreting them in the spirit in which they are intended and taking account of local circumstances and conditions. While it is expected that certificates of participation or attendance may be given in respect of the first three categories of event, Associates should consider the appropriateness of giving a certificate in respect of other events before doing so.

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

It is recommended that Associates describe an event as a LVE Professional Development Course for Educators/LVE Educator Training workshop (or a similar title) *only* if it involves, in total, a minimum of 15 hours of sessions or activities (excluding breaks). If participants are not accustomed to using a student-centred approach to teaching, it is recommended that 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 purpose of education and the role of values education;
- ii. Become acquainted with Living Values Education Approach and the wide range of LVE resources;
- iii. Engage in a reflective values-awareness process to understand more about their own values and what values mean to them;
- iv. Understand the LVEP Theoretical Model which postulates that children and youth are able to move toward their potential when they feel loved, respected, valued, understood and safe;
- v. Explore quality teaching methods and the personal values that allow a values-based atmosphere and quality learning to flourish;

- vi. Participate in an open and active process of exploring ways in which values can be expressed and modelled in a learning environment;
- vii. Learn about the LVE Developing Values Schematic as a means to helping children and youth develop values;
- viii. Explore skills for the creation of a values-based learning environment or atmosphere (including active listening skills), understand their role in acknowledgement and defusing anger and explore methods to encourage children and youth to develop more positive behaviour;
- ix. Build on knowledge and skills for maintaining values-based discipline;
- x. Experience, as group work, a variety of Living Values Activities for children and/or young adults;
- xi. Complete the pre-assessment form; and
- xii. Gain a sense of enthusiasm for 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)**

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

In addition to 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 further acquainted with LVE resources and a framework within which values-based learning can be systematically implemented;
- ii. Become acquainted with the scope of LVE work around the world and the structure and working of ALIVE and its Associates;
- iii. Participate in sessions that can be replicated when conducting LVE training in local communities;
- iv. Network with other educators committed to the positive self-development of children;
- v. Become familiar (at least in general terms) with selected components of 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 a wider variety of Living Values Activities group-work and help facilitate an activity;
- vii. Explore facilitation skills in relationship to modelling 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 conducting a LVE Educator Workshop; and
- x. Engage in presenting a short segment of a LVE Educator Workshop to peers.

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

It is recommended that a LVE Parent Group Facilitator Workshop be conducted only for experienced parent group facilitators and that it involve, in total, a minimum of 15 hours of sessions or activities (excluding breaks). A longer time is likely to be required for less experienced participants and/or if the event takes place in an environment where corporeal punishment is practised.

It is recommended that the content of a LVE Parent Group Facilitator Workshop include the above recommended content for a LVE Educator Training workshop (except that the examples that are given

should be drawn from family life or the home rather than school and there are mock parent group sessions rather than LVE activities for children) and additional 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 flagship events lie at the heart of what LVE is all about there may be occasions on which, whether for reasons of time, convenience or otherwise, it is not possible or appropriate to hold such an event or for it run for the suggested minimum number of hours. There may also be a requirement for a particular type of event or content to address particular circumstances or needs. Given the variety of such occasions, and that they may last from, perhaps, an hour or two (or less) in the case of a presentation, sensitisation or talk, to a full day workshop, seminar or conference, it must largely be left to the discretion of Associates how to describe such events and should be apparent whether or not it is appropriate to describe them as LVE events. Depending on the occasion, the participants and the presenter or trainer, such events may include content on, for example, 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, in assessing the needs of the group and the nature of the occasion and in conducting the event, to use their expertise and creativity to convey LVE in the best and most effective and suitable manner possible, while remaining true at all times to the LVE Approach and giving due acknowledgement to LVE.

D. Accreditation of LVE Course Leaders, Trainers and Facilitators (issued on 12th 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 undertakes to ensure that all course leaders or other persons acting on its behalf in relation to LVE activities or using the LVE name 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 duly accredited by it. Such accreditation is the responsibility of Associates who may issue certificates to such effect and publicise the names of accredited personnel as appropriate, ensuring that only those who are appropriately accredited conduct activities requiring such accreditation.

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

These Guidelines are offered to help Associates determine appropriate criteria for the accreditation of their course or workshop leaders, trainers or facilitators (the words “leader”, “trainer” and “facilitator” may in general be used inter-changeably although “LVE Trainer” is used in these Guidelines).

2) Extent of application of Guidelines

It is strongly recommended that only events conducted by individuals who meet the appropriate criteria be recognised as LVE events unless there are valid reasons for this (and ALIVE reserves the right not to recognise any event as a LVE event in the absence of any such reasons). Unaccredited individuals may nevertheless assist or even conduct appropriate parts of an event (and indeed are encouraged to do so as a preliminary to accreditation) 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

or events with similar titles, and not to other more informal or shorter events such as presentations, workshops or seminars that do not fulfil the recommended guidelines for the above four categories of events.

3) Categories of LVE Trainers; publicising of accredited personnel; certificates

It is recommended that Associates consider accreditation of LVE Trainers in the following 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* being readily available, and LVE professional development courses, training workshops and seminars taking place worldwide, Associates may wish to consider publicising the names of accredited LVE Trainers on printed material and/or their website or LVE country page on the ALIVE website. This would make it clear that courses, training workshops or seminars conducted 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 or an officer of the corresponding Associate.

4) General Requirements for all LVE Trainers

It is recommended that *all* LVE Trainers who conduct or take part in LVE events of any nature be experienced professionals firmly committed to LVE and having high quality teaching and facilitation skills and the ability to act and interact with professionalism and demonstrating practically how to create and maintain a values-based learning environment.

It is further recommended that a condition of accreditation be that LVE Trainers agree to:

- i. Volunteer at least some of their training and support services, and do so for a certain minimum number of days before being remunerated in any way (excluding reimbursement of expenses);
- ii. Promote LVE and the LVE Approach accurately and use the LVE name, logo and resources for LVE purposes only;
- iii. Ensure that LVE is not used as a platform or means to promote a particular religion, spiritual tradition, political group or commercial enterprise;
- iv. Act in accordance with professional standards and not impose values of any kind;
- v. Report to their accrediting LVE Associate after each event, and otherwise as appropriate, keeping it informed about LVE activities and training requests;
- vi. Conduct a minimum of 12 hours of LVE sessions each year to ensure ongoing familiarity and expertise (or another specified minimum number as appropriate);
- vii. Participate in continuing development/training/updates, subject to the availability of time and financial resources; and
- viii. Duly acknowledge or give recognition to LVE whenever LVE resources or ideas are used and respect copyright as required.

5) Requirements Specific to LVE Educator Trainers for LVE Educator Training Workshops

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

- i. Have a degree, diploma or equivalent locally recognised qualification as an educator, social worker or psychologist and a professional background related to education and/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 duration each, with additional training from a LVE TTT Lead Trainer, as required, to fully understand the rationale and methods underpinning LVE;
- iii. Have helped in at least two LVE Educator Training Workshops and demonstrated excellent facilitating skills during such workshops;
- iv. Know thoroughly 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 and being able to relate the content of pertinent sessions in 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, it is recommended that anyone wishing to be accredited as a **LVE Educator Co-Trainer**:

- i. Have at least two years of teaching experience or a professional background related to education and/or training/facilitation whether 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, demonstrating appropriate facilitation skills and knowledge of the material; and
- iv. 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 wishing 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 demonstrated appropriate 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 foster their use in schools or other organisations using LVE; and
- v. Communicate with their accrediting Associate as appropriate.

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 conducted an adequate number of group sessions with parents using the *Living Values Parent Groups: A Facilitator Guide*; and
- iv. Agree to conduct follow-up and monitoring activities as appropriate, including the collecting of evaluation forms.

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

It is recommended that an LVE Parent-Group Facilitator Co-Trainer only be accredited as a LVE Parent-Group Facilitator Trainer when he/she can conduct at least half the sessions of a LVE Parent-Group Workshop demonstrating, while do so, a high level of appropriate facilitation skills.

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

It is highly recommended that Associates do 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 consulting with the relevant ALIVE Board Working Group.