Alliance Educational Framework

The *Alliance Educational Framework* is an amendable document that should be adopted whenever it is needed. Learning is a process – so also this Educational Framework is open for any input at any time. Future TNWG should work on it on regular basis.

About Alliance Educational Framework

The International Voluntary Service (IVS) connects the volunteering with strong non-formal learning experience. To support the learning process of our volunteers, the organisations involved in the Alliance train voluntary project leaders (also called workcamp leaders or campleaders) that take care of the groups of volunteers and also support their learning process. The Alliance as a network has various means to support quality of workcamps, the learning process, education of staff and trainers etc. The purpose of this Educational Framework is to clarify processes and roles in the Alliance Educational Framework and act as guideline to allow effective implementation of this framework in the network in cooperation with the member organisations (MOs).

Content of the Educational Framework:
1. About the Alliance, its working and ethical principles and code of professional conduct
2. Activities of Educational Framework:
   a. Alliance Educational Priorities
   b. Alliance Educational Activities (incl. LTTC)
   c. Logistical arrangements of AEP and AEA activities (roles of the hosting and sending organisations, support staff, participants)
3. Stakeholders of Educational Framework
   a. Alliance Course Director
   b. Training Needs Working Group
   c. Alliance Pool of Trainers
4. Glossary

Chapter 1: About the Alliance

The **Alliance of European Voluntary Service Organizations** is an European based International Non-Governmental Youth Organization of like-minded organizations not aligned to other international structures. It is a cooperative network of independent and active national organizations, working together on the quality and development of International Voluntary Service.

The **aims of the Alliance** are promoting better cooperation between its members and developing common standards and best practice activities for the benefit of volunteers and local partners. **The Alliance has 51 members in 28 countries.**

Member organizations act to **encourage and support voluntary service programs**, international workcamps and other long-term activities, enabling young people to meet & understand different cultures, whilst carrying out community projects of public benefit: EVS, short term projects, medium term voluntary service, youth leaders exchanges & trainings, inclusion, environmental, cultural & local development projects.

The Alliance provides capacity building for its members from IVS technical placement procedures to training and social skills development, external relations, social inclusion/participation, environmental and general sustainability in IVS projects and networking events, quality management, volunteering trends research and policy development on various issues representing the network.

For us, **becoming an active citizen starts with participating in International Voluntary Service (IVS) short term projects (workcamps)**, which involve local communities in work with volunteers from different national/cultural/social backgrounds.

Another important aspect **is cooperation with institutions/networks/other European organizations in the youth field**. We are actively involved in YFJ, CoE's co-management system (Advisory Council and Programming Committee), with like-minded organizations also, to shape European youth policy, strategies on inclusion, environmental awareness and general sustainability and youth participation so to improve the situation of youth in Europe.

Alliance has a clearly set **social inclusion strategy**, supported by its Accessing Campaign. It facilitates and encourages the involvement of young people with fewer opportunities (YPWFO) by ensuring places for them in most of activities hosted by member organizations as well as in Alliance events.

Alliance also supports the **International Campaign for a Sustainable Voluntary Service**. Thus the 4 principles of the campaign which can be followed to put IVS projects on a path towards sustainability: reduction of pollution/consumption, change in our consumption, actions to improve our environment and actions to educate and to facilitate awareness about sustainability. *Environmental Sustainability Working Group* (ESWG) had been established in 2012 to support that way.

Working Principles of Alliance

When talking of principles of Alliance' educational approach every Alliance educational activity should:

1. Have a clearly defined structure – aims, objectives, methodology, target group(s);
2. Use a diversity of methods by taking in consideration diversity of learning styles;
3. Incorporate principles of experiential learning and non-formal education;
4. Be well balanced between theoretical and practical approach;
5. Create equal opportunities for participation of all participants;
6. Encourage interaction and exchange [trainers-participants, trainers-trainers, participants-participants];
7. Be flexible and oriented towards participants' needs;
8. Support both professional and personal development;
9. Be supportive and sensitive towards people with fewer opportunities;
10. Use best practices and know-how from the rich experience of Alliance and its achievements, outcomes and results of former commitments;
11. Promote sustainable development during work as well as sustainability of work done.

Ethical Principles and Political Stand

Every educational activity should be based on following ethical principles and political stand:

1. ensure fundamental rights and freedoms to participants and colleagues that all people are entitled to take part in the educational activity regardless of nationality, national or ethnic origin, sex and gender, age, race, religion, language or abilities;
2. promote the vision and mission of Alliance;
3. promote professional and methodological development in the field;
4. ensure a good reputation of the Alliance;

5. promote positive values in society which the Alliance stands for, such as intercultural understanding, peace, democratic participation, sustainable development, respect for universal human rights and gender equality;
6. promote the Campaigns of the Alliance during realization of activity.

Code of Professional Conduct

Code of professional conduct for all stakeholders of educational activities in the Alliance is based on a few essential principles: *responsibility, independence, integrity and public interest*.

Every involved stakeholder should therefore respect and act according to the following:

1. To implement activity on high professional level;
2. To follow Alliance Educational Framework and principles as defined by this document;
3. To actively participate in design, implementation and evaluation of the educational activity, including the reporting on this activity;
4. To actively support follow-ups of such activity within the bounds of possibility;
5. To be responsible for self-development and own improvement in the field;
6. To protect participant's and colleague's personal data according the GDPR policy;
7. To ensure safety of participants and colleagues during implementation of the activities;
8. To lead by example.

Chapter 2: The Activities of the Educational Framework
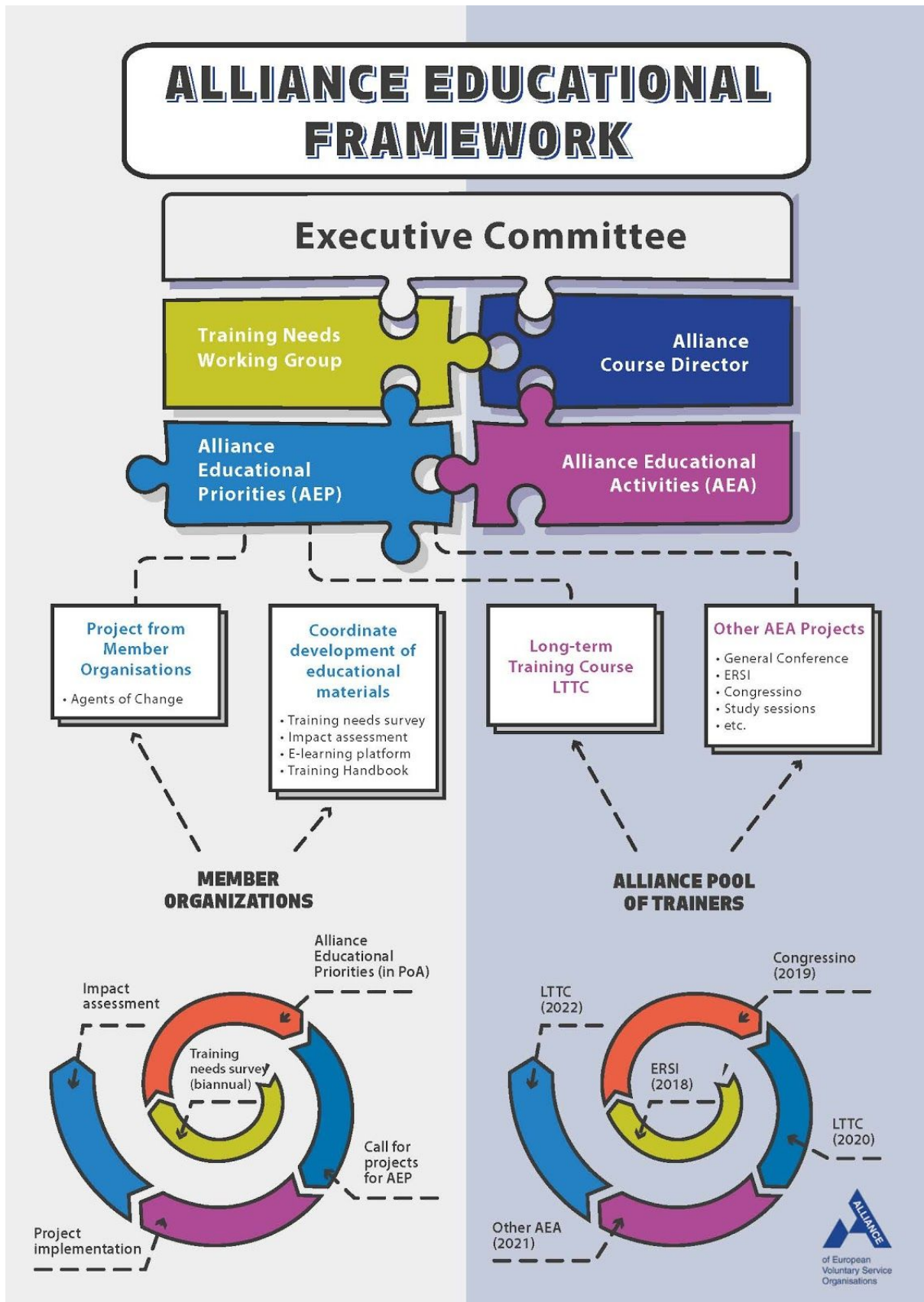
Alliance Educational Priorities

The Alliance Educational Priorities (AEP) is a strategic document of the Training Needs Working Group, which sets up educational priorities in the network for the following 2 years, strengthening coherence between these and the member organisations' good practices. The AEP is part of the Plan of Action (PoA). The main principle is to align strategic priorities in the network and to bring and utilize results of member organisations' educational activities to the network level.

AEP includes mainly priorities – objectives of educational processes of the network. These priorities will reflect important topics for the network and the member organisations. It may also include specific training/project proposals to be implemented, if there are concrete suggestions coming up from the sources as described below.

AEP Approval Procedure

The AEP is proposed by the TNWG based on training needs assessment (expressed by the working groups, EC, MC and the member organisations during the training needs analysis done biannually), impact measurement of the Alliance Educational Activities (if relevant topics come up) and good practices from the member organisations' from the previous AEP.

The proposal is then discussed with EC, MC and ACD to get comments and feedback, and is finalised by the TNWG. The final version will be presented in the PoA and voted as a part of it.

AEP Implementation:

After the AEP is approved, the TNWG prepares call for projects to implement it. The call is sent to all the Alliance member organisations, which can propose concrete projects fulfilling the given priorities. Also, the Alliance as such can propose concrete educational projects based on the AEP; these projects then will be listed as AEAs and coordinated by the ACD.

The TNWG and the Vicepresident of the EC decide about the project proposals which correspond to the following criteria:
- · Relevance of the project idea to one or more of the priorities
- · Clearness of the project description (clear objectives, activities and outputs)
- · Relevance of the outputs for the network and other member organisations not directly participating the project (the outputs must be understandable for the people who will not directly participate).
- · Partnership. At least 50% of the partners must be from Alliance full and/or associate members.

Once selected, the project proposals become a part of AEP implementation plan and the contact persons are in touch with the TNWG regarding the implementation of the project. The responsible member of the TNWG should be informed, in case:
- · The project has been approved / got funding and will be realised.
- · The contact person changes.
- · Reporting, how is the implementation going on (depending on a type of project, ideally at least once per 6 months).
- · The output(s) of the project are finalised and should be evaluated and utilized in the network.
- · Report from the evaluation and impact assessment is finalised.

Alliance Educational Activities (AEA)

Pursuant to its vision, mission and the AEP, the Alliance as a network also implements educational activities (AEA) such as international trainings, study sessions, seminars, conferences, etc. according to this Educational Framework and the AEP.

Alliance educational activities are submitted and coordinated by the *Executive Committee* (EC) of Alliance and/or one of its member organizations. Activities at the network level are proposed and agreed on during the *General Assembly* (GA), which takes place at the end of each year. Alliance ensures proper coordination of the AEAs and their close connection with the *Alliance Pool of Trainers* (A-PoT) in order to ensure its high quality standards.

Alliance educational activities are coherent to the AEP and they are based on vision and mission of the network, its annual priorities set during the *General Assembly* (GA) as well as the current needs of Alliance members. Depending on funding opportunities as well as collaboration between Alliance and its cooperating institutions, several educational activities are provided by Alliance and its members.

Types of the AEA:

Study Session (StS) aims to develop an occasion for Alliance members to exchange experiences and create new ideas together on themes relevant for their work. The purpose of the this event is to make participants aware of the resources and policies available at European level in the field of active participation of young people in International Voluntary Service experiences (IVS) Furthermore, it intends to acknowledge and promote the networks' values. Study Session is an educational activity organized in partnership with the Youth Department by the Council of Europe and the Alliance, with an aim to strengthen mutual cooperation and exchange good practices.

Long-Term Training Course (LTTC) aims to develop Alliance's and member organizations' future trainers for campleaders in order to increase the quality of the workcamps and its educational impact. LTTC takes place during a longer period of time and consists of several educational activities answering the current educational needs of the network member organisations. The LTTC is a permanent part of AEP until decided otherwise by the EC; it is coordinated by the Alliance Course Director (ACD).

Namely the LTTC constitutes of the following four concrete phases:
1. Induction seminar (INS)
2. Training of Trainers (ToT)
3. Practice Phase
4. Evaluation Seminar (EVAS)

Advanced Training Course (ATC) aims to address specific needs of Alliance working groups or Alliance members as well as educational needs of Alliance Pool of Trainers and its development. Those International training courses take place on ad hoc basis and target participants who are already involved in Alliance activities and thus are already committed to develop their skills as well as the performance of the network itself.

General Conference (GC) is a biannual event, which aims to create a space for different actors from different voluntary service organisations to work on specific topic(s) and thematic priority of network itself. Within this wider context, the purpose is also to make participants aware of possibilities and opportunities of active participation in International Voluntary Service experiences (IVS).

Training of Camp Leaders (TCL) is a training for future camp leaders to provide them with tools and information relevant for leading a voluntary workcamp.

Post-camp Event (PCE) aims to gather the volunteers and/or group leaders who have been involved in voluntary workcamps in order to share and reflect in their experiences.

Alliance Long-Term Training Course

***Long-Term Training Course* (LTTC)** aims to develop participants' competences in design, implementation and evaluation of NFE activities in order to improve the quality standards of Alliance and member organisations' events. It is coordinated by the Alliance Course Director. LTTC is a permanent part of the AEP.

Generally **LTTC** affects the *Alliance Pool of Trainers* (A-PoT) twice: being a recruitment instrument for the future A-PoT members, as well as an instrument for personal and professional development for the members of A-PoT.

Therefore biannual LTTC consists of four progressive stages such as *Induction Seminar* (INS), *Training of Trainers* (ToT), *Practice* and *Post Season Event* (PSE). Each of them is focusing on different segments of the LTTC main theme and using different educational approaches. Participants are required to be committed in all stages of LTTC.

***Induction Seminar* (INS)** marks the beginning of the LTTC. INS provides participants with an understanding of the Alliance and its campaigns, sets the context of the roles and responsibilities within network's structure, as defined in relevant policies, and defines the possibilities and opportunities for further commitment and involvement. Therefore participants are informed about Alliance, its values and the upcoming LTTC events. They are setting the basis for the Training of Trainers and other LTTC phases.

***Training of Trainers* (ToT)** aims to provide participants with basic skills in order to use non-formal education (NFE) methods and approaches to run training courses for camp leaders on local level. Furthermore, the knowledge developed and competences acquired can be used to support other educational activities in the field of NFE proposed by Alliance members.

Practice Phase aims to use the competences and methodologies acquired in the previous stages of LTTC. Participants of LTTC are expected to support their organizations in preparation and implementation of camp leader trainings before running the workcamp season.

Evaluation Seminar (EVAS) aims to evaluate the implementation of preassigned aims and objectives from INS, ToT, as well as the practice. The participants of the event are supposed to share their experience as well as to evaluate the process. PSE should also provide participants with space to create and develop follow-up activities which should have further impact on future season.

The *Advanced Training Courses (ATCs)* as well as the *General Conference (GC)* are not supposed to be inherent part of LTTC. But as it is meant to be part of a continuous improvement process, perceptions from every evaluation meeting of an Alliance educational activity are used to feed the next LTTC.

Logistics of the AEA and AEP projects

1. AEP projects logistics

The coordination and logistics of AEP projects proposed by member organisations is fully on their responsibility. They inform the contact person from the TNWG on the occasions mentioned above, but otherwise final selection of the team of trainers, venues, selection and communication with participants, preparation, delivery and evaluation of the educational programme and all other related issues are fully the MO's responsibility.

2. AEA logistics

Hosting organization and project partners

The **hosting organization** of an *Alliance Educational Activity* decided to take over the responsibility of applying for and hosting an event of Alliance, upon which is voted during the General Assembly. That decision should be based on full reliability of the hosting organization.

In general, the trainers' expectations towards the host of an Alliance Educational Activity include:

1. Respect of Alliance Educational Framework;
2. Search for appropriate project partners regarding relevant expertise and capacity;
3. Respect of agreed time frame;
4. Respect of agreed terms of participation;
5. Support of participants before, during and after *Alliance Educational Activity*;
6. Support of trainers before, during and after *Alliance Educational Activity*;
7. Provision of adequate facility/facilities and required equipment.

Project Partners apart from hosting organization also takes over certain responsibility of applying for an event of Alliance, upon which also might be voted during the General Assembly. That decision should also be based on full reliability of the project partner (organization).

Further details shall be found in the **Standing Orders of Alliance**.

Sending Organization

Sending organisations take responsibility in choosing and preparing participants for Alliance Educational Activities.

In general, the expectations towards the sending organization of an Alliance Educational Activity include:

Before the Activity:

- Find participants whose profile fits the description in the call for participants by analysing their application forms and having an interview,
- Provide participants with the infosheet and other documents prepared by the hosting organisation,
- Organise preparation meeting in order to provide relevant information to selected participants, such as: overview of the programme, goals and activities of the sending /hosting organisations and the Alliance, financial conditions, necessary preparation tasks, and emergency contact details of the sending organisation,

- Provide communication between participants and the hosting organisation.

During the Activity (specific to LTTC, which is a Long Term Training Course taking place over the course of several months):

- Provide technical support for the LTTC participant/s during the whole course of the programme.
- Include LTTC participant/s in the preparation and implementation of the training/s for campleaders and post camp event/s or any other task which might be a part of the LTTC programme.
- Provide participants with more opportunities to practise training skills.
- If possible, have a certain person responsible for the communication and support for the LTTC participant/s during the course of the programme.
- Give feedback to the LTTC participant/s on the development of their training skills.
- Have regular meetings with the LTTC participants after each LTTC event.

After the Activity:

- Contact the participants in order to receive feedback on the quality and the learning outcomes of the Activity and their possible future involvement in the organisation.
- Contact the hosting organisation to get feedback on the participants.

Support Staff

Support staff of an Alliance Educational Activity is at least one person who is assigned by the hosting organization as a support member of the training team. Support staff is not necessarily a staff member of the hosting organisation but should be present to ensure the smooth practical implementation of the project. Support staff is working under direct supervision and/or in cooperation with Alliance Course Director (applicable for LTTC) or the responsible project coordinator assigned by Alliance.

SUPPORT staff is a person who:

1. Is familiar with Alliance and respects its ethical principles and code of professional conduct;
2. Has worked with the grant her/his organization used for the event it is hosting;
3. Is well organized and behaves responsibly;
4. Has good level of both spoken and written English language.

General responsibilities (to be adopted situationally):

- ▪ Assisting the preparation of the info-sheet (at least 3-4 weeks prior event)
- ▪ Supporting travel arrangements (especially visa issues)
- ▪ Administrative work like participation list
- ▪ Technical support concerning content, facilities, equipments, materials and accommodations
- ▪ Assistance concerning food and beverage
- ▪ Support Reporting activities
- ▪ Support for visibility and dissemination of the event

It is mandatory that support staff is physically present for the entire duration of the educational event.

Participants

Participants of Alliance educational activities are volunteers, activists, youth workers or other staff of Alliance member organizations. Learning process of participants is under supervision and facilitation of trainers, but they are also responsible for their own learning.

In general participants of an Alliance educational activity should:

- Respect Alliance values and ethical principles;
- Actively attend the entire duration of the course;
- Respect its time frame and attend minimum 80% of the scheduled activities;
- Accept all consequences that are results of their inappropriate behaving;
- Support sustainable lifestyles promoted through the sustainability campaign;
- Respect others and ensure basic rights and freedoms to participants and trainers that all people are entitled to regardless of nationality, sex/gender, age, national or ethnic origin, race, religion, language or other status;
- Be willing to transfer knowledge to the members of his/her organization;
- Take care of working space, materials, and accommodation;
- Be responsible for the health and safety of self and others.

⇨ *Target Group has to be specified for each project separately.*

Restrictions of Participants

There is possibility for warnings or exclusion of a participant/s from an Alliance educational event. If *Alliance Course Director* (ACD), the project coordinator of hosting organization or any other stakeholder of the Alliance educational event deem that some of the participants do not comply with certain items of the general responsibilities or ethical principles, the participant/s can be cautioned or excluded depending on the seriousness of the offense.

A participant will be permanently excluded if s/he commits following offenses:

- Missed all or most of the session without acceptable reasons;
- Endanger realization of the project;
- Does not respect agreed terms of participation;
- Foster safety dangers of other participants and trainers;
- Discriminate participants or colleagues on any basis;
- Violate law;
- Exerts sexual or other type of violence towards participants or colleague;
- Has a considerate bad influence on Alliance reputation.

Benefits for Participants

At the end of all Alliance educational activities, participants will receive a certificate that proves their successful completion of that event. Also, they will get needed support from their Trainers for personal and professional development during the educational activity. Specifically, participants in the

Long-Term Training Course will be introduced to a mentoring system that ensures communication and support after the training and during the season of voluntary service.
If participants will have the opportunity to:

- Be involved in future Alliance activities;
- Advance as trainer and apply for A-PoT;
- Develop a social network over the world;
- Enjoy intercultural exchange by meeting other cultures, lifestyles and similar minds;
- Get certified for future applications and commitments;
- Get personal recommendation.

Chapter 3: Stakeholders of Alliance Educational Activities

To realize the Educational Framework of the Alliance, it is important to ensure effective and efficient cooperation and communication between several stakeholders involved in the organizational process. All of them have responsibilities in sense to deliver/receive quality education and cooperation.

The involved stakeholders are as follows:

1. Alliance Course Director
2. Training Needs Working Group
3. Alliance Pool of Trainers
4. Alliance Members

Alliance Course Director

Alliance Course Director (ACD) is selected and managed by the EC. S/he should be an experienced manager and trainer (ideally senior trainer of A-PoT), who has a deep understanding of the Alliance vision, mission, strategies and processes.

The main responsibilities of the ACD:
- Apply (every second year in EYF workplan), implement, report, evaluate, assess impact of the LTTC.
- Apply, implement, report, evaluate, assess impact the Alliance Educational Activities (in the years when there is no LTTC, other projects such as ERSI)
- Coordinate the creation process of the educational programme for GC and if it is needed for the constitutional events (JM, GA, etc.)
- Coordinate and promote the A-PoT
- Act as educational advisor for the network and the MOs who have activities in AEP (incl. proposing educational projects and writing grant applications).

The ACD also cooperates on other tasks, for which TNWG or EC is responsible, such as:
- Gives feedback and ideas for the AEP drafted by the TNWG

- Can propose projects to fulfil AEP, which will be organized by the Alliance as AEAs (at this case, the ACD applies and can implement, report, evaluate and assess these activities upon agreement with the EC)
- Helps create and assess quality of educational outputs in the network (such as handbook, e-learning courses etc.)
- Delivering educational activities in the network
- Other tasks related to the position upon agreement with the EC and taking account the capacities of the ACD.

Training Needs Working Group (TNWG)

The Training Needs Working Group is a committee (a permanent working group of the Alliance) which consists of appointed representatives from the member organisations. Its main responsibility is to coordinate implementation of the Educational Framework of the Alliance and the strategic Plan of Action (incl. the AEP).

General Responsibilities:
- To run biannually training needs survey among Alliance member organisations and WGs
- To propose the AEP for two years (in cooperation with ACD, EC, MC, PoT etc.) and implement it into the Plan of Action
- To implement the AEP, concretely:
    - Make a call for member organisations and network bodies to register their educational projects and activities within the AEP; the Coordinator of TNWG selects these together with the EC.
    - To monitor the progress of the AEP projects and implement basic impact assessment of these trainings in order to bring good practices to the network level.
    - Disseminate the results and outputs of these projects further used within the network.
- To coordinate development of the educational materials on network level, which correspond with the AEP and support the quality of educational activities in the network and in the MOs, such as Training Handbook, e-learning platform, etc.

TNWG also cooperates on tasks, for which the ACD and the EC are responsible, such as:
- LTTC and AEA impact assessment (results should be brought back to assess the AEP)
- Support the promotion of A-PoT (e.g. recommending the AEP project organizers to use at least one A-PoT member for their educational activities)
- The Coordinator of TNWG is involved in selection of A-PoT members together with ACD and the Vicepresident of the EC

Alliance Pool of Trainers

Aim

Alliance Pool of Trainers (A-PoT) is primarily meant to be a trainer resource for Alliance Educational Activities and the Alliance member organisations. It aims to facilitate empowerment of individuals and

to be an important resource of knowledge, skills, experience and expertise that contribute to capacity building and development of Alliance as a network, its member and partner organizations as well as any institution cooperating with Alliance.

Structure

The A-PoT is coordinated by the Alliance Course Director, who him/herself should ideally also be involved as a senior trainer. The A-PoT is consisted of senior and junior trainers, whose entrance criteria are described below.

Responsibilities of the trainers:

- Upon request to be available for the members with tools to make their work more convenient, effective and efficient
- To implement Alliance Educational Activities (e.g. LTTC) in cooperation with the ACD
- To contribute in all stages of a project they are selected for from the application phase to the evaluation
- To provide services (trainings, facilitation, moderation and consultancy) to the Alliance, its member organizations and institution that align interests for cooperation
- To ensure quality of Alliance educational activities by having a proper range of training topics and expertise
- To foster a space for education, creativity and exchange of good practice and experience among trainers
- To ensure space and opportunity for participants to become more experienced, to develop (training) methods and give them opportunity for self-development;
- To promote equity, social cohesion and active citizenship in Alliance educational activities.

Benefits for Trainers

Being part of the A-PoT provides a wide range of benefits for the trainers, such as:

- Access to training positions within the Alliance;
- Opportunity to work together with experienced colleagues and increase knowledge about facilitation and other specific topic;
- Opportunity for trainers to practice skills and knowledge and get the necessary experience to develop professionally and personally;
- International visibility and recognition through the network of Alliance member and partner organizations;
- Possible involvement in preparation of different Alliance publications, researches etc.;
- Being addressed to run training courses out of Alliance;
- Have chance to develop new ideas and methods and thereby have a certain impact on the development of IVS in general and Alliance in particular.

In addition to the above mentioned benefits the A-PoT and AEA are supported by a compensation system following the spirit of voluntary service. We strongly recommend to the Alliance and its hosting organizations to include regular compensation in their applications as well as to actually provide that amount for their professional engagement during the educational activity. The amount of compensation depends on funding opportunities and should be agreed between trainers and hosting organization during selection of trainer team. For Alliance educational activities it is the ACD and the EC ensure compensation considering the specific project conditions. In any way all trainers' expenses directly related to the training course such as travel costs, accommodation, food and material should be fully reimbursed or covered. Trainers are obliged to justify their financial benefit by availability and good performances throughout every stage of educational activities.

Restrictions

There is possibility for warnings or exclusion of a trainer/s from the A-PoT. The *Executive Committee* (EC) decides on basis of written reports for any critical situation given by the *Alliance Course Director* (ACD) or host organizations or any other stakeholder of the Alliance educational event. Such report may consist of: determination of violated provision(s), consequences of situation, personal opinion and recommendation for restriction. Whether the trainer will be warned or excluded depends on the seriousness of the offense concerning items of general obligations, ethical code and code of professional conduct. Trainer will be permanently excluded if she/he commits following offenses:

- Has bad influence on reputation of the network;
- Endangers realization of the project;
- Discriminates participants or colleagues on any basis;
- Fosters safety dangers against participants or colleagues;
- Violating law;
- Exerts Sexual or any other type of violence to participants or colleagues
- Gets involved in a sexual and/or romantic relationship with a participant for the duration of the event
- Undermine the authority and the credibility of colleagues

The Alliance Course Director is responsible for execution of restrictive measures previously decided by the EC.

Recognizing the need for a clear distinction between the operational and the political role of the individuals involved in the different bodies of Alliance, therefore:
Executive Committee (EC) members cannot be part of the Alliance Pool of Trainers (A-PoT). Due to conflict of interest the participation of the EC members in Alliance Educational Activities has to be limited. Any member of the EC, however, can be invited as the guest speaker or an expert to Alliance's educational activities, if this would contribute the quality of the event.

Coordinators of Working Groups and other committees, as members of the Management Committee (MC), can be a part of the Alliance Pool of Trainers (A-PoT) without limitations.

Selection process of the A-PoT

The selection of trainers for the A-PoT is done usually biannually (unless the EC decides otherwise). Decision upon selection is made by the ACD together with the Vicepresident from the EC and the TNWG Coordinator. The final approval is made by the EC.
In case the coordinator of TNWG applies for the Alliance Pool of Trainers s/he is not participating in his/her own selection process, it is the ACD and the VP. In order to ensure transparency of the selection process and as much as possible equal treatment of all applicants for A-PoT the decision on admission of trainers is generally based on following order:

1. timeliness and completeness of application
2. applicability of trainer
3. expertise, skills and experience
4. age, geographical and gender balance

The application for being part of A-PoT must contain:

- Questionnaire as a*pplication form (online)* – incl. Motivation of the trainer, fields of expertise, commitment to be part of A-PoT for the period of 2 years, etc.
- *Curriculum Vitae (CV)* – incl. Information of the trainers' involvement in the Alliance, various educational activities (+ in which roles)
- *Mandate by the member organization* – with information of the length and nature of involvement of the trainer in the MO

In the 2ⁿᵈ round of the selection process, the applicants may be asked to fulfil another complementary task(s) (such as design of educational session/training, to be done individually or in pairs) to prove their competences comply with the minimum standards described below.

If a trainer is re-applying for the same position in the A-PoT as he/she had in the previous period, the selection committee may decide they can only submit a shortened application form and the mandate to simplify the process.

In case during the selection process for trainers for a project there is no applicant who fulfils the specific required criteria, the call is open for trainers mandated by member organisations. Every selected trainer needs to fulfil the minimum criteria described below.

The **formal criteria** of the application to be member of the A-PoT is reviewed biannually by TNWG as part of this Educational Framework.

Minimum criteria:
JUNIOR TRAINER is a person who :

1. Is active in Alliance member organizations for at least 2 years.

2. Is able to present Alliance and broadcast basic information about Alliance history and its values.

3. Has taken part and successfully completed LTTC.

4. Participated in at least 2 International NFE events.

5. Has experience as a trainer in at least two trainings, out of which at least 1 has to be an international training; each training being min. 3-full-working-days.

6. Has experience as leader in at least one intercultural activity such as workcamp and/or, additionally, youth exchange.

7. Has ability to design an educational session by setting learning objectives, identifying the proper methodology and is able to deliver this session and evaluate it.

8. Has strong communication competences for good teamwork and to work in intercultural environment and within international team

9. Has sense of initiative & creativity;

10. Has good level of both spoken and written English language.

SENIOR TRAINER is a person who:

1. Is able to present Alliance and broadcast basic information about Alliance history and its values and is aware about current vision and developments of the network.

2. Was a member of any Working Group at least for one mandate (1 year) and has participated at least one Joint Meeting.

3. Has ability (experience) to design and develop educational events, training programs and educational modules by setting the learning objectives, identifying the proper methodology, delivering the activities of the event and evaluating them. (either through the Alliance or the member organisations).

4. Is able to recognize and implement the objectives of the applied project.

5. Has very strong communication competence, and highly developed presentation skills.

6. Has a sense of initiative, creativity and innovation.

7. Has a capacity to adapt the training program according to participants needs and the abillity to quickly react to situations where needed.

8. Has a sense of teamwork and capacity to work in intercultural environment and within international team; willingness to share his/her experience with others.

9. Is able to coordinate the team of trainers.

10. Is active in youth /volunteering/non-formal education field for at least X years and is in cooperation with Alliance member organisation.

11. Is a trainer who has been in responsible position of at least 6 international trainings, out of which at least 1 was a training of trainers (must be visible in CV) and at least 1 was labelled as the Alliance educational events.

12. Is able to apply health and safety measures in every educational activity and is able to intervene where needed (first aid).

13. Has good level of both spoken and written English language.

Selection of the trainers for specific projects:

For each specific project there is a special call for trainers based on the unique needs of the activity. It contains additional criterias according to the required profile and level of experience for the implementation of the project. (E.g. expertise in specific topics, availability, level of trainership, etc.)

For all the Alliance Educational Events, a **selection committee** is to be formed. The selection committee consists of the VP, TNWG coordinator and the ACD, unless TNWG coordinator wants to apply for a position. In this case a new selection committee will be formed by the EC excluding the person applying. In case there are not enough eligible applications from the A-PoT, the selection committee is entitled to launch an open call among the Alliance members.

For educational events organized by members and other external stakeholders where Alliance is asked or allowed to send trainers, the Alliance does not need to do any pre-selection and all members of the A-PoT are welcome to apply and be selected by the host of the event in question. If needed, the Alliance can issue a letter addressed to the host, explaining that we support and recommend all A-PoT members.

Alliance Members

Members are the main characters for the implementation of the Alliance Educational Priorities, connecting with their work the Network principle and values directly with the volunteers. Members are highly recommended to apply for the AEAs each time, since these are the highest priority educational

events in Alliance life. In AEA projects members can be hosting organisations and/or sending organisations. Their specific tasks are outlined on the case-by-case basis.

In terms of AEP projects members are invited to apply to fulfill the actual Alliance Educational Priorities with their own projects which is a tested, impactful project and considered as best practice. When the members' project approved by the TNWG the members' become the coordinator of the project meaning the members take full responsibility connected to practicalities and content, especially project application, administration, co-financing (if needed), selecting trainers and participants, local coordination, etc. TNWG supports the process in case there is a need and implements an impact assessment at the end of the project.

Glossary

AEA - Alliance Educational Activities (including the LTTC, General Congress etc.)

AEP - Alliance Educational Priorities

A-PoT - Alliance Pool of Trainers

ACD - Alliance Course Director

ATC - Advanced Training Course

EC - Executive Committee

GC - General Conference

GA - General Assembly

INS - Induction Seminar

LTTC - Long-Term Training Course

MC - Management Committee

MOs - member organisations

PCE - Post Camp Events

PSE - Post Season Event

StS - Study Session

TCL - Training of Camp Leaders

ToT - Training of Trainers

TM - Technical Meeting

TNWG - Training Needs Working Group