



GUIDELINES FOR NGA COACHES

JUNIOR PROGRAMME

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1 What is the Junior Programme?

1 What is the Junior Programme?

The Junior Programme gives young people a (first) taste of professional development cooperation work.

They are coached while they work a minimum of 1 and a maximum of 2 years in a project of BTC or with another recognized player of the Belgian Development Cooperation.

By recruiting and sending out young professionals the programme fosters a new generation of professionals for international cooperation and also develops capacities and supports sustainable development in the partner countries.

More specifically the Junior Programme objectives are to help Junior Assistants who are sent out to:

1. Acquire competencies and expertise that are a ticket to a career in international cooperation
2. Make a professional contribution to the projects/programmes in which they work

BTC manages the Junior Programme.

2 Why a guideline for the coaches?

This guideline aims at defining the role of the coach of a Junior Assistant (JA) within an NGA and at listing what is expected from the coach.

The annexes to this document provide further explanations about different aspects of coaching.

The guideline for the coaches is a complement to the **general Junior Programme (JP) guideline** – more oriented towards Junior Assistants - of which some excerpts are included in the annexes. We invite you to also read this guideline (only available in French though). There, you will find practical basic information (expectations, practical rules, management of leave days, evaluation of the JA's performance, security rules...) and important information for the daily management of JAs.

3 What is coaching?

Coaching is not a HR management method that is exclusive to the Junior Programme or to BTC. It is applied every day in very different settings.

A little bit of history...

First there was the coach. It was conducted by the coach driver who transported travellers from one point to another as fast as possible and with the most of comfort possible. So, he (or she?) helped a client to reach a goal or objective under the best of conditions.

We can say that the approach of JP coaching is also to help the Junior Assistant (JA) to achieve an objective in the best of conditions...

The JP coach is first and foremost a support function and, in the second place a means of evaluation of the work done.

The two following definitions summarize our approach to coaching rather well:

- 1) Coaching can be described as a **goal-oriented method** of **guiding** the learning process of individuals (or teams) **geared towards their independent functioning** in an organisational context¹. It is about bringing the following ingredients together that allow individuals (and teams) to develop their capacities, skills, and competences to perform better and better in the implementation of tasks and responsibilities in the wider context of the programme or organisational objectives:
 - a. Providing a positive and open atmosphere so that co-workers can feel free to come up with suggestions for improvement, ventilate constructive criticism, develop a coaching plan
 - b. Contributing with creative, clear and useful resources to the development of the professional and personal growth of co-workers operating systematically with clear targets and schedules, coaching is a process, not isolated moments.”²
- 2) Coaching is a partnership between the coachee and the coach. It relies on objectives that are correctly defined and an action plan to reach these faster and more efficiently. Coaching aims at the development of the full potential and the skills in view of higher performance or a different role and of personal and professional ‘better-being’, to the benefit of the coachee and his or her whole environment.”

“To ensure junior assistants attain their goals and the expected results, the coach has to guide them in a way “custom tailored” to their personality. On the other hand, he has to give them progressively more responsibility. It’s surprising to see to what extent they manage their tasks well when these conditions are ensured.” – Erasmo Otarola, coach in Peru

¹ Baco Consult, Coaching workshop, BTC 2009

² Syllabus Essential Coaching Skills, Lionel Legoutte, 2009

4 Skills and qualities required?

↙COACH↘

LIFE SKILLS

SKILLS

Available and accessible to answer questions

Attentive, listening

Consistent and trusted

Right and rigorous

Communication and relational skills

Enthusiastic about the idea to share his/her knowledge and experience in cooperation with a young person without experience

Provides regular and structured guidance

Provides structure to the JA

Provides constructive feedback

Helps the Junior Assistant to get integrated in the

Identifies the need and plans the necessary means and resources

Takes on final responsibilities for the Junior Assistant tasks

Makes responsible

Helps the Junior Assistant to learn from mistakes made



5 Why assign a Junior Assistant to a project?

Without being complete we want to give you a few reasons that could encourage you to request the assignment of a Junior to your project. Some of these reasons have been suggested by current or former coaches on the basis of their experience:

The Junior Assistant can be a plus for the project because he or she can:

- Take on tasks that bring real added value to the project and that would not have been achieved without his or her support (For example: communication, field research, training, design tools, and so on)
- Bring new know-how or technical competences to the project because he or she has studied recently
- Establish interfaces between projects, because of the relations with other Junior Assistants, because of the JA's curiosity, or the desire to explore other aspects of cooperation
- Throw a new light, introduce an external vision to the project and raise questions that may encourage thinking
- Take on tasks that on the one hand facilitate the JA's learning, and on the other hand alleviate the workload of the team
- Bring certain dynamism and freshness to the project. The JA shows a lot of enthusiasm, motivates people around him or her
- Concentrate 100% on tasks that you would like to achieve but for which you have not enough time or the competences, such as work on capitalising project experiences or contributing to the visibility of the project thanks to communication/raising awareness
- ...

6 Tasks and responsibilities of the coach

Whereas the JA takes on certain tasks in the project, puts in enthusiasm and puts his or her competences to the service of the project, the coach must be able to guarantee structured support throughout the JA's contract.

The tasks and responsibilities of the coach start well before the actual beginning of the JA's work in the project and they do not stop after the JA's final departure.

Some coaches stay in touch with the JA. But that is another story...

The different tasks and responsibilities that are described below correspond with the essential constituent parts of the Junior Programme and the assignment of Junior Assistants in the field:

1. Call for needs in the field
2. The "matching" procedure
3. Before the JA's departure
4. The JA's welcome
5. The JA's support and follow-up

For more details, see [also the calendar \(Annexe 1\)](#).

6.1 Call for needs in the field

Within deadlines set and in consultation with the partner, the coach:

- Identifies the potential needs of the project with regards to Junior Assistance
- Facilitates the integration of the JA in the partner structure
- Makes sure that logistics (transport and others) and finances make the hosting of a JA in the project/ programme possible during at least a one-year period.

The Junior Programme covers both the costs of wages, housing, supplementary insurance, annual return flight to Belgium and the use of a laptop for the duration of the employment. The project will therefore only finance for the direct and indirect costs due to the presence of the Junior Assistant: such as cost of materials, communication, translation, travel expenses.

Travel expenses between the residence and work post should be covered by the Junior Assistant him/herself except in the case of a mission to support the project. Rules on per diems (meaning a flat rate per day) of the project and country of residence are also applicable during the missions.

- Involves key people (colleagues direct partners...) in the elaboration of the JA job description
- Submits the JA request (with the "job description" and "job request" forms that the Junior Programme sends at each call for functions for JA) following the procedure described
- Makes sure to provide time for a Skype a conversation with the JP reference person for more detailed explanation of the proposed job, the context of the project and the place stay.

Note:

Coaching a Junior remains possible even if the place to which the coach is assigned and the place to which the Junior is assigned are distant. This should not change anything about the quality of coaching because the coach is there first and foremost to support the Junior (integration in the partner structure, general knowledge of the project, help the Junior overcome obstacles, support with administrative steps...) and not specifically for technical support. Admittedly, knowledge of the technical aspects with which the Junior deals is a plus, but it is not essential. Indeed, you can coach a Junior who is working in an area of expertise that is not yours. This may even be an asset. After all, the goal of coaching is not to tell a Junior how to do things, but instead to help the coachee find his/her own way. If the coach is not specialised in the Junior's area of activity, it is recommended that a resource person be identified who will be able to provide guidance to the Junior in technical matters of his/her job: a staff member of the local partner, a local intern, a TA from another project, a local technician on the project, an external consultant, headquarters colleagues... However, this resource person will not be the coach or co-coach. It is important that a single person of contact be identified by the Junior. In this respect, the coach will not be allowed to delegate his/her coaching tasks to the resource person.

6.2 The matching procedure

The matching corresponds to that phase of the selection process where it is decided, for each vacancy, which candidate(s) will be proposed to the recruiting project(s).

Candidates who have passed the written as well as the oral examinations become part of a recruitment pool and have access to all the vacancies that have been approved.

Before the matching takes place, these candidates are invited to express their motivation for one or several specific vacancies. The day of "matching" the Junior Programme teams up together with an NGA representative to assign the most relevant candidates based on their CV, motivation and evaluation to the appropriate project(s).

This process is quite complex - since all jobs are simultaneously decided upon- and doesn't always make it possible to propose more than one candidate for each position.

Then, the selected candidates are presented to the respective projects, which are responsible for the final decision.

During the whole matching phase, the coach:

- Closely works together with the JP by supplying additional information to the request forms
- Involves key players in the evaluation of potential candidates that are proposed by the Junior Programme
- Gives feedback about the CVs of potential candidates proposed by the Junior Programme.

6.3 Before the JA's departure

Once the JA is accepted by the project, several steps have to be taken to prepare the JA's departure in the field. During this period of preparation to departure, the coach:

- Helps the NGA representation, if necessary, in the different administrative steps to obtain agreements and/or work permits
- Plans temporary accommodation for about 3 weeks, the time needed by the JA to find permanent accommodation. For more information about JA accommodation (conditions, guarding, reimbursement procedure...) see the JP Guidelines (only available in French).
- Supplies the staff member at the NGA headquarters in charge of the follow-up of the JA's with all relevant documents about the function and the project so the JA can get prepared during the pre-departure briefing. If necessary, the coach can propose specific training sessions that could complete the briefing programme of the JA before departure to the field.

6.4 The JA's welcome

Upon arrival of the JA in the field, the coach organises:

1. The welcoming of the JA at the airport and the JA's installation in temporary accommodation
2. The "Field briefing". This briefing guarantees the good integration of the JA in the new work environment, and we ask the coach to pay attention to:
 - Introduce the JA to the different staff members and partners of the NGA representation and the project
 - Help with the different administrative steps, for instance, opening a bank account
 - Make sure that the Junior is registered at the embassy
 - Make sure that the Junior presents himself at the BTC representation for a first contact and a security briefing.
 - Explain the organisation chart of the project to the JA, inform the JA about the position he or she holds in this organisation chart.
 - To provide a full briefing on the project / programme (history, challenges, explain the adjustments, interpretations TFF... (The JAs are not always fully informed about their project during the pre-departure briefing.)
 - Complete the information about the project that the JA received during the pre-departure briefing and the visit to the NGA representation
 - Explain the expectations of the project with regards to the JA
 - Give advice with regards to accommodation, health care, dress code, security, attitudes and behaviour towards colleagues, authorities...
 - Establish a "coaching contract" between the JA and the coach which specifies the obligations of each and every one, the hierarchical relationships, the way of reporting, the expected forms of communication, etc.

6.5 The JA's support and follow-up

Tasks related to the support and follow-up are many and varied, but they are essential for this first professional experience of the Junior Assistant to be successful. For the support work, we will therefore make sure that the coach:

1. Promotes the adjustment and integration of the JA into the new work and living environment, by providing any information needed to enable:

- The JA to acquire a good understanding of the new living and work environment
- The partner to acquire a good understanding of the Junior Programme.

2. Stimulates active participation to the development circles: The coach manages the function meeting as well as the planning, performance and final evaluation meetings with the JA. (See Annexe 5 for the calendar of evaluations and the different forms of the development circles) Although the JA is responsible for scheduling him/herself the various meetings with the coach, try to negotiate his / her agenda, reminding the goals of development circles... Warning: The Junior Programme may refuse to allow the requests for extensions, in case that the timing of development circles has not been respected and that the JA did not send the obliged development circles.

3. Sets up and ensures regular follow-up of the work by:

- Taking time at regular interval to sit together with the JA and discuss the work done, problems encountered, the specific planning of future activities, feedback on the quality of the work done, the expectations of the Junior with regards to the coach...
- For such sessions to be time-effective, we strongly recommend that the JA prepare these meetings. As an indication, you find [a template in Annexe 6](#) which could be helpful.
- Giving advice to the JA to meet the challenges he or she is confronted with.
- Making sure that the job description and the tasks performed by the JA correspond with (the possibly adapted) job description
- Encouraging capitalisation of the work done by the JA
- Managing the leaves and holidays of the JA
- Making sure that the JA does not take on responsibilities that do not correspond to the JA status. Indeed, under no circumstances may JAs:
 - Manage money
 - Manage staff / human resources
 - Be the sole representative of the NGA during strategic project meetings with partner institutions

4. Facilitates communication between headquarters and the field.

- Pass on questions, remarks and suggestions to headquarters so as to better understand the realities of the field and if possible adapt the project to these realities.
- In case of gross negligence and/or inappropriate attitude from the part of the JA, it is important that the staff member at the NGA headquarters in charge of the JA follow-up is informed as soon as possible in order to take the necessary measures in consultation with the field and the Junior Programme team.

5. Ensures the security of the JA:

- When travelling (respect safety rules, state of the vehicles, insurances, driving vehicles defined by the representatives of the project,...)
- In private life (advice about / choice of accommodation, meeting places...)
- By having the NGA or BTC's safety rules respected (See Annexe 7 for the role division between BTC and NGAs). For instance, the JA must ask the approval of the coach to leave the intervention zone of the project, also outside working hours.
- By being the intermediary for the NGA and BTC headquarters if, for health reasons, the JA cannot respect procedures on his or her own.

6. Ensures the management of the JA's operational expenses. The coach shall explain to the JA what the administrative procedures are to be followed to achieve a reimbursement of mission expenses and other operational costs, and explain what the possible limitations or conditions of its budget are. These rules are specific to each country or project.

7. Ensures the management of the JA's operational expenses. The coach shall explain to the JA what the administrative procedures are to be followed to obtain reimbursement of mission expenses and other operational costs, and explain what the possible limitations or conditions of its budget are. These rules are specific to each country or project. Stimulates the personal and professional development of the JA through training. Given the fact that the Junior Programme recruits youngsters who are often at the very beginning of their professional career, the JP wants to underline the importance of complementary training during their contract period. The JP has therefore reserved a specific budget for the JA, in order to be able to continue providing the financial contribution required for additional training. It is a specific budget for each Junior Assistant and serves exclusively for covering training expenses:

- up to 1000 euros for the first contractual year
- up to 1000 euros for the second contractual year

This "training" budget is part of a strategy to professionalize the Junior Programme and Junior Assistants. With this budget, the Junior Programme seeks, on one hand, to meet both the JA and coach's demands for additional training and, on the other hand, to integrate the JA's experience into a larger career plan within the field of development cooperation.

This budget is managed directly by the Junior Programme at headquarters.

[Annexe 8.4 explains how this budget can be used \(set-up, conditions and procedure\).](#)

7 Practical information

- 1) The Junior Programme supplies the JA with a portable computer and USB stick. At the end of the contract, the JA returns the portable computer to the JP.
- 2) Any partner and/or children of the JA are not covered by BTC and nor BTC nor the NGA can under no circumstances be held liable for their support. BTC only provides for the child allowance and birth premium for dependent children.
- 3) JAs are hired under an employment contract and not under a volunteer contract - see employment conditions: remuneration, end-of-year premium, double holiday allowance, insurances, social security contributions, accommodation allowance... With respect to this, like any employee of the NGA, they have to respect applicable rules of the organisation. The coaches guarantee that JAs respect the rules. So, it is legitimate to demand that they behave professionally. There is no reason to be lenient in case the rules mentioned are not complied with.

8 Annexes

Annexe 1: Junior Programme calendar

Annexe 2: Definition criteria for a Junior Assistant position

Annexe 3: Forms to be filled out for the call for needs

[Annexe 4: Guidelines to call upon the JA training budget](#)

Annexe 5: Development circles

Annexe 6: Role division between BTC and NGAs

8.1 ANNEXE 1: JUNIOR PROGRAMME CALENDAR

As of 2013, there will be 2 Junior Assistant selections and 2 departures every year. Below you can find the annual calendar with these two cycles.

Junior Programme Year Calendar	
<u>1st phase</u>	
Call for needs in the field	February - March
Call for candidates	March
Written test of candidates	April
Oral test of candidates	May
Matching	June
Approval of field and candidates	June – August
Training of Juniors Assistants	September
Organisation of field departures	Starting October
<u>2nd phase</u>	
Call for needs in the field	August - September
Call for candidates	September
Written test of candidates	October
Oral test of candidates	November
Matching	December
Approval of field and candidates	December– January
Training of Juniors Assistants	February
Organisation of field departures	Starting March

We receive more and more job opening demands from the field. However, the Junior Programme does not have the financial means to fill out all these demands. That is why preference will be given to the best match between a job opening and a candidate.

8.2 ANNEXE 2: DEFINITION CRITERIA FOR A JUNIOR ASSISTANT POSITION

For the Junior Programme, the post of a Junior Assistant needs to fulfill certain criteria. Every new function that is proposed to the Junior Programme is thus analyzed if it meets the following criteria:

- The duration of the project and the presence of the coach in the project allow for a minimum of a one-year contract, preferably a two-year contract, from the date the country agreement is obtained at the end of the training session.
- The possibility to coach the JA well, considering that a main feature of the JP is supporting and following up JAs, which implies:
 - - The acceptance of the duties and responsibilities and the function description. Such as described in the manual for coaches.
 - The availability of the coach - even remotely – in order to guarantee a good monitoring of the JA by the coach
 - The provision of personnel (o) n (s) and resources for the JA if the coach doesn't work in the same place as the JA or if the coach is not capable to coach in terms of technical aspects of the function of the JA (communication, gender...)

- The JA profile looked for is not too specific. They are all young people without or with only little professional experience. An acceptable compromise has to be reached.
- Identifying the added value of the presence of one or more JAs for the project or the programme and avoid the pitfall of substitution. JAs may, for instance, work on transversal themes, on capitalisation of work done... (for instance: mainstreaming the environment in different projects, do awareness-raising work among the beneficiary population about the actions of the project)
- The importance of the function and the tasks to be performed by the JA: The opportunity for a JA to get in touch with the local circumstances, to undertake actions that directly involve him or her in development and to better understand the functioning of the structure of development cooperation in the field.
- The domain of results is clearly described in the job description with specific activities and outputs, and a domain of autonomy for the JA (not only "support to"...))
- The possibility of the JA's responsibility evolving.
- The need is defined and the request is submitted in consultation with the partner. It is important that the partner is in favour of the arrival of a JA so his or her integration in the project becomes easier.
- A secure environment.
- Think of the possibility, if the budget of the project allows, of teaming up the JA and a local peer (JA – a young local graduate). It enables the exchange of techniques, knowledge of the context, the country. Mind, the peer project, which the Junior Programme wants to set up, has been submitted but is still waiting for Cabinet approval.

Positions proposed by the projects/programmes are analysed by the JP along with the staff member at the NGA headquarters in charge of the follow-up of JAs, the NGA resident representative, and BTC geographical advisors.

8.3 ANNEXE 3: FORMS TO DEMAND FOR JUNIOR ASSISTANTS

The application forms to demand new Junior Assistants for your project/programme will be sent by mail with the new “call for needs from the field”. There are two forms to be filled out:

- A descriptive form, with more information on the job description and its goals,
- An administrative form, in which the job context and the follow-up is explained.

These two forms are also available on the intranet in French, English and Spanish.

For the **English forms**, available on our website, on the “Documents” page: – [Application form for JA – I. Job description](#) & [Application form for JA – II. Administrative part](#).

For the **French forms**, available on our website, on the “Documents” page: – [Formulaire demande d’AJ – I. Description de fonction](#) & - [Formulaire demande d’AJ.- II. volet administratif](#).

For the **Spanish forms**, available on our website, on the “Documents” page: – [Application form for JA – I. Job description \(ES\)](#) & [Application form for JA – II. Administrative part \(ES\)](#).

8.4 ANNEXE 4: GUIDELINES FOR THE USE OF THE JA TRAINING BUDGET

The Junior Programme provides a specific budget for the Junior Assistant, with the aim of following training or courses:

1. Max. 1000 euros for the first contract year;
2. Max. 1000 euros for the second contract year.

This training budget is part of an effort in order to professionalize the Junior Programme and the Junior Assistants. Through this budget, the Junior Programme seeks to respond to the demand of both JAs and coaches to cover for additional training and also to integrate the JA's experience into the further planning of their career in the field of development. It therefore is very important to stress the importance of additional training for Junior Assistants during their contract period.

This budget is managed directly by the Junior Programme at headquarters. It is not directly paid to the project. And although the remaining balance of the first contract year can still be used in the second year, the remaining unused budget at the end of the contract remains within the Junior Programme.

8.4.1 What type of training will be considered for funding by this budget?

- Formal sessions in situ (short), training sessions, workshops;
- Online training;
- Language courses;
- Seminars and workshops to exchange experiences, roundtables;
- Short study visits, exchanges with the goal of learning through practical examples;
- Measure-made training sessions before departure to the field (financed under this budget even if it meets a demand of BTC and/or the project);
- Longer courses leading to a diploma.
BUT these courses can only be eligible for funding if:
 - ♣ *they are directly related to the function of the Junior*
 - ♣ *not observed during working hours.*

8.4.2 What conditions must the (application for) training meet?

- ✓ All training submitted for funding under the training budget requires **prior approval**:
 - From the coach, who will co-sign the application for the training;
 - From the Junior Programme
 - ♣ based on an **application form**, fully and correctly completed,
 - ♣ and in accordance with the following conditions
- ✓ The BTC Resident Representative and the Training service at the BTC headquarters (training@btcctb.org) should be informed about the request (CC).
- ✓ An application for a training must be accompanied by a brief argumentation about the relevance of the training for the Junior Assistant. This will be evaluated by the Junior Programme, based upon following criteria:
 - Refer to the meeting of the Development Circles of the Junior Assistant and / or the **training plan**. Each application for training should indeed be included in the personal training plan, and therefore strive to improve one or several of the mandatory or optional skills of the Junior Assistants (see list).

- **The ratio between the requested training and the overall training budget available** for the year in question. If the training takes more than two thirds of the available training budget of the year in question occupies (plus any balance carried forward from the previous year), the JA has to argue that the financing can be justified, taking into account the benefits of the project;
 - **Preference** will be given to training in the country of employment. If the desired training is organized in a different country or region it must be proved that everything was done to find the desired course in the country of assignment and should argue why the choice fell on training in another country;
 - In the case that it is not possible to take the training in the country of employment, the financial intervention of the Junior Programme for the international travel expenses will be limited to a maximum of 500 euros. The balance must be financed by the Junior him/herself.
In the case of financial intervention for the international travel expenses, the Junior may in no case extend his stay with any additional holidays.
- ✓ The training budget may **NOT be requested for travelling expenses or courses organised in the country of origin** of the Junior Assistant, except when:
 - The training is followed upon explicit invitation by the headquarter of BTC or the NGA
 - For a short training, before or after the leave of the JA to Belgium,
 - On presentation of arguments demonstrating the usefulness of such a training within the training plan of the JA;
 - Only and only after approval by the Junior Programme;
 - In this case, the training budget cannot be used as a financial intervention to cover the cost of international travel or residence in Belgium, with the exception of the Juniors that aren't domiciled in Belgium until the beginning of their contract.
 - ✓ The Junior Programme can only intervene for the refund of registration fees, material costs and actual travel and / or accommodation expenses, but will in **no case offer a per diem** rate, given the fact that it concerns training.
 - ✓ The Junior Programme **won't intervene financially** for training taken by the JA **without prior permission**. This permission will be given by approval of a training request form. For this, the submission of the form at least 15 days in advance seems reasonable.
 - ✓ The Junior Programme can only intervene for courses that are planned during the **contractual term** of the Junior Assistants, or in the period between the departure briefing and the actual departure to the field.
 - ✓ When a training is offered to the Junior Assistant in the period between the departure briefing and the actual departure to the field, the JA can take this training by signing a training agreement. In that case, the Junior Programme offers an accident- and hospitalization insurance for the duration of the training, no other additional financial compensations are provided. The Junior Programme finances training if the following criteria are respected:
 - ✓ Training of a longer duration (> more than 10 days) leading to a diploma can only be **financed partly**.

There are two types of long-term training courses:

- Training financed for 100% (within available budget though) for training that is directly related to the function of the Junior Assistant.
- Training financed for 50% (with expenses capped at 500 euros and within available budget) for training that is not directly related to the function of the Junior Assistant but that is an added value for his/her future career. The JA will him/herself have to bear the remaining expenses;
 - If the training is a direct added value to the project and the future post of the JA. If this is the case, this must be justified.

- Given the fact that these courses are more intensive, training courses of longer duration may not be taken during the working hours of the Junior Assistant, but only outside the working hours
- ✓ **A maximum of 50% of the training budget can be spent on collective training proposed by the Representation of BTC / NGAs or the project itself.** Exceptions are only permitted with the approval of the Junior Programme. The individual training plan of the Junior Assistants is one of the key elements of the professionalization of the Junior Programme. That said, it can sometimes happen that the Representations and projects will organise group training that also need financing. It is therefore logical that the JA is expected to attend such courses and to contribute financially to these courses through the use of his/her training budget. This maximum is suggested to avoid that little or no budget is left for training that meet the individual needs of the JA as provided in his / her individual training plan.
- ✓ The Junior Programme emphasizes the importance of the training opportunities that are offered to the Junior Assistants, even if it comes at the expense of the time that the JA can spend to the project. To ensure that the workload of the Junior Assistant is not unduly affected, the JA has the right to spend a maximum of 10 days of full-time work, 74 hours per contract year, including days of travelling, to spend on education. These days are not cumulative. Once the maximum is reached, the Junior can still follow other courses for which he will appeal to the training budget, but will be required to be attended outside the working hours.
- ✓ When the demand for training of the Junior is approved, he/she is to share the details of his/her training with other Junior Assistants so they can also benefit from the training. The information must be disseminated prior to the training session; this can be done through the private 'Junior Assistants' group on Facebook.
- ✓ Approximately six months after the training, the Junior will evaluate the impact through the development circles.

Schematic overview:

<p><u>SHORT TERM</u></p> <p>Training, workshops, language courses, study trips, seminars...</p>	<p>LONG TERM (> 10 days)</p> <p>Training leading to a degree (distance learning, for example).</p>
<p>Max. 10 working days a year (other courses: to be followed outside working hours)</p>	<p>Outside the working hours</p>
<p>Not spend more than 2/3 of the available budget for education (1st year: € 1,000, 2nd year: € 1,000 + transferred balances from the first year.) for the purpose of a unique training => otherwise: mandatory argumentation.</p>	
<p>100 % of the course fee</p>	<p>Training financed for 100% for training that is directly related to the function of the Junior Assistant.</p> <p>Training financed for 50% for training that is not directly related to the function of the Junior Assistant but that is an added value for his/her future career.</p> <p>Intervention capped at 500 euros</p>
<p>100 % national travel- and subsistence expenses</p>	<p>No travel expenses</p>
<p>Intervention of maximum 500€ to cover the international travel- and subsistence expenses -Only if the course can't be taken in the country of employment and the Junior can report serious research in this area</p>	

8.4.3 Procedures

8.4.3.1 The application for the training budget

- The budget is managed by the Brussels Junior Programme.
- In order to **be able to use** the budget, the **JA needs to fill in** the specific application form for training.
See the page 'documents' on our website: Training request
- The Junior Programme approves the request **or rejects** it by returning the completed form
- If the request is granted, the JA **can** begin to organise **the training**. Afterwards, he **sends the evaluation forms**; the invoice and the **cost notes** to the Junior Programme. This evaluation is intended to **inventory the followed courses** by the **JA**, and **to inform the other Juniors about the courses**.
- It is a training budget specifically intended for a Junior Assistant to be used during the duration of his contract. At the end of the contract, the budget expires and cannot be used by other JAs of the same project or for other purposes.

8.4.4 Recovery of costs

The JA should pay the expenses of the training which later will be reimbursed on the basis of these documents:

1. A cost note of the **field**.
See the page 'documents' on our website: Training request: Expense Report field
2. **The invoice**, the receipt of a bill, receipt or other proof of payment of the invoice (which corresponds to the budget as specified in the request for **training**)
3. The **evaluation form**
See the page 'documents' on our website: Training request Training Evaluation Form

For faster processing, these documents can be scanned to the Junior Programme **and can be sent** by diplomatic mail. No refunds will be executed as long as the Junior Programme **has not received** all documents

8.5 ANNEXE 5: DEVELOPMENT CIRCLES

Coach and Junior Assistant meet each other at least 4 times a year during the development circles meetings.

- Within 2 months after arrival in the field
 1. A function meeting
 2. A planning meeting
- Within 6 months after arrival in the field
 3. A performance meeting
- Nine months after arrival in the field
 - If a contract extension request has been made*
 - 4a. A new function meeting & and an adapted jobdescription
 - If no contract extension request has been made*

4b. A final evaluation meeting (At the latest 1 month before arrival in Belgium)

You can find a schematic planning, available on our website, on the "Documents" page: [Planning deadlines development circles JA NGA](#)

The English forms for the different meetings are available on our website, on the "Documents"

page:

- [1. JP – Development circles – FUNCTION MEETING \(JOB DISCUSSION\)](#)
- [2. JP – Development circles – PLANNING MEETING](#)
- [3. JP – Development circles – FUNCTIONING MEETING \(JOB PERFORMANCE DISCUSSION\)](#)
- [4. JP – Development circles – EVALUATION MEETING](#)

The Dutch forms for the different meetings are available on our website, on the “Documents” page:

- [1. JP – Ontwikkelcirkels - FUNCTIEGESPREK:](#)
- [2. JP – Ontwikkelcirkels - PLANNINGSGESPREK](#)
- [3. JP – Ontwikkelcirkels - FUNCTIONERINGSGESPREK](#)
- [4. JP – Ontwikkelcirkels - EVALUATIEGESPREK](#)

The French forms for the different meetings are available on our website, on the “Documents” page:

- [1. JP – Cercles de développement – ENTRETIEN DE FONCTION](#)
- [2. JP – Cercles de développement – ENTRETIEN DE PLANNING](#)
- [3. JP – Cercles de développement – ENTRETIEN DE FONCTIONNEMENT](#)
- [4. JP – Cercles de développement – ENTRETIEN D’EVALUATION](#)

The Spanish forms for the different meetings are available on our website, on the “Documents” page:

- [1. JP – Development circles – FUNCTION MEETING \(ES\)](#)
- [2. JP – Development circles – PLANNING MEETING \(ES\)](#)
- [3. JP – Development circles – FUNCTIONING MEETING \(ES\)](#)
- [4. JP – Development circles – EVALUATION MEETING \(ES\)](#)

8.6 ANNEXE 6: ROLE DIVISION BETWEEN BTC AND NGA

Since the start of the collaboration between the BTC Junior Programme and a couple of Belgian NGAs, already multiple Junior Assistants have been set to disposal of an NGA.

A “setting to disposal” can obviously lead to a number of questions regarding the division of roles and responsibilities between BTC and NGA in the follow-up of Junior Assistants.

The basic principle is that:

- the NGA assures the daily follow-up and coaching of Juniors
- BTC manages all administrative and contractual follow-up

The only exception to this rule has been on the level of security issues: every Junior Assistant is to respect the security guidelines issued by the organization with the strictest rules.

But despite this apparently simple role distribution, it's quite logic that every person involved sometimes has his doubts as to how far his or her responsibilities go concerning the different aspects of the Junior Programme.

To clarify this the Junior Programme has created a document that gives an overview of each others different responsibilities relative to various Junior Programme activities in a chronological order: from selection, pre-departure preparation to follow-up in the field and final debriefing.



Répartition rôles CTB - ANG

Convention entre CTB-ANG & contrat tripartite : CTB – ANG – AJ

