



## **OUTPUT INDICATOR GUIDANCE**

### **PEACE IV**

#### **EU Programme for Peace and Reconciliation 2014 – 2020**

#### **Northern Ireland and the Border Region of Ireland**

Priority: Promoting Peace and Reconciliation

## Document Control

Document History		
Version	Date	Changes
1.0	November 2016	Drafted by NISRA

## Introduction

The EU Programme for Peace and Reconciliation is a unique Structural Funds programme aimed at reinforcing progress towards a peaceful and stable society in Northern Ireland and the Border Region of Ireland. It represents the European Union's commitment to supporting the peace process across the region and was initially launched in 1995. After successful adoption of the Programme by the EU, the SEUPB launched PEACE IV in January 2015.

The PEACE Programme will provide support to projects that contribute towards the promotion of greater levels of peace and reconciliation. The Programme will also place a strong emphasis on promoting cross-community relations and understanding, in order to create a more cohesive society.

Projects must be able to tangibly demonstrate how they will contribute towards the results and outputs of the Programme to create a shared understanding of the past and a fundamental change in attitudes and behaviour. Organisations must comply with the principles of the PEACE IV Programme<sup>1</sup>

The PEACE Cooperation Programme<sup>2</sup> recognises that peace and community cohesion are essential prerequisites for building a competitive economy. In particular the Programme will impact on the most socially and economically excluded people through interventions in good relations, training and education.

The following strategic areas of investment have been prioritised for 2014-2020. These areas are based on the results of the public consultation exercise, the lessons learnt during PEACE III and additional research of the needs of the programme area:

---

<sup>1</sup> Principles are listed in Annex II of the Programme Rules, located at:  
[http://www.seupb.eu/Libraries/PEACE\\_IV\\_Programme\\_Guidance/PIV\\_ProgrammeRules\\_15-01-2016\\_Version2.sflb.ashx](http://www.seupb.eu/Libraries/PEACE_IV_Programme_Guidance/PIV_ProgrammeRules_15-01-2016_Version2.sflb.ashx)

<sup>2</sup>The PEACE Cooperation Programme Document, located at:  
[http://www.seupb.eu/Libraries/PEACE\\_IV\\_Programme\\_Guidance/PIV\\_AdoptionByEC\\_30-11-2015.sflb.ashx](http://www.seupb.eu/Libraries/PEACE_IV_Programme_Guidance/PIV_AdoptionByEC_30-11-2015.sflb.ashx)

- Objective 1: Shared Education – To increase the level of direct, sustained and curriculum-based contact between pupils and teachers from all backgrounds.
- Objective 2: Children and Young People – To help young people, in particular those not in education, employment and/or training (NEETs) to develop a greater understanding and respect for diversity; access new opportunities and become active citizens.
- Objective 3: Shared Spaces and Services - To create new shared spaces and services where people from different communities and backgrounds can come together to learn from and respect each other.
- Objective 4: Building Positive Relations at a Local Level – To create a society characterised by good relations and respect, where cultural identity is celebrated and people can live, learn and socialise together free from prejudice, hate and intolerance.

This document includes a diagram highlighting the investment priority, specific objectives, result and output indicators, as well as descriptions and definitions for the output indicators presented in the PEACE IV Programme 2014 – 2020.

## General Definitions

The Programme's impact will be monitored through the use of output and result indicators<sup>3</sup>. This section provides a definition of output and result indicators. Projects receiving funding through Peace IV will be expected to report progress against output indicators only, as such this document goes on to outline definitions and guidance relating to output indicators only.

**Output Indicators:** Link to activities of operation. They are measured in physical or monetary units (e.g. number of people trained, number of initiatives developed) and contribute to result indicators.

*Output indicators* cover all investment priorities of a programme (art. 27.4(b), 96.2(b) Common Provision Regulation (CPR)). They should be derived from the intervention logic of the programme, expressing its actions. When output indicators from the list of common indicators (Annex 1, European Regional Development Fund (ERDF) regulation) are insufficient to reflect the actions of a certain programme, specific output indicators are identified.

The programme shall set *cumulative targets* for output indicators for 2023 (art. 6, ERDF regulation; art. 5, Cohesion Fund (CF) regulation; art. 16, European Territorial Cooperation (ETC) regulation). Baselines for output indicators are not required.

**Result Indicators:** Relate to specific objectives and capture the expected change.

Priority axes are the building blocks of the programmes. Each priority axis includes one or more investment priorities according to their specific needs and context. The specific objective is the expression of what each investment priority aims to achieve (see art.2.34, CPR for legal definition of a specific objective). The change sought by the specific objective is expressed in one *result indicator*, or as few as possible.<sup>4</sup>

Result indicators shall meet certain quality criteria. They should be:

---

<sup>3</sup> Ecorys Academy. (2014). Training to Managing Authorities: Intervention logic - Explaining the result orientation of 2014-2020.

<sup>4</sup> EC (2014). The programming period 2014-2020: Guidance document on monitoring and evaluation. Retrieved from: [http://ec.europa.eu/regional\\_policy/sources/docoffic/2014/working/wd\\_2014\\_en.pdf](http://ec.europa.eu/regional_policy/sources/docoffic/2014/working/wd_2014_en.pdf)

- a) responsive to policy: closely linked to the policy interventions supported. They should capture the essence of a result according to a reasonable argument about which features they can and cannot represent;
- b) normative: having a clear and accepted normative interpretation (i.e. there must be agreement that a movement in a particular direction is a favourable or an unfavourable result);
- c) robust: reliable, statistically validated;
- d) timely: available when needed, with room built in for debate and for revision when needed and justified.

## GUIDANCE FOR MEASURING AND RECORDING ACHIEVEMENT FOR INDICATORS

The following is some general advice to take into account when recording achievement against output indicators on a database relating to project monitoring for the 2014-2020 Programme. The purpose of this is to ensure that all projects record accurately and consistently; ensuring that Programme level reporting on progress against indicators is reflective of each of the projects that have received funding and are contributing to Programme aims and objectives.

- The lead partner is the source of data for all indicators, as they should collect and/or collate relevant data from project partners and managers to report against each of the output indicators relevant to their project.
- Achievement should be updated on a quarterly basis, even if there is nothing to report (in this case a '0' should be entered).
- Please note, when collecting data relating to individuals (e.g. numbers trained, numbers receiving support, numbers participating etc) a breakdown by gender should also be collected and recorded.
- In addition to indicators and targets, Lead Partners will also have to agree milestones, where relevant. These will be project specific, included in the Letter of Offer and will have to be reported against regularly to show progress towards achieving an output indicator.
- Level of recording - Activity/achievement should only be entered at one level i.e. preferably only the lead partner will enter any achievement against their project, to avoid any possibility of duplicate recording and ensure consistency. Entries will then be quality assured by the Joint Secretariat and the Financial Control Unit in SEUPB. Where monitoring data is being collected by, for instance, service providers as opposed to the lead partner; the lead partner should take responsibility for collating monitoring data from the various sub-

projects/project managers/service providers, and record activity on the database on a quarterly basis.

- **Cumulative within year** - Entries of achievement against a project can be made several times over the course of a calendar year; however new entries will overwrite previous entries so they should be on cumulative basis for each year i.e. each new entry should include all achievement so far that year even if a report has already been made. However, between years, achievement should be on a non-cumulative basis.

***For example:* Number of trained teachers – there could be 3 entries against this indicator in the 2015 calendar year, so if in the first 3 months 4 teachers were trained, the project lead partner should record 4; then if another 2 teachers were trained in the following 6 months, a total of 6 should be reported; and if no teachers were trained in the last 3 months of 2015, again a total of 6 teachers trained should be entered. That will make a total achievement of 6 teachers trained in 2015; the counter should reset to 0 for 2016.**

- Projects should also note that activity should be recorded under the year to which it relates, rather than the date it was entered, i.e. if an activity took place in December 2017 but was not recorded until January 2018, the entry should be made under 2017. Achievement should only be recorded upon completion of the target activity (e.g. teachers trained, participants completing programme etc) and not in anticipation of its completion (e.g. participants enrolled on programmes).
- In all cases the term 'year' refers to the calendar year January to December.
- Record achievement as information becomes available - Achievement against output indicators at the PEACE IV Programme level is reported on at several times during the year (including Spring and Autumn Programme Monitoring



Committees and the Annual Implementation Report that is produced by calendar year). Ideally, projects should not wait until the year end to enter all achievement in one go. It would be more beneficial to report achievement at regular intervals, ideally not later than the end of each quarter, to ensure that Programme level reports are as accurate and up to date as possible, reflecting the output achievement of all projects at that point in time. Projects should note that even if there is no achievement within year to date against certain output indicators there is still the need to update monitoring entries, in this case, projects should enter '0' However if achievement has been recorded for quarter 1 and there is no achievement in quarter 2, the achievement will remain as in quarter 1 (inserting 0 would overwrite the previous quarter's achievement).

- Check wording and definitions - this document contains a list of the relevant indicators and associated definitions and units. Please ensure you are reporting accurate, relevant information, avoiding double counting and using the correct unit (e.g. schools, teachers, pupils, plans, projects etc).

*For example*, 'Local initiatives facilitating sustained usage on a shared basis of public areas/buildings', the unit here is initiatives; an initiative could use a number of public buildings and recording number of buildings could lead to double counting. Each initiative should only be counted once.

**Peace IV Cross-Border Programme 2014-2020**  
€229 million ERDF (plus 15% match funding)  
Max 85% intervention rate

**Thematic Objective 9**  
Promoting social inclusion, combating poverty and any discrimination

**Investment Priority 9f**  
Promoting social and economic stability in the regions concerned, notably by actions to promote cohesion between communities

**Bold outlined boxes are Local Authority led**

**Specific Objective 1  
Shared Education**  
The provision of direct, sustained, curriculum based contact between pupils and teachers from all backgrounds through collaboration between schools from different sectors in order to promote good relations and enhance children's skills and attitude to contribute to a cohesive society

**Specific Objective 2  
Children and Young People**  
Enhancing the capacity of children and young people to form positive and effective relationships with others of a different background and make a positive contribution to building a cohesive society

**Objective 3  
Shared Spaces and Services**  
The creation of a more cohesive society through an increased provision of shared spaces and services

**Objective 4  
Building Positive Relations**  
The promotion of positive relations characterised by respect, and where cultural diversity is celebrated and people can live, learn and socialise together, free from prejudice, hate and intolerance

**Action 1: Children participating in shared education**  
  
€35.3 million (approx)

**Action 2.1: Children and Young People Aged 0-24 (Local Authority)**  
  
€ 17.1 million (approx)

**Action 3.1: Shared Spaces Capital Development**  
  
€ 52.9 million (approx)

**Action 3.2: Local Authority Shared Spaces Projects**  
  
€ 28.8 million (approx)

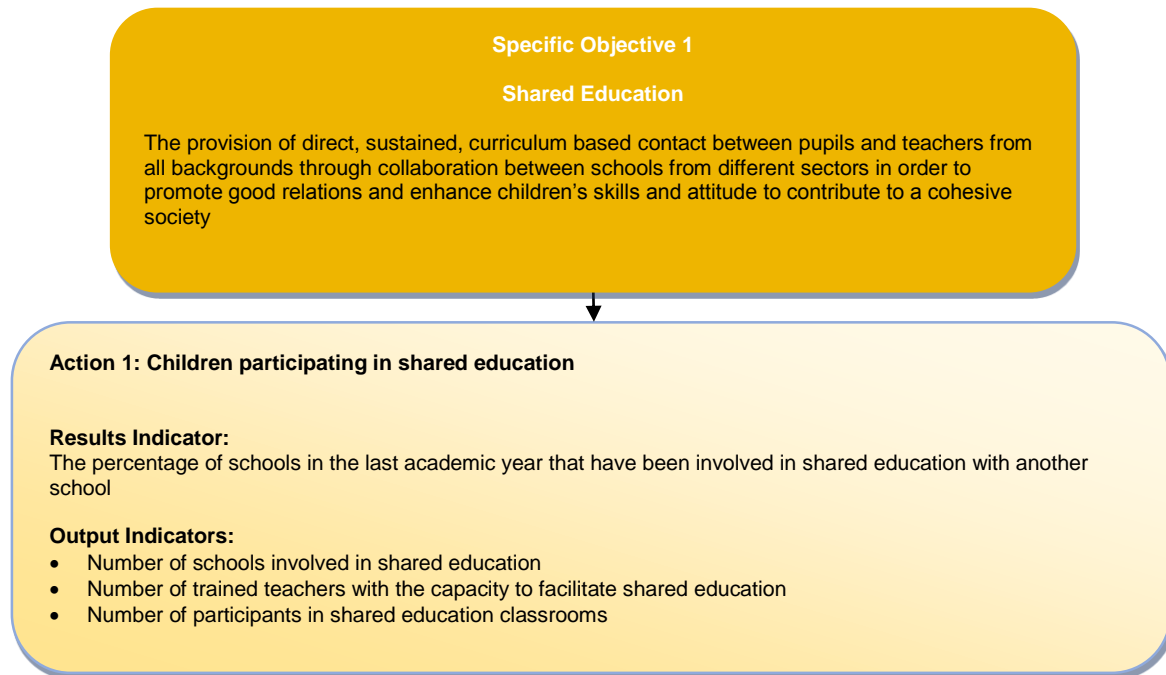
**Action 3.3: Victims and Survivors**  
  
€ 17.6 million (approx)

**Action 4.1: Local Authority Action Plans**  
  
€ 35.3 million (approx)

**Action 4.2: Regional Level Projects**  
  
€ 16.4 million (approx)

## Output Indicators

### Strategic Investment Area 1: SHARED EDUCATION



Indicative actions for delivering these outputs include:

- Direct and sustained contact between children of different backgrounds;
- A “whole school” approach involving teachers, classroom assistants, non-teaching staff, governors, pupils, families, wider communities, curriculum development, school policies and wide collaboration with the local community;
- The bringing together of school children at early years, primary and post primary level;
- Development and delivery of related teacher training / professional learning initiatives;
- Increased opportunities for cross-border co-operation;
- Participation of schools in all sectors, including the integrated sector;
- Partnerships between schools and youth services to create opportunities for contact between children.

## PROGRAMME INDICATORS

The following section includes guidance on reporting monitoring data against the shared education output indicators, including who or what should be counted, how indicators relate to each other and when activity can be considered achievement.

The aim of this theme is to build a culture of good relations amongst school children and equip them with the skills and attitudes needed to contribute to a society where the cycle of sectarianism and intolerance is broken.

<b>Indicator 1.1</b>	<b>The number of schools involved in shared education</b>
<b>Measurement Unit</b>	Number of schools
<b>Target Value</b>	350 schools by 2023
<b>Definition</b>	<ul style="list-style-type: none"> <li>• <b>Shared education</b></li> </ul> <p>Shared education means the organisation and delivery of education so that it:</p> <ul style="list-style-type: none"> <li>○ meets the needs of, and provides for the education together of learners from all Section 75 categories and socio-economic status</li> <li>○ involves schools and other education providers of differing ownership, sectoral identity and ethos, management type or governance arrangements</li> <li>○ delivers educational benefits to learners, promotes the efficient and effective use of resources, and promotes equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion<sup>5</sup></li> </ul> <p>Involvement should be on an ongoing and sustained basis (a minimum of one term within a single academic year) and be curriculum-based activities (whether or not occurring in a classroom) between school children from different backgrounds. Activities should cover at least one subject.</p> <ul style="list-style-type: none"> <li>• <b>Schools</b></li> </ul> <p>Early years, primary and post primary schools are applicable. Schools involved in the shared education partnerships should be from different sectors in accordance with the PEACE IV Shared Education objective. A cross-border dimension should be considered where possible.</p> <p>The following definitions apply in Northern Ireland:</p> <ul style="list-style-type: none"> <li>• Schools – all grant-aided Primary and Post-primary schools may be counted towards output indicator 1.1;</li> <li>• Early Years Settings - registered pre-school settings which are in receipt of funding from the Department of Education may be counted towards output indicator 1.1. This will include both statutory and non-statutory settings within the Pre-School Education Programme (PSEP) and other DE early years funded programmes. Sure Start (which is wholly</li> </ul>

<sup>5</sup> Department for Education (2015). Sharing Works: a policy for shared education.

	<p>commissioned by DE) and all other arrangements, including crèches and out of school clubs, cannot be included;</p> <ul style="list-style-type: none"> <li>• Youth Clubs cannot be counted towards output indicator 1.1.</li> </ul> <p>The following definitions apply in the Border Region of Ireland:</p> <ul style="list-style-type: none"> <li>• Primary (first-level) and second-level (secondary, vocational, community and comprehensive post primary schools) education may be counted towards output indicator 1.1;</li> <li>• Pre-school education is usually provided by private-funded childcare facilities or providers and thus cannot be counted towards indicator 1.1</li> </ul>
<p><b>Achievement</b></p>	<p>A school must be participating in shared education in accordance with the Department for Education's (DE) Shared Education Policy<sup>6</sup> with at least one other school.</p> <p>If, for example, 2 schools are participating in the shared education activity achievement will be recorded for each school. If, however, 2 schools are participating with a youth service achievement should be recorded for each school but not the youth service. Again, if multiple schools are participating with a Further and Higher Education College, achievement is recorded for each school but not the Further and Higher Education College.</p> <p>There should be no double counting of schools. If, for example, a school has more than one linkage with other schools each school should be recorded only once.</p> <p>Please note that in accordance with the call document that schools identified as already being involved in shared education <b>should not</b> count towards achievement. Whilst their involvement is not prohibited they <b>should not</b> contribute to achievement.</p> <p>Achievement should be recorded after completion of at least one term within a single academic year in shared education by a school and each school can be recorded only once over the course of the programme.</p> <p>The shared education activity should involve at least one class/subject for a full term within a single academic year. Details of the indicative actions should be recorded and retained as evidence of achievement, including key stage, subject, number of regular curriculum hours spent in the shared education setting, numbers of pupils involved.</p> <p>A school recording achievement under 1.1 should also record the corresponding number of participants within this school who are</p>

<sup>6</sup> Department of Education (2015). Sharing Works: a policy for shared education.

	participating in the shared education activity as achievement under indicator 1.3.
<b>Indicator 1.2</b>	<b>The number of trained teachers with the capacity to facilitate shared education</b>
<b>Measurement Unit</b>	Number of teachers
<b>Target Value</b>	2,100 persons by 2023 (60 per school)
<b>Definition</b>	<ul style="list-style-type: none"> <li>• <b>Trained Teachers</b></li> </ul> <p>Teachers in Northern Ireland are eligible to be counted towards output indicator 1.2:-</p> <ul style="list-style-type: none"> <li>○ for Primary and Post-primary Phases, Statutory Early Years Settings if registered with GTCNI.</li> <li>○ for non-statutory Early Years Settings, leaders and deputy leaders may be counted if they have one of the following (degree level) qualifications:- <ul style="list-style-type: none"> <li>○ BA Hons. Degree in Early Childhood Studies</li> <li>○ Playwork Degree</li> <li>○ Graduate Diploma in Playwork (University of Gloucester)</li> </ul> </li> <li>○ Youth workers may not be counted.</li> </ul> <p>Teachers in the Border Region of Ireland are eligible to be counted towards output indicator 1.2:-</p> <ul style="list-style-type: none"> <li>○ for first and second level education if registered with the Teaching Council.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Capacity to facilitate</b></li> </ul> <p>Qualified teachers are required to have gained a minimum of one term within a single academic year of teaching experience in a shared education classroom in accordance with the DE Shared Education Policy<sup>5</sup>.</p>

	<ul style="list-style-type: none"> <li>• <b>Shared education</b></li> </ul> <p>Shared education means the organisation and delivery of education so that it:</p> <ul style="list-style-type: none"> <li>○ meets the needs of, and provides for the education together of learners from all Section 75 categories and socio-economic status</li> <li>○ involves schools and other education providers of differing ownership, sectoral identity and ethos, management type or governance arrangements</li> <li>○ delivers educational benefits to learners, promotes the efficient and effective use of resources, and promotes equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion<sup>7</sup></li> </ul>
<p><b>Achievement</b></p>	<p>A teacher will count towards achievement once they have a minimum of one term within a single academic year of teaching experience in a shared education classroom.</p> <p>Achievement should be recorded on completion of the Shared Education programme.</p> <p>There should be no double counting of teachers. Each teacher should be counted only once regardless of how many shared education classes taught.</p> <p>Achievement should only be recorded for qualified teachers from the early years/primary/post-primary school participating in the shared education activity. Youth leaders and/or lecturers from FE colleges should not be counted.</p> <p>Data should be obtained to allow a gender breakdown of the number of teachers supported by new cross-border areas initiatives for shared education.</p>

<sup>7</sup> Department for Education (2015). Sharing Works: a policy for shared education.



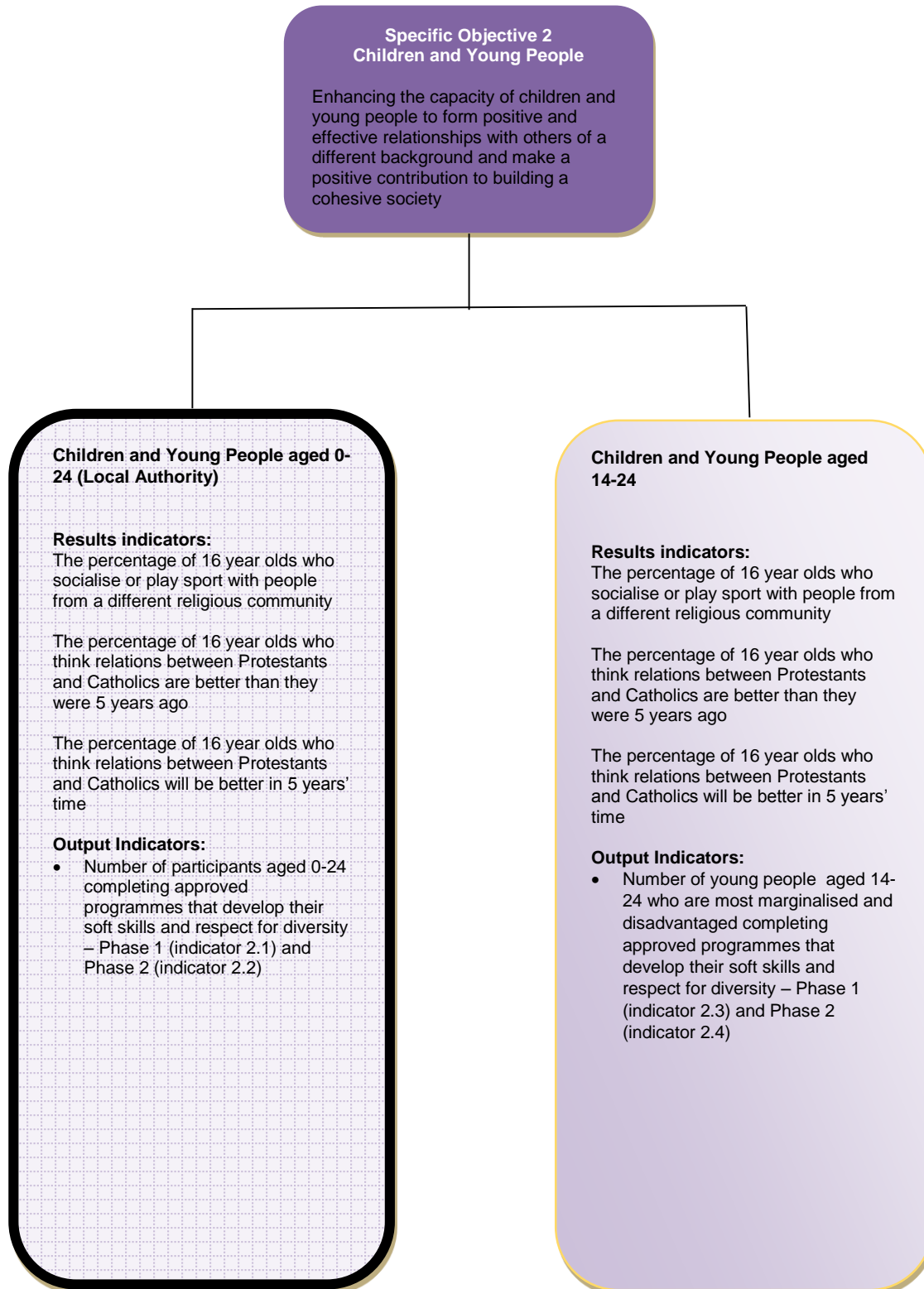
<b>Indicator 1.3</b>	<b>The number of participants in shared education classrooms</b>
<b>Measurement Unit</b>	Pupil school years
<b>Target Value</b>	144,000 pupil school years by 2023 Milestone target 19,200 by 2018
<b>Definition</b>	<ul style="list-style-type: none"> <li>• <b>Participants</b></li> </ul> <p>Pupils registered in and attending the schools from indicator 1.1 undertaking a shared education activity as specified in the list of indicative actions. The programme will bring together school children at early years, primary and post primary level in Northern Ireland; and at first and second level education in the Border Region of Ireland. Projects are encouraged to incorporate a cross-border dimension, where possible.</p> <ul style="list-style-type: none"> <li>• <b>Shared education</b></li> </ul> <p>Shared education means the organisation and delivery of education so that it:</p> <ul style="list-style-type: none"> <li>○ meets the needs of, and provides for the education together of learners from all Section 75 categories and socio-economic status</li> <li>○ involves schools and other education providers of differing ownership, sectoral identity and ethos, management type or governance arrangements</li> <li>○ delivers educational benefits to learners, promotes the efficient and effective use of resources, and promotes equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion<sup>8</sup></li> </ul> <p>Involvement should be on an ongoing and sustained basis (a minimum of one term within a single academic year) and be curriculum-based activities (whether or not occurring in a classroom) between school children from different backgrounds. Activities should cover at least one subject.</p>

<sup>8</sup> Department for Education (2015). Sharing Works: a policy for shared education.

	<ul style="list-style-type: none"> <li>• <b>Classrooms</b></li> </ul> <p>The term 'classrooms' refers to all curriculum-based activities whether or not occurring in a classroom.</p>
<b>Achievement</b>	<p>Achievement should be recorded when a pupil participates for at least one term within a single academic year in a shared education classroom (in accordance with the DE Shared Education Policy<sup>9</sup>) at a school from indicator 1.1.</p> <p>All pupils in curriculum based shared education classes should be recorded in achievement.</p> <p>Only the pupils participating in the shared education activity may be recorded. If there are pupils at the school not involved in the shared education activity they should not be recorded.</p> <p>There should be no double counting of participants. If a pupil is participating in more than one shared education classroom within the same academic year they should be recorded only once. If a pupil participates within a shared education classroom for two terms within the same academic year they should be recorded only once. A pupil can only be counted once within any single academic year.</p> <p>However, if the shared education activity continues for longer than one academic year the pupil should be recorded once against each year of participation.</p> <p>Details of the indicative actions, including key stage, subject, number of regular curriculum hours spent in the shared education setting, numbers of pupils involved should be recorded and retained as evidence of achievement.</p> <p>Data should be obtained to allow a gender breakdown of the number of pupils supported by new cross-border areas initiatives for shared education. Projects should gather and retain data on the religion of participants in order to evidence that the principles of the PEACE IV Programme have been met.</p>

<sup>9</sup> Department for Education (2015). Sharing Works: a policy for shared education.

## Strategic Investment Area 2 – CHILDREN AND YOUNG PEOPLE



The outputs for young people aged 0-24 may be achieved through the following indicative actions:

- Inclusive local community youth initiatives involving sport, arts, culture, language and the environment that promote positive relations through addressing issues of trust, prejudice and intolerance;
- Age appropriate actions that address sectarianism and racism;
- Youth centred initiatives that address anti-social behaviour;
- Creation of opportunities for young people from different traditions, cultural background or political opinion to meet and develop positive relationships;
- Youth leadership and citizenship programmes that build capacity for a shared society;
- Short-term diversionary activities at times of high community tension, such as residential or sporting activity, where these form part of a longer-term relationship-building programme.

The outputs for young people aged 14-24 may be achieved through the following indicative actions:

- Activities designed to encompass an explicit, outcomes-focused, professional youth development approach, delivered to an agreed set of practice standards by suitably qualified / skilled professionals;
- Projects focused on the Programme outcome areas of good relations, personal development and citizenship, delivered via a youth work approach with groups of young people in non-formal learning environments, and providing access to a range of activities as 'tools for change'. Activities may include sport, drama, music, culture, language, entrepreneurial and volunteering activities, social action initiatives, residential learning and development activities, and peer mentoring.
- Robust independent monitoring and evaluation to determine the effectiveness of interventions.

## PROGRAMME INDICATORS

The following section includes guidance on reporting monitoring data against the Children and Young People output indicators, including who or what should be counted, how indicators relate to each other and when activity can be considered achievement.

The aim of this theme is to enhance the capacity of children and young people to form positive and effective relationships with others of a different background and make a positive contribution to building a cohesive society.

<b>Indicator 2.1 &amp; 2.2</b>	<b>The number of participants aged 0-24 completing approved programmes that develop their soft skills and respect for diversity</b>
<b>Measurement Unit</b>	Number of participants
<b>Target Value</b>	Phase 1 21,000 by 2018 (Indicator 2.1) Phase 2 15,000 between 2019 and 2023 (Indicator 2.2)
<b>Definition</b>	<p>This indicator refers to general youth work provision, engaging with children who are pre-school (0-5 years), at school, or who have recently left school, and are at risk of becoming disengaged.</p> <ul style="list-style-type: none"> <li>• <b>Participants</b></li> </ul> <p>An individual aged 0-24 years registered in and attending an approved programme aimed at developing their soft skills.</p> <ul style="list-style-type: none"> <li>• <b>Completing</b></li> </ul> <p>Either attending a minimum percentage of sessions (80%) or where relevant passing a form of assessment related to that course.</p> <ul style="list-style-type: none"> <li>• <b>Approved programme</b></li> </ul> <p>A course/programme that has been approved by SEUPB as acceptable content in relation to both soft skills and respect for diversity. The duration of each intervention should typically be a minimum of 6 months or equivalent (26 hours), and will be of a sufficient intensity to ensure the experience is transformative.</p> <ul style="list-style-type: none"> <li>• <b>Soft skills</b></li> </ul> <p>Desirable age appropriate qualities not depending on acquired knowledge: they include increased self awareness, understanding and confidence; resilience and determination; improved planning and problem solving skills; relationships including leadership; and other relevant knowledge and skills for supporting own health and well-being.</p> <ul style="list-style-type: none"> <li>• <b>Diversity</b></li> </ul>

	<p>Diversity is about understanding and respecting the rights and equality of all without discrimination; valuing and respecting difference and engaging positively with it; and developing mutual understanding and recognition of and respect for difference.</p> <p>Please note: Programmes should primarily be delivered on a cross-community and/or cross-border basis, with variation between participating groups of the two main community backgrounds not normally more than 20%. For example, if a Programme has 50 young people from a Catholic background, it should have a variance of no more/less than 20% (10 young people) from a Protestant background. As the Programme has 50 young people from a Catholic background, it should have between 40 and 60 young people from a Protestant background.</p> <p>Participation is also encouraged from other communities including minority ethnic communities and those of different racial backgrounds.</p>
<b>Achievement</b>	<p>Achievement should be recorded when a participant completes an approved programme.</p> <p>An individual should only be counted once, even if they have completed more than one programme under indicators 2.1 and 2.2.</p> <p>Records of attendance to be kept to comply with programme completion criteria and to ensure no double counting.</p> <p>Individuals contributing to indicators 2.1 and 2.2 may also contribute to indicators 2.3 and 2.4 should they complete a programme delivered under the action relating to children and young people aged 14-24 years.</p> <p>Data should be obtained to allow a gender, age, and religious belief breakdown of the number of participants supported by new cross-border areas initiatives for children and young people.</p>

<b>Indicator 2.3&amp;2.4</b>	<b>The number of young people aged 14 – 24 who are most marginalised and disadvantaged completing approved programmes that develop their soft skills and respect for diversity</b>
<b>Measurement Unit</b>	Number of young people
<b>Target Value</b>	Phase 1 1,875 by 2018 (Indicator 2.3) Phase 2 5,525 between 2019 and 2023 (Indicator 2.4)
<b>Definition</b>	<ul style="list-style-type: none"> <li>• <b>Marginalised and disadvantaged young people</b> Young people aged between 14 – 24 years who are excluded and have deep social, emotional and good relations needs. Many of these young people are at risk of becoming engaged in anti-social, violent or dissident activity and are disengaged from the peace process. It is anticipated that many of these young people will not be in education, training or employment.</li> <li>• <b>Completing</b> A participant will be considered to have completed the programme if they have either engaged in at least 80% of the sessions or days agreed for that participant as part of their individual development plan, or, where relevant, passed an agreed form of assessment relating to the programme. Programmes should incorporate at least 3-4 days of participant contact activity per week.</li> <li>• <b>Approved programme</b> A course/programme that has been approved by SEUPB as an acceptable content in relation to soft skills, diversity and citizenship. Each intervention will be intensive and last between 6 and 9 months with a high level of one to one mentoring, and will be of sufficient intensity to ensure the experience is transformative.</li> <li>• <b>Soft skills</b> Desirable qualities that do not depend on acquired knowledge: they include increased self-awareness, understanding, confidence and agency; planning and problem solving skills; relationships, working effectively with others, and leadership; resilience and determination; and other relevant knowledge and skills for supporting their own health and well-being.</li> </ul>



- **Diversity**

Diversity is about understanding and respecting the rights and equality of all without discrimination; awareness of and sensitivity to the values, beliefs, customs and traditions of others; understanding their own identity and respect for others from different community and cultural backgrounds, abilities and orientations; and a positive predisposition to others from a different community/cultural background.

- **Citizenship**

This content will develop the capacity of the participant to make a positive contribution towards their participation in family, community and society through: engagement with useful services; positive participation in community structures, initiatives and democratic processes; volunteering in communities of place and/or interest; and positive family and community relations.

Please note: Programmes should primarily be delivered on a cross-community, and/or cross-border basis, with variation between the two main community backgrounds among the cohort of participants not normally more than 20%. For example, if a Programme has 50 young people from a Catholic background, it should have a variance of no more/less than 20% (10 young people) from a Protestant background. As the Programme has 50 young people from a Catholic background, it should have between 40 and 60 young people from a Protestant background.

Participation is also encouraged from other communities including minority ethnic communities and those of different racial backgrounds.

An independent evaluation and review of the initial pilot phase (Phase 1) will be carried out in early 2018 to assess the effectiveness of the initiative and decide upon the need for a second phase (Phase 2).

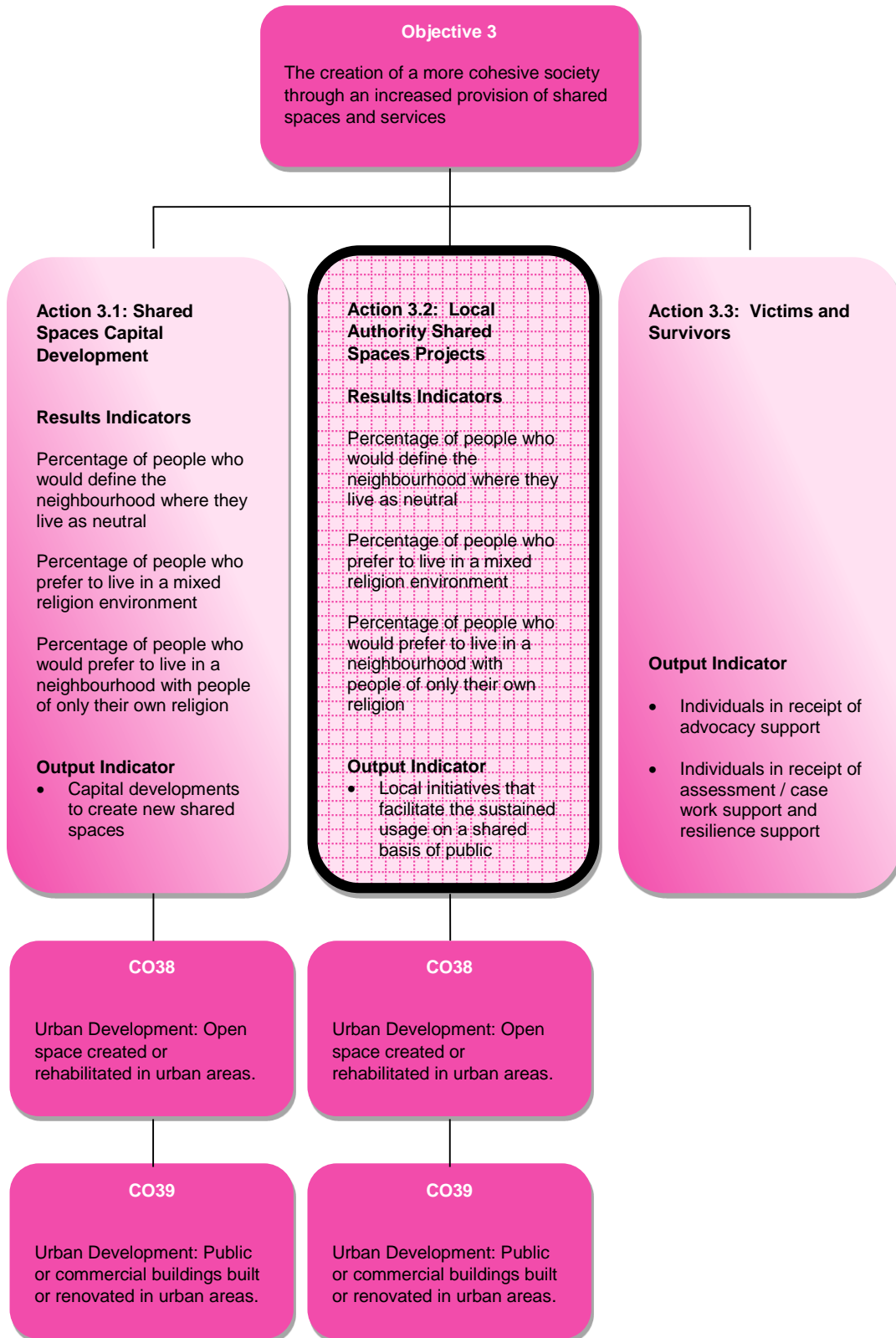
The SEUPB will appoint a Quality and Impact Body to support delivery of projects and achievement of Programme outcomes. All projects will be required to engage actively and positively with this Body.

Support will not be available for the following: training for employment, stipend payments, or international placements. A young person cannot participate in the Programme and in an ESF funded project at the same time.

<p><b>Achievement</b></p>	<p>Achievement should be recorded when a young person completes an approved programme.</p> <p>A young person should only be counted once, even if they have completed more than one programme under indicators 2.3 and 2.4.</p> <p>Records of attendance to be kept to comply with programme completion criteria and to ensure no double counting.</p> <p>Participants will be tracked for one year following participation in the Programme. It will be the responsibility of the projects to manage this activity and provide related reports to the SEUPB. Within Northern Ireland, this will involve recording programme participation using each participant's Unique Learner Number (ULN)<sup>10</sup>.</p> <p>Individuals contributing to indicators 2.3 and 2.4 may also contribute to indicators 2.1 and 2.2 should they complete a Local Authority programme delivered under the action relating to children and young people aged 0-24 years.</p> <p>Data should be obtained to allow a gender, age, and religious belief breakdown of the number of young people supported by new cross-border areas initiatives for children and young people.</p>
---------------------------	---

<sup>10</sup> The ULN is a 10-digit reference number which is used to record and access the Personal Learning Record of anyone over the age of 13 involved in UK education or training programmes. For further information see: <https://www.gov.uk/government/publications/lrs-unique-learner-numbers>

## Strategic Investment Area 3 – SHARED SPACES AND SERVICES



Indicative actions for delivering these outputs include:

- New buildings and spaces with a transformative effect on local areas.
- Developing the shared aspects of existing neighbourhoods, public spaces and buildings.
- Advocacy support to include practical support for victims and survivors engaging with institutions, historical process and enquiries.
- Development of qualified assessors, health and well-being case workers to identify and address the needs of victims and survivors.
- A resilience programme to address the individual needs of victims and survivors, including level one and level two mental health interventions.
- Development of the capacity of the sector through training and development (to meet national and regional standards), research and improvement regulation.

The Programme will support transformation of public spaces in cities, towns and villages with the aim of making them more inclusive. In some cases, activities may include managing dialogue, reconciliation and capacity building between interface communities; through to the creation of a shared vision and conditions where communities feel it is safe and appropriate to proceed with the removal of interface barriers in their area.

To facilitate the removal of visible and invisible barriers between divided communities, real and perceived issues related to physical safety and building trust must be addressed. It is envisaged that the integration of communities can be facilitated and improved through the investment in an increased number of shared spaces and services.

This may include the creation of additional iconic shared spaces or working towards the normalisation of public places to make them safe for all communities.

## PROGRAMME INDICATORS

The following section includes guidance on reporting monitoring data against the Shared Spaces and Services output indicators, including who or what should be counted, how indicators relate to each other and when activity can be considered achievement.

The aim of this theme is to create new shared civic spaces that will be used by all sections of the community, leading to changes in both attitudes and behaviour with a corresponding reduction in segregation. Existing civic spaces should be developed and managed in a manner that respects the rights, equality and diversity of all. The theme also aims to enhance capacity for the delivery of comprehensive regional services for victims and survivors.

<b>Indicator 3.1</b>	<b>Capital developments to create new shared spaces</b>
<b>Measurement Unit</b>	Number of capital developments
<b>Target Value (2023)</b>	8
<b>Definition</b>	<ul style="list-style-type: none"> <li>• <b>Capital developments</b></li> </ul> <p>Financial capital invested into new shared spaces. These capital development projects include land, buildings, parks and peace line interface barriers regeneration.</p> <ul style="list-style-type: none"> <li>• <b>Shared spaces</b></li> </ul> <p>The creation of shared space is about breaking down the barriers of territory and developing spaces, sometimes simply a building that both communities can have access to and indeed share.</p> <p>Shared space is used by all sections of the community, they are developed and managed in a manner that respects the rights, equality and diversity of all. The change will be reflected in how parades, flags, emblems, graffiti and other related issues impact on the public space. This will involve changes in both attitudes and behaviour with a corresponding reduction in segregation.</p> <p>The Programme will support the development of capital build projects that demonstrate tangible progress in developing shared space and building a shared society. Projects will be designed to have a transformative effect locally as well as having a regional significance. Projects will incorporate high quality design and sustainable development principles, including measures to minimise carbon emissions.</p>
<b>Achievement</b>	<p>Achievement should be recorded after a new shared space is open / becomes operational and provides evidence of shared usage.</p> <p><b>Some of the developments recorded under 3.1 may contribute to achievement under indicators CO38 and CO39.</b> For example, a capital development to create or rehabilitate shared open space in an urban area should also be recorded as achievement under the common indicator CO38.</p>

Shared spaces should primarily be used on a cross-community and/or cross-border basis, with variation between participating groups of the two main community backgrounds not normally more than 20%. For example, if a shared space is used by 50 people from a Catholic background, it should have a variance of no more/less than 20% (10 people) from a Protestant background. As the shared space is used by 50 people from a Catholic background, it should also be used by between 40 and 60 people from a Protestant background.

Usage is also encouraged by people from other communities including minority ethnic communities and those of different racial backgrounds.

<b>Indicator 3.2</b>	<b>Local initiatives that facilitate the sustained usage on a shared basis of public areas/buildings</b>
<b>Measurement Unit</b>	Number of local initiatives
<b>Target Value</b>	17
<b>Definition</b>	<ul style="list-style-type: none"> <li>• <b>Local initiative</b></li> </ul> <p>Local authority lead schemes that facilitate the sustained usage on a shared basis of public areas/buildings.</p> <ul style="list-style-type: none"> <li>• <b>Sustained usage on a shared basis</b></li> </ul> <p>Public areas or buildings that are used on at least a monthly basis between persons of different religious belief, political opinion or racial group.</p> <ul style="list-style-type: none"> <li>• <b>Public area/buildings</b></li> </ul> <p>An area that is open to the public or a building that is: “occupied by a public authority and frequently visited by the public”<sup>11</sup>.  ‘Frequently visited by the public’ has been defined by the Programme as at least monthly attendance by people for purposes unrelated to their residence, employment, education or training. This means for example that a school used only as a school, is not a public building because it is not attended by people who are neither staff nor pupils on a monthly basis. However, a school that is also used at least monthly for community functions is a public building.</p> <p>The Programme will support a number of local initiatives with the aim of making public spaces in cities, towns and villages more inclusive; this will often involve addressing sensitive topics around parades, flags, emblems, graffiti and other issues which serve to intimidate and make some members of society, whether based on religion, race or other factors, feel unwelcome in some areas.</p> <p>In some cases, activities may include managing dialogue, reconciliation and capacity building between interface communities; leading to the creation of a shared vision and</p>

<sup>11</sup> [http://www.designingbuildings.co.uk/wiki/Public\\_building\\_definition](http://www.designingbuildings.co.uk/wiki/Public_building_definition)



	<p>conditions where communities feel it is safe and appropriate to proceed with the removal of interface barriers in their area.</p>
<p><b>Achievement</b></p>	<p>Achievement should be recorded once an initiative, meeting the criteria defined above, has been completed and provides evidence of shared usage.</p> <p>Each initiative should only be recorded once irrespective of the number of public areas/buildings that have facilitated sustained usage on a shared basis.</p> <p><b>Some of the developments recorded under 3.2 may contribute to achievement under indicators CO38 and CO39.</b> For example, an initiative which renovates a public building for shared usage in an urban area should also be recorded as achievement under the common indicator CO39.</p> <p>Shared public areas/buildings should primarily be used on a cross-community and/or cross-border basis, with variation between participating groups of the two main community backgrounds not normally more than 20%. For example, if a shared public area/building is used by 50 people from a Catholic background, it should have a variance of no more/less than 20% (10 people) from a Protestant background. As the shared public area/building is used by 50 people from a Catholic background, it should also be used by between 40 and 60 people from a Protestant background.</p> <p>Usage is also encouraged by people from other communities including minority ethnic communities and those of different racial backgrounds.</p>

<b>Indicator CO38</b>	<b>Urban Development: Open space created or rehabilitated in urban areas</b>
<b>Measurement Unit</b>	Square Metres
<b>Target Value (2023)</b>	20,000
<b>Definition</b>	<p>Size of renovated / newly developed public accessible open-air areas. It does not include developments covered by the 'standard' common indicators (e.g. roads, rehabilitated land, schoolyards, etc.)</p> <ul style="list-style-type: none"> <li>• <b>Open Space</b> Open space is taken to mean all open space of public value, including not just land, but also inland bodies of water such as rivers, canals, lakes and reservoirs which offer important opportunities for sport and outdoor recreation and can also act as a visual amenity<sup>12</sup>.</li> <li>• <b>Urban Areas</b> Urban area classification boundaries are available for Northern Ireland Settlement Development Limits as defined by the DOE Planning Service<sup>13</sup>. Urban areas are defined as those settlements in bands A – E. A list of settlements is available from The Northern Ireland Statics and Research Agency (NISRA)<sup>14</sup>.  The Central Statistics Office (CSO), Ireland, terms legal towns/cities 'urban districts' for the purpose of the 2011 census<sup>15</sup>. A list of legal towns/cities is available from the CSO<sup>16</sup>.</li> </ul>
<b>Achievement</b>	<p>Achievement should be recorded after an open space is created or rehabilitated.</p> <p><b>Achievement recorded under indicators 3.1 and 3.2 may contribute to indicators CO38.</b> For example, a capital</p>

<sup>12</sup>

[http://www.planningni.gov.uk/index/policy/planning\\_statements/pp08/pp08\\_annexes/pp08\\_annex\\_a.htm](http://www.planningni.gov.uk/index/policy/planning_statements/pp08/pp08_annexes/pp08_annex_a.htm)

<sup>13</sup> NISRA (2015). Review of the Statistical Classification and Delineation of Settlements.

<sup>14</sup> <http://www.nisra.gov.uk/geography/UrbanRural.htm>

<sup>15</sup> CSO Census 2011 Reports. Census (2011) Profile 1 – Town and Country.

<sup>16</sup> <http://www.cso.ie/en/census/census2011smallareapopulationstatisticssaps/>

	development project to create a new shared open space in an urban area, recorded as achievement under indicator 3.1, should also be recorded as achievement under CO38.
--	---

<b>Indicator CO39</b>	<b>Urban Development: Public or commercial buildings built or renovated in urban areas</b>
<b>Measurement Unit</b>	Square Metres
<b>Target Value (2023)</b>	20,000
<b>Definition</b>	<p>Size of renovated / newly developed public and commercial areas</p> <ul style="list-style-type: none"> <li> <b>Public buildings</b> <p>A building that is: “occupied by a public authority and frequently visited by the public”<sup>17</sup>.  ‘Frequently visited by the public’ has been defined by the Programme as at least monthly attendance by people for purposes unrelated to their residence, employment, education or training. This means for example that a school used only as a school, is not a public building because it is not attended by people who are neither staff nor pupils on a monthly basis. However, a school that is also used at least monthly for community functions is a public building.</p> </li> <li> <b>Urban Areas</b> <p>Urban area classification boundaries are available for Northern Ireland Settlement Development Limits as defined by the DOE Planning Service<sup>18</sup>. Urban areas are defined as those settlements in bands A – E. A list of settlements is available from The Northern Ireland Statics and Research Agency (NISRA)<sup>19</sup>.</p> <p>The Central Statistics Office (CSO), Ireland, terms legal towns/cities ‘urban districts’ for the purpose of the 2011 census<sup>20</sup>. A list of legal towns/cities is available from the CSO<sup>21</sup>.</p> </li> </ul>
<b>Achievement</b>	Achievement should be recorded after a public or commercial building is built or renovated.

<sup>17</sup> [http://www.designingbuildings.co.uk/wiki/Public\\_building\\_definition](http://www.designingbuildings.co.uk/wiki/Public_building_definition)

<sup>18</sup> NISRA (2015). Review of the Statistical Classification and Delineation of Settlements.

<sup>19</sup> <http://www.nisra.gov.uk/geography/UrbanRural.htm>

<sup>20</sup> CSO Census 2011 Reports. Census (2011) Profile 1 – Town and Country.

<sup>21</sup> <http://www.cso.ie/en/census/census2011smallareapopulationstatisticssaps/>

	<p><b>Achievement recorded under indicators 3.1 and 3.2 may contribute to indicators CO39.</b> For example, an initiative to renovate a public building for shared usage in an urban area, recorded as achievement under indicator 3.2, should also be recorded as achievement under CO39.</p>
--	--

<b>Indicator 3.3</b>	<b>Individuals in receipt of advocacy support</b>
<b>Measurement Unit</b>	Number of persons
<b>Target Value</b>	6,300
<b>Definition</b>	<p>In recognition of the need and demand of those who have suffered from the trauma of the conflict, the Programme will develop capacity for services to meet the needs of victims and survivors. The Programme will use the statutory definition of victims and survivors as detailed in The Victims and Survivors (Northern Ireland) Order 2006<sup>22</sup>.</p> <ul style="list-style-type: none"> <li>• <b>Advocacy support</b></li> </ul> <p>Practical support encompassing issues of truth, justice and acknowledgement as well as welfare and mental health support for victims and survivors engaging with institutions, historical process and enquiries.</p> <p>To ensure the coordination of services, on a cross-border basis, the Victims and Survivor Service (VSS) will be the single lead partner for this part of the Programme.</p>
<b>Achievement</b>	<p>Achievement should be recorded after an individual (victim or survivor) has received advocacy support from an approved provider. Each person should be counted only once.</p> <p>An approved provider will be determined by the Victims and Survivor Service.</p> <p>If an individual is receiving one form of support, for example, solely advocacy support they can only be counted under indicator 3.3. This does not contribute to achievement under indicator 3.4. However, if the individual receives both advocacy support and assessment/resilience support (separately) they should be counted under both indicators 3.3 and 3.4.</p>

<sup>22</sup> The Victims and Survivors (Northern Ireland) Order 2006, Provision 3 (1) & (2).

	<p>Data should be obtained to allow a gender breakdown of the number of persons supported by new cross-border areas initiatives for shared spaces and services.</p>
--	---

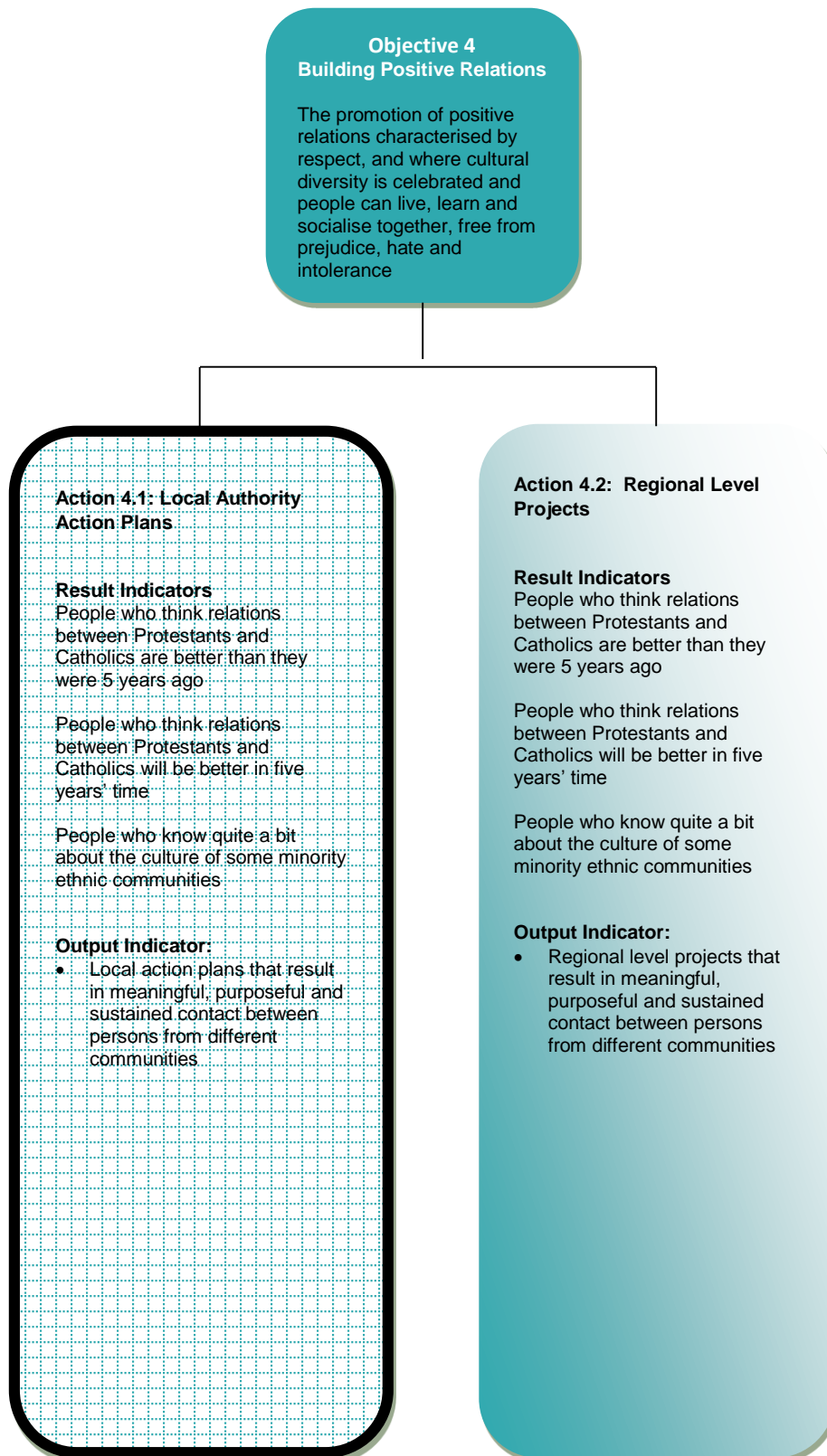
<b>Indicator 3.4</b>	<b>Individuals in receipt of assessment / case work support / resilience support</b>
<b>Measurement Unit</b>	Number of persons
<b>Target Value</b>	11,350
<b>Definition</b>	<p>In recognition of the need and demand of those who have suffered from the trauma of the conflict, the Programme will develop capacity for services to meet the needs of victims and survivors. The Programme will use the statutory definition of victims and survivors as detailed in The Victims and Survivors (Northern Ireland) Order 2006<sup>23</sup>.</p> <p>To be delivered in conjunction with the VSS and other organisations with similar experience in this field, as approved / determined by the VSS.</p> <p>An individual must be a victim or survivor availing of Level 1 or Level 2 health and wellbeing services.</p> <ul style="list-style-type: none"> <li>• <b>Level 1</b> – Low impact on personal functioning.</li> <li>• <b>Level 2</b> – Low to moderate impact on personal functioning.</li> </ul>
<b>Achievement</b>	<p>Achievement should be recorded after an individual (victim or survivor) has received assessment/case work/resilience support from an approved provider. Each person should be counted only once.</p> <p>An approved provider will be determined by the Victims and Survivor Service.</p> <p>If an individual is receiving one form of support, for example, solely resilience support they can only be counted under indicator 3.4. This does not contribute to achievement under indicator 3.3. However, if the individual receives both advocacy support and assessment/resilience support (separately) they should be counted under both indicators 3.3 and 3.4.</p>

<sup>23</sup> The Victims and Survivors (Northern Ireland) Order 2006, Provision 3 (1) & (2).



	<p>Data should be obtained to allow a gender breakdown of the number of persons supported by new cross-border areas initiatives for shared spaces and services.</p>
--	---

## Strategic Investment Area 4 – BUILDING POSITIVE RELATIONS



Initiatives within 'Building positive relations' should incorporate areas of shared interest upon which to centre related activities. There is evidence to support the fact that areas such as sport or the arts can be particularly useful vehicles to integrate people from different traditions, cultural backgrounds and political persuasions.

All projects will involve people from diverse backgrounds and in particular, cross-border activity will be supported and facilitated.

Indicative actions for delivering the outputs include:

#### Local Level

- Conflict resolution and mediation at a local level;
- Events linked to the decade of commemorations that explore history in a sensitive manner and build mutual understanding;
- Sports, arts, culture (including Irish and Ulster Scots language) and environment projects that promote positive relations through addressing issues of trust, prejudice and intolerance;
- Projects to facilitate personal interaction between residents and groups from divided neighbourhoods.

#### Regional Level

- Projects to reinforce progress towards a peaceful and stable society through the promotion of reconciliation amongst all communities;
- Projects which build, improve and sustain relationships between communities by addressing issues of trust, prejudice and intolerance.

## PROGRAMME INDICATORS

The following section includes guidance on reporting monitoring data against the Building Positive Relations output indicators, including who or what should be counted, how indicators relate to each other and when activity can be considered achievement.

The aim of this theme is the promotion of positive relations characterised by respect, and where cultural diversity is celebrated and people can live, learn and socialise together, free from prejudice, hate and intolerance.

<b>Indicator 4.1</b>	<b>Local action plans that result in meaningful, purposeful and sustained contact between persons from different communities</b>
<b>Measurement Unit</b>	Number of local action plans
<b>Target Value</b>	17
<b>Definition</b>	<ul style="list-style-type: none"> <li>• <b>Local action plans</b> Local authority led plans involving effective partnership between public, private and community sectors, with the capacity to address reconciliation, cultural diversity, conflict transformation and equality.  Local Action plans should ensure that all sub-projects meet the definitions as set out below and that evidence to this end is retained.</li> <li>• <b>Meaningful and Purposeful</b> Contact should be worthwhile and have a function, it should result in the participation of shared activities, and be of a sufficient intensity to ensure a transformative experience.</li> <li>• <b>Sustained</b> Contact should be continued for a minimum period of 6 months or equivalent (26 hours).</li> <li>• <b>Different communities</b> Relates to persons of different religious belief, political opinion or racial group.  Initiatives should evidence commitment to tackling real and complex issues, such as racism and sectarianism, which prevent the benefits of a united and shared community being realised.  Initiatives should also ensure that sub-projects evidence this commitment and that evidence is retained.</li> </ul>

**Achievement**

Achievement should be recorded on completion of the agreed plan and when related activity has begun and sub-projects have started to achieve results as identified above.

Details of indicative actions within the plans, including details of events and numbers of participants should be recorded and retained. Details pertaining to sub-projects should be retained to this end.

Data should be obtained to allow a religious belief, political opinion, and racial group breakdown of participants.

Local Action plans will be required to ensure that all sub-projects capture the aforementioned participant data in order for SEUPB to verify the required contact took place between different communities.

Programmes should primarily be delivered on a cross-community and/or cross-border basis, with variation between participating groups of the two main community backgrounds not normally more than 20%. For example, if a Programme has 50 people from a Catholic background, it should have a variance of no more/less than 20% (10 people) from a Protestant background. As the Programme has 50 people from a Catholic background, it should have between 40 and 60 people from a Protestant background.

Participation is also encouraged from other communities including minority ethnic communities and those of different racial backgrounds.

<b>Indicator 4.2</b>	<b>Regional level projects that result in meaningful, purposeful and sustained contact between persons from different communities</b>
<b>Measurement Unit</b>	Number of regional level projects
<b>Target Value</b>	20
<b>Definition</b>	<ul style="list-style-type: none"> <li>• <b>Regional level projects</b></li> </ul> <p>Regional level projects transcend local authority boundaries and may facilitate cross border co-operation.</p> <p>Projects will have essential regional characteristics and be able to demonstrate the rationale for regional implementation and regional impact (as opposed to local implementation and local impact).</p> <p>Projects should address strategic and policy issues of relevance to the region and should not be engaged in widespread service delivery at the local level.</p> <ul style="list-style-type: none"> <li>• <b>Meaningful, purposeful and sustained</b></li> </ul> <p>Contact should be worthwhile and have a function, it should result in the participation of shared activities, and be of a sufficient intensity and duration to ensure a transformative experience.</p> <ul style="list-style-type: none"> <li>• <b>Different communities</b></li> </ul> <p>Relates to persons of different religious belief, political opinion or racial group.</p> <p>Initiatives should evidence commitment to tackling real and complex issues, such as racism and sectarianism, which prevent the benefits of a united and shared community being realised.</p> <p>Initiatives should also ensure that sub-projects evidence this commitment and that evidence is retained.</p>
<b>Achievement</b>	<p>Achievement should be recorded once activity in a project has completed.</p> <p>Details of indicative actions within the projects, including details of events and numbers of participants should be recorded and retained.</p>

	<p>Data should be obtained to allow a religious belief, political opinion, and racial group breakdown of participants.</p>
--	--