

CHILDREN & YOUNG PEOPLE – QUALITY AND IMPACT BODY

1. PEACE Programme

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.

The PEACE IV Programme 2014 - 2020 represents a European Regional Development Fund (ERDF) investment of €229m and will provide support to projects that contribute towards the promotion of greater levels of peace and reconciliation. The Programme places a strong emphasis on promoting cross-community relationships and understanding in order to create a more cohesive society.

The core objectives of PEACE IV will be to support actions that will develop and deepen reconciliation between divided communities; increase tolerance and respect; promote increased community cohesion and contact; enhance cross-border cooperation; and address the legacy of the past.

2. The PEACE IV Children & Young People Programme

The PEACE IV Programme is making a call to appoint a Quality and Impact Body related to Specific Objective 2: Children & Young People (€37.6m including ERDF + match funding). The Objective will include the delivery of a Children and Young People Programme (referred to throughout the rest of this document as 'the Programme'). The Programme has the following specific objective:

To enhance the capacity of young people to form positive and effective relationships with others of a different background and make a positive contribution to building a cohesive society.

The Programme will be outcomes-focused in terms of the three core outcome areas of good relations, personal development and citizenship, which will bring about a positive change in the form of clear, meaningful and sustainable distance travelled for those young people who

participate. It will target those young people aged between 14 - 24 years who are disadvantaged, excluded or marginalised, have deep social and emotional needs, and are at risk of becoming involved in anti-social behaviour, violence or dissident activity.

The purpose of this call is to appoint a Quality and Impact Body that will perform a quality assurance and impact support role, with regard to the range of actions to be undertaken by projects tasked with directly working with young people for the primary delivery of the Peace IV Children & Young People Programme. This Body will be independent from the projects but will work closely with all of them.

There will only be one successful application under this call.

The Programme will be implemented in two phases as follows:

- **Phase One** (2017–2018, i.e. approx. 16 months delivery): 1,875 young people aged 14–24 years who are most marginalised and disadvantaged completing approved programmes that develop their soft skills and a respect for diversity; and
- **Phase Two** (2019–2021, i.e. 36 months delivery): 5,525 young people aged 14–24 years who are most marginalised and disadvantaged completing approved programmes that develop their soft skills and a respect for diversity.

Phase Two implementation will be subject to the results of a positive evaluation of Phase One conducted at the Programme level.

NOTE: All activity for Phase One should be completed by 30th September 2018, and the final claim submitted to the SEUPB by the 31st October 2018.

The Result Indicators:

An increase in the percentage of 16 year olds, who

- socialise or play sport with people from a different religious community;
- think relations between Protestants and Catholics are better than they were five years ago; and
- think that relations between Protestants and Catholics will be better in five years' time¹.

The Output Indicator:

Phase One (2017-2018): 1,875 young people aged 14-24 years who are most marginalised and disadvantaged completing approved programmes that develop their soft skills and a respect for diversity.

Phase Two (2019–2021, i.e. 36 months delivery): 5,525 young people aged 14–24 years who are most marginalised and disadvantaged completing approved programmes that develop their soft skills and a respect for diversity.

Phase One (2017-2018): 1,875 young people aged 14-24 years who are most marginalised and disadvantaged completing approved programmes that develop their soft skills and a respect for diversity.

It is anticipated that these outputs will be achieved through Programme-funded projects which are:

- designed to encompass an explicit, outcomes-focused, professional youth development approach, delivered to an agreed set of practice standards by suitably qualified / skilled professionals.
- implemented across the eligible region, in Northern Ireland and the Border Region of Ireland, including cross-border projects, focused on the Programme outcomes areas of good relations, personal development and citizenship, delivered via a youth work

¹ These result indicators will be monitored from information collected by the Northern Ireland Young Life & Times Survey.

approach with groups of young people in non-formal learning environments and providing access to a range of activities as ‘tools for change’. Activities could include sport, drama, music, culture, language, entrepreneurial and volunteering activities, social action initiatives, residential learning and development activities, and peer mentoring. A key consideration is that access to a variety of activities and methods will be needed in order to respond to the needs and interests of participants.

It is anticipated that a range of organisations/projects will deliver the Programme (in order to ensure that approaches span a range of activities/methods and are consistently responsive to the needs of individual young people within their local community context, especially with regard to good relations / peacebuilding aims), although the exact number will be determined following an initial open call for applications, with approvals in place by late Spring 2017.

Further details on the Programme outcome areas and content are included in Annex 1, along with principles to underpin Programme delivery, inform agreed practice standards and embed the required approach.

3. The role of the Quality and Impact Body

The Quality and Impact Body will be responsible for ensuring that the impact of the Programme is maximised by developing and nurturing a strong change and outcomes focus by funded projects and supporting a high-quality, youth work approach. The Body will facilitate an ongoing quality and impact conversation with all projects using a systematic and highly project-friendly approach. Structured visits to projects will be required as well as delivery of appropriate centralised activities and events. The Quality and Impact Body will be expected to maximise the opportunity for a participatory approach within the Programme and across its lifetime.

The Quality and Impact Body will work closely with the SEUPB and will report to an inter-departmental committee established to oversee the implementation of the Programme. In particular the Quality and Impact Body will be responsible for the following:

- (i) **Change and Outcomes Focus**
 - Delivery of actions designed to embed a distinct emphasis on change and achievement of participant learning and development outcomes across the three Programme outcome areas (see Annex 1); and supporting projects and

practitioners to effectively facilitate development of capabilities by young people through a professional youth development or youth work approach, underpinned by intentional and explicit learning and change methodologies.

(ii) **Learning and Sharing Best Practice**

- The development of a learning culture within the Programme, leading to the identification, development and dissemination of effective practice models as they emerge during the implementation of the Programme.
- Support for the development of an appropriate youth-participation mechanism across the Programme, including co-design.
- Ensuring knowledge is shared within and between funded projects.

(iii) **Practitioner Support**

- Developing and delivering support to practitioners within and across projects to enhance the youth development approach and the achievement of impact across the three Programme outcome areas, with particular reference within this to cross-border and cross community relations. This will include, but not be limited to, the promotion of good practice in delivery of good relations activities, supporting the effectiveness of social and emotional learning practices, and the development of effective, embedded mentoring services for young people.
- Providing opportunities for additional, focused reflective practice, and offering relevant general advice and guidelines for projects.
- Assisting projects to make links to useful sources of external support where necessary.

(iv) **Impact Practice Role**

- Advising on and supporting participant recruitment processes to ensure that the Programme is focused on the identified target group.
- Supporting the development and implementation of effective outcome and other qualitative project monitoring systems so that these clearly identify and track all participants and related activity to ensure that there is no duplication of service provision or funding, with particular reference to European Social Fund (ESF) activities.

- Supporting understanding and development of project-level theories of change that clearly link to a theory of change at the Programme level (see Annex 1).
 - Supporting quality and consistency in participant outcome / capability progress monitoring and ‘distance travelled’ measurement at project and Programme level.
 - Supporting projects’ individual participant development planning processes, including agreement of suitable mechanisms within projects to confirm sufficiency of engagement with and completion of their programme by participants.
 - Supporting the development and implementation of processes for collection of other relevant data to inform evaluation.
- (v) **Quality Assurance**
- Supporting the development and enhancing the robustness of quality assurance processes across Programme-funded activities.
 - Advising on accreditation matters and qualifications, where necessary.
- (vi) **Progression Advisory Services**
- Provision of advice and guidance to projects regarding follow-on opportunities for Programme participants, including community engagement, volunteering, education, training and / or employment initiatives, suited to participant needs and aspirations.
- Provision of advice and guidance on specialist support services for young people as necessary.

Applicants may wish to provide additional proposals as to how value might be added to the Programme.

4. Essential Information

The call for applications should be read in conjunction with the following:

- Cooperation Programme and associated Citizens’ Summary
- The Programme Rules

- Guide for Applicants
- European Commission Guidance for Simplified Cost Options (including unit costs).

Please consult these documents before completing the application form as they contain essential information to assist you in making the best application possible.

Applicants may also find it useful to consult the *'Impact Assessment Toolkit for Cross Border Cooperation'*. This toolkit has been developed by the Centre for Cross Border Studies, as part of an INTERREG IVA funded project and is intended to be a practical guide to assist with planning cross-border projects. A copy of the toolkit can be downloaded from our website: www.seupb.eu

5. Project Selection Criteria

Applicants should note that while they may apply under both this call and the call for projects, the organisation appointed to the Role of Quality and Impact Body will not be permitted to undertake any direct programme activity, i.e. an organisation cannot be successful under both calls.

Applicants should familiarise themselves with the PEACE IV selection criteria as outlined in the Guide for Applicants document. In addition, the following specific details in relation to each of the selection criteria will be used for this call.

(a) Contribution to Result and Output Indicators

- Applicants will need to provide proposals as to how they will contribute to the achievement of the results and output indicators for the Programme through the provision of support structures and activities to those organisations directly delivering projects to young people.
- Applicants must also demonstrate how they will effectively support projects with the delivery of change for participants in relation to the three core Programme outcome areas. Information on the three outcome areas is contained in Annex 1.

(b) Quality of the project design:

- Applicants must demonstrate how their proposed approach will deliver the role requirements for the Quality and Impact Body as described in section 3 above,

with reference to the description of project-level activity and Programme principles expected as described in Annex 1.

- Within this, applicants must demonstrate how they will support projects to engage in an iterative, participatory process of co-design (with their project participants) in order to maximise project and Programme outputs, outcomes and results; encourage a high level of commitment to quality and impact; and create an open, problem solving focused discourse with projects.

(c) Quality of cross-community and cross border co-operation with demonstrable added value

- Cross-border co-operation will be encouraged through the development of appropriate partnerships and implementation arrangements where these add value to the delivery of the service. If applicants are located in one jurisdiction only, they should demonstrate their ability to provide the scope of services required across the entire eligible region (Northern Ireland and the Border Region of Ireland).

(d) Quality of the project team, partnership and implementation arrangements

- Applicants must demonstrate a team with explicit youth development experience, in line with the principles and the associated necessary competences (see Annex 1).
- Applicants must provide evidence of their familiarity with and understanding of the likely range of needs, interests and aspirations of young people in the target group for the Programme, and show how these have been taken into account in their proposals for provision of support to projects.
- Applicants must demonstrate a clear and detailed understanding of the role and responsibilities of projects in engaging with the target participants, at the level of intensity indicated, for the type of change required.
- Applicants must demonstrate a clear and detailed understanding of the learning and development processes which will form the foundation of Programme practice and, in particular, an understanding of how these processes can be applied in

non-formal learning environments and settings, for the achievement of the outcomes required.

- Applicants must demonstrate the ability to effectively support practice within a strongly outcomes -focused programme.
- Applicants must demonstrate experience of evaluation such that they are able to facilitate a robust and consistent approach to internal evaluation by projects and across the Programme.
- Applicants must demonstrate that they have an excellent working knowledge and understanding of areas relevant to the Programme such as specialist and other support services for young people beyond the Programme, the accreditation and qualifications landscape relevant to the Programme, and progression opportunities for young people.
- Applicants must demonstrate that appropriate child protection procedures are in place, including any vetting of staff that may be required by best practice guidance for work with young people.
- Applicants must demonstrate the ability to engage with the projects across the entirety of the eligible region.
- Applicants must demonstrate capacity to provide the scope of required services for the duration of the Programme period 2017 – 2021.

(e) Value for money:

- Applicants must demonstrate the capacity to deliver the scale of service required within the scope of the allocated budget for the Quality and Impact Body (see section 7).

(f) Contribution towards sustainable development:

- Applicants are required to describe how their activity can be designed to positively contribute towards this horizontal principle as set out in Section 8 of the PEACE Cooperation Programme.

(g) Contribution towards equality:

- Applicants are required to describe how their activity can be designed to positively contribute towards this horizontal principle as set out in Section 8 of the PEACE Cooperation Programme.

6. Eligible Region

The eligible area for the PEACE IV Programme is:

- Northern Ireland; and
- the Border Region of Ireland (Counties Cavan, Donegal, Leitrim, Louth, Monaghan and Sligo).

7. Budget and Co-Financing rate

The costs for the proposed Quality and Impact Body are estimated at €250,000 per annum. However requests for funding will be considered on merit against the stated criteria, and the award may be higher or lower than this amount.

Grants will be awarded to cover 100% of eligible costs and may take any of the following forms:

- (a) Reimbursement of eligible costs actually incurred and paid
- (b) Standard scales of unit costs
- (c) Flat-rate financing, available for overhead costs or salary costs

The above options may be combined only where each option covers different categories of costs or where they are used for different projects forming a part of an operation or for successive phases of an operation.

A successful project with cross-border partners will be issued with a Letter of Offer in Euro. A successful project that has Northern Ireland partner(s) only may request a Letter of Offer in Sterling.

In order to simplify the administration of grant aid, the SEUPB will use some simplified cost options for the administration of this theme. Office and administration costs (overheads) will be funded at a flat rate of 15% of direct salary costs, without justification being required.

8. Application Process

The application process will be in two stages, with a Stage 1 application form followed by (for successful applicants at Stage 1), a second stage where completion of a business plan will be required. Full details of the assessment process, including admissibility criteria is also available in the Guide for Applicants. The key milestones in the process will be as follows:

- Opening date: 3rd November 2016
- Workshop dates: Tuesday 15 November (Registration starts at 9.45am), Ballymascanlon Hotel, Louth and Thursday 17 November (Registration starts at 9.45am), Skainos Centre, Belfast
- Closing date for applications : 2pm on 4th January 2017
- Steering Committee date: (No later than) 1st March 2017, followed by notification to applicants successful at Stage 1
- Closing date for Stage 2 business plans: 12th April 2017
- Stage 2 Steering Committee date: 26th July 2017, followed by notification to successful applicants

Applications are for phase 1 and phase 2 inclusive. Completed applications should be submitted to applications@seupb.eu or SEUPB, M:Tek Building, Armagh Road, Monaghan, County Monaghan, H18 YH59.

9. Contact Us

For general enquiries about this call please contact the SEUPB on: Tel: +353 477 7003

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Annex 1: Description of Project Activity

There are a significant number of young people across the eligible region who are experiencing disadvantage and exclusion and have significant social and good relations needs, some of which are directly attributable to the legacy of the conflict.

The aim of the Programme will be to provide these young people with the opportunity to participate in a shared, outcomes-focused programme of activity incorporating quality learning experiences across three core outcome areas, namely good relations, personal development and citizenship. The design, duration and intensity of programme activity will be such as to ensure that participants receive a transformative experience which both improves individual life circumstances and contributes to a more cohesive society.

The Programme will target those young people aged between 14 - 24 years who are most disadvantaged / excluded / marginalised, and who 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.

Welfare payments

It is expected that young people who participate in the Programme will be able to retain their entitlement to some work related social security benefits. Arrangements will be put in place for participants in Northern Ireland who are in receipt of Jobseeker's Allowance to remain on this benefit providing they meet the agreed conditions of entitlement. When Universal Credit is introduced in Northern Ireland in September 2017 it will be necessary to assess whether similar arrangements can be put in place for Universal Credit claimants.

In the Border Region of Ireland, the proposed Programme will form part of the Department of Social Protection's Part-Time Education Programme. Accordingly, participants who engage within the Programme at the required level and are in receipt of or eligible for Jobseeker's Allowance or Jobseeker's Benefit will retain entitlement providing they continue to satisfy appropriate conditions.

Programme outcome areas

The Programme will deliver quality opportunities for development of participant capabilities across three core Programme outcome areas as follows:

(i) Good relations content will contribute to lower levels of community division, sectarianism and racism, and will make a positive contribution to reconciliation. The participants will develop:

- understanding of and respect for diversity;
- an awareness of and sensitivity to the values, beliefs, customs and traditions of others;
- an understanding of 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.

(ii) Personal development content will develop the social and emotional or 'soft' skills of the participant including:

- increased self-awareness, understanding, confidence and agency;
- planning and problem solving;
- relationships, working effectively with others, and leadership;
- resilience and determination; and
- other relevant knowledge and skills for supporting their own health and well-being.

(These personal development or social and emotional capabilities form the foundation of the participant's learning journey in that they represent an essential platform for the development of capabilities across the other Programme outcome areas.)

(iii) Citizenship content will develop the capacity of the participant to make a positive contribution towards their participation in family, community and society. This will involve developing a knowledge and understanding of their role and developing capabilities for:

- 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.

Programme principles

The following principles will underpin the work by projects as part of the Children and Young People Programme. The principles should be understood as specific to this Programme but related to the context of relevant youth work policies and supporting frameworks in Northern Ireland and Ireland. The principles will be used to devise an agreed set of practice standards for use on a cross-border basis within the Programme. An example of the type of standards framework that will operate is contained within the National Quality Standards Framework for Youth Work which is currently in use in Ireland².

- **Young-person-centred:** The young person is at the centre when it comes to planning and delivering Children and Young People Programme activities. The engagement with the young person starts where they are and is on their own terms in relation to their values, views and principles. They are actively engaged in project design, delivery and evaluation; the things that are important to them are taken into account; and their experiences are used to support their learning. Knowledge and meaning are extracted from their experiences and ideas using critical reflective practices. Creativity is encouraged and supported. Taking part in the Programme is an enjoyable experience which fits into and contributes to the young person's life. The contact with the young person is concerned with how they feel and not just what they know and can do – 'being' is as important as 'doing'.
- **Organisational and staff values and behaviours:** All interactions with young people are characterised by empathy, respect, compassion, outreach, patience and the belief that the young people can grow and change.
- **Engagement with young people:** Helping young people engage throughout their time on the Programme – from start to progression – is recognised as a task in its own right. Approaches to encouraging participation and widening horizons are tailored to individual circumstances. Participation in the Programme is not compulsory at any stage but young people will get the support that they need to take part – not just at the start but all along the way.

² National Quality Standards Framework (NQSF) for Youth Work – available at http://www.dcyu.gov.ie/documents/publications/NQSF_Publication_ENGLISH_270710.pdf

- **Educational and developmental:** The engagement with the young person is recognised as educational and developmental in its nature, characterised by a well-understood theoretical and practical foundation for building identified capabilities, and supported by a range of effective youth work methodologies. Assessment of individual need is systematic and clearly informs a process of individual action planning, and activity programming, content and methods. Personal (social and emotional), good relations and citizenship capabilities are developed in both planned and opportunistic ways, in non-formal learning environments. This is done using a wide range of activities as part of a coherent and well-thought-through programme of contact, facilitated by suitably skilled staff.
- **The importance of a central, positive relationship:** The work with each young person is based on a vital, core, critical relationship between them and the person or people supporting their learning and development. This relationship is open and honest, rooted in a youth work approach, committed to nurturing the young person, and will create the conditions to help them flourish. It will provide ongoing opportunity for the young person to discuss their strengths, hopes, needs, issues, views, and prejudices, and will help them to stick with the Programme and plan for the future.
- **Voice:** Young people are supported to find and use their voice and to begin to influence their lives, and the lives of others, in a positive way. They are actively encouraged and supported to use their voice to help shape their experience on the Programme.
- **Respect for difference and developing capabilities for contributing to good relations in communities and between people from different backgrounds:** Respect for difference is key. The Programme will tackle sectarianism and racism, and other discriminatory and damaging attitudes and behaviours towards those who are perceived to be 'different'. Young people will be supported to play their part in helping to address these issues. Young people will learn from others with different backgrounds and from other experiences they will have on the Programme.
- **Safe and stimulating environments:** The Programme will provide experiences which motivate young people and which enable young people to explore their hopes

and fears in a safe environment and, ultimately, move beyond their current horizons. A young person will be enabled to design their own journey by setting personal goals and working out steps towards these goals. Approaches to supporting learning and the achievement of outcomes for young people are exceptionally well thought through and methods are well integrated. Organisational policies and staff practices to ensure safety and protection of both staff and participant wellbeing will be in evidence.

- **Partnership:** Young people are partners in their learning and development and co-design approaches with participants are prioritised. Young people are seen as an asset and not a problem, and the process is one of working **with** young people, not 'on' them. Other 'partners' who are important to the young person can also be involved – e.g. family members, peers and professionals. Those delivering the Programme will be mindful of, and seek to understand and work appropriately with, the wider context within which the young person lives their life.
- **Commitment to innovation, quality and continuous improvement:** Delivery organisations, staff and young people have the ongoing opportunity to work together through a creative and dynamic process of co-design to ensure that Programme provision is always relevant to Programme objectives and young people's needs, and that delivery is consistently responsive to the requirements of participants. A culture of critical reflection and innovation is fostered and actively supported.

Essential Programme features

Projects will have the following features.

1. Young-person-centred programmes with an explicit learning and development focus which generally last between 6 – 9 months and are of sufficient intensity in terms of contact time and activities with participants to ensure a transformative experience.
2. Programmes of activity which incorporate at least 3 - 4 days of participant contact activity per week³.
3. An explicit, professional youth development approach, delivered to an agreed set of standards (the Programme principles from which these will be derived are set out

³ It is recognised that it might be necessary to adopt a phased approach to participant engagement during the early stages of the Programme on the basis that may of the target participants will not be used to engagement within structured activities.

earlier in this annex) by suitably skilled professionals with the necessary practice competences⁴.

4. A focus on the development of participant capabilities, aligned to all three of the Programme outcome areas, using appropriate strategies, tools and techniques which respond to the learning and development needs and potential of individual participants. This will include quality distance-travelled measurement and project self-evaluation techniques which can be aligned to a Programme-level theory of change (see outline in Figure 1) and evaluation framework.

Figure 1: Outline of the Programme-level theory of change



5. Programmes are encouraged to incorporate a cross-border dimension, providing opportunities for shared, change-focused contact between young people from the Border Region of Ireland and Northern Ireland.
6. Programmes in Northern Ireland will be delivered on a cross-community basis, providing young people from different communities with the opportunity to engage significantly together in purposeful, meaningful, change-focused activities.
7. Cross-border and / or cross-community programmes focused on good relations, citizenship and personal development, which will include group work as a core feature and which may include activities such as sport, drama, music, culture, language, entrepreneurial and volunteering activities, social action initiatives and residential learning and development activities.

⁴ The National Occupational Standards for Youth Work describe the competences required in youth work practice and are reflective of the competences required within the staff teams delivering projects as part of the Programme – the Standards are available at <http://www.ycni.org/downloads-publications/YWTB/YWOccupationalStandards.pdf>

8. Provision of opportunity for participants to achieve qualifications or accreditation in relation to one or more of the three Programme outcome areas, according to individual and group needs and aspirations.
9. Support for structured, individual action planning and one to one mentoring and provision for mentoring support structures. Peer mentoring may also feature where appropriate.
10. Activities and supports designed to address the barriers to participation faced by many of the target participants, including transport, food, childcare and other identified barriers.
11. Activities which are designed to take cognisance of, and improve, mental wellbeing and other aspects of participants' health, as appropriate.
12. Practitioner support initiatives at the project level.
13. Progression support structures and activities at the project level, so that young people are enabled to move on positively after their participation in the Programme to, for example other community engagement activities, volunteering, training, education or employment, according to their needs and stage of readiness.

Support will not be provided through the PEACE IV Programme for the following:

- Vocational training for employment;
- Incentive payments to participants (however payments such as travel and childcare expenses may be eligible and see also the earlier note on participants in receipt of social security benefits); and
- International / overseas placements (however, international travel is permissible provided it is appropriately justified).

Further Programme requirements to underpin distinctiveness and the avoidance of duplication

In order to avoid duplication with other provision, particularly ESF- funded provision, projects will be required to adhere to the following:

1. **A young person cannot participate in the Programme and in an ESF project at the same time.** These programmes will operate as separate and standalone entities, with the PEACE IV funded Programme able to act as a feeder to, or progression route from, ESF projects, based upon individual need as appropriate.

2. **All activities offered on the Programme should always be clearly identifiable as contributing measurable progress towards the three identified outcome areas for the Programme (i.e. good relations, citizenship and personal development).** This is an outcomes-focused approach where explicit, high-quality learning and development methods are key to the achievement of sustainable change in relation to these identified outcomes. It is the purpose of the project activities, rather than the actual activities, that is of primary importance, and activities proposed for inclusion in a project should be viewed not individually, but in the light of the contribution they will make towards the participant's overall journey. However, see also non-eligible activities / courses indicated below.
3. **The Programme can offer a range of activities, some of which, on their own, may be the same or similar to those being offered by other programmes (but see also non-eligible activities / courses indicated below).** The key consideration should be whether or not the activities in question contribute to the overall outcomes of this Programme.
4. **A young person taking part in the Programme will not be permitted to undertake a structured / accredited course or qualification that they have previously completed on another programme.** However, for clarity when considering project design, some participants may engage in activities similar to activities previously engaged with on another programme, e.g. personal development activities. The key consideration as regards these activities should be whether or not they contribute to the overall outcomes of the Programme, and to the development of the participant's relevant baseline capabilities as recorded when they commenced the Programme.
5. **Participants on the Programme can be offered the opportunity to complete courses or qualifications where these will form part of a coherent learning and development journey, provided that these courses and qualifications:**
 - a. **are relevant to good relations, citizenship or personal development; and**
 - b. **are not directly linked to employment or vocational training.**

The type of courses or qualifications that would be acceptable could include, for example an OCN qualification in Personal and Social Development or in Diversity and

Good Relations. Other courses which are focused on specific vocational or occupational areas would not be acceptable, for example fork-lift driving.

Essential Skills qualifications would be acceptable, as part of an integrated project (including good relations / citizenship / personal development) which contributes to the Programme outcomes.

Applicants should identify possible courses in their Stage 2 applications, for consideration by the assessment panel.

Northern Ireland participants are expected to utilise the Unique Learner Number to register any courses undertaken.

Other information

At the Programme level, it is anticipated that, overall, approximately 80% of participants will be from Northern Ireland and 20% will be from the Border Region of Ireland. This ratio may vary within an individual project.

It will be the responsibility of projects to identify, recruit and retain the Programme participants. Effective and successful recruitment will require applicants to have well-established existing networks across the youth sector and within target communities of place and / or interest. It will be important that applicants demonstrate these networks, in addition to their prior experience and effectiveness of working specifically with those young people whose life chances have been impacted adversely as a result of the conflict, and those who experience what are frequently multiple, complex barriers to their positive engagement with community / society. This will include those young people who are not in education, employment or training.

All participants will be tracked for one year following participation in the Programme. It will be the responsibility of projects to manage this activity and provide related reports to the SEUPB. Within Northern Ireland, this will involve recording the programme participation using each participant's Unique Learner Number⁵.

⁵ The Unique Learner Number (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.



Projects can be implemented by a single organisation or by a partnership between organisations. Please note that applications from organisations working in partnership will be welcomed.