

CHILDREN & YOUNG PEOPLE

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 will also place 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. Summary of Call

The PEACE IV Programme is making a call under Specific Objective 2: Children & Young People with 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 Children & Young People Programme (referred to throughout the rest of this document as 'the Programme') will be outcomes-focused in terms of good relations, personal development and citizenship (see Annex 1), 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. It is anticipated that many of these young people will not be in education, training or employment.

The overall financial allocation of €37.6m (ERDF + match funding) is based on the desire to achieve significant regional impact on building good relations among the most disadvantaged and most marginalised young people. A target of 7,400 participants has been set with actions being implemented across 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.

During Phase One (2017 – 2018), it would be preferable for each project to deliver their programme to at least 200 young people; however, it would be acceptable for a project to deliver to at least 100 young people provided this approach is appropriately justified. Similarly, within Phase Two (2019 – 2021) it would be preferable for each project to deliver their Programme to a minimum of 200 young people per year (i.e. 600 in total), but it would be acceptable for a project to deliver to at least 100 young people per year, provided this approach is appropriately justified. In all circumstances, within each project, delivery should be to appropriately sized cohorts of young people.

A description of the required project activity is detailed within Annex 1.

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 / peace building aims).

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

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 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.

It is anticipated that these outputs will be achieved through Programme-funded activities, 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 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 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.

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

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

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

3. 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

4. Project Selection Criteria

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 have to demonstrate how the project will contribute to the results and outputs for the Children and Young People Programme as described on page 2, and, in particular, explain in detail how it will create change or distance travelled for young people by developing or enhancing participant capabilities in relation to the three Programme outcome

areas described in Annex 1 (i.e. personal development capabilities, and those concerned with good relations and citizenship). In addition:

- Applicants must demonstrate that they are creating opportunities for meaningful, purposeful and sustained contact and learning / change between young people aged 14 – 24 years who are the most disadvantaged / excluded / marginalised, who have deep, social, emotional and good relations needs and who are identified as being at risk of becoming involved in anti-social behaviour, violence or dissident activity.
- Particular attention will be given to proposed measures to ensure target levels of recruitment and retention of the target group. Applicants will be responsible for participant recruitment related to their own project. The Programme will be centrally branded but each project will be responsible for its own promotional and recruitment activities.
- Particular attention will be given to the direct contribution of the project to peace and reconciliation.

Please note that a participant will be considered to have completed their 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 their programme.

(b) Quality of the project design

- Applicants must demonstrate how the project content, features and requirements (detailed in Annex 1) will be designed and delivered in order to achieve the Programme outcomes and the associated improvement in participant capabilities expected. Explanation of the participants' role in project design will be important as part of this description.
- Applicants must demonstrate how they will ensure adherence to the Programme principles (detailed in 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 the design of the project.

(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 Programme. Projects delivered wholly within Northern Ireland or the Border Region of Ireland can be considered for funding. However, in all cases including those projects implemented on a single jurisdiction basis, projects will have to demonstrate how they will effectively ensure participation from all communities in their activities and meaningful, ongoing, change-focused contact between young people from different community backgrounds.

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

- Applicants must demonstrate a suitably qualified team with explicit and very significant youth work or youth development experience which includes facilitating learning and development in non-formal learning environments, and which is in line with the Programme principles and with the associated necessary practitioner competences (see Annex 1). The applicant's intentions regarding qualifications and relevant experience of the project team should be clearly identified in the application form.
- Applicants must demonstrate that they have appropriate policies for professional supervision of staff, and practical arrangements in place for adequate staff supervision and support.
- Applicants must demonstrate their experience and understanding of engaging with the target participants at the level of intensity indicated for this Programme, in order to achieve the level and type of change required. Among other considerations, this understanding should be reflected in the staff to participant ratio, level of contact with participants, possible need for 'out of hours' contact, need for access to specialist support and need for appropriate aftercare for participants after completion of their Programme etc.
- Applicants must demonstrate organisational / partnership capacity to deliver the scale of outputs required.
- Applicants must demonstrate that they have networks which include links to:

- communities of place and / or interest as relevant to their project plans;
 - organisations and services that will be helpful to them at the recruitment stage;
 - support services for participants according to their individual needs, as required; and
 - services and channels to help participants move on positively after the Programme.
- Applicants must demonstrate that appropriate child protection procedures are in place, including any vetting of staff as may be required by best practice guidance in the sector.
 - Applicants must demonstrate mechanisms are in place to ensure complementarity, and prevention of any duplication with other funding streams, particularly European Social Fund (ESF) activities. To aid consideration of this condition, several programme requirements, specifically designed to underpin distinctiveness and the avoidance of duplication, are described as part of Annex 1.
 - Applicants must commit to engage with quality assurance activities, co-design processes and co-ordination and support arrangements for Programme delivery, including cross-Programme practice learning and development initiatives, and co-ordination of Programme monitoring and evaluation activities.
 - Applicants must liaise with relevant government agencies with regard to welfare payments and any other additional payments that may be put in place in the future for participants taking part in the Programme.

(e) Value for money

- Projects should be designed to achieve the target number of participants on the basis of an approximate cost of €5,000 per participant. Variance from this standard cost may be acceptable in appropriately justified circumstances.
- With regard to costs for inclusion in the project budget, 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 Annex 1 for a note on participants in receipt of social security benefits)

- International / overseas placements (however, international travel is permissible provided it is appropriately justified).

(f) Contribution towards sustainable development

- Projects 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 Co-operation Programme.

(g) Contribution towards equality

- Projects 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 Co-operation Programme.

5. The role of the Quality and Impact Body

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.

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 undertaken as well as delivery of appropriate centralised activities and events. The Quality and Impact Body will maximise the opportunity for a participatory approach within the Programme and across its lifetime and will facilitate the sharing of learning and best practice.

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

In order to simplify the administration of grant aid, the SEUPB proposes to use simplified cost options for the administration of this theme. Costs will be reimbursed on the basis of staff costs + 40% (ESF Regulation 1304/2013 | Article 14 (2)).

Payments will also be linked to the delivery of a programme to the agreed number of participants.

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.

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 date: 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 their 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 (and 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 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 their 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.