HORIZONS

YOUR LEADERSHIP JOURNEY



ea
Education Authority

Programme Information Pack (Cohort 4) 2025/2026

Table of Contents

BACKGROUND TO THE PROJECT 3

THE CORE OBJECTIVES 3

TARGET PARTICIPANTS AND DELIVERY AREAS 4

HORIZONS PROGRAMME OUTLINE 8

MODULE 1 – WHO AM I BELONGING PROGRAMME 8
MODULE 2 – ME AND MY COMMUNITY SOCIAL ACTION PROJECT 9
MODULE 3 – ME AND MY LEADERSHIP DEVELOPMENT ACCREDITATION 9
MODULE 4 – ME AND MY CAREER SOCIAL ENTERPRISE 10
MODULE 5 – ME AND BEYOND MY COMMUNITY 11

DELIVERY EXPECTATIONS 12

BUDGET ALLOCATIONS 15

STAFFING AND SALARIES 15
PROGRAMME COSTS 15
MANAGEMENT COSTS 15
TOTAL ALLOCATION TO SUCCESSFUL VOLUNTARY PARTNER 15
OVERNIGHT SLEEP-IN ALLOWANCES 15

REPORTING EXPECTATIONS 16

OUTCOMES BASED ACCOUNTABILITY FRAMEWORK FOR HORIZONS 16
REFLECTION LEADING TO ENSURING QUALITY AND CONTINUOUS IMPROVEMENT 16
REPORTING FREQUENCY AND METHOD 16

APPLICATION AND ASSESSMENT 17

SELECTION AND AWARD 17
ELIGIBILITY CRITERIA (ESSENTIAL) 17
APPLICATION ASSESSMENT 17
PROVEN TRACK RECORD ASSESSMENT CRITERIA 18
SUCCESSFUL DELIVERY 19
APPLICATION TIMELINE 20

APPENDICES 21

LEADERSHIP ACCREDITATION OPTIONS 22
VOCATIONAL COURSE OPTIONS 23
HORIZONS PROGRAMME OUTCOMES BASED ACCOUNTABILITY FRAMEWORK 24
SAMPLE PARTNERSHIP AGREEMENT FOR JOINT STATUTORY AND VOLUNTARY DELIVERY OF THE HORIZONS PROGRAMME* 25

Background to the Project

The Education Authority Youth Service has been tasked by the Department of Education through funding under A Fair Start Action Plan, to deliver under Key Action 5 the - Horizons Leadership Programme. This action is outlined as below:

> *To deliver a programme which will produce well skilled, qualified, and experienced youth work volunteers. These volunteers starting at the age of 15 years and over will act as role models to the young people they work with to inspire a new generation of young people into volunteering in their communities. Not only will these volunteers be considered role models they will also be appreciated and viewed as a valued member of the youth work team. Receiving regular training and support from full time youth workers to aid their own development and further enhance the quality of service given to young people.*

In 2022 the Education Authority developed and implemented the first Horizons programme. Following an evaluation of this programme the Education Authority revised the programme and secured funding for the 2024-2025 period to deliver an additional cohort in partnership with the voluntary and community sector. **Consideration has been given based on feedback from the 2024-2025 to provide greater advance planning time, therefore the Education Authority is seeking applications for the programme, subject to being in receipt of a budget in the 2025-2026 period.**

The Core Objectives

1. Provide access to accredited programmes for Horizon participants.
2. Help and support young people who are vulnerable to experience new opportunities through alternative learning methodologies.
3. To deliver on the Youth Services allocated action within the Department of Education's 'A Fair Start' action plan.
4. Combat educational underachievement by providing services to participants who don't have access to leadership, community, and volunteer programmes.
5. Provide career development experiences through social enterprise for young people to better equip them for the labour market.

Target Participants and Delivery Areas

Outlined below are the target delivery areas and recruitment targets for both Statutory and Voluntary partnership delivery. Successful voluntary organisations will be partnered with a local statutory centre based or area-based programme for co-delivery of the horizons project in these targeted areas (Sample Partnership Agreement for 2024-2025 programme in Appendix D). Included in the table below is the targeted recruitment of youth participants per programme expected.

Planning Area	District Electoral Delivery Area*	Super Output Area (SOA)	Statutory Recruitment	Voluntary Recruitment	Total Participants
Antrim & Newtownabbey	Three Mile Water	Ballyduff_1 Ballyduff_2 Hawthorne Jordanstown_1 Jordanstown_2 Jordanstown_3 Monkstown_1 Monkstown_2 Mossley_1 Rostulla_2	7	7	14
Armagh Banbridge Craigavon	Craigavon	Bleary_1 Bleary_2 Derrytrasna_1 Derrytrasna_2 Drumgask_1 Drumgask_2 Drumgor_1 Drumgor_2 Kernan_1 Kernan_2 Killycomain	7	7	14
Belfast East	Ormiston	Ballyhackamore_1 Ballyhackamore_2 Belmont_1 Belmont_2 Belmont_3 Cherryvalley_1 Cherryvalley_2 Cherryvalley_3 Gilnahirk Knock_1 Knock_2 Knock_3 Stormont_1 Stormont_2 Stormont_3 Tullycarnet	7	7	14
Belfast North	Oldpark	Ardoyne_1 Ardoyne_2 Ardoyne_3 Ballysillan_1 Ballysillan_2 Ballysillan_3 Cliftonville_1 Cliftonville_2 Cliftonville_3 Crumlin_2_Belfast Legoniel_1 Legoniel_2 New Lodge_1 New Lodge_2 New Lodge_3 Water Works_1 Water Works_2 Water Works_3	7	7	14

Planning Area	District Electoral Delivery Area*	Super Output Area (SOA)	Statutory Recruitment	Voluntary Recruitment	Total Participants
	Castle	Bellevue_1 Bellevue_2 Bellevue_3 Castleview_1 Castleview_2 Castleview_3 Cavehill_1 Cavehill_2 Cavehill_3 Chichester Park_1 Chichester Park_2 Chichester Park_3 Duncairn_1 Duncairn_2 Fortwilliam_1 Fortwilliam_2	7	7	14
Belfast West	Blackmountain	Andersonstown_1 Andersonstown_2 Andersonstown_3 Beechmount_1 Beechmount_2 Falls Park_1 Falls Park_2 Falls Park_3 Glen Road_1 Glen Road_2 Glen Road_3 Glencolin_1 Glencolin_2 Glencolin_3 Glencolin_4 Upper Springfield_1 Upper Springfield_2 Upper Springfield_3 Whiterock_1 Whiterock_2 Whiterock_3	7	7	14
	Colin	Upper Braniel Beechill_3 Collin Glen_2 Collin Glen_3 Derryaghy_1 Derryaghy_2 Dunmurry_1 Dunmurry_2 Kilwee_1 Kilwee_2 Ladybrook_1 Ladybrook_2 Ladybrook_3 Poleglass_1 Poleglass_2 Twinbrook_1 Twinbrook_2	7	7	14

Planning Area	District Electoral Delivery Area*	Super Output Area (SOA)	Statutory Recruitment	Voluntary Recruitment	Total Participants
Belfast West & North	Court	Beechmount_3 Clonard_1 Clonard_2 Crumlin_1_Belfast Falls_1 Falls_2 Falls_3 Glencairn_1 Glencairn_2 Highfield_1 Highfield_2 Highfield_3 Legoniel_3 Shankill_1 Shankill_2 Woodvale_1 Woodvale_2 Woodvale_3	7	7	14
Derry City & Strabane	The Moor	Beechwood Brandywell Creggan Central_1 Creggan Central_2 Creggan South Crevagh_1 The Diamond Westland	7	7	14
	Faughan	Claudy_1 Claudy_2 Eglinton_1 Eglinton_2 Enagh_1_Derry Enagh_2_Derry Holly Mount_1 Holly Mount_2 New Buildings_1 New Buildings_2	7	7	14
Lisburn & Castlereagh	Lisburn North & Lisburn South	Derryaghy_3 Harmony Hill Hilden_1 Hilden_2 Lambeg_1 Lambeg_2 Lisnagarvey Magheralave_1 Magheralave_2 Seymour Hill Wallace Park_1 Wallace Park_2 Ballymacash_1 Ballymacoss_1 Ballymacoss_2 Knockmore_1 Lagan Valley_1 Lagan Valley_2 Old Warren Tonagh	7	7	14
Mid Ulster	Torrent (Coalisland)	Altmore Ardboe Coalisland North Coalisland West and Newmills Killycolpy Stewartstown Washing Bay	7	7	14

Planning Area	District Electoral Delivery Area*	Super Output Area (SOA)	Statutory Recruitment	Voluntary Recruitment	Total Participants
	Dungannon	Benburb Coalisland South Coolhill Drumglass Killyman Killymeal Moy Moygashel Mullaghmore	7	7	14
Newry Mourne & Down	Downpatrick	Ardglass_1 Ardglass_2 Audley's Acre Ballymote Cathedral_1 Cathedral_2 Crossgar_1 Crossgar_2 Killough_1 Quoile_1 Quoile_2 Strangford	7	7	14

*Organisations must be based within the District Electoral Area as part of the essential criteria for this programme

The Education Authority is seeking only **one** voluntary partner per delivery area noted above through application and assessment to the programme.

Horizons Programme Outline

Outlined in this section is a summary overview for each module of the 18-month programme. This is to aid applicants to understand what the module is and what it aims to achieve. Each of the modules are designed in an order to support participants progression, building up the participants confidence to succeed as the programme progresses. Programme materials and resources have been developed to support the delivery. Successful organisations will be invited to an induction and training day where these resources will be shared. In summary there are five modules for delivery over the period titled as below:

- Module 1 – Who Am I Belonging Programme
- Module 2 – Me and My Community Social Action Project
- Module 3 – Me and My Leadership Development Accreditation
- Module 4 – Me and My Career Social Enterprise
- Module 5 – Me and Beyond My Community

Module 1 – Who Am I Belonging Programme

Young people will have the opportunity to develop strong relationships within their local group, developing a sense of belonging within the Horizons programme. The programme will help the young people develop skills such as leadership, communication, problem solving, self-awareness and teamwork. This will be done through team challenges, opportunities to lead the group, life mapping and journaling. The programme will also explore the current issues that the young people face within their communities from a strength-based approach, promoting a social action mindset for module two.

Key themes:

1. **Leadership** - Exploring and developing leadership within the group and developing skills through individual leadership tasks, with opportunities to take the lead.
2. **Teamwork** - Building teamwork skills such as communication and problem solving, whilst developing relationships with peers and staff which support positive group dynamics.
3. **Community** - Developing a greater understanding of their own network and others to give them a greater sense of belonging within their own community. Recognising the positive contributions, they can make as young leaders.

Key learning outcomes:

- Young people will have an **increased understanding of the Horizons Programme.**
- Young people work together to creating **positive group dynamics**.
- Young people feel part of something (**belonging)** and will **develop positive peer relationships.**
- Young people **develop a greater sense of self and others.**
- Young people **build teamwork skills** and each other's strengths.
- Young people will have a **greater understanding of leadership**.
- Young people to have **increased confidence** sharing with the group.
- Young people will understand how to set and breakdown their goals **(Goal Setting)**
- Young people will have **increased their presentation skills.**
- Young people will have **increased confidence in their own creativity.**
- Young people will have a **greater understanding of their own network within their community.**
- Young people will have a **greater understanding of others.**
- Young people developed **positive peer relationships**.

Module 2 – Me and My Community Social Action Project

The Social Action project is a model of working together to create positive change. We encourage the Horizons young people within their locality to plan and create visual projects that will showcase their talents, develop confidence and self-esteem, learn new skills, and support intergenerational projects.

The purpose of the Horizons Social Action project is to enable young people to feel empowered whilst creating positive change in their communities; to know that their passions can be realised, and that their contributions are valued. The experience of designing, developing, and delivering social action projects will enable the young people to know that they are, and can continue to make a practical and impactful difference in matters of interest and importance.

The aim is to deliver a Social Action Project within the local community measuring individual and community impact. The Young people will deliver a Social Action Project that makes a positive contribution to society and their community will experience economic and environmental wellbeing.

Key themes:

1. Understanding my community- Exploring the community looking possible opportunities for improvement
2. Generosity - Enhancing leadership capacity through planning and delivering a social impact programme within the local community. The giving of one's time.
3. Self-reflection- measuring the impact that the project has had within the community.

Key learning outcomes:

- Community connection – increased understanding of your community
- Identifying local needs – increased empathy of others through development of community impact assessment
- Exploring civic responsibility – increased knowledge
- Enhancing the voices of young people within the community – developing effective advocacy skills
- Development of personal skills and capabilities – planning, delivery, and evaluation of social action programme
- Increased visibility and recognition of the positive contribution of young people within the community – through celebration events

Module 3 – Me and My Leadership Development Accreditation

The Education Authority Youth Service recognizes that effective youth work contributes to each young person achieving his or her potential at every stage of their development.
A key target within the Regional Development Plan is that of Closing the Performance Gap in learning and achieving, through the provision of accredited training for children and young people. Through the Horizons Leadership programme participants are given access to accredited programmes in leadership and community development. All courses require that the young person is fourteen years of age on completion of the course.

As part of a group the young people select an accredited course based upon their needs (Available course options contained within Appendix A). The course is delivered through informal youth work methodologies and young people develop an individual portfolio to help evidence achievement of the course objectives and learning outcomes, based upon the assessment criteria outlined.

Themes Include:

- Leadership skills development
- Sports Leadership
- Peer Mentoring

- Diversity and Good Relations

Key Learning Outcomes

- Young people see education as fun, relevant, beneficial, and achievable.
- Development of a range of skills, knowledge and understanding which benefit both the individual and own community
- Enhanced employment pathways to further education, training, and employment opportunities
- Increased awareness of the impact of youth community engagement in response to the voice of children and young people

Module 4 – Me and My Career Social Enterprise

The Social Enterprise project is a model of working together to create a business that creates a positive change in local communities. We encourage the Horizons young people within their locality to plan, advertise, create, and sell a product or service that will showcase their talents, develop confidence and self-esteem, learn new skills, and support the local community.

Throughout this project young people will try out 'roles' within businesses and hear from exciting career opportunities and will be showcased non-traditional pathways and support to employment. At the end of the programme, young people will participate in regional marketplace and dragons' den, along with local social enterprises and small businesses.

Aims

To create a social enterprise within the local and regional community measuring individual and community impact. The young people will deliver a Social Enterprise idea that makes a positive contribution to society and that supports community environmental wellbeing.

Themes:

1. Understanding business- Exploring the community looking possible opportunities to set up a local business that gives back to their communities.
2. Generosity - Enhancing leadership capacity through planning and delivering a Social Enterprise Programme that positively impacts their own community.
3. Self-reflection- measuring the impact that the project has had on the young person and the community.

Key learning outcomes:

- Community connection – increased understanding of your community
- Identifying local needs – increased empathy of others through development of community impact assessment
- Increased knowledge of civic responsibility
- Enhancing the voices of young people within the community – developing effective advocacy skills
- Development of personal skills and capabilities – planning, delivery, and evaluation of social enterprise programme
- Increased visibility and recognition of the positive contribution of young people within the community
- Increased business skills

Module 5 – Me and Beyond My Community

The module of the programme supports young people to further enhance their personal and social development. This module will also include an International Leadership Experience.

Themes

- Recognition of achievements through the Horizons programme
- Social Enterprise project
- Accreditation
- Vocational training
- Improved community connection

Key Learning Outcomes

- An opportunity to complete vocational training in an area relevant to their future chosen career pathway.
- Young people will complete 1-2 vocational training courses.
- Participants will support the planning and delivery of a regional celebration event in recognition of the learning and achievements gained through the Horizons programme.
- A showcase of projects completed, and outcomes gained.
- Sharing of individual and group learning, progression, and impact within own community

Delivery Expectations

Programme Induction for Organisation Delivery
A detailed induction day will be provided for a voluntary and statutory delivery staff for the programme which will include an overview of support materials and detail of all programme module elements, this will take place in April. Six hours of time (10am – 4pm) has been budgeted within staff salaries to facilitate full participation (6 Hours), and lunch will be provided.

Module 1 – Who Am I Belonging Programme (April - August)

Dates/Time	Programme	Staff Hours Provided
1 April – 30 April	Recruitment of 7 young people aged between 15-17 years (recruited participants cannot have been part of any previous horizons programme)	
Completed by 9 May	Introduction and Programme Welcome Session with recruited participants.	3 Hours
Delivered Between 12 May – 27 June	Delivery of 6 iBelong Programme Sessions (3 Hours Per Session) following the Residential	18 Hours
Group 1: 2 July – 4 July Group 2: 7 July – 9 July	Regional Residential at Gortatole Outdoor Learning Centre Enniskillen with 10 other Regional Horizons Groups*	30 Hours
Delivered by 15 August	Module 1 Evaluation Session	3 Hours
Total Staff Leader Collaboration and Preparation time for this module		10 Hours

*This element of the Module will be centrally paid for by the Education Authority, including any associated transport.

Module 2 – Me and My Community Social Action Project (September – October)

Dates/Time	Programme	Staff Hours Provided
1 September – 31 October	Delivery of a Social Action Project designed and led by participants over 8 sessions (3 hours per session) This project will be supported with a £500 budget per Horizons Group*	24 Hours
30 September – 4 October	Regional Horizons Hub Group Meet Up. The 22 Horizons Project Regionally will meet in three different groupings. Individual Hub dates to be Confirmed*	3 Hours
Delivered by 31 October	Module 2 Evaluation Session	3 Hours

*This element of the Module will be centrally paid for by the Education Authority, including any associated transport.

Module 3 – Me and My Leadership Development Accreditation (November – December)

Dates/Time	Programme	Staff Hours Provided
1 November – 31 December	Delivery over 6 sessions (3 hours per session) of an accreditation option contained with Appendix A. Accreditation test centre support and fees will be provided by the Education Authority.	18 Hours
1 November – 31 December	Horizon Group Residential (Friday – Sunday) to Support the delivery and completion of accreditation provide at one the Education Authority's Outdoor Learning Centres including transport covered by the Education Authority*	15 Hours
25 November – 29 November	Regional Horizons Hub Group Meet Up. The 22 Horizons Project Regionally will meet in three different groupings. Individual Hub dates to be Confirmed*	3 Hours
Delivered by 31 December	Module 3 Evaluation Session	3 Hours
Total Staff Leader Collaboration and Preparation time for this module		13 Hours

*This element of the Module will be centrally paid for by the Education Authority, including any associated transport.

Programme Update and Training for Organisations

A six-hour update and training session will be provided for staff between November and December to prepare for module four and five of the programme. Six hours of time (10am – 4pm) has been budgeted within staff salaries to facilitate full participation (6 Hours), and lunch will be provided.

Module 4 – Me and My Career Social Enterprise (January – April 2026)

Dates/Time	Programme	Staff Hours Provided
1 January – 31 April	Delivery and design of a Social Enterprise project designed and led by participants over 11 sessions (3 hours per session). This project will be supported with a £500 seed budget per Horizons Group. *	33 Hours
3 May	Regional Event to showcase and present Social Enterprise Project with all 22 Horizons Groups in attendance*	6 Hours
Completed by 31 April	Module 4 Evaluation Session	3 Hours
Total Staff Leader Collaboration and Preparation time for this module		15 Hours

*This element of the Module will be centrally paid for by the Education Authority, including any associated transport.

Module 5 – Me and Beyond My Community (May – July 2026)

Dates/Time	Programme	Staff Hours Provided
1 May – 31 July	Delivery of 10 Sessions (3 hours per session) supporting participants beyond the horizons programme into employment and/or further and higher education through vocational training options (Appendix B). In addition, these sessions will be used to support and prepare participants for their international experience in July, and to plan and deliver a young person led graduation event. Costs for vocational training course will be paid by the Education Authority directly.	33 Hours
1 June – 7 June	Regional Horizons Hub Group Meet Up. The 21 Horizons Project Regionally will meet in three different groupings. Individual Hub dates to be Confirmed*	3 Hours
Group 1: 21 July – 26 July (TBC) Group 2: 28 July – 2 August July (TBC)	4 Day International Leadership Experience provided outside of the UK and Ireland. International costs will be provided and secured by the Education Authority. Details on location and confirmed dates will be provided during the programme. *	36 Hours
Completed by 15 August	Module 5 Evaluation Session	3 Hours

*This element of the Module will be centrally paid for by the Education Authority, including any associated transport.

Graduation Event

At the end of the programme all Horizons Participants will come together to celebrate and reflect on their achievements as part of the programme. Formal certificates will be presented as part of this programme including testimonials by participants. This will take place by the 30 September 2026, from 6.30 – 9pm. Six hours of time has been budgeted within staff salaries to facilitate this element. (6 Hours) This element of the programme will be centrally paid for by the Education Authority including any associated transport.

Total Staffing Hours for Programme

Delivery, preparation, and induction/training staff hours for this programme totals 296 Hours.

Budget Allocations

Staffing and Salaries

Staff salaries for the programme will be provided to each successful organisation based on the number of hours identified in the delivery expectations, which include face to face sessional delivery, preparation and collaboration time and attendance at induction and training, this is 296 hours for the programme period.

This will be based on the top salary point of a JNC pay scales for an Area Youth Worker I, /Centre Based Youth Worker I, which will also include employers' national insurance contributions and pensions contribution in line with EA's contractual arrangements. This is demonstrated on the table below:

Cost Area	Cost
Gross Salary	£35,645.00
Employers National Insurance	£4,597
Employers Pension	£7,129
Total	£47,371
Hourly Rate	£25.30
296 Hours for Programme Delivery (Allocation)	**£7,488.80**

Programme Costs

All programme costs will be paid for by the Education Authority as outlined and noted in the delivery expectations section. This includes residentials costs through an EA Outdoor Learning Centre, Accreditation Costs (including accreditation through and supported by the Education Authority test centre), programme budgets for social action and social enterprise, flights accommodation and airport transfers associated with the International Leadership experience, Graduation, and any transport costs linked to the Hub meet up programme.

Management Costs

In addition, the established salaries costs noted above, the Education Authority will provide a 10% management cost to all successful voluntary youth organisations based on the total salary cost. This can be used were applicable to cover organisation administration costs, overheads and mileage associated with the programme. For each organisation this will be £748.80.

Total Allocation to Successful Voluntary Partner

The total allocation per successful organisation will be £8,237.68

Overnight Sleep-in Allowances

Overnight Sleep-in allowances in line with JNC will be provided in addition to the total budget allocation to each group following completion of the residentials.

Reporting Expectations

Outcomes Based Accountability Framework for Horizons

In agreement with the Department of Education and the Education Authority 'A Fair Start' Programme Board an outline of monitoring and reporting for the project has been agreed. This is to reflect not only children and young people's progression against the youth work outcomes, but to reflect feedback from participants, parents or carers, teachers, and the local community to demonstrate the impact the programme is having for young people, families, schools, and the wider community. The Outcomes Based Report Card for this project is outlined in Appendix C.

Reflection leading to Ensuring Quality and Continuous Improvement

In addition to reporting on the Outcomes Based Accountability framework, as part of the reporting each project will provide reflective feedback per module on the strengths, gaps, and proposed areas for improvement. This information will be used to inform decisions in the design and delivery of the programme to foster an approach of continuous improvement.

Reporting Frequency and Method

The Education Authority are required to provide quarterly updates via the Education Authority A Fair Start Programme board to the Department of Education. To facilitate this each Horizon project provides at the end of each month basic participation and attendance data. At the end of each module each Horizons project will also provide a measure of progress against the youth work outcomes for participants, summary feedback from the community, family and education where received and outline strengths, identified gaps or areas for improvement. This monthly and end of module return is provided through an online response form.

Application and Assessment

Selection and Award

Organisations who meet the Eligibility Criteria (Essential) will progress to application assessment under the criteria outlined above. The assessment criteria will be used to score each application and based on merit (top score to lowest score) and the delivery area applied, an organisation will be selected.

Eligibility Criteria (Essential)

Applicant organisations must meet the criteria below to be eligible to apply and be in receipt of this funding.

	Criterion	Assessment & Minimum Grade Required
1	**Be a registered and verified Local Voluntary Youth Organisation before the 1January 2025 with the Education Authority which includes as part of verified status that your organisation has:** • **Safeguarding and Child Protection Policies that meet the requirements outlined for the scheme (**see requirements here) • **Organisation Governance Arrangements in place to meet the requirements of Bonafede status (**see requirements here)	Education Authority will base this on the information we already hold on file for your organisation. Unverified organisations can still apply if they meet criterion, if successful through assessment a successful verification visit will be required to receive an offer of funding.
2	**Be a registered Local Voluntary Youth Organisation that is based within the District Electoral Area you are applying for**	Applicants will be required to declare this is the case on the application. The Education Authority will cross-reference your organisations post-code to confirm it is within the District Electoral Area

Application Assessment

All applicants will be required to provide a response and evidence to the following questions. Each of your questions will be assessed against the established assessment criteria outlined. Applicants are required to score at least “Meets Requirements” across all questions to be considered for award.

- Proven Track Record – Provide Evidence of your proven track record in relation to youth work delivery, meeting the needs of children and young people within the selected programme target area.
- Demonstrate how you will successfully deliver – Provide an outline in your response how you will effectively deliver all aspects of the programme.

Successful organisations will be identified based on merit order of assessment (highest marks) against each delivery area applied for.

Proven Track Record Assessment Criteria

Provide evidence of your proven track record in relation to youth work delivery, meeting the needs of children and young people within the selected programme area. (Maximum 750 Words)

Mark	DESCRIPTION	Score Range
Excellent	Excellent response that evidences: • Significant experience and evidence of effectively working with children and young people in the geographical area. The response demonstrates the impact and quality of their Youth Work delivery, relevant to the themes of work specific to this funding opportunity. • Compliance with returns and reporting requirements in an accurate, timely and consistent manner. • Clear evidence of the organisation's commitment to continuous improvement, through effective Quality Assurance processes including ongoing Reflective Practice.	31-40
Good	A good response that evidences: Evidence of experience in working effectively to meet the needs of children and young people in the geographical area. • Compliance with returns and reporting requirements in an accurate, timely and consistent manner. • Evidence of reflective practice within youth work delivery.	21-30
Meets Requirements	An adequate response which indicates: • Reference experience in working to meet the needs of children and young people within the geographical area but lacks evidence. • Compliance with returns and reporting requirements is referenced.	11-20
Failed to Address	The response does not clearly evidence a proven track record of successful Youth Work delivery within the geographical area outlined in the programme Opportunity.	0-10

Applicants Require a minimum of 11 marks for their application to be considered.

Successful Delivery

Please outline in your response how you will effectively deliver all aspects of the programme outlined under 'Delivery expectations' in the information pack. (Maximum 1000 Words)

Mark	DESCRIPTION	Score Range
Excellent	An excellent response demonstrates that the organisation will deliver high quality Youth Work, achieving the desired impact of the of the programme opportunity. The response includes: • A strong understanding of the programme opportunity • A well-considered strategy, including engagement with other Local providers in the designated area, to recruit Children and Young People who would most benefit from delivery. • A clear outline of how the organisation will support measuring impact and celebrate success including inclusive methodologies. • A clear outline of how the organisation will embed CRED Policy, and the Emotional Health & Wellbeing Framework	31-40
Good	A good response demonstrates that the organisation will deliver Youth Work, achieving the desired impact of the of the published programme opportunity. The response includes: • A good understanding of the published funding opportunity • A plan to ensure recruitment is targeted and well considered, based on assessed need. • A description of how this delivery is additional to Core Youth Work Provision within the designated area. • An outline of how the organisation will support measuring impact and celebrate success. • An outline of how the organisation will embed Emotional Health & Wellbeing Framework and CRED as part of delivery, including inclusive methodologies	21-30
Meets Requirements	A meets requirements response demonstrates that the organisation will deliver Youth Work, achieving the desired impact of the of the programme opportunity. The response includes: • An understanding of the published programme opportunity • Reference to a targeted recruitment process • Reference to additionality to Core Youth Work Provision within the designated area • An outline of how they will support measuring success. • Reference to the Emotional Health & Wellbeing Framework and CRED Policy as part of delivery	11-20
Failed to Address	Response that fails to address the question which does not outline and/or fails to reference any of the following: • An understanding of the published programme opportunity • A targeted recruitment processes. • Clear additionality to Core Youth Work Provision within the designated area • How they will measure impact • How they will embed the Emotional Health & Wellbeing Framework and CRED Policy as part of delivery	0-10

Applicants Require a minimum of 11 marks for their application to be considered.

Application Timeline

The Education will release and assess applications to the following timeline:

Action	Dates/Times
Open call for applications	16 January 2025 @ 4pm
Information Workshops*	20 – 24 January 2025
Application Close	20 February 2025 @ 4pm
Assessment of Applications	24 – 28 February 2025
Notification of Award (Subject to Budget)	Week Commencing 3 March 2025

**Dates and venues will be posted on social media and made available for online sign up*

Appendices

Leadership Accreditation Options

OCNNI Level 1 Award in Youth Work Practice with a credit value of five and thirty-two guided learning hours. This qualification is designed for young people who have been involved in a youth group and have leadership aspirations and potential.

OCNNI Level 2 Award in Youth Leadership with a credit value of three and twenty-four guided learning hours. This Award enables young people to share experiences and gain essential knowledge for leadership, equipping them with practical skills that they will need in their organisation while developing their leadership skills.

OCNNI Level 1 and Level 2 Award in Diversity and Good Relations. This award helps young people become more aware of diverse groups within our communities and the importance of respect. Young people will have a better understanding of what is meant by prejudice and discrimination and will recognise the value of equal opportunities legislation. Both Level one and Level two Award in Diversity and Good Relations hold a credit value of three with thirty guided learning hours, respectively.

OCCNI Level 1 Award in Peer Mentoring for Young People has a credit value of three and twenty-seven guided learning hours. This award has been designed to help young people understand the role of the peer mentor and the benefits it can bring to people and communities.

OCNNI Level 2 Award in Peer Mentoring Practice has a credit value of three and twenty-four guided learning hours. This award helps to develop effective mentoring skills and techniques and understand the impact of mentoring relationships within the community.

Leadership Skills Foundation Level One, twenty-three guided learning hours and three credits awarded. This is a Nationally Recognised qualification that enables successful learners to assist in leading purposeful and enjoyable sport/physical activity under direct supervision.

Vocational Course Options

Workplace First Aid

Health and Safety in the workplace

Child Mental Health training

Level 2 Food Hygiene for catering

Person Centred Care,

Medication Training for Care,

Moving and Handling People in Health and Social Care,

Safeguarding Adults

Level 2 Food Hygiene and safety,

Special Needs and Disability in the Classroom,

Food Allergen Awareness,

Disability Awareness for Employees,

Social Media Marketing,

Starting a Business,

Anaphylaxis Awareness,

Communication Skills in Health and Social Care

Conflict Management,

Child Sexual Exploitation

Child Criminal Exploitation Awareness,

Data Protection,

Introduction to Safeguarding Children,

Autism Awareness,

Communication skills

Basic Life support

Resilience Training & Challenging Behaviour in Children

Welding safety

Paediatric First Aid

Mental Health Awareness

Sexual harassment for employees

Business training

CPR Awareness

Communication Skills

Safeguarding in Sport

Safeguarding in Children's Education

Environmental Awareness

LGBT Awareness

Health & Safety

Health and Social Care

Time Management

Presentation Skills

Bullying & Harassment

Resilience Training

ADHD Awareness,

APPENDIX C

Horizons Programme Outcomes Based Accountability Framework

How Much Did We Do?	How Well Did We Do It?
• No. of Young People Engaged in Project • No. of Projects Delivered • No. of Social Action Projects Completed • No. of Social Enterprise Projects Completed • No. of Volunteer Hours Provided within Local Communities	• % of Outputs Completed within Action Plan • No. of Local Projects Supported by Regional Services • % of Children and Young People Satisfied with the Programme • % of Children and Young People Very Satisfied with the Programme • % of Moderations of Horizons Projects rated Good or above

Is Anyone Better Off?

- % of Children and Young People Progressing against 'Improved health and wellbeing' Outcome
- % of Children and Young People Progressing against 'Enhanced Personal Capabilities' Outcome
- % of Children and Young People Progressing against 'Development of Thinking Skills, Life Skills & Work Skills' Outcome
- % of Children and Young People Progressing against 'Improved Relationships with Others' Outcome
- % of Children and Young People Progressing against 'Increased Participative Action' Outcome
- % of Children and Young People Progressing against 'Active Citizenship' Outcome
- % of Young People gaining a recognised Qualification
- % of Young People volunteering because of the programme
- Qualitative Feedback from Participants, Parents or Carers and Community

APPENDIX D

Sample Partnership Agreement for Joint Statutory and Voluntary Delivery of the Horizons Programme*

**Subject to Review and update based on an evaluation of the 24-25 delivery*

1. BACKGROUND

1.1. The Education Authority Youth Service has been tasked by the Department of Education through funding under A Fair Start Action Plan, to delivery under Key Action 5 the - Horizons Leadership Programme. This action is outlined as below:

"To deliver a programme which will produce well skilled, qualified, and experienced youth work volunteers. These volunteers starting at the age of 15 years and over will act as role models to the young people they work with to inspire a new generation of young people into volunteering in their communities. Not only will these volunteers be considered role models they will also be appreciated and viewed as a valued member of the youth work team. Receiving regular training and support from full time youth workers to aid their own development and further enhance the quality of service given to young people."

1.2. In 2022 the Education Authority developed and implemented the first Horizons programme. Following an evaluation of this programme the Education Authority has since revised the programme and has secured funding for the 2024-2025 period to deliver an additional cohort. As part of the Education Authority's governance and investment portfolio approach, it has been identified to increase access to the programme for the target participants it should seek to deliver the programme in partnership with the community and voluntary sector through co-delivery of programme areas with both statutory and voluntary youth work staff.

1.3. The Education Authority Youth Service has lead responsibility in achieving results indicators of the "A Fair Start Horizons Programme' through collaboration with appropriate local voluntary youth sector partners.

1.4. This agreement lays down the arrangements for the delivery of the programme in partnership

2. PARTNERSHIP AIMS AND OBJECTIVES

2.1. The aim of this partnership is to deliver collaboratively the Horizons Leadership Programme through joint statutory and voluntary delivery to meet following objectives:

1) To provide access to accredited outcomes for participants on the Horizons Programme.
2) To support young people to experience new opportunities through alternative learning methodologies.
3) To delivery on the Youth Services allocated action within the Department of Education 'A Fair Start' action plan

4) To promote educational achievement by providing services to participants through increased access to leadership, community, and volunteer programmes.

5) To provide opportunities for future career development through social enterprise activities to better equip young people for the future labour market.

3. TARGET DELIVERY REQUIREMENTS

3.1. The Horizons Programme is aimed at building leadership capacity within relevant targeted communities. Therefore, all references to a 'targeted area' made within this partnership agreement relate to delivery within that specific community area (or identified District Electoral Area) and that participants recruited to the programme have a home address post code from within that same area.

4. PARTNERSHIP ACTIVITIES

4.1. Joint Local Statutory and Voluntary Responsibilities

In partnership the statutory and voluntary youth workers will;

1) Recruit a minimum of 14 participants (seven each) from the target area

2) Co-deliver all elements of the programme by ensuring one statutory and one voluntary worker is always present

3) Provide, the required reporting information outlined in section five of this agreement

4) Prepare for each session together through the allotted preparation time within the programme

5) Work together to support, or seek external support, to meet the individual needs of their participants when required

4.2. Education Authority Local Service Responsibilities

The Education Authority will;

1) Identify a lead statutory staff member for co-delivery of the programme.

2) Ensure that in the event of staff absence owing to change management or medical leave that cover is provided by the organisation to ensure continued delivery of the programme.

3) Comply with Education Authority procurement processes, including budget monitoring and reporting

4.3. Local Voluntary Partner Responsibilities

The Voluntary Partner Organisation will;

1) Appoint/Identify a lead voluntary staff member for co-delivery of the programme

2) Ensure that in the event of staff absence owing to change management or medical leave that cover is provided by the organisation to ensure continued delivery of the programme.

3) Comply with the terms and conditions laid out in the letter of offer for grant aid assistance including financial reporting requirements.

4.4. Education Authority Regional Support Service Responsibilities

The Education Authority Regional Youth Services will;

1) Coordinate and support for the delivery of accredited youth work and vocational training through payment for certification and use of the Education Authority test centre status.
2) Coordinate centrally, programme residentials and hub meetings including transport/travel and costs associated.
3) Coordinate and facilitate staff induction and training as outlined in the programme delivery timeline, including venue and lunch for each agreed meeting.
4) Coordinate centrally quarterly programme reports (based on each programme submission) for the Education Authority A Fair Start Steering group, Portfolio Investment Board and the Department of Education.
5) Make available via the statutory youth worker the programme budget for Social Action and Social Enterprise
6) Coordinate centrally the end of programme graduation and associated costs.
7) Provide programme support and training for delivery with both statutory and voluntary partners via the regional service that manages the programme.

5. MONITORING AND REPORTING

5.1. In agreement with the Department of Education and the Education Authority 'A Fair Start' Programme Board an outline of monitoring and reporting for the project has been agreed. This is to reflect not only children and young people's progression against the youth work outcomes, but to reflect feedback from participants, parents or carers, teachers, and the local community to demonstrate the impact the programme is having for young people, families, schools, and the wider community. The Outcomes based Report Card for this project is outlined in Appendix A.

5.2. In addition to reporting on the Outcomes Based Accountability framework, as part of the reporting each project will provide reflective feedback per module on the strengths, gaps, and proposed areas for improvement. This information will be used to inform decisions in the design and delivery of the programme to foster an approach of continuous improvement.

5.3. To ensure the programme is delivering in the targeted areas and in with the young people from that targeted area each project will provide at the outset of the programme the following information for each participant:

1) Full Name for Statutory Registration/Organisation ID Reference for Voluntary Organisations*

2) Date of Birth

3) Gender

4) Home Address Post Code

**To note: for the full operation of the programme names will be required in a programme basis linked to the activities delivered, such as those provided by residential providers or booking of flights.*

5.4. To facilitate ongoing reporting for the programme, each project will provide and agreed with both youth workers an end of module report via Microsoft Forms. This will include the following information:

1) Number of young people actively engaged in project

2) Number of programme sessions provided (per 3 hours)

3) Total number of hours of programme provided

4) Number of participants who have taken up additional volunteering as a result of the programme for that period and the number of hours they have volunteered

5) Number of young people reporting that they are either; not satisfied, satisfied or very satisfied with this module of the programme

6) Number of young people progressing against each youth work outcome

7) Number of young people gaining a recognised accreditation

8) Testimonial Feedback from Community, Parents/Carers/Families and Schools

9) Quality assurance feedback in the areas of programme strengths, gaps or challenges and proposed actions to improve the programme further

6. DATA SHARING

6.1. Although the implementation of the project is public, information exchanged in the context of implementation between the Education Authority and voluntary partners will remain confidential.

6.2. Except for participant information, no information collected by the Education Authority will be "Subject Data". Participant information will be collected in line with the Education Authority's duty to discharge its public task, and any data held will be in accordance with the Education Authority's privacy statement available here.

6.3. Each partner will ensure it complies with the requirements of all legislation in force relating to the use of personal data and General Data Protection Regulation. (GDPR)

6.4. Partners will notify the Education Authority of any security threats, risks, incidents, data breaches and data protection impact assessments relating to implementing of this project and its beneficiaries.

7. EDUCATIONAL VISITS

7.1. With respect to each partner's organisational governance, and to be compliant with an individual organisation's insurance and/or public liability arrangements, educational visits will follow each individual organisations educational visit process and approval mechanism.

7.2. Each partner will follow their own organisation's process and approval mechanism for off-site activities. This process will only consider the organisation's members of the group when completing the necessary paperwork.

8. SAFEGUARDING AND CHILD PROTECTION

8.1. It is everyone's duty to safeguard our children and young people and with respect to safeguarding and child protection, DUAL REPORTING in line with each organisations process will be in place for the programme, for all participants regardless of if recruited by the Education Authority or the Voluntary Partner worker.

8.2. Safeguarding and child protection processes must be compliant with the Department of Education Circulars (2012/19, 2013/01) and current guidance contained with Annex E guidance for youth settings (and any subsequent update) of the Department of Education's Safeguarding and Child Protection in Schools.

9. PROCUREMENT ASSOCIATED WITH THE PROGRAMME

9.1. Each Voluntary Partner will be provided up front an allocation for Salaries and Management fee which can be used as outlined in the letter of offer.

9.2. Procurement of programme materials, activities, residentials, programme costs, transport and travel will be centrally procured through the Education Authority's procurement process and provided to directly to each programme group.

10. PUBLICITY, COMMUNICATION, SOCIAL MEDIA AND BRANDING

10.1. All partners will ensure adequate promotion of the project both towards potential beneficiaries and towards the public.

10.2. Each partner will comply with all publicity, communication and branding obligations for the Education Authority, the Partner Organisation, Department of Education 'A Fair Start' and Horizons Logo.

10.3. Each partner will ensure they have the necessary permissions in place for the sharing of participant images and the relevant channels they are shared through.

10.4. Each partner will ensure that any communication is transparent, unbiased, professional and above reproach, to reduce risk of reputational damage to each Voluntary Partner organisation and the Education Authority.

11. GOVERNANCE OF THE PARTNERSHIP AGREEMENT

11.1. Two meetings over the period of delivery will be held between the Management Committee/Governance Structure and Local Senior Youth Officer, to monitor the progress of the programme. A note of meeting will be agreed between the two parties in attendance, with a copy to be provided to the Head of Regional Youth Services at the earliest possibility.

11.2. At the end of the programme, an end of project review meeting, between the Local Senior Youth Officer and the Management Committee/Governance Structure, will be held to review the overall effectiveness of the programme and an evaluation of the effectiveness of the partnership. Key areas to be evaluated will be provided by the Head of Regional Youth Services and a note of the meeting will be agreed between the two parties in attendance, with a copy to be provided to the Head of Regional Youth Services at the earliest possibility.

11.3. Should issues or disputes regarding the operation of this partnership agreement occur that cannot be resolved between the organisational lead youth workers, in the first instance issues should be escalated to the statutory youth workers Team Leader and partner's direct line management structure who will take responsibility for the resolution process.

11.4. In the event a resolution cannot be reached through the process outlined in 11.3, the issue can be escalated to the Local Senior Youth Officer and the Management Committee/Board of the voluntary organisation for further resolution.

11.5. Consideration if required will be given by both the chair and Education Authority Head of Service if adjustments will be required to this outlined partnership agreement, or early termination of the agreement and funding arrangement on a full cost recovery basis.

12. WITHDRAWAL FROM THE PARTNERSHIP AGREEMENT

12.1. A partner will be entitled to withdraw from the programme provided that one month's notice has been given to the Education Authority and provided that the Education Authority approves and consents to such withdrawal.

12.2. In the event the that the Voluntary Partner withdraws from the programme, and in the interests of supporting all the children and young people on the programme, the Education Authority will continue the project offering the continued participation of the participants recruited by the Voluntary Partner.

12.3. If a partner wishes to withdraw, they will be obliged to return all funds that correspond to incurred costs that have not yet been delivered against this agreement.

13. FINANCIAL CONTRIBUTIONS

13.1. Each partner is responsible for guaranteeing a sound financial management of its budget in line with approved funding allocation with regarding eligible expenditure and procurement.

13.2. The Education Authority will transfer funds to partner organisations about overnight sleep-in allowance in line with JNC Terms and Conditions and Pay. This will be provided post residential and with completed claim forms provided before funds will be issued by BACs.

14. DISCLAIMER

14.1. It should be noted that by signing this document or by participating in this partnership agreement, the partners are not committing to legally binding obligations. It is intended that the partners remain independent of each other and that their collaboration and use of the term ‘partner’ does not constitute the creation of a legal entity, nor authorise the entry into a commitment for or on behalf of each other.

15. SIGNATURES

Signed on behalf of The Education Authority

Name (Print) _____

Position: Lead Worker

Signature _____ Date _____

Name (Print) _____

Position: Senior Youth Officer

Signature _____ Date _____

Signed on behalf of [insert voluntary partner name]

Name (Print) _____

Position: Lead Worker

Signature _____ Date _____

Name (Print) _____

Position: Chair of the Committee/Board

Signature _____ Date _____