Belfast PEACE IV
2018-2021
Children and Young People

Personal Change
16 October 2018
Aim of Session

• Provide an overview of Personal Change Tender Opportunity
  • Scope / Minimum Requirements
  • Timeline
  • Targets
• Outline of procurement process
• Top Tips - Procurement
• Opportunity to ask questions
• Network with others
Project aim

• To **change** the behaviours of young people who have been involved in sectarian, interface issues and hate crime by exploring and challenging the underlying and fundamental values that they hold.

• Aimed at young people aged 13 – 16 years who have been involved in the youth justice system for incidents related to sectarianism, interface issues and hate crime, the programme will support the young people, on a cross community basis, to explore the issues of **equality, identity, diversity and peacebuilding**.
Beneficiaries

- Jan 2019 – Dec 2021 (3 years)
- 14 young people engaged with the youth justice system (per annum)
- For sectarian or other hate crime incidents
- Anywhere across Belfast
- Potential participants identified by PSNI, YJA or BCC
- Engagement secured and young people retained by contractor
Approach/Methodology

- Accessible location
- One to One Personal support – 2hrs/week
- Group work – sporting activities
- Being challenged – joint short trips and residential
- Learning diaries
- Future plans
One to One Support Work  
(2hrs*40 weeks = 80 contact hours)

Work with the young people on an individual basis to understand their values and beliefs and explore the link with their behaviours.

Self-awareness
How my attitudes determine my behaviours

Understanding and Confidence
Where do my attitudes come from? * What do I think about this? * What diversity is there?

Relationships
What role do I play in my family and peer group? * How different is my life from their lives?
Sports Group Work
(20 weeks x 2 hrs = 40 contact hours)

Playing sport and participating in social activities **together** so they are likely to continue to socialise and play sport **after the project ends**.

Sports to **explore cultural diversity**: for example they may try ice hockey and use it as a lead into Russian and Canadian culture; cricket to start to explore UAE, Japanese culture through sumo wrestling, badminton from Indonesia and hockey in India.

Young people should continue to agree the content of this aspect of their joint programme in an iterative, **participatory process of co-design**.
Joint Study Visits Group Work
(15 weeks x 3 hrs = 45 contact hours)

Joint visits to develop the young people’s **understanding and confidence to explore diversity**

Examples: Somme Museum at Conlig, the War Memorial Gardens at Islandbridge, the Garden of Remembrance in Dublin, Glasnevin Cemetery; the GPO in Dublin, Kilmainham Gaol and Crumlin Road Gaol, Museum of Orange Heritage, Republican History Museum at Conway Mill, Battle of the Boyne site in Drogheda, 12 July Celebrations in Donegal, the Belfast Mela and St. Patrick’s Day Parade in Belfast.

It is anticipated that for every topic explored in NI, a related complimentary activity will be identified in ROI.
Participants agree the content of their joint visits and sports programme in an iterative, participatory process of co-design.

The key aspects and questions to be addressed when designing the joint visits and sports programme include:

**Understanding and Confidence**
What do I think about this? * What diversity is there?

**Respect for Diversity**
Why is diversity good?

**Relationships**
Where do they hang out? * What do they do with their time?
5 Group Residentialss
(140 contact hours)

1. Trust building
2. Cross Border Visit/s
3. A mid point review to assess “the difference in me”, good relations, personal development and citizenship
4. Cross Border Visit/s
5. Future search – achieving my future plan

1 – 1 night, 2 days * 4 – 2 nights, 3 days
Exploring Diversity, its Impact and My Future

Understanding and Confidence
What have I learnt? * What do I think about this? * How different is my life from theirs? * What diversity is there?

Respect for Diversity
Why is diversity good? * What is my attitude? * What is equality?

Relationships
What role do I play in my family and peer group? * How different is my life from their lives? * Where do they hang out? * What do they do with their time?
Exploring Diversity, its Impact and My Future

**Citizenship**
What role do I play in my community? * How do I engage with useful services? * What if I want to change something?

**Improved Planning and Problem Solving**
The life I want to live * Who can help me?

**Resilience and Determination**
How do I do that?
Achieving the Future I Want

Personal plan may include signposting, supporting participants to submit applications for volunteering opportunities abroad

**Citizenship**
What role do I play in my community? * How do I engage with useful services? * What if I want to change something?

**Improved Planning and Problem Solving**
The life I want to live * Who can help me?

**Resilience and Determination**
How do I do that? * Learning and training that will help me
Because the young people have been involved in the delivery of the project, they will have the confidence and skills to be able to **stay in touch and socialise**.

That they have completed much of the programme as a group means that they are likely to continue to socialise and play sport together after the project ends.

It is reasonable to expect that having participated in the project they have a better relationship with “the other tradition that they did at the start of the project, and that they think relations between Protestants and Catholics will be better in 5 years’ time.
Outcomes

• Change behaviours of young people who have been involved in sectarian, interface issues and hate crime by exploring and challenging the underlying and fundamental values that result in negative behaviour and attitudes.

• Improve self-awareness, understanding, confidence, tolerance, relationships and resilience amongst participants.

• Change negative behaviour and build positive relationships with others from a different community background.

• Increase participants’ understanding of equality, diversity and inclusion and how to promote change.
Outcomes

• Increase in young people from various backgrounds playing sports together often or sometimes

• Encourage, support and empower participants to become leaders

• Enable and empower participants to take the learning from experiences, consider it in the context of their culture and decide what it means to them and how they should behave
Achieve the following attitudinal change from participants - increase the number of people who think relations between Protestants and Catholics are better than they were 5 years ago by positively changing attitudes amongst participants (80% change).

Increase the number of people who think relations between Protestants and Catholics will be better in 5 years’ time by positively changing attitudes amongst participants (80% change from participants across all projects).

Increase the number of people who know quite a bit about the culture of some minority ethnic communities by positively changing attitudes amongst participants (from across all projects) (assumes 10% participants are exposed to ethnic minority communities).
<table>
<thead>
<tr>
<th>Level of engagement</th>
<th>Duration</th>
<th>Per participant (hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em><em>40 weeks</em> of one to one support</em>* for each participant to run throughout the life of the project</td>
<td>Initially comprising of 2 hours mentor contact per week for the first 10 weeks; Increasing to 4 hours per week to encompass 2 hours mentor contact and 2 hours sporting activity and/or group work as outlined below.</td>
<td><strong>80 hours</strong></td>
</tr>
<tr>
<td>Initially comprising of 2 hours mentor contact per week for the first 10 weeks; Increasing to 4 hours per week to encompass 2 hours mentor contact and 2 hours sporting activity and/or group work as outlined below.</td>
<td><strong>40 hours</strong></td>
<td></td>
</tr>
<tr>
<td><strong>20 sessions of sporting activity</strong> on a group basis involving at least 10 different types of sport</td>
<td>Each session should be for a minimum of 2 hours as above This should run concurrent with the one to one support sessions</td>
<td><strong>45 hours</strong></td>
</tr>
<tr>
<td>Each session should be for a minimum of 3 hours and may include cross border interaction</td>
<td><strong>140 hours</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5 joint residential activities to include cross border activities</strong></td>
<td>1 x 1 night /2 day residential (10 hours per day) 4 x 2 nights / 3 days residential (10 hours per day)</td>
<td><strong>305 hours</strong></td>
</tr>
<tr>
<td>TOTAL CONTACT HOURS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Procurement Process

• Procurement process - open procedure - Invitation to tender
• Procurement timetable – Open 26\textsuperscript{th} October – 26\textsuperscript{th} November 2018
• Award by Late December 2018
• Overview of Bravosolutions / e-Sourcing
  ✓ Stage 1 - Qualification envelope
  ✓ Stage 2 - Selection (Technical envelope)
  ✓ Stage 3 – Award include Commercial (Technical envelope)
• Terms and Conditions
  Timelines subject to securing necessary approvals
## Technical - Scoring Criteria (80%)

<table>
<thead>
<tr>
<th>Score</th>
<th>Label</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Unacceptable (Fail)</td>
<td>Non Compliant or fails to answer or an irrelevant answer is provided.</td>
</tr>
<tr>
<td>1</td>
<td>Poor (Fail)</td>
<td>The Council has serious reservations that the Tenderer understands the requirements in the question. The proposal provides very limited evidence and assurance that the relevant aspects of the service would be delivered to the expected standard and there are serious doubts about aspects of the response.</td>
</tr>
<tr>
<td>2</td>
<td>Limited (Possible Fail)</td>
<td>The Council has some reservations that the Tenderer understands the requirements in the question. The proposal provides some limited evidence and assurance that the relevant aspects of the service or requirement would be delivered to a satisfactory standard.</td>
</tr>
<tr>
<td>3</td>
<td>Acceptable</td>
<td>The Council is reasonably confident that the Tenderer understands the requirements in the question and the proposal provides some acceptable evidence and assurance that the relevant aspect of the service or requirement would be delivered to an acceptable standard.</td>
</tr>
<tr>
<td>4</td>
<td>Good</td>
<td>The Council is confident that the Tenderer understands the requirements in the question and the proposal provides good evidence and assurance that the relevant aspects of the service or requirement would be delivered to a good standard. The proposal meets the requirements and is robust and well documented.</td>
</tr>
<tr>
<td>5</td>
<td>Excellent</td>
<td>The Council is completely confident that the Tenderer understands the requirements in the question and the proposal provides very good evidence and assurance that the relevant aspects of the service or requirements would be delivered to an excellent standard. The proposal meets and in some cases exceeds the requirements.</td>
</tr>
</tbody>
</table>
Commercial – Scoring Criteria (20%)
Budget: £386,200.88

1. Budget Headings (Cost Breakdown)
   - Staff
   - Office space and consumables
   - Management fee
   - Other
   - Casual sport coaches
   - Sport Sessions
   - Short Trips
   - Transport
   - Residencies

*Cost breakdown should include split for individual years spend, spend with delivery partners where applicable and key assumptions. 10% of total commercial score is based on the budget provision.

2. Actual Costs
   The actual cost provided accounts for the other 10% of the total commercial score.
1. Review tender documents as soon the tender is open
2. Seek clarification in writing via e-Sourcing portal
3. Make sure that you meet the minimum requirements
4. Follow instructions ... Pass / Fail questions do what they say on the tin...
5. Do not exceed the stated budget and DO provide a cost breakdown using the excel spreadsheet supplied
6. Sell your organization ... Assume ignorance. Don’t be modest!
7. Answer all the questions as fully as possible.
8. Read the submission instructions carefully and follow them to the letter.
9. Pay attention to weighting of various sections / questions
10. Last but definitely not least – read, review and proofread your bid.
Gamechenger – Personal Change

Questions?