



PROGRAMME DIRECTORS HANDBOOK

eduSOIL & Design for Change (DFC)

Applies to: All eduSOIL & DFC Programme Director roles

Delivery-led leadership rooted in care, clarity and collective impact.

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1. HANDBOOK OVERVIEW

This handbook defines the **responsibilities, boundaries, required practices and progression pathways** for Programme Director roles within eduSOIL and Design for Change (DFC).

From 2026 onwards, **Programme Directors replace trustee recruitment as the primary senior leadership development route** within the organisation. These roles are designed to:

- Provide **delivery-led strategic leadership**
- Reduce founder dependency by strengthening leadership, supervision and systems
- Protect safeguarding, wellbeing and programme quality across countries
- Build long-term succession pathways through trust, contribution and organisational investment

Programme Directors **do not hold statutory or fiduciary responsibility during their initial term**. They operate within a structured leadership pathway toward statutory director or governance roles, subject to:

- Relationship building and demonstrated judgement
- Organisational need and readiness
- Governance and funding investment
- Mutual agreement and board approval (where applicable)

This handbook should be read alongside:

- Managers Handbook
- Assistants Handbook
- Finance, Fundraising & Governance Handbook
- Wellbeing & Learning Systems & Innovation Handbook
- Safeguarding & Wellbeing Policies

2. PURPOSE OF LEADERSHIP AT eduSOIL

Leadership at eduSOIL is **delivery-led, values-driven and impact-focused**.

Programme Directors are not symbolic figureheads or advisory trustees. They are **active senior leaders** who hold responsibility for real delivery, people, safeguarding culture and organisational learning across education, wellbeing and youth leadership programmes in:

- Northern Ireland
- South Africa
- Sudan
- International and virtual contexts

Across eduSOIL and Design for Change, senior volunteers and leaders:

- Contribute real expertise to real delivery
- Support children, young people, educators and communities
- Strengthen organisational sustainability and systems
- Work alongside staff, managers and partners as peers
- Engage in reflective, wellbeing-informed leadership practice

Programme Director roles are intentionally designed to:

- Build **mutual value** for the organisation and the leader
- Respect professional expertise and lived experience
- Enable access to leadership for those outside traditional paid pathways
- Support progression into paid, director-level or governance roles where appropriate
- Strengthen intercultural understanding and global collaboration

3. WHO OUR PROGRAMME DIRECTOR ROLES ARE FOR

Programme Director roles are designed for individuals ready to hold **senior, delivery-led leadership responsibility** within a safeguarding-centred education and wellbeing organisation.

These roles may suit individuals with backgrounds in:

- Education, teaching or school leadership
- Youth work, community development or participation
- Arts, wellbeing or social impact programmes
- Programme leadership, coordination or systems leadership
- International development or cross-cultural work

Programme Directors are expected to:

- Hold responsibility with care, judgement and reliability
- Work confidently within safeguarding and ethical boundaries
- Lead collaboratively rather than hierarchically
- Support others through supervision, mentoring and example
- Engage fully in wellbeing-informed leadership practice

These roles are **not entry-level**. They are appropriate for individuals who:

- Have experience working with people, programmes or systems
- Can balance responsibility with reflection and self-care
- Are interested in contributing to organisational leadership and learning
- Are open to progression into future director-level or governance roles, subject to organisational need

Prior experience with Design for Change is **not required**. Induction, training and supervision are provided.

4. ORGANISATIONAL CONTEXT

4.1 eduSOIL

eduSOIL is an award-winning international arts, wellbeing and education social enterprise founded in 2011, operating across Northern Ireland, South Africa, Sudan and India, and globally through long-standing partnerships.

Our work addresses:

- Youth mental health and emotional wellbeing
- Access to education
- Belonging, identity and social cohesion
- Youth-led civic and social action

Delivery approaches include:

- Community arts
- Yoga, mindfulness and MBSR
- Education partnerships
- Youth leadership through Design for Change

Impact

- 16,000+ participants reached
- Programmes delivered across 12 countries
- Strong focus on Black, Asian, migrant, refugee and underserved communities

Key links:

- <https://www.edusoil.com>
- <https://www.edusoil.com/structuregovernance.html>
- https://www.edusoil.com/ni_impact.html
- <https://www.edusoil.com/research.html>

4.2 Design for Change (Global Movement)

Design for Change is a UN-recognised global movement empowering children and young people to lead social change using the **Feel–Imagine–Do–Share** framework.

Global reach:

- 2 million+ young people
- 60+ countries

Recognition includes:

- LEGO Re-Imagine Learning Award
- INDEX Award
- Commonwealth Good Practice Award

Key links:

- <https://www.dfcworld.org>
- <https://stories.dfcworld.org>
- <https://designforchangenai.com>
- <https://dfcsouthafrica.com>
- <https://designforchangesudan.com>

eduSOIL leads Design for Change delivery in Northern Ireland and has deep contextual leadership experience in South Africa and Sudan.

5. THE eduSOIL LEARNING & LEADERSHIP SPINE

All eduSOIL and DFC programmes sit within a single progression framework:

1. **METime for Change** – wellbeing, grounding and reflection
2. **Design for Change** – youth-led action
3. **Art for Change** – creative civic expression
4. **Virtual Youth Exchange** – intercultural dialogue
5. **Be the Change** – applied leadership
6. **Student Council Leadership** – systems-level participation

Programme Directors are responsible for **protecting the integrity of this spine**, ensuring:

- Programmes are not delivered in isolation
 - Progression is developmentally appropriate
 - Participation and facilitation pathways are distinct
 - Safeguarding, learning and wellbeing are embedded throughout delivery
-

6. METIME FOR CHANGE AS A CORE LEADERSHIP PRACTICE

METime for Change underpins all Programme Director leadership.

It supports leaders to:

- Develop emotional regulation and self-awareness
- Lead with reflection, ethics and presence
- Sustain responsibility without burnout

- Model wellbeing-informed leadership for teams and participants

Programme Directors integrate MEmtime principles into:

- Decision-making and prioritisation
- Communication and conflict resolution
- Safeguarding culture
- Supervision, mentoring and team wellbeing

7. THE ROLE OF PROGRAMME DIRECTORS AT eduSOIL

Programme Directors provide **senior, delivery-led leadership** for defined programme areas, countries or chapters.

The role exists to:

- Lead and oversee programme delivery with clarity and accountability
- Protect safeguarding, wellbeing and ethical standards
- Enable Managers and Assistants to deliver safely and effectively
- Translate organisational strategy into lived practice
- Build trusted relationships with schools, partners and stakeholders

Programme Directors are **actively engaged** in delivery oversight, supervision and judgement-based decision-making.

8. SCOPE OF RESPONSIBILITY & AUTHORITY

Programme Directors typically hold responsibility for:

- Programme planning, coordination and delivery oversight
- Safeguarding culture, risk awareness and escalation
- Supervision of Managers and Assistants (as assigned)
- Quality assurance, learning capture and evaluation
- Partner relationships and external representation (where appropriate)

Programme Directors **do not hold statutory or fiduciary responsibility** during their initial term. Authority is delegated, bounded and role-specific.

Final accountability rests with the **Founder & CEO and Board**.

9. RELATIONSHIP TO FOUNDER, MANAGERS & TEAMS

Programme Directors work closely with:

- **Founder & CEO** – strategy, priorities, escalation
- **Managers** – systems, sustainability and functional leadership
- **Assistants** – delivery and coordination support

Leadership is collaborative, relational and safeguarding-centred.

Programme Directors act as **stewards of culture, quality and care**.

10. SAFEGUARDING, VETTING & MANDATORY TRAINING

Programme Directors are guardians of safeguarding culture and are required to:

- Uphold eduSOIL safeguarding procedures and boundaries
- Ensure **no unsupervised contact** with children or young people
- Support safe recruitment and supervision of staff/volunteers
- Respond appropriately to concerns and disclosures
- Reinforce safeguarding through supervision and reflective practice

10.1 Vetting / Background Checks

Programme Directors complete background checks via **Volunteer Now**, with level dependent on role responsibilities and access.

Volunteer Now: <https://www.volunteernow.co.uk/>

10.2 Mandatory Safeguarding Training

All Programme Directors must complete:

- Safeguarding Children – Level 2 (CPD Online)
<https://cpdonline.co.uk/course/safeguarding-children-level-2/>
- Child Protection Practice (CI-NI)
<https://www.ci-ni.org.uk/events/child-protection-practice-88/>

10.3 Policies, Procedures & Reporting

Safeguarding procedures are documented in:

- eduSOIL Training & Induction Manual
- Risk & Safeguarding Assurance Summary
Hosted on the eduSOIL website and shared during induction.

11. WELLBEING TRAINING, SELF-CARE & COMMUNITY

At eduSOIL, we recognise that much of our work is made possible through the time, skills and care offered by volunteers and senior volunteer leaders. While we are not always able to remunerate all contributors financially, we are committed to **“paying” volunteers by investing organisational time, facilitation expertise and leadership attention into their wellbeing, learning and sense of belonging.**

Our training and weekly practice spaces are therefore a deliberate organisational commitment rather than an optional benefit. They provide:

- Regular spaces to unplug, breathe and de-stress
- Lived experience of the programmes we offer and their benefits
- A foundation for reflective, wellbeing-informed leadership
- Opportunities to connect with members of our global community

Through shared practice, all volunteers can participate in free monthly **MEtime for Change** sessions for adults, and in age-appropriate sessions for young people where relevant safeguarding checks and supervision are in place. These spaces are central to building trust, relational depth and a strong sense of community across staff and volunteers.

All volunteers are expected to spend **at least one hour per week** in shared wellbeing practice. This time **counts as part of agreed volunteer hours**, recognising that caring for ourselves is integral to caring for our mission.

As busy professionals, this is a gift we give ourselves: volunteering our time, attention and presence to the present moment — despite the many demands we carry. By consciously volunteering time to self-care and reflection, we build the capacity to offer our best to our common cause and to the communities we serve.

As such, wellbeing at eduSOIL is not optional; it is treated as a **core leadership and delivery capability**. Volunteers are required to participate in the same wellbeing foundations expected across the organisation.

11.1 Mindfulness-Based Stress Reduction (MBSR) - Light

- 8-week programme with 1 hour of guided practice per week as opposed to the full 2.5 hours of a full MBSR course
- Completed during the first two months of engagement (or at the earliest available cycle)

11.2 Weekly Guided Reflective Practice

A facilitated weekly space integrating MBSR, MEtime for Change and other eduSOIL Wellbeing methodologies that include:

- Mindful movement and/or yoga
- Meditation and breath-based regulation

- Reflective inquiry, journalling
- Mandala colouring and affirmations

11.3 Ongoing Wellbeing-Informed Culture

Across the full term, Assistants are expected to model:

- Reflective journalling
- Peer dialogue and exchange
- Values-led integration into work and decision-making

12. DELIVERY INFRASTRUCTURE & WAYS OF WORKING

Programme Directors operate within shared systems to ensure clarity, safeguarding, continuity and accountability:

12.1 E Learning platform + online community software

Used for:

- Induction and onboarding
- Wellbeing programmes (including MBSR)
- Reflective practice and leadership learning
- Community interaction and peer exchange

12.2 Online Project Management platform and Google For Non-profit Workspace

Used for:

- Delivery planning and timelines
- Task allocation and supervision
- Collaboration and documentation
- Handover and continuity

Access is role-appropriate and safeguarding-informed.

13. SUPERVISION, SUPPORT & ACCOUNTABILITY

Programme Directors receive:

- Direct supervision from the Founder & CEO
- Regular strategic and reflective check-ins
- Peer learning with other senior leaders where appropriate

Accountability is maintained through:

- Two-week planning and review cycles
- Clear priority setting and delegation
- Documentation of delivery, learning, risk and decisions
- Reflection, adjustment and continuous improvement

eduSOIL prioritises learning-led accountability rather than punitive performance management.

14. TIME COMMITMENT, LOCATION & TERM

Programme Director roles are:

- Senior volunteer / hybrid leadership roles
- Typically **7–15 hours per week**
- Remote or hybrid depending on country and delivery requirements
- Appointed for a defined term, typically **12 months**

Consistency, reliability and communication are essential.

15. PROGRESSION PATHWAY TO DIRECTOR-LEVEL & GOVERNANCE ROLES

Programme Director roles are intentionally designed with a pathway to statutory director/trustee-level positions.

Progression is based on:

- Trust and relationship building
- Demonstrated delivery-led leadership
- Safeguarding judgement and ethical practice
- Organisational need, governance readiness and investment
- Mutual agreement

Progression is not guaranteed, but it is real, intentional and supported.

2026 PROGRAMME DIRECTOR ROLES

16. eduSOIL PROGRAMME DIRECTOR (UK)

Location: Hybrid – UK (Belfast/Bangor + remote)

Time commitment: 7–15 hours per week

Role overview

Leads the delivery and coordination of eduSOIL programmes across the UK, ensuring quality, safeguarding integrity and alignment with organisational strategy and the learning spine.

Key responsibilities

- Lead UK programme delivery and coordination
 - Supervise coordinators and volunteers
 - Support partnerships with schools and institutions
 - Ensure safeguarding and wellbeing integration
 - Contribute to organisational planning, learning and sustainability
-

17. DFC NORTHERN IRELAND PROGRAMME DIRECTOR

Location: Hybrid – Northern Ireland

Time commitment: 7–15 hours per week

Role overview

Leads Design for Change delivery across Northern Ireland, supporting schools, educators and young people to deliver youth-led civic action through the DFC methodology.

Key responsibilities

- Lead DFC NI programme delivery and partner relationships
 - Support facilitators and volunteers
 - Ensure safeguarding, quality assurance and progression integrity
 - Contribute to evidence, learning and organisational improvement
-

18. DFC SOUTH AFRICA PROGRAMME DIRECTOR

Location: Hybrid – South Africa (Johannesburg preferred)

Time commitment: 7–15 hours per week

Role overview

Leads national delivery and partnership development for DFC South Africa, ensuring contextual, ethical delivery aligned with the global DFC movement and eduSOIL systems.

Key responsibilities

- Lead DFC SA delivery and partnerships
 - Supervise and support facilitators/volunteers
 - Ensure safeguarding and quality assurance
 - Contribute to regional and global learning exchange
-

19. DFC SUDAN PROGRAMME DIRECTOR

Location: Hybrid – Port Sudan or Cairo / Dubai / Addis Ababa

Time commitment: 7–15 hours per week

Role overview

Leads programme delivery and partnership development for DFC Sudan, ensuring ethical, youth-centred and safeguarding-aware practice in complex contexts.

Key responsibilities

- Lead DFC Sudan delivery and partner coordination
- Build safeguarding-aware systems and trusted relationships
- Supervise and support delivery teams
- Contribute to learning, evidence and international collaboration

APPENDIX 1: ROLE MAP

A. PROGRAMME DIRECTORS (DELIVERY LEADERSHIP)

Primary accountability: programme quality, safeguarding, partnerships in delivery, mentoring, learning integrity.

- Programme Director – Design for Change Northern Ireland
 - Programme Director – Design for Change South Africa
 - Programme Director – Design for Change Sudan
 - Wellbeing Programmes Director – eduSOIL Global
-

B. MANAGERS & LEADS (SYSTEMS, SUSTAINABILITY & SCALE)

B.1. Finance, Fundraising & Governance

- **Finance & Governance Manager**
(Treasurer, UK filings, payroll, governance, risk)
- **Fundraising & Grant Writing Manager**
(pre-award fundraising strategy, bids, narratives)
- **Finance Officer (Contracted)**
(technical accounting review, continuity)
- **Finance & Governance Assistant**
(day-to-day invoicing, bookkeeping, post-award grant tracking)

Note: Partnerships & Growth Manager removed — absorbed across Fundraising, Sales, Programme Directors.

B.2. Wellbeing & Learning Systems & Innovation

- **Systems & Service Design Manager**
(UX, service design, cross-platform journeys, onsite + online + hybrid)
- **AI Analytics Manager**
(learning analytics, evaluation, ethical AI, insights, no-code MVP strategy)
- **Programming & Development Lead**
(integrations, APIs, automations, builds, technical execution)

Learning design, progression and safeguarding in learning now live **across these three roles**, with clear RACI (below).

B.3. Products, Sales & Marketing

- **eCommerce & Product Design Manager**
(storefront, productisation, pricing logic, user journeys, monetisation)
 - **Marketing & Sales Manager**
(pricing strategy, funnels, partnerships, campaigns)
 - **Marketing & Sales Assistant**
(campaign delivery, content, coordination)
-

B.4. Creativity & Communications

- **Illustration Lead**
- **Videography / Media Lead**

(Delivery of creative assets in line with safeguarding, consent and brand guidance)

B.5. Human Resources & Volunteerism

- **People, HR & Volunteer Operations Manager**
(recruitment admin, onboarding, records, wellbeing, volunteer lifecycle, employee volunteers)

HR Assistant role removed (as requested).

C. ASSISTANTS (DELIVERY, COORDINATION & EXECUTION)

C.1. Programme Coordination & Growth Assistants

(Project coordination absorbed here)

- Northern Ireland Outreach & Growth Assistant
- South Africa Outreach & Growth Assistant
- Sudan Outreach & Growth Assistant

Supports:

Programme Directors + Managers across delivery, partnerships, MEL, comms, finance coordination.

C.2. Programmes Facilitation Assistants

(Individuals & Employee Volunteers)

- Programme Facilitation Assistant – Individuals
 - Programme Facilitation Assistant – Employee Volunteers
-

C.3 Learning Support

- **eLearning & Instructional Design Assistant**
(content structuring, LMS support, learning materials)
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C.4 Administration & Executive Support

- **Administration Assistant (Outward-Facing)**
(clients, schools, partners, participants, onboarding, records)
- **Executive Assistant (Founder Support Role)**
(link between Founder & leadership team)

APPENDIX 2: HIGH-LEVEL RESPONSIBILITY & RACI MAP

This is the **MASTER MAP**, with role-specific RACIs nested inside each handbook.

PROGRAMME DIRECTORS

Accountable for:

- Programme delivery & quality
- Safeguarding in practice
- Partnerships in delivery contexts
- Mentoring youth, educators, volunteers
- Learning integrity in lived delivery

Consulted on:

Digital, product, pricing, fundraising decisions affecting delivery.

FINANCE, FUNDRAISING & GOVERNANCE

Area	Accountable
Fundraising strategy (pre-award)	Fundraising & Grant Writing Manager
Post-award grant stewardship	Finance & Governance Assistant

Financial records & prep	Assistant → Officer
Statutory filings & payroll	Finance & Governance Manager
Governance & risk	Finance & Governance Manager
Budget reality checks	Programme Directors (C)

WELLBEING & LEARNING SYSTEMS & INNOVATION

Area	Accountable
Service design & UX	Systems & Service Design Manager
Learning integrity & progression	Systems & Service Design Manager
Safeguarding in learning systems	Systems & Service Design Manager
AI analytics & evaluation	AI Analytics Manager
Ethical AI boundaries	AI Analytics Manager
Technical builds & integrations	Programming & Development Lead

Founder & CEO = **final sign-off** on high-risk decisions.

PRODUCTS, SALES & MARKETING

Area	Accountable
Pricing & monetisation	Marketing & Sales Manager
Storefront & user journeys	eCommerce & Product Design Manager
Product packaging	eCommerce & Product Design Manager
Campaign strategy	Marketing & Sales Manager
Campaign delivery	Marketing & Sales Assistant
Revenue alignment with delivery	Programme Directors (C)

CREATIVITY & COMMUNICATIONS

Area	Accountable
Illustration assets	Illustration Lead
Video & media assets	Videography Lead
Consent & safeguarding	Programme Directors (A)
Narrative alignment	Marketing & Sales Manager (A)

HUMAN RESOURCES & VOLUNTEERISM

Area	Accountable
Volunteer recruitment & onboarding	HR & Volunteer Ops Manager
Employee volunteer programmes	HR & Volunteer Ops Manager
Records & compliance	HR & Volunteer Ops Manager
Wellbeing & retention	HR & Volunteer Ops Manager

ADMINISTRATION & ASSISTANCE

Area	Accountable
Client & participant admin	Administration Assistant
Internal coordination	Outreach & Growth Assistants
Founder support	Executive Assistant
Learning content support	eLearning Assistant

